

Baltimore City Community College Realignment Report

Education Article, Section 16-505.2

Baltimore City Community College

January 2, 2025

December 20, 2024

The Honorable Brian J. Feldman
Chair, Education, Energy, and the Environment Committee
Maryland State Senate
2 West Miller Senate Office Building
11 Bladen Street
Annapolis, MD 21401

The Honorable Ben Barnes
Chair, Appropriations Committee
Maryland House of Delegates
House Office Building, Room 121
6 Bladen Street
Annapolis, MD 21401

RE: Report Required by Maryland Education Code § 16-505.2 SB 667/Ch. 49, 2023 (MSAR#14950)

Dear Chairman Feldman and Chairman Barnes:

The Maryland Education Code, § 16-505.2, entitled “Report on progress in implementing duties and responsibilities of Board of Trustees” requires the Baltimore City Community College Board of Trustees to “report to the Governor and, in accordance with § 2-1257 of the State Government Article, to the Senate Education, Energy, and the Environment Committee and the House Appropriations Committee of the General Assembly regarding its progress in implementing the duties and responsibilities listed under § 16-505(c) of this subtitle.” Section 16-505(c) of the Education Article is known as the realignment.

The Joint Chairmen’s Report on Fiscal Year 2024 State Operating Budget directed Baltimore City Community College (BCCC) to submit to the budget committees a report titled “Realignment Plan Status Update.” A report was requested “on the institutional realignment plan that further documents progress toward completion of the realignment plan’s objectives.”

Enclosed is BCCC’s Realignment Plan Status Update. The legislatively mandated realignment continues to be central to the College’s operational change and strengthening of infrastructure. To demonstrate how the College has been addressing each Realignment Task throughout the year, College leadership has compiled the Realignment Task Status Updates provided to the BCCC Board of Trustees each month. Corresponding exhibits support the status update narrative.

Thank you for your continued support of Baltimore City Community College. If you have any questions or would like to discuss this report in greater detail, please feel free to contact me at dlmccurdy@bccc.edu or 410-693-8878.

Sincerely,

Debra L. McCurdy, PhD
President

Baltimore City Community College Realignment Plan Status Update
Report Required by Maryland Education Code § 16-505.2 SB 667/Ch. 49, 2023 (MSAR#14950)

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Baltimore City Community College
Final Version
December 19, 2024

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CHARGE

The Maryland Education Code, § 16-505.2, entitled “Report on progress in implementing duties and responsibilities of Board of Trustees” requires the Baltimore City Community College Board of Trustees to “report to the Governor and, in accordance with § 2-1257 of the State Government Article, to the Senate Education, Energy, and the Environment Committee and the House Appropriations Committee of the General Assembly regarding its progress in implementing the duties and responsibilities listed under § 16-505(c) of this subtitle.” Section 16-505(c) of the Education Article is known as the realignment.

The President and her Cabinet continue to lead the execution of the Realignment Tasks in accordance with their areas of expertise and oversight, and in collaboration with all divisions of the College. The following narratives for each Realignment Task were written in that spirit.

REALIGNMENT TASK 1

“Review and strategically align core course offerings of BCCC, consistent with accreditation requirements, and focused on the needs of students at BCCC and the workforce of Baltimore City.”

Vice President, Academic Affairs

School of Nursing & Health Professions (SNHP)

The School of Nursing and Health Professions (SNHP) is comprised of seven degree programs and three certificate programs which include the following:

Associate Degree Programs

- Dental Hygiene (AAS)
- Emergency Medical Services (AAS)
- Health Information Technology (AAS)
- Physical Therapist Assistant (AAS)
- Nursing (AS)
- Respiratory Care (AAS)
- Surgical Technology (AAS)

Certificate Programs

- Coding Specialist
- Emergency Medical Services
- Practical Nursing

SNHP drafted several reports due to programmatic accreditors for the various programs listed below.

Nursing

The Nursing program drafted annual reports for the Maryland Board of Nursing for the Nursing Degree and Practical Nursing programs and submitted the information on January 31, 2024. These reports contained data about student enrollment, retention, completion, and placement. The data also included faculty headcount and professional credentials. Action plans were included in the reports to show the program intends to comply with the established Standards. (1.1 MBON Annual Report PNU; 1.2- MBON Annual Report NUR)

The program also submitted the Self-Study report for the Accreditation Commission for Education in Nursing (ACEN), February 6, 2024. Prior to the Nursing accreditation site visit, the College spent a substantial amount of money, \$427,178.53 on the replacement of outdated equipment including beds, cribs, and mannequins (1.3- Purchase Orders for Nursing Equipment). Replacing the outdated equipment will enhance and improve the student experience in Nursing simulation labs and ensure students have access to up-to-date equipment. The state-of-the-art equipment exposes students to essential skills for occupational licensure. The Nursing program accreditation site visit by the Accreditation Commission for Education in Nursing (ACEN) and the Maryland Board of Nursing (MBON) was conducted March 19-21, 2024 (1.4 ACEN Continuing Accreditation Site Visit Agenda).

During the site visit the visiting teams met with faculty, staff, and administrators to verify and confirm information and evidence submitted as part of the Self-Study. The site visit concluded with an exit visit and read out from ACEN and MBON regarding preliminary findings, recommendations, and next steps. During the meeting in September 2024, the Board of Commissioners granted Continuing Accreditation with Conditions for two years to the associate nursing program and requested that a Follow-up Report be

submitted six weeks prior to a Follow-Up Visit, as the program is in non-compliance with Standard 2: Faculty and Standard 5: Outcomes. The Follow-up Visit will be conducted in the Spring 2026 Accreditation Cycle. If the Board grants continuing accreditation following the review of the Follow-up Report and the Follow-up Visit, the next evaluation visit will be scheduled for Spring 2032.(1.5- ACEN Baltimore City Community College Action Letter Accreditation Site Visit)

The Nursing program drafted responses to the Maryland Board of Nursing (MBON) post-visit report (1.6), which was due to the programmatic accreditor on June 13, 2024 (1.7- Action Plan Report to MBON) The program met with select members of the Academic Affairs leadership team and the Office of Institutional Effectiveness, Research, and planning as part of the required internal review process. During the review process, the responses and applicable evidentiary documents and attachments were also reviewed.

The Associate Degree Nursing Program employs nursing faculty who are academically, experientially, and professionally qualified to teach and ensure the achievement of the student learning and program outcomes. All Nursing faculty meet the educational requirements as outlined in the State of Maryland regulations governing registered nurse educational programs. Qualifications for teaching nursing in the State of Maryland are included in The Nurse Practice Act, 2022 Faculty and Clinical Instructors. All adjunct faculty hold a degree in nursing at or above the baccalaureate level. All adjunct nursing faculty are in educational and clinical experience compliance with the Nurse Practice Act. Adjunct nurse faculty are educationally and clinically experienced in their nursing specialty area to provide safe and effective clinical teaching.

Communities of interest have input into program processes and decision-making through clinical agencies, employers of graduates, current students, alumni, educational partners and the Nursing Advisory Committee. Communities of interest include Maryland Board of Nursing (MBON), Accreditation Committee for Education in Nursing (ACEN), the students, articulated academic partners, and clinical affiliates. The nursing program is served by an Advisory Committee whose membership includes graduates from the nursing program, nurse administrators, registered nurses, and community leaders. Feedback, as well as recommendations and suggestions from the Nursing Advisory Committee, is valued and utilized for evaluation of the program. The Nursing Advisory Committee meets twice a year to advise the faculty of changes in healthcare and the impact of these changes on the Nursing Program's curriculum. Clinical affiliates provide professional relationships within the community and promote student access to a variety of excellent educational experiences, enhancing the profession, and providing service to the community. These relationships are recorded in clinical agency agreements, RN-BSN articulation agreements, community service projects, and state-wide consortia for simulation.

Dental Hygiene

The Commission on Dental Accreditation (CODA) progress report for the Dental Hygiene program was submitted on December 6, 2023 (1.8- Baltimore City Community College - Response to Factual Report). The program continues to make changes based on recommendations outlined in the progress report.

Recommendation #1

It is recommended that the program demonstrate its effectiveness using a formal and ongoing planning and assessment process that is systematically documented by: e) use of the outcomes assessment results for annual program improvement and reevaluation of program goals. (DH Standard 1-1 e)

- In response to recommendation 1, Program Review and Evaluation (PRE) is an institutional process delegated by the Faculty Senate to the Program Review Evaluation Committee (PREC) and approved by the Board of Trustees. Degree and Certificate Programs are reviewed on a five-

year cycle. In addition to the institutional program review and evaluation process, Student Learning Outcomes Assessment (SLOA) occurs at the end of each semester. Collaboration between faculty and administrative leadership across the institution supports the Program in maintaining competitive academic offerings, quality curricula, innovative teaching, and relevant services.

Recommendation #2

It is recommended that the program administrator have the authority and responsibility necessary to fulfill program goals including f) input into the budget preparation and fiscal administration. (DH Standard 3-4, f)

- In response to recommendation 2, the Program Planning and Budget Guidelines are provided to program administrators and require comparable data and systematic integration for monitoring, evaluating, and targeting goals and priorities. Resource allocation is a direct consequence of program planning and assessment. The program budget process is part of the annual program review and assists with the preparation for making the rationale and equitable program budget requests. There are four levels of the process — Department, School/Division, Cabinet, and President. The divisional Dean is responsible for the development of the school/division's proposed plans and budgets, with active participation from the department chair/program coordinators.

Recommendation #3

It is recommended that all dental hygiene program faculty members have a) current knowledge of the specific subjects they are teaching. b) documented background in current educational methodology concepts consistent with teaching assignments. (DH Standard 3-6, a and b)

- In response to recommendation 3, All faculty teaching courses DHE 151L- Clinical Dental Hygiene I and DHE 251L- Clinical Dental Hygiene III have completed courses that pertain to clinical instruction as well as educational methodology courses that are applicable to their clinical teaching assignments. Biosketches were provided for faculty teaching in the Dental Hygiene program.

Recommendation #4

It is recommended that the dental hygiene facilities include the following: a) sufficient clinical facility with clinical stations for students including an area that accommodates a full range of operator movement and opportunity for proper instructor supervision. (DH Standard 4-1, a) The Commission reviewed quotes from January 2022 for operator renovation and potential redesign of the clinic layout and relocation of equipment.

In response to recommendation 4, the Fire Department of City of Baltimore conducted institutional inspection and issued a certificate of occupancy allowing public assembly/capacity of twenty-five (25) in the Dental Hygiene Clinic, twenty (20) in the dental laboratory, and fifteen (15) in the radiology area. With the current enrollments, the number of students attending clinic, laboratory, and radiology sessions are well under the allowed capacity during any given scheduled course meeting.

Pursuant to CODA's recommendation about facility improvements, BCCC's administration hired Colimore Associates (Architecture Company) to design the renovations to the current Dental Hygiene Clinical and Radiology areas. After reviewing various plans, BCCC has decided to adopt a floor plan that will ascertain accommodation of a full range of operator movement and opportunity for proper instructor

supervision in a vacant state. The anticipated start date for the renovation was May 15, 2024, and proceed for approximately six months.

The renovated areas will have sufficient space for sixteen (16) new dental chairs (at least six (6) feet apart from each other) and six (6) radiology areas. T-wall sinks will be installed to replace the current sinks that are not conducive to clinical instruction and practice.

Due to the construction/renovation of the clinical facilities, the institution is seeking to partner with the neighboring institutions that have dental programs to allow students to participate in uninterrupted clinical instruction.

At the February 1, 2024, meeting, the Commission on Dental Accreditation (CODA) granted the dental hygiene program the accreditation status of “approval without reporting requirements. The next site visit is scheduled for 2030. Below is a summary of actions and additional information.

Dental Hygiene Progress Report

The Commission considered the November 2023 progress report on the dental hygiene program. Following careful review of the information provided, the Commission determined that the recommendations cited in the site visit report adopted August 10, 2023, have been met and adopted a resolution to change the program’s accreditation status to “approval without reporting requirements.” No additional information is requested from the program at this time. The next site visit for the program is scheduled for 2030. (1-9- Baltimore City Community College Trans Letter)

Dental Hygiene Program Change

The Commission considered the November 2023 report describing a retroactive program change for the dental hygiene program. The Commission noted that the report describes several changes to the dental hygiene curriculum.

Retroactive Changes

- Removing of two (2) learning outcomes from DHE 110 Oral Radiology course, related to having students successfully complete conventional Full-Mouth Series (FMS) of radiographs with 80% proficiency and determining processing errors when taking a conventional FMS on a patient in the Radiology Lab, and having students complete conventional radiographs of patients in clinic be replaced with digital radiographs. The program is implementing this change in Spring 2024.
- Incorporating prescription writing into the course DHE 231 Pharmacology. The Maryland State Board of Dental Examiners has extended the scope of practice for dental hygienists related to writing prescriptions for dental hygiene related medications. The program implemented this change in Fall 2023.
- Adjustment to the number of clinic points students must obtain in clinic courses DHE 151L Clinical Dental Hygiene I, DHE 250L Clinical Dental Hygiene II, and DHE 251L Clinical Dental Hygiene III. The program is implementing this change in Spring 2024

Two additional practice sites were added for students to complete required field site hours. The Adventure Dental and Chase Brexton Health Care agreements were approved and executed. Before executing the two new sites, the field site locations available to students also hosted students from other dental hygiene programs in addition to hosting students from Baltimore City Community College (BCCC). This limited

the available days and times BCCCs students could complete clinical hours. Chase Brexton Health Care and Adventure Dental are practices with multiple locations in the Baltimore area. Students completing hours in either office have the opportunity and experience of treating pediatric patients and patients with special needs, consistent with information taught in the dental hygiene clinical courses. Another advantage of adding the additional dental practices is each location has more available space and time.

Emergency Medical Services Program (EMS)

The Emergency Medical Services program received written notification from its accreditor, Committee on Accreditation of Educational Programs (CoAEMSP) for the Emergency Medical Services Professions. The program was placed on probation and was required to submit a progress report to CoAEMSP by June 1, 2024. The program received two citations which are outlined below.

- III.B.1.a. Resources - Program Director Responsibilities
The program director must be responsible for all aspects of the program, including, but not limited to:
6) the orientation/training and supervision of clinical and field internship preceptors
- III.C.1. Resources – Curriculum
- The curriculum must ensure the achievement of program goals and learning domains. Instruction must be an appropriate sequence of classroom, laboratory, clinical/field experience, and field internship activities. Progression of learning must be didactic/laboratory integrated with or followed by clinical/field experience followed by the capstone field internship, which must occur after all core didactic, laboratory, and clinical experience. Instruction must be based on clearly written course syllabi that include course description, course objectives, methods of evaluation, topic outline, and competencies required for graduation. The program must demonstrate by comparison that the curriculum offered meets or exceeds the content and competency of the latest edition of the National EMS Education Standards.

The program submitted a progress report to the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP) (1-10- Baltimore City Community College Response to CoAEMSP). The report was prepared in response to a written correspondence from the accreditor notifying the program of its probationary status. Based on CoAEMSP requirements, students enrolled in the program received written notification of the program's probationary status and College publications were also updated to reflect the probationary status. As a result of the change in the program's status, the Middle States Commission on Higher Education (MSCHE) requested the College to submit a Supplemental Information Report (SIR) related to CoAEMSP action on accreditation. The EMS program staff, select Academic Affairs leadership team members, worked collaboratively with the Office of Institutional Effectiveness, Research, and Planning to collect information and draft the SIR for submission in September 2024. Since that time the program's probationary status was removed in response to the information that was submitted to the programmatic accreditor, CoAEMSP. (1.11- EMS CAAHEP APPROVAL)

The program also completed its accreditation (CoAEMSP) annual report that was due on May 15, 2024. The final stage of validating the data was also completed ahead of the internal review process and submission to the programmatic accreditor.

Health Information Technology

The Health Information Technology (HIT) program completed the annual report for the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) (1.12- CAHIIM Annual Report). The purpose of the report is to assess the program from the perspective of different metrics commonly used in education. The data allows the program to reflect on the effectiveness related to retaining students once enrolled and the ability of graduates to successfully complete a credentialing examination and obtain a position in the profession. The report also provided an opportunity to analyze the feedback from graduates and employers on whether both parties viewed the education provided as adequate to prepare the individual as a competent provider to enter the profession. The results are used to make necessary changes in areas such as screening, orientation of new students, educational delivery methods, student assessment.

On October 23, 2024, the HIT program received a continuing accreditation notification from the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The message stated:

“The degree program offered by your institution has completed the most recent Annual Program Assessment Report as required by the CAHIIM Accreditation Standard(s). The report was accepted as submitted and the program remains in good standing and will maintain accreditation. The Commission recognizes you and your colleagues for your commitment to continuous quality improvement in higher education as demonstrated by your participation in program accreditation.”

Physical Therapy Assistant

The Physical Therapy Assistant (PTA) annual accreditation report was submitted on December 1, 2023, to the Commission on Accreditation in Physical Therapy Education (CAPTE) (1.13- CAPTE Program AAR 2023). Accredited programs are required to submit an Annual Accreditation Report. The report captures comprehensive program data and is used for program review. Currently, the program is in full compliance with the accreditation Standards.

Respiratory Care

The Respiratory Care (RSC) program completed and submitted its annual reports to the Commission of Accreditation for Respiratory Care (CoARC) on June 30, 2024. The reports contained data related to:

- a. Students (enrollments, completion, licensure pass rates)
- b. Faculty (full and part-time numbers, credentials held)
- c. Student Learning Outcomes data and assessment

CoARC sent a letter in August 2024 (1.14- CoARC Letter), stating “Based on the outcomes you reported, your program has met or exceeded all currently set “thresholds” for success on each of the required outcome measures.”

Surgical Technologist

The Surgical Technologist (SGT), program completed and submitted annual reports to the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The report contained data related to student enrollment, learning outcomes and assessment, degree completion, licensure pass rates, and faculty credentials. Program is in compliance with the accreditation Standards.

School of Business, Science, Technology, Engineering, and Mathematics (BSTEM)

Business and Technology

The Business and Technology unit drafted the Self-Study for the Council for Business Schools and Programs (ACBSP) required for programmatic reaffirmation. Team leads comprised of Business and

Technology Program Coordinators and full-time teaching faculty provided oversight to members of each of the working groups. The report provided responses and evidence required to show program compliance with the seven Standards established by the accreditor. The accreditation activities were a collaborative effort between Business and Technology, the Office of the President, Institutional Research, Academic Affairs leadership team, and Cabinet members. The team leads and working groups gathered evidentiary documents to support the information provided in the report. The ACBSP Self-study Report and evidence were submitted on July 15, 2024, following the required internal review process that all external reports must undergo before submitting to external entities. Following the site visit, the visiting team conducted an exit interview with the Office of the President, BCCC ACBSP Co-champions, and a member of the Academic Leadership team. The team discussed their findings including program strengths and opportunities for improvement.

In the Business and Technology department, BUA 100 Introduction to Business was extensively revamped to meet the ACBSP accreditation requirements, program learning outcomes, and align with the Open Educational Resource standards. (1.15- BUA 100 Syllabus)

With the BCCC upgrade from Office 2016 to Office 365/2021 in Fall 2023, it became necessary to update the content and modality of the BUA 112 Computers for Business Management. Proficiency in tools such as Microsoft Word, Excel, PowerPoint, and Access is crucial for various professional roles. BUA 112 fulfills the College's computer literacy graduation requirement and is a foundational requirement for students pursuing degrees in Business Administration, Management, Marketing, and Accounting. The skills acquired in BUA112 are directly relevant to the modern workforce, equipping students with essential competencies in technology and software applications. The knowledge gained in this revised course will be applicable in other college courses across disciplines, enhancing overall academic performance. (1.16- BUA 112 Syllabus)

Historically, the pass rate for CLT100 Computer Literacy has been abysmally low making this redesign a critical priority. The CLT100 Curriculum Redesign Team began meeting in Fall 2023 with the goal of evaluating and revising the existing curriculum to better achieve the course's student learning outcomes. (1.17- CLT 100 Syllabus)

The team worked collaboratively on several updates to the curriculum, as outlined below:

1. The course learning outcomes were revised to better align with current computer literacy skill sets and Bloom's taxonomy of actionable verbs.
2. The course description was updated to accurately reflect its mandatory or recommended status across various programs.
3. Course activities were realigned to better meet the General Education Requirements under the Code of Maryland Regulations for the Maryland Higher Education Commission.
4. A CLT100 Canvas blueprint course has been created and copied to all sections of the course for Spring 2025. This ensures consistency across all sections of CLT100 and facilitates SLOA data collection.
5. The annotated bibliography was revised and expanded to include three current computer literacy textbooks that support the updated learning outcomes.
6. The course platform was changed from Pearson MyITLab to McGraw Hill SIMnet.
7. Along with this platform change, a new textbook was adopted

Nordell, R., Stewart, K., Easton, A., Graves, P., Triad Interactive, Inc. (2022). *Microsoft Office 365: In Practice, 2021 Edition*. McGraw-Hill.

8. One of the textbook authors collaborated with the team to update the curriculum and syllabus and provided a presentation on best practices.

The Curriculum and Instruction Committee (CIC) approved the revised curriculum on May 8, 2024, followed by official approval from the Faculty Senate Executive Committee (SEC) on October 25, 2024. The redesigned CLT100 curriculum will be implemented starting in Spring 2025. To support a smooth transition, selected faculty scheduled to teach the course in Spring 2025 participated in training conducted by McGraw Hill staff. Additional training is planned for Spring 2025.

Evidence Exhibits:

- 1.1 MBON Annual Report PNU
- 1.2 MBON Annual Report NUR
- 1.3 Purchase Orders for Nursing Equipment Purchase
- 1.4 ACEN Continuing Accreditation Site Visit Agenda
- 1.5 ACEN Baltimore City Community College Action Letter Accreditation Site Visit
- 1.6 MBON April 2024 MBON Final Baltimore City Community College Full Cycle Site Visit Report
- 1.7 Action Plan Report to MBON
- 1.8 Baltimore City Community College - Response to Factual Report
- 1.9 Baltimore City Community College Trans Letter
- 1.10 Baltimore City Community College Response to CoAEMSP
- 1.11 EMS CAAHEP Approval
- 1.12 CAHIIM Annual Report
- 1.13- CAPTE Program AAR 2023
- 1.14- CoARC Letter
- 1.15 BUA 100 Syllabus
- 1.16 BUA 112 Syllabus
- 1.17 CLT 100 Syllabus

REALIGNMENT TASK 2

“Make workforce development and job placement top educational priorities of BCCC.”

Vice President, Workforce Development & Continuing Education

Overview of BCCC's Commitment to Workforce Development and Job Placement

Baltimore City Community College (BCCC) has consistently prioritized workforce development and job placement as core elements of its mission. Through expanding training opportunities, fostering strategic partnerships, and effectively utilizing grant funding, BCCC equips students with essential skills and pathways for meaningful employment. This report outlines the college's achievements in fulfilling Realignment Task #2, highlighting increased enrollment, diverse program offerings, and measurable outcomes.

The College's annual CC-3 submission to the Maryland Higher Education Commission (MHEC) indicated that the Workforce Development and Continuing Education Division's Full Time Enrollment (FTE) increased by 40% in FY 24 as compared to FY 23.

Programmatic Expansion and Enrollment Highlights

BCCC offers a comprehensive array of workforce training programs designed to meet Baltimore's evolving labor market needs. These programs are developed in collaboration with local businesses, government agencies, and professional associations to ensure alignment with industry standards and employer expectations. Key training programs include:

- **Healthcare Training:** Programs such as Certified Nursing Assistant (CNA), Patient Care Technician (PCT), Community Health Worker (CHW), and Pharmacy Technician prepare students for critical roles in the healthcare sector. These programs combine theoretical knowledge with practical skills, ensuring graduates are ready to meet the demands of healthcare employers.
- **Cybersecurity and Information Technology:** Courses leading to certifications including CompTIA A+, Network+, and Security+ equip students with essential skills for careers in IT support and cybersecurity. These programs address the growing need for professionals capable of protecting digital infrastructures.
- **Childcare and Early Childhood Education:** Training programs provide the necessary credentials for individuals pursuing careers in early childhood education, emphasizing child development, curriculum planning, and effective teaching strategies.
- **Commercial Driver's License (CDL) Training:** The CDL Class B program prepares students for careers in commercial driving, focusing on safety, vehicle operation, and regulatory compliance.
- **Hospitality and Tourism:** Courses in hospitality management and customer service prepare students for roles in the tourism and service industries, emphasizing skills in guest relations, event planning, and operations management.
- **Construction and Industrial Maintenance:** Programs such as Construction Core Pre-Apprenticeship and Industrial Maintenance Mechanic Apprenticeship provide foundational skills for careers in construction and maintenance, covering topics such as safety protocols, tool usage, and basic construction techniques.
- **Adult Basic Education (ABE) and English as a Second Language (ESL):** These programs support adult learners in improving literacy, numeracy, and English language skills, serving as a foundation for further education and employment opportunities.

Overall Enrollment Statistics

- Total Combined Enrollment Across All Programs: 3,248 students

Strategic Grant Funding and Financial Support

Secured Funding for Workforce Programs

BCCC has successfully secured substantial grants to support and expand workforce training initiatives. Key funding sources include:

- Maryland Department of Health: \$10,059
- Maryland Office of Refugees and Asylees (MORA) Afghan Grant: \$546,504
- MORA Refugee School Impact Grant (RSIG): \$1,236,745
- Supplemental Nutrition Assistance Program (SNAP) Grant: \$600,000
- Additional Grants: Maryland Department of Labor (\$1,044,693) and ARPA funding (\$750,000).

Total funding exceeds \$5.7 million, ensuring continued support for programmatic expansion and sustainability.

Community Partnerships and Collaboration

Comprehensive and Strategic Partnerships

BCCC has forged numerous partnerships that enhance workforce training and community engagement. Key partnerships include:

- **CASA de Maryland:** Collaborates on IELCE/IET cohorts integrating workforce training with language acquisition for programs such as CNA, CHW, Warehousing, and Childcare. This partnership serves over 100 students annually and focuses on preparing students for above-minimum wage positions
- **Mayor's Office of Employment Development (MOED):** BCCC hosted 30 Career Coaches from City Schools at its South Pavilion location. Staff attend weekly intake sessions at the MOED workforce Reception Center. At these events, workforce training opportunities are presented to incoming DSS participants. Every Thursday at MOED's Northwest Job Center, BCCC workforce staff attend a community job and training fair to engage with local community interested in workforce training.
- **Johns Hopkins Hospital:** Provides tailored training programs for hospital staff at both the main campus and Bayview Hospital. Additional classes have been requested due to high demand.
- **Baltimore City Schools:** Collaborates on career counseling, workforce pathways for high school students, and summer programs in healthcare and technical skills. Initiatives include Certified Nursing Assistant (CNA), Pharmacy Technician, Community Health Worker, and Emergency Medical Responder training for high school students.
- **Mayor's Office of Employment Development (MOED):** Engages in workforce development initiatives, including job fairs, career coaching, and GED preparation at various community centers.
- **City of Refuge and Community-Based Organizations (CBOs):** Partners with CBOs to provide off-site GED and workforce training classes.

- **International Rescue Committee (IRC), Lutheran Social Services (LSS), and Hebrew Immigrant Aid Society (HIAS):** Supports refugee and immigrant clients with ESL and workforce training, including specialized RAP classes.
- **University of Maryland Medical Center (UMMC):** Provides English language instruction and workforce training to hospital staff through customized programs.
- **Holabird, Moravia Park, Curtis Bay, and Fall staff Judy Centers:** Hosts ESL and community education classes for adult learners.
- **University of Maryland Extension:** Collaborates on digital literacy training for Afghan families recently resettled in Baltimore.
- **Refugee Youth Project (RYP):** Provides programming at multiple Baltimore schools, focusing on academic, cultural, and career support for over 150 refugee students.
- **Mayor's Office of Immigrant Affairs (MIMA):** Expands outreach for naturalization and ESL classes for older refugees and permanent residents.

Examples of Additional Collaborative Efforts

The College has recently established a Memorandum of Understanding (MOU) with MCB HP Baltimore LLC to deliver a range of services, including workforce development training, support services, continuing education, and the empowerment of returning citizens. This collaboration focuses on the development of certain properties in Baltimore City, such as 201 E. Pratt Street, 301 Light Street, and the Inner Harbor, either directly or through affiliated entities. This initiative is carried out in coordination with the Inner Harbor Donation, License and Waterfront Management Authority, and the Waterfront Partnership of Baltimore, Inc., and has been approved by the Baltimore City Board of Estimates. Additionally, BCCC will play a role in providing workforce development training and facilitating job placement for Baltimore City residents, with a targeted goal of ensuring that at least 30% of on-site workers are City residents.

Workforce Department collaborated with the Maryland Department of Public Safety and Correctional Services and the Department of Veterans Affairs to support U.S. Armed Forces veterans in filing and following up on VA disability claims, as well as accessing VA healthcare benefits and services. This initiative also included educational outreach on updates to veteran benefits, survivor benefits, and additional services tailored to veterans and their families. Twenty-four veterans received individualized counseling and were assisted in accurately completing and submitting the required documentation to the VA for service access.

BCCC has also partnered with organizations such as the Maryland Department of Labor, Goodwill Industries, Green Street Academy, and local correctional facilities to further enhance workforce training opportunities and expand educational outreach.

Career Services and Employment Support

Robust Career Services and Placement Initiatives

BCCC's Career Services department plays a pivotal role in preparing students for employment and supporting their career goals. The department engages students with comprehensive job readiness and placement initiatives, focusing on both immediate employment and long-term career growth. Key elements include:

- **Resume and Interview Workshops:** Career Services offers frequent workshops designed to help students craft professional resumes and develop strong interview skills. These workshops often

feature mock interview sessions with industry professionals to build students' confidence and adaptability to various career environments.

- **Job Placement Services:** The department actively partners with local employers, creating a robust network of job opportunities across sectors, including healthcare, technology, hospitality, and transportation. Job fairs, on-campus recruiting events, and networking sessions further connect students with potential employers.
- **Internship Opportunities:** By collaborating with community partners and employers, Career Services facilitates internships and experiential learning opportunities that allow students to gain hands-on experience, build skills, and expand their professional networks.
- **Individualized Career Counseling:** Students can access one-on-one career counseling sessions tailored to their career aspirations, academic achievements, and professional experiences. Counselors help students identify career pathways, prepare for job searches, and plan career progression.
- **Community Outreach and Employer Engagement:** Career Services works closely with local businesses, community organizations, and industry leaders to align BCCC's training programs with labor market demands. This ensures that graduates are well-prepared for job placements in high-demand fields and helps build long-term partnerships that benefit both students and the broader Baltimore community.

Integrated English Language and Civics Education/Integrated Education and Training (LCE/IET Program)

The IELCE/IET program at BCCC exemplifies the college's innovative approach to workforce development, particularly for English Language Learners (ELLs). By integrating English language instruction with job-specific skills training, the IELCE/IET model ensures that students gain both the linguistic and practical skills necessary for success in the workplace. Key aspects of the program include:

- **Integration of Language and Workforce Training:** The IELCE/IET model offers English language instruction alongside occupational training in fields such as healthcare (e.g., Certified Nursing Assistant (CNA)), community health work, warehousing, and logistics. This dual approach allows students to develop industry-specific vocabulary, improve communication skills, and acquire critical technical skills.
- **Cohort-Based Learning:** Students participate in cohorts, fostering a supportive community and collaborative learning environment. The cohort model encourages peer support, accountability, and shared experiences that build confidence and enhance learning outcomes.
- **Short-Term, Intensive Programs:** IELCE/IET programs are structured to be completed in a relatively short timeframe, often within 12 weeks. This allows students to rapidly acquire credentials and enter the workforce, minimizing the time spent on training without sacrificing quality.
- **High Employment Outcomes:** The program emphasizes job placement in above-minimum wage positions. By partnering with organizations like CASA de Maryland, BCCC ensures that graduates are equipped to meet labor market demands and achieve sustainable employment.
- **Collaboration with Employers and Community Organizations:** The IELCE/IET program involves partnerships with employers, such as Johns Hopkins Hospital and local businesses, to provide relevant, hands-on training and align curricula with workforce needs. This approach makes students more competitive in the job market and improves the overall effectiveness of the training.

- **Tailored Support Services:** Recognizing the unique needs of English Language Learners (ELLs), the program offers academic and career counseling, language tutoring, and support services designed to address barriers to education and employment, such as childcare, transportation, and cultural acclimation.
- **Diverse Program Offerings:** While healthcare training remains a primary focus, the IELCE/IET program has expanded into other fields, such as warehousing and logistics, to provide broader career options for students with diverse interests and backgrounds.

Evidence Exhibits:

- 2.1 WDCE Vice President’s Monthly Cabinet Update (February through November 2024)
- 2.2 President’s Report Realignment Task 2 Update (February through May, September, and November 2024)
- 2.3 Overview of BCCC's Commitment to Workforce Development and Job Placement

REALIGNMENT TASK 3

“Improve student pathways to success, including remedial education, attainment of a degree or postsecondary certificate, and transfer to four-year institutions of higher education.”

Vice President, Academic Affairs

School of Nursing and Health Professions

Emergency Medical Services

The program partnered with the Baltimore Fire Department (BFD) to offer two BCCC EMS courses to thirteen BFD employees who expressed intentions to attain a degree from BCCC. Completion of these two courses will qualify BFD employees to sit for the National Registry and Maryland Paramedic Certification. The two courses are listed below:

- EMS 115 - Paramedic II - This is the first of a series of five courses completion of which meet the National EMS Education Standards leading to eligibility to take the National Registry of Emergency Medical Technicians Paramedic examination. The course emphasis is on topics preparing the student for paramedic education including history of emergency medical services, duties and responsibilities of the paramedic, human pathophysiology, patient assessment, emergency pharmacology and basic patient care skills. The course will include the latest State of Maryland Medical Protocols for EMS Providers.
- EMS 123 Paramedic III - This is the second of a series of courses which result in eligibility to take the Registry of Emergency Medical Technicians Paramedic examination. Course emphasis is on pathophysiology assessment and treatment of patients suffering emergent medical emergencies and shock. Students will also participate in clinical rotations and field experiences during this course. The course will include the latest State of Maryland Medical Protocols for EMS Providers.

School of Arts and Social Sciences (SASS)

Baltimore City Public Schools established a partnership with BCCC to address the developmental needs of students in City Schools who do not meet College and Career Readiness (CCR) standards as outlined in the Blueprint for Maryland's Future. The two entities will develop a developmental math, English, and science course to address those needs. Working in collaboration with the Dual Enrollment program and Baltimore City Public Schools (BCPS), teams of the Reading (REN) and English ENG faculty members worked on aligning English 10 state standards, curriculum, and Maryland Comprehensive Assessment Program (MCAP) with BCCC's REN and ENG developmental courses. This alignment restructured the reading courses to better prepare students who do not meet CCR standards by the end of the 10th grade.

The teams identified instructional design components for English 10 developmental courses and discussed the use of MCAP scores for student placement within the competency-based education (CBE) model. As outcomes of these new alignment meetings, considerations for revised master syllabi, curriculum, and final exams were discussed in preparation of new REN developmental courses.

The developmental education course planning project consisted of faculty from both BCCC and City Schools which reviewed data from City Schools that will drive course design for all three developmental courses. These courses will be offered as part of BCCC's early college experience starting at the 10th grade level with City Schools' students. There are 11 faculty working on the developmental education course planning project.

The developmental education course planning project includes Baltimore City Public Schools subject coordinators and selected faculty, subject matter experts, and administrators from BCCC. A list of deliverables has been identified below.

- College Ready Module
- Computer Assisted Program for the courses
- Auxiliary Materials
- Textbook Selected for the courses
- Pre and Post Assessments
- Course Outcomes
- Course Content/Teaching Materials
- Science multiple measure placement test
- Diagnostic writings
- Instructional supplies

To further explore course design for the REN developmental course, English faculty in the School of Arts and Sciences collaborated with BCCC administrators and representatives from Baltimore City Public Schools and viewed a demonstration hosted by Odell. The demonstration provided information to explore the feasibility of the vendor collaboration with faculty from Baltimore City Public Schools and Baltimore City Community College to design the developmental/remedial English course that prepares students for College and Career Readiness mandates from the Blueprint for Maryland's Future.

Adoption of the Foundations of English Developmental Software

As a significant part of the collaboration with the Baltimore City Public School System, the BCCC Developmental Reading and English (REN) program has acquired the *Foundations of English Developmental Software* bundle from Hawkes Learning for use in instruction.

This modernized and enhanced content will assist us in engaging Baltimore City Public School students through innovative instruction that includes the development of the essential skills that all students need:

- managing time and organizing work,
- reading and thinking critically,
- understanding grammar and punctuation,
- writing confidently, and
- researching productively.

In the Fall of 2024, the REN faculty gathered to discuss developing a proposal for offering new REN students an orientation session. The purpose is to welcome the students and to acquaint them with the REN curriculum. During the meeting, the faculty considered two topics for the orientation:

- “Direction Following and Effective Communication”, and
- “Logging on and Navigating Canvas (Course Management System).”

Other topics under consideration are “MLA Essay Format” and “MLA Documentation.” Ultimately, the faculty believes offering these orientation sessions would improve learning outcomes.

Providing Tutoring in Dual Enrollment Courses

In the Fall of 2024, Baltimore City Community College offered courses to seventeen Baltimore City Public Schools for Dual Enrollment. While scheduling the courses, the Academic Affairs leadership reflected upon implementing successful strategies to improve student learning outcomes. Most courses were offered twice a week, however, some schools requested three instructional days. The Academic Affairs leadership team implemented a tutoring day in place of a third instructional day. The process allowed Instructors to focus on tutoring students in specific course content areas. The strategy is currently being evaluated to enhance offerings for the Spring 2025 semester. (3.1 Dual Enrollment Course and Book Requests)

New Program Approval

Baltimore City Community College was approved by the Maryland Higher Education Commission (MHEC) to offer an Associate of Arts in Early Childhood Education. The new program provides a seamless transfer for students entering four-year institutions to pursue a Bachelor's degree in Education after completing the associate degree. There are 23 students currently enrolled in the program for Spring 2025, two of which have completed the required courses to graduate as of the Fall 2024 semester. (3.2 MHEC Approval Ltr. - SASS - AA Early Childhood Education)

School of Business, Science, Technology, Engineering, and Mathematics (BSTEM)

Business and Technology

To ensure improved student learning outcomes, increased knowledge and skills in the field, enhanced teaching methods, greater confidence in the classroom, career advancement opportunities, adaptability to new educational trends, and the ability to stay current with research and best practices in the respective discipline; ultimately contributing to a more effective and engaged learning environment for students, four Business and Technology faculty attended the annual National Accreditation Council for Business Schools and Program (ACBSP) conference in Miami, Florida. The theme of the conference was “Extraordinary Emerging Partnerships for Student Success”. Over the five-day period, each faculty member had the opportunity to celebrate the accomplishments of fellow peers; communicate and interact with accreditation experts, develop skills addressing how leaders in higher education tackle and overcome the challenges faced every day, and increase their skills toolkit with solutions that are reshaping the academic landscape.

The Program Coordinator for the Accounting program started his tenure as President/Chair of Accreditation Council for Business Schools and Program (ACBSP) Region 2 Eastern Council of Business Schools and Programs. The region is made up of colleges and universities in Delaware, District of Columbia, Maryland, Pennsylvania, Virginia and West Virginia. Serving in this role will ensure the ACBSP programs receive valuable program information, allowing the programs to stay abreast of the accreditor's Standards.

The Business and Technology unit submitted its Self-Study report for reaffirmation to the Accreditation Council for Business Schools and Program (ACBSP). It was a collaborative effort between Business and Technology, the Office of the President, Institutional Research, Academic Affairs leadership team, and Cabinet members. The ACBSP site visit is scheduled for early October 2024. BCCC has been a member of the ACBSP for over 30 years.

Following the site visit in October 9-11, 2024, and the follow up requested information, (3.3 ACBSP Site visit agenda). The associate degree Board of Commissioners met on November 14, 2024, and approved the business program reaffirmation for Baltimore City Community College. Congratulations. The following business programs at Baltimore City Community College are accredited by the Accreditation Council for Business Schools and Programs:

1. Accounting, AAS
2. Business Administration, AS
3. Management, AAS
4. Marketing, AAS
5. Computer Information Systems, AAS (3.4 ACBSP Accreditation Reaffirmation)

Mathematics

Math faculty collaborated with BCCC administrators and representatives from Baltimore City Public Schools to evaluate and plan the developmental Math course design to prepare students for College and Career Readiness (CCR) mandates outlined in the Blueprint for Maryland's Future. BCCC faculty met with the Math district team lead to discuss the MCAP requirements and what content should be included to meet the requirements. BCCC faculty have initiated the curriculum design for the new developmental course. Once the course design is completed, the City Schools district math leads will review course content, methodology, and pedagogy. The department has also hired new faculty who have experience developing curriculum for high school Math courses.

Academic Affairs Initiatives

Proposal for the Center for Excellence in Teaching, Learning, and Innovation

To support faculty and staff in professional development activities and to promote academic quality at Baltimore City Community College (BCCC), a committee of faculty, staff, and administrators proposed the establishment of the Center for Excellence in Teaching, Learning, and Innovation (CETLI). The CETLI's primary goal is to provide vibrant learning environments, communities, and experiences for BCCC full- and part-time employees (i.e., faculty, adjuncts, support services staff, library personnel).

CETLI will shape educational instructors who will in turn cultivate leaders that serve our city, community, and nation. To fulfill this purpose, CETLI will facilitate quality professional development training opportunities in areas such as, but not limited to, pedagogy/andragogy; assessment of student learning; classroom management and conflict resolution; instructional strategy; distance/digital learning;

and instructional technology. CETLI will strive to promote a culture of excellence in teaching, learning, assessment, and innovation.

Center Administration: An individual will be identified to oversee the Center's strategic planning (programming, logistics, marketing communications, and funding) as well as the day-to-day operations of the Center. (3.5 BCCC CETLI Recommendations)

Adjunct Faculty Academy

BCCC's academic leadership facilitated an Adjunct Faculty Academy on Saturday, August 17, 2024. Adjuncts were guided through the processes of faculty evaluations, syllabus creation and distribution, the three "R's" of adjunct faculty expectations (respect, responsiveness, and reporting), email account acquisition, public safety, Canvas and Banner, and classroom management. The academy ended with a teaching pedagogy professional development keynote titled, *Reframing Your Teaching Style: The Gift of the Multigenerational Classroom*. This keynote was given by an Associate Professor of Psychology at BCCC. (3.6 Adjunct Faculty - BCCC 2024 Adjunct Faculty Academy Agenda)

Professional Development

School of Nursing and Health Professions (SNHP)

Dental Hygiene: Four full-time faculty members attended a conference in Washington DC in March 2024 on Laser Certification. The use of lasers is currently in the scope of dental hygiene practice in the State of Maryland. Completing this 12-credit course (9 hours online and 3 hours clinical instruction) had allowed faculty to acquire the required licensure, update their curriculum and provide appropriate didactic and clinical instruction to students so that they are properly trained to use laser technology.

Nursing: Three full-time faculty members attended a conference in San Antonio, TX in September 2024. The conference was hosted by the National League of Nursing. Attending this Education Summit to enhance and integrate current best practices when educating nursing students and preparing them to enter the workforce.

Emergency Medical Services and Health Information Technology: Program coordinators attended annual conferences hosted by their programmatic accreditors in May 2024 and October 2024 respectively. Attending these events are mandated by the accreditor as this serves as a crucial activity to enhance each program's ability to keep abreast of industry changes and adapt accordingly.

School of Business, Science, Technology, Engineering, and Mathematics

During the Summer, four Business and Technology faculty attended the annual National Accreditation Council for Business Schools and Program (ACBSP) conference in Miami, Florida. The theme of the conference was "Extraordinary Emerging Partnerships for Student Success". Over the five-day period, each faculty member had the opportunity to celebrate the accomplishments of their peers; spoke face-to-face with accreditation experts, develop skills on how leaders in higher education tackle and overcome the challenges faced every day, and increase their skills toolkit with solutions that are reshaping the academic world.

The Accounting Program Coordinator started his tenure as President/Chair of ACBSP Region 2 Eastern Council of Business Schools and Programs. The region is made up of colleges and universities in Delaware, District of Columbia, Maryland, Pennsylvania, Virginia and West Virginia.

Other professional development activities in Business and Technology consisted of one faculty member completing several Cyber Security certifications including the CompTIA Security +. Another faculty member was a panelist for “How to Get Published in High Impact Journals” co-hosted by a reputable publisher in June 2024. The faculty member also became a Master Reviewer (Chair) for Quality Matters on July 1, 2024.

School of Arts and Social Sciences

Art Faculty

In April, a full-time faculty in art attended the annual American Education Research Association 2024 conference, "Dismantling Racial Injustices and Constructing Educational Possibilities: A Call to Action," in Philadelphia, Pennsylvania. The conference featured groups of researchers, scholars, and practitioners sharing insights and discoveries on diversity, relevant instruction, and solutions relevant to the culture. The participant gained insight to inspire creative practice with community through multi-media and to create new curriculum in the classroom. The conference also offered an opportunity for attendees to focus on developmental and social skills, interpersonal skills, and building critical thinking skills within the arts. (2024 American Educational Research Association (AERA) Annual Meeting Proposal)

Philosophy Faculty

During November 7-10, 2024, a full-time Philosophy instructor gave a presentation on a recently published book covering the topics of climate denial, environmental racism, extremism, and migration at the 21-Annual Historical Materialism Conference titled, *Countering the Plague: Forces of Reaction and War and How to Fight Them*, in London. (3.7 Conference Website)

Faculty Professional Development to Honduras and New Orleans

Teams of the faculty from Arts and Social Sciences traveled to Tegucigalpa, Honduras and New Orleans, Louisiana.

Tegucigalpa, Honduras

Professors from History, Sociology, and Legal Assistant programs formed traveled to Honduras to attend the Afro-Catracho Conference, sponsored by Universidad Nacional Autónoma de Honduras. This conference was culturally oriented and provided useful strategies for the instruction of history, sociology, and legal assistant students. It also strengthened the relationship between BCCC, the National Autonomous University of Honduras, and the Study Abroad program. (3.8 Honduras Conference Program; 3.9 Letter of Invitation)

New Orleans, Louisiana

Three Arts and Social Science faculty attended the 2024 Teaching Professor Annual Conference hosted in New Orleans from July 7-9, 2024. Beginning with the Opening Plenary session: “The Essentials of Teaching Students” and ending with the Closing Plenary session: “Teaching in the Age of AI: Rethinking Pedagogy & Curriculum in Service to Student Learning”, the 2024 Annual Teaching Professor Conference covered a wide range of topics germane to instruction, student learning, and instructional growth and development.

Academic Engagement and Partnerships

Expanding SUCCESS Initiative – BCCC Panther Success

BCCC participated in the Expanding SUCCESS initiative with the Maryland Higher Education Commission (MHEC) and Manpower Demonstration Research Corporation (MDRC). The Expanding SUCCESS initiative aims to expand Scaling Up College Completion Efforts for Student Success (SUCCESS), a comprehensive student support program—grounded in some of the strongest evidence in higher education centered on intensive advising, financial incentives, and using data for continuous improvement. (3.10 MHEC Approval Ltr. - Panther Success Agreement - MHEC & MDRC)

Center for Academic Achievement (CAA)

Staff in the Center for Academic Achievement engaged in several activities during the year. Activities include the following:

- Participated in Welcome Week activities and class visits to provide information on in-person, embedded, and virtual tutoring services, study tips, note-taking, time management, and understanding learning styles to promote student success.
- Interviewed prospective tutors with the Adult Basic Education and English as a Second Language directors to respond to the increased demand for General Education Diploma (GED) tutoring.
- Collaborated with E-Learning to build 103 Canvas tutoring shells for virtual tutoring in subjects including Math, Writing, Accounting, Economics, Business, Computer Information and Technology, Biology, Chemistry, Psychology, Sociology, and Speech. There were 1429 actions taken by students in Canvas virtual tutoring shells. Actions are defined as viewing Zoom links, posting discussions, and posting essays for tutors' review.
- Conducted a total of 3,148 (2,574 in-person and 574 virtual) on campus tutoring sessions.
- Students who visited the eTutoring platform participated in 437 Zoom sessions focusing on Math, Science, and Business. The eTutoring Writing Lab was utilized by 171 students who submitted papers for review on the platform. The eTutoring platform allows students to access tutors in a virtual classroom online modality.

The CAA also conducted interactive workshops on learning styles, note taking, time management, syllabus mapping, and tutoring services throughout Summer 2024. Services were provided to approximately 210 students. The Mayor's Scholar's Program (MSP) benefitted from three workshops during MSP orientation week (3.11 CAA - MSP Orientation Schedule 2024).

CAA also participated in orientation presentations for the Dental Hygiene program (3.12 CAA - Dental Hygiene Orientation FA24) and the Bridges to Baccalaureate program -- the College's partnership with Howard University to transition formerly incarcerated students from an associate degree to a doctorate degree (3.13 CAA - Bridges to Baccalaureate Program Orientation SU24).

The Retention Specialist for the Center for Academic Achievement (CAA) plays a critical role in the daily operation for the CAA as evidenced in performing the ongoing duties and responsibilities listed below.

- Conducted regular student meetings to assess progress and provide support. Implemented targeted intervention strategies for students identified as at-risk. Hosted individual sessions focused on study skills, time management, and stress management. Collaborated with faculty to develop personalized academic plans for students.
- Continues to provide support on the Virtual Helpdesk (VHD) by working with students throughout the semester providing answers to academic program questions, course selections, educational plans, registration, and campus resources. Also, maintaining the spreadsheet that records every student joining the VHD, greeting, and monitoring breakout rooms.
- Serves as the advisor for the newly established vegan student club, Plant Based Living (PBL). The PBL Club was founded by a group of passionate students who wanted to create a welcoming and inclusive space for individuals interested in plant-based living and animal rights. As the club's advisor, the retention specialist's role is to provide guidance, support, and resources to help the club achieve its goals and objectives. (3.14 CAA - Plant Based Living Club).

To accurately track students receiving tutoring services, the CAA created individual data tracking sheets for Perkins tutors; each tutor was trained by the retention specialist on the new process for tracking students enrolled in Career and Technical Education (CTE) courses. Tracking activity in the CAA will ensure that services are adequately adjusted to meet the needs of the students and hire additional staff if necessary.

Library

Baltimore City Community College's Library is undergoing a significant transformation to ensure student success from updating the print collection to adding electronic resources to providing a new physical space for families with small children in the current facility. Renovation of the existing facility has been approved, and project planning is underway. Initial design meetings are being held to discuss the logistics and architecture of the new structure.

Print Collection

The Library Staff is undergoing an inventory of the entire library collection. This ensures that the library's catalog accurately reflects the physical items on the shelves, allowing patrons to easily find needed resources. In addition to an entire collection inventory, the Library staff is aggressively weeding the print collection based on age, condition, circulation, and relevancy to the College's programs. This makes space for newer, more relevant items that better meet the current needs of users, resulting in a more accessible and appealing collection while maintaining the library's reputation as a reliable source of information.

Electronic Resources

The Library staff evaluated its academic video streaming service that supports teaching and learning and which is outdated and overpriced in comparison to similar services with increased features and functionality. The staff recommended ProQuest AVON videos-on-demand based on its extensive collection, variety of videos, ease of use, and lower cost. A demo of the product will be held for additional stakeholders including Cabinet, the Academic Leadership team, Program Coordinators and faculty. The Library recently implemented its first e-book subscription package. Previously, the Library purchased eBooks in perpetuity which led to an outdated eBook collection, like the print collection. The eBook subscriptions include a general collection specifically for Community College students, Nursing, Medicine, Psychology/Psychiatry and IT. This innovative service will offer continuously refreshed learning materials to align with student progress and evolving needs. A third initiative for electronic

resources is replacing the outdated, expensive, difficult-to-use circulation and catalog software. College stakeholders are considering alternatives that would improve functionality, support more robust searches, provide stronger reporting, and improved vendor support. The Library is diligently pursuing the purchase of authentication software. This software will automatically authenticate patrons to use any of the Library's electronic resources off campus. Currently students and staff must create unique logins for each resource when off-campus, and the Library is working toward allowing access to all electronic resources from anywhere.

Renovation

The Library is in its planning stages with Maryland's Department of General Services (DGS) and the architectural firm Cannon Design (CD) for an entire building renovation. CD was chosen after a rigorous review of applicants based on their previous experience in designing libraries and their superior workmanship. The current Library building was built in 1966 with only minor renovations throughout the years such as carpet and paint. CD visited the campus to gather data from stakeholders. The firm met with the Steering Committee, faculty, staff and students to collect wish list items, what to keep, what to improve and what to discard. With this redesign, the Library will morph into a Learning Commons that will include other campus resources such as advising and tutoring. The building will include an expansion to increase square footage, meeting rooms, programming space, teaching space, and creative rooms for possible green screen and virtual reality studios. A popular wish list item among many is a coffee cafe to bring patrons into the Library. The new building will not only serve patrons with academic needs, but also personal needs such as gathering with friends or moments of solitude. Spaces with contemporary, comfortable furniture will also be a huge draw. The new Library will incorporate the outside, as well. One vision includes glass walls on one end of the building which will highlight the popular photo spot of the international flag poles. Another vision consists of doors facing the entrance of the College to create an invitation to enter. Outside space to study and gather during pleasant weather is also a consideration. As print collections shrink and electronic collections grow throughout academic libraries, an emphasis on developing a physical space that connects with all patrons is our primary focus.

E-learning

Turnitin LTI Upgrade

BCCC upgraded the technology framework for the Turnitin Plugin from LTI 1.1 to LTI 1.3 as legacy support was being phased out. Turnitin is the gold standard for plagiarism checking and acts as an accountability check to ensure that students are delivering their own work on assignments.

Course Blueprinting Initiative

This project supports the accurate and timely collection of student learning outcome data. By standardizing how the College collects the data it allows for quicker analysis with an emphasis toward continuous improvement and supports efforts to enhance student success.

Kaleidoscope Online Learning & Teaching (KOLT) Course Revisions

The original KOLT course was developed pre-pandemic and much of the information was dated to 2015 or before. The revisions to this course provide enhancements to the course content and provides a framework for building faculty effectiveness in teaching online. The course is open to both full-time and part-time faculty and is one of the avenues to meet the basic level of proficiency to qualify for teaching courses online at BCCC.

Canvas

The College's LMS used by both credit and non-credit courses was set to expire on June 30, but was renewed after approval by the Board, for a three-year contract. The contract provides cloud-based LMS access, as well as 24/7 Tier 1 phone and chat support for all users of the system. The renewal of the College's Learning Management System (LMS), Canvas, was a critical piece of technology for supporting the college mission regarding accessible education. Canvas provides a content platform, an engagement platform, as well as grading platform for students and faculty to engage together in the academic process. Through the data collection that occurs in the LMS, decisions and trends can be viewed that allows faculty and administrators to make curriculum and delivery decisions.

Respondus Lockdown Browser & Monitor

Respondus provides one of the only proctoring solutions for exams that utilizes a proprietary browser that is designed to deter most forms of cheating. The software provides students with the flexibility to take exams, when utilized, at times and locations that meet the student's needs and schedule. With 2000 seats this allows access for all courses that want to utilize the tool. Besides supporting the mission of accessible education, the software supports the academic integrity policies of the College.

Revision of Student Canvas Orientation

The revision of this self-paced student-facing Canvas course was needed as many of the points of contact and service areas have changed since the course was launched pre-pandemic. The orientation course is an early support of student success through showing students how to navigate Canvas, offering practice opportunities for the various interactions students are required to perform in courses, and providing informational walkthroughs of services and support at the College. The course was designed and revised to serve as an initial training but also a reference location for students to access information and resources to aid them in the college experience.

E-Learning Video Library

Throughout 2024, the E-Learning department has utilized and purchased audio/visual equipment and software, such as the Adobe Creative Suite, to develop short videos to provide just in time training (JITT) for faculty and students on various topics related to leveraging the educational technology the College uses. This project supports student success and the teaching and learning process, ensures comfort with use of the technology, and helps faculty provide a quality educational experience for students.

School of Business, Science, Technology, Engineering, and Mathematics (BSTEM)

Natural and Physical Science Developmental Course

The Natural and Physical Science (NPS) department faculty are developing a dual enrollment Developmental Science course, SCI 092 Introductory Science, to help prepare high school students for credit-bearing Science courses at the College. The newly proposed curriculum will include concepts from Biology, Chemistry and Physics. The proposed course will be sent to the Curriculum Instruction Committee (CIC) for approval in November. Upon approval by CIC and the Senate Executive Committee, the course will be offered in Spring 2025.

Academic Engagement and Partnerships

STEM Fridays Summer Enrichment

To attract female students to STEM-related pathways, Academic Affairs collaborated with the Mayor's Scholars Program (MSP) to provide opportunities for 40 first-year students to engage in STEM activities across three disciplines which included Biotechnology, Cybersecurity, and Robotics/Mechatronics. The

hands-on sessions familiarized MSP students with unlocking DNA using gel electrophoresis forensics, tools to defend against malware and cyber-attacks, and emerging drone technologies and applications in the real world. Of the 40 students who participated, 28 are female of which 16 are enrolled in STEM-related programs. (3.15 AEP - BCCC STEM Fridays SU24)

Academic Exploration and Expectations

As part of the Blueprint for Maryland's Future Career Coaching initiative, students from Baltimore City Schools were invited to explore academic and career pathways at BCCC. Seven career coaches and 41 middle and high school students engaged with BCCC staff on topics such as Mayor's Scholars Program, Pathways in Technical and Early College High School (P-TECH), industry recognized credentials, dual enrollment, college preparation, success strategies, and learning styles. Students also participated in Visual Arts, Fashion Design, Biotechnology, and Emergency Medical Services learning experiences. The event was designed to support Baltimore City Schools' students as they explore post-college and career readiness pathways. (3.16 AEP - Academic Exploration and Expectations SU24)

Natural and Physical Science Student Internship and Engagement Opportunities

In Summer 2024, three Biotechnology students completed internships at laboratories located at University of Maryland, Baltimore, Baltimore BioWorks, Becton and Dickinson Medical Tech. Company. Two other Biotechnology students received awards for their research poster presentations. One was awarded first place at the Delaware State University's Summer Research Project. The other won second place for the J. Howard Brown Award at the American Society of Microbiology Poster Session. (3.17 NPS Biotech Poster Awards 2024)

Evidence Exhibits:

- 3.1 Dual Enrollment Course and Book Requests
- 3.2 MHEC Approval Ltr. - SASS - AA Early Childhood Education
- 3.3 ACBSP Site visit agenda
- 3.4 ACBSP Accreditation Reaffirmation
- 3.5 BCCC CETLI Recommendations
- 3.6 Adjunct Faculty - BCCC 2024 Adjunct Faculty Academy Agenda
- 3.7 Conference Website
- 3.8 Honduras Conference Program
- 3.9 Letter of Invitation
- 3.10 MHEC Approval Letter – Panther Success Agreement – MHEC & MDRC
- 3.11 CAA - MSP Orientation Schedule 2024
- 3.12 CAA - Dental Hygiene Orientation FA24
- 3.13 CAA - Bridges to Baccalaureate Program Orientation SU24
- 3.14 CAA - Plant Based Living Club
- 3.15 AEP - BCCC STEM Fridays SU24
- 3.16 AEP - Academic Exploration and Expectations SU24
- 3.17 NPS Biotech Poster Awards 2024

REALIGNMENT TASK 4

“Enter into memoranda of understanding in order to establish student pathways to success with the Baltimore City Public Schools (BCPSS), institutions of higher education, and employers.”

Vice President, Academic Affairs

Articulation Agreements and Memoranda of Understanding

Nursing and Health Professions

The School of Nursing and Health Professions is establishing a partnership and agreement with Ascension Health relative to clinical rotations which is a requirement for SNHP programs. The Nursing program met with the Assistant Vice President for Partnerships with Ascension Health on November 14, 2024, to discuss student experiences utilizing the facility and providing future employment opportunities. Ascension confirmed their commitment to assisting Nursing and Allied Health students with meeting clinical requirements. (4.1 Ascension St. Agnes MOU)

BCCC signed a Memorandum of Understanding with Medstar to establish a universal contract with SNHP. Students enrolled in any SNHP program, except Dental Hygiene, will be able to attend clinical sites at Medstar facilities. The Dean's office coordinated a review of the MOU with the AVP for Academic Engagement and Partnerships. After the execution of the contract, BCCC students can access 15 Medstar and affiliate locations. (4.2 Medstar MOU)

Health Information Technology

Baltimore City Community College and Coppin State University are strengthening its collaborative partnership and finalized the Health Information Technology (HIT) articulation agreement. The HIT agreement allows BCCC students to transfer into one of two degrees at Coppin—a Bachelor of Science or a Bachelor of Professional Studies in Health Information Management. The final version of the BCCC/Coppin State University articulation agreement was executed in September 2024. (4.3 Coppin Agreement – HIT 7)

Sheppard Pratt hospital has agreed to allow HIT students to complete 135 practicum hours at an approved site. The students will gain real world healthcare experience working with patient charts, various software, billing and coding, and insurance procedures. (4.4 Sheppard Pratt MOU)

Baltimore City Public Schools Partnership

Representatives from Academic Affairs, Baltimore City Public Schools, Baltimore City Police Department, Baltimore City Fire Department, Digital Harbor High School, Reach Partnership School, Dunbar High School, Patterson High School, Vivien T. High School, and the Office of Emergency Management met to discuss the redesign of the public safety pathway from high school to apprenticeship to postsecondary credentials or degree programs in Law Enforcement and Emergency Medical Services. The public safety pathway will allow students to earn an industry recognized credential and the ability to seamlessly transition to a related associate degree program.

Early Childhood Education

The Early Childhood Education Program coordinator and the Assistant Vice President of Academic Engagement and Partnerships met with Coppin State University representatives to evaluate articulation agreements for Elementary Education, Special Education, and Teacher Education associate degree programs. The agreement allows BCCC students to transfer into one of two degrees at Coppin—a Bachelor of Arts in Elementary Education or Bachelor of Science in Special Education. (4.5 Coppin Agreement – EDU 1-6)

Fashion Design

BCCC and Stevenson University representatives are evaluating the Associate of Applied Science degree in Fashion Design for articulation opportunities. The Fashion Design associate degree program at BCCC also has a Fashion Retailing area of concentration. During the meeting course crosswalks, equivalencies, and the curricula were reviewed to ensure seamless transfer for students. The articulation agreement allows BCCC students in the programs to transfer into Stevenson's Bachelor of Science in Fashion Design. Once the agreement is finalized, BCCC students will be notified of the new articulation agreement.

Baltimore City Police Cadet Program

As a part of our growing articulation with the Baltimore City Police Department, BCCC's Law Enforcement program enrolled five Police Cadets into Criminal Justice courses for the Fall 2024 semester. Each cadet is taking two courses toward the completion of the Law Enforcement degree. (4.6 BPD Cadet Agreement)

Business Administration

Business and Technology faculty along with the Assistant Vice President for Academic Engagement and Partnerships has explored opportunities to establish articulation agreements with Bowie State University (BSU) for the Business Administration Transfer, AAS program and BSU's Risk Management and Insurance, BS. (4.7 BSU Agreement)

BCCC has renewed 10 articulation agreements with University of Maryland Global Campus. (4.8 UMGC Articulations document)

Natural and Physical Sciences

Academic Affairs and the Associate Dean of Natural and Physical Sciences met with Bais Yaakov School to renew a Memorandum of Understanding to offer dual enrollment courses. Students from Bais Yaakov have traditionally enrolled in science courses at BCCC.

Evidence Exhibits:

- 4.1 Master Affiliation Agreement St. Agnes MOU
- 4.2 Educational Affiliation Agreement Medstar Health MOU
- 4.3 Coppin State Articulation – HIT
- 4.4 Non-Clinical Education Affiliation Agreement Sheppard Pratt MOU
- 4.5 Academic Program Articulation Agreement Coppin Agreement, Teacher Education (Early childhood, Elementary, and Special Education, and Human Development)
- 4.6 BPD Cadet Agreement, sixth page of the document
- 4.7 BSU Agreement
- 4.8 UMGC Articulations document

REALIGNMENT TASK 5

“Align the budget of BCCC with realistic enrollment projections.”

Vice President, Student Affairs

Vice President, Institutional Effectiveness, Research & Planning

OFFICE OF INSTITUTIONAL RESEARCH

The projections for BCCC’s credit student headcount mirror those for all community colleges, which call for a return to pre-pandemic levels in fall 2024 and stabilization in the out years. The College’s enrollment is trending near pre-pandemic levels. (5.1 BCCC FY26 Operating and Capital Budget Presentation, pages 7 and 8)

MHEC Credit Fall Headcount Projections for BCCC

Fiscal Year/ Fall Term	Actual	Projections										% Change FY 2024 to FY 2034
	FY 2024 Fall 2023	FY 2025 Fall 2024	FY 2026 Fall 2025	FY 2027 Fall 2026	FY 2028 Fall 2027	FY 2029 Fall 2028	FY 2030 Fall 2029	FY 2031 Fall 2030	FY 2032 Fall 2031	FY 2033 Fall 2032	FY 2034 Fall 2033	
Full-time	985	1301	1329	1331	1333	1335	1336	1338	1330	1322	1314	33.4%
Part-time	2,954	3,348	3,408	3,421	3,433	3,445	3,457	3,470	3,464	3,458	3,452	16.9%
Total	3,939	4,649	4,737	4,752	4,766	4,780	4,793	4,808	4,794	4,780	4,766	21.0%
% Change from Prior Year	11.3%	18.0%	1.9%	0.3%	0.3%	0.3%	0.3%	0.3%	-0.3%	-0.3%	-0.3%	

MHEC Credit Fall Headcount Projections for All Maryland Community Colleges

Fiscal Year/ Fall Term	Actual	Projections										% Change FY 2024 to FY 2034
	FY 2024 Fall 2023	FY 2025 Fall 2024	FY 2026 Fall 2025	FY 2027 Fall 2026	FY 2028 Fall 2027	FY 2029 Fall 2028	FY 2030 Fall 2029	FY 2031 Fall 2030	FY 2032 Fall 2031	FY 2033 Fall 2032	FY 2034 Fall 2033	
Full-time	29,798	39,346	40,210	40,260	40,317	40,370	40,418	40,468	40,225	39,974	39,731	33.3%
Part-time	72,864	83,227	84,740	85,046	85,346	85,653	85,954	86,262	86,114	85,967	85,824	17.8%
Total	102,662	122,573	124,950	125,306	125,663	126,023	126,372	126,730	126,339	125,941	125,555	22.3%
% Change from Prior Year	8.3%	19.4%	1.9%	0.3%	0.3%	0.3%	0.3%	0.3%	-0.3%	-0.3%	-0.3%	

MHEC projects incremental growth for BCCC’s eligible credit and continuing education FTEs. The preliminary FY 2024 eligible FTEs BCCC reported to MHEC have surpassed their FY 2025 projections.

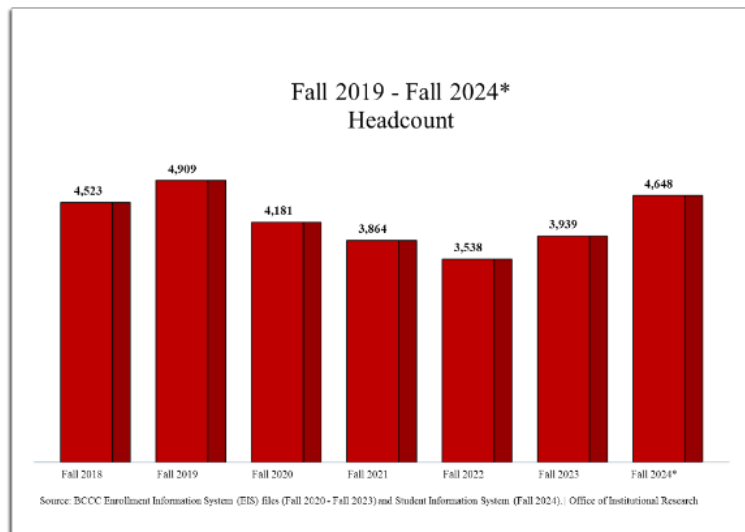
MHEC Credit Fiscal Year (FY) Full-Time Equivalent (FTE) Projections for BCCC

Fiscal Year	Actual		Projections									% Change FY 2023 to FY 2033
	FY 2023	FY 2024*	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032	FY 2033	
Credit Eligible FTEs	1,810	2,040	1,980	2,000	1,974	1,948	1,924	1,908	1,880	1,842	1,805	-0.3%
Continuing Ed Eligible FTEs	627	1,006	702	736	769	801	832	861	889	915	941	50.1%
Total	2,437	3,046	2,682	2,736	2,743	2,749	2,756	2,769	2,769	2,757	2,746	12.7%
% Change from Prior Year	-9.5%	25.0%	-12.0%	2.0%	0.3%	0.2%	0.3%	0.5%	0.0%	-0.4%	-0.4%	

* FY 2024 Credit and Continuing Education FTEs submitted to MHEC in August 2024; pending final approval and audit.

The pandemic’s effects lasted longer than anticipated as related to enrollment and students’ needs for support. The annual unduplicated credit headcount continued its primarily pandemic-driven decline to 4,924 in FY 2023. The FY 2024 enrollment showed increases in all terms, including an increase of over 400 students in fall 2023. Fall 2024 credit enrollment is ahead of fall 2023; a final enrollment of over 4,500 students is expected. The proportion of part-time students declined slightly in fall 2023 but still

represents most credit students. The market share of first-time, full-time freshmen increased slightly while the market shares of part-time undergraduates and recent, college-bound high school graduates decreased. With the fall 2024 enrollment increases, BCCC expects to come closer to its benchmarks. The demographic and socio-economic characteristics of most students make full-time enrollment challenging. The percentage of credit students 25 years of age and older increased to 53.6%, 68.2% of spring 2022 CCSSE respondents provide care for dependents, and 46.1% work at least 20 hours per week. To accommodate various scheduling needs, the 14- and 10-week fall and spring sessions (initiated during the pandemic) are now standard in the academic calendar as are a mix of day, evening, early morning, Saturday, face-to-face, synchronous, and asynchronous classes.



The shift to a remote learning environment occurred in spring 2020 and was in place for FY 2021 and over half of FY 2022. The credit online enrollments in FY 2023 surpassed the benchmark established prior to the pandemic. The percentage exclusively enrolled in distance education decreased slightly to 12.1% from fall 2022 but remains higher than in fall 2019, the last fall before the pandemic. The proportion exclusively enrolled in face-to-face classes increased to 62.7%, above fall 2019. BCCC provides scheduling options and wrap-around services to support students who attend in person and remotely. A balance of face-to-face, asynchronous, and synchronous sections is a key consideration in creating class schedules. BCCC began expanding its winter course offerings in 2021 which resulted in enrollment increasing from 35 students in winter 2020 to 247 in winter 2021. The increases in course offerings and enrollment continued through winter 2024 with 402 students.

The Baltimore City Public School System (BCPSS) saw a decline of over 500 students in their high schools from 2022 to 2023. BCCC’s number of dual-enrolled high school students reached 481 in fall 2021 but declined in fall 2022 and fall 2023. In partnership with BCPSS, the Pathways in Technology Early College High School (P-TECH) program continues at Carver Vocational Technical, New Era Academy, and Paul Laurence Dunbar high schools. Over 200 P-TECH students are expected to register for the fall 2024 12-week session. The College and BCPSS are collaborating on developmental coursework to support the Blueprint for Maryland’s Future, with a focus on Pillar 3, College and Career Readiness (CCR). Academic Affairs and the Early College Access Office are working with BCPSS staff to customize developmental reading/English (REN) and math courses for high school students to meet CCR standards through dual enrollment. BCCC is optimistic about meeting its dual enrollment benchmark.

The socio-economic characteristics of most BCCC students make affordability a key issue. The College holds workshops related to financial literacy and completing the revised FAFSA. Spring 2022 CCSSE respondents reported that 62.2% use their own income/savings as a major or minor source for paying their tuition; 47.5% reported that the lack of finances is likely to be what would cause them to withdraw from class or college; and 42.3% reported that working full-time would likely be the cause. Respondents to the fall 2023 Program Review and Evaluation student survey indicated 50% work 35 or more hours per week and 30.3% work 34 or less hours per week. BCCC's mission reflects its commitment to providing quality, affordable, and accessible education to its diverse population. The College strives to keep tuition and fees at a fraction of those for Maryland public four-year institutions, 32.3% in FY 2023 (Indicator 7). The zero-dollar application fee and flat rate tuition and fee schedule for students enrolled in 12 to 18 credits has continued. Students received free textbooks in summer terms of 2020 through 2024 and free shipping in fall 2020, spring 2021, fall 2021, and spring 2022. In fall 2023, spring 2024, and fall 2024, books and shipping were free to students.

The Workforce Development & Continuing Education (WDCE) Division remains committed to responding to the needs of the City's citizens and business community and rebuilding its enrollment. The annual unduplicated headcount for continuing education students increased in FY 2022, fell in FY 2023, and increased by over 800 students in FY 2024 (Indicator 1c.). FY 2022 marked the return to in-person course offerings at the Harbor location and in the community along with virtual course options. Annual unduplicated headcount and course enrollments in continuing education basic skills and literacy courses fell in FY 2023. The annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses increased by 20 students in FY 2023. The College currently has four grants from the Maryland Office of Refugees and Asylees (MORA) which support students in ESOL courses. The MORA ESOL grant enables BCCC to serve hundreds of refugee and asylee students in English language classes. WDCE collaborates with the International Rescue Committee (IRC) and other community partners to continuously improve services for these students in Baltimore. The grant and Refugee Assistant Program classes, with IRC's partnership, provide needed referral services for students and their families. In FY 2023, the percent of students achieving at least one educational functional level decreased for Adult Basic Education (ABE) and English as a Second Language; both increased in FY 2024. ABE instructors integrate online platforms, such as Aztec Software, TABE Tutor, and Khan Academy into their lessons to increase the measurable skills gains. As part of Integrated English Language and Civics Education (IELCE)/Integrated Education Training (IET) Workforce Investment Opportunities Act funds, a spring 2024 ABE and ESOL cohort was created for Warehousing training. CASA de Maryland supported BCCC by advertising and recruiting students. This aligns with IELCE's focus on providing instruction and IET for adult English language learners and job placement in in-demand industries that lead to economic self-sufficiency.

BCCC's fall-to-fall retention rates increased for all fall 2022 sub-cohorts except the college-ready group, which represents less than 5% of the total cohort. All four sub-cohorts have surpassed the benchmarks established (Indicator 14). Pell grant recipients had the highest retention rate at 55.1% and the developmental students had the highest increase of 11.6 percentage points. The four-year developmental completer rate increased to 39.6% for the fall 2019 cohort. The Math department continues working with the Curriculum and Instruction Committee regarding which programs require both levels of developmental math, MAT 86: Integrated Pre-Algebra and Introductory Algebra and MAT 92: Intermediate Algebra. The college-level math courses required for each major are considered; only students enrolled in Science, Technology, Engineering, and Mathematics (STEM) majors are required to take both levels. As a result, more students complete their developmental math sooner. On Site "New Student Orientation" returned for the fall 2024 semester with hundreds of participants taking the placement test and learning about BCCC's programs and services. These initiatives coupled with the AY

2021-2022 implementation of multiple measures and the addition of the “probation” academic status, put BCCC closer to attaining its benchmark.

Increasing the developmental completer rate is key to increasing persister rates. While BCCC’s overall successful-persister rate for all students in the fall 2019 cohort decreased, the developmental completers’ successful-persister rate remained far above other sub-cohorts and declined by less than two percentage points. In fact, the graduation rate for developmental completers increased by 3.4 percentage points despite fall 2019 being in the academic year in which the pandemic occurred (spring 2020). Streamlined levels of developmental courses in math and reading/English (REN) and placement recommendations for math based on major have made a positive impact. The Academic Achievement Center (AAC) provides support services to all students. Students in REN, ENG 101, and courses with writing assignments get help with thesis development, organization, style, or grammar. Tutoring Services assists with developmental and college-level math, English, science, business, technology, accounting, and computer-aided drafting and design. AAC provides a range of learning environments and resources to include individual, small group, and online tutoring, assistance with forming study groups, academic coaching, study skills workshops, and learning spaces with computer and study stations, textbooks, manipulatives, scientific models, and hands-on laboratories. The College was awarded a continuation grant to support its “VISTA Success Coaching” project focused on increasing pass rates in MAT 107: Modern Elementary Statistics, the first college-level math course for many programs. The E-Learning department has a Canvas Orientation course and provides a Canvas Essentials Guide to train students and faculty to fully utilize the learning management system. E-Learning conducts professional development for all faculty, credit and continuing education, which includes best practices for Canvas use. BCCC continues its work to expand support services, offer flexible scheduling options, and increase faculty and staff training. Student success remains the number one strategic priority.

In spring 2024, BCCC filled the full-time Coordinator of the Student Support and Wellness Services Center (SSWSC) position, a licensed social worker, to provide additional support for students’ social and emotional needs along with the full-time counselor. The SSWSC provides free and confidential counseling to students for extra support with personal concerns affecting their academic success and general well-being. Services include teletherapy, individual and group counseling, consultation and training, classroom presentations, referrals to campus and community resources, and workshops for students, faculty, and staff. Workshops include time and stress management, drug and alcohol awareness, mental health, and sleep mindfulness. The SSWSC webpage offers resources for crisis intervention, housing assistance, food/nutrition services, and substance abuse. The Panther Talks series began in FY 2024 with guest speakers on topics including Healthy Relationships, Networking, Financial Literacy, and Cultural Diversity. Student Life & Engagement coordinated events with the student clubs including a trip to the Harriet Tubman Museum and Education Center, Holi Celebration, Women and Men on the Move Luncheons, International Day of Happiness, and Color Escape painting session.

The percentage receiving Pell grants increased by 5.5 percentage points in FY 2023 and the proportion receiving any financial aid increased by 10.5 percentage points. FY 2023 marked the first year since the pandemic with federal work study (FWS) participants. The Higher Education Emergency Relief Fund (HEERF) was utilized to assist students with balances, tuition and fees, and textbooks. The fall-to-fall retention rate for the 2022 cohort of Pell grant recipients increased to 55.1%, surpassing the benchmark (Indicator 14). With 90.0% of CCSSE respondents indicating that financial aid advising is important to them, the Financial Aid Office (FAO) is committed to supporting students. The proportion of CCSSE respondents indicating that they were very satisfied with BCCC’s financial aid advising services increased steadily from 34.5% in 2014 to 50.2% in 2022. Weekly “FAFSA Nights” are held to answer financial aid questions and assist current and prospective students in filing the FAFSA. In fall 2023, 70% of respondents to the Program Review and Evaluation student survey indicated they were satisfied with

the FAO. BCCC is committed to student success by allocating as much of its resources as possible to instruction, academic support, and student services. Over 44% of the College's expenditures in FY 2023 were for instruction and academic support with an additional 7.5% for student services. HEERF use increased "other" revenues and expenditures in FY 2021, 2022, and 2023. In FY 2023, institutional HEERF was used to help students by covering summer tuition, fees, and books and to assist with account balances. The planning for and implementation of the new Enterprise Resource Planning system in fall 2022 and capital improvements increased "other" expenditures in FY 2021, 2022, and 2023.

Enrollment Management

Enrollment Management territories and strategies have been split into three areas. Recruiters are responsible for Baltimore City public high schools, private high schools, and community partners within their assigned zone. Zones are split as follows:

Zone A: Frankford/Northwest Baltimore, Highlands, Belair-Edison, Nottingham, Orangeville Industrial Area/East Baltimore, Inner City, Upper Fells Point, Graceland Park/Southwest Baltimore, Dundalk, Seton Hill/Central Baltimore, Federal Hill, Halethorpe, Brooklyn, Curtis Bay; Latinx Community Partners

Zone B: Belair-Edison, Bellona-Gittings/North Baltimore, Cheswolde/Northwest Baltimore, Hamilton, Idlewylde, Pikesville, Waverly, Wyndhurst/North Baltimore, Northeast Baltimore

Zone C: Gwynn Oak, Walbrook/Southwest Baltimore, Irvington/Southwest, Catonsville, Hampden, Druid Heights, Carrolton Ridge/South Baltimore

Zone D: Baltimore City Middle Schools, Baltimore County High Schools, Surrounding Counties (i.e. Anne Arundel, Howard, Washington D.C.); Community Partners

In each zone recruiters are responsible for reviewing schools' profiles, gathering contact information, and consistent engagement with external partners. The goal of scheduling 5-7 monthly engagements with an external partner is set for each recruiter. In addition to providing virtual appointments to prospective students concerning the admissions process. Increasing the College's presence in the Community is key to increasing enrollment and meeting the state's goal of providing access to Baltimore City residents.

The Assistant Dean of Early College and Access Programs position was created in early 2024 at the College to strengthen partnerships with Baltimore City High schools. With the arrival of Assistant Dean, the College increased the number of dual enrollment students and strengthened high school partnerships. Partnerships were maintained with Dunbar, Mergenthaler, Baltimore Design School, and Bais Yaakov. New partnerships were established with nine high schools such as Green Street Academy, Reginald Lewis High School, Patterson High School, Reach Partnership, and Vivien T. Thomas.

The College submitted a proposed memorandum of understanding to Baltimore City Public School System (BCPSS) detailing the new requirements from the Blueprint for Maryland's Future, allowing it to offer developmental courses to BCPSS students. The College plans to begin offering developmental courses Spring 2025 to high school students. The College is committed to creating developing math, English, and science courses.

The Early College and Access Program facilitated multiple collaborations with Baltimore City Public Schools to launch the plan to become BCPSS primary partner in providing dual enrollment opportunities for students.

The primary goals of the BCCC/City School's Early College Collaboration are:

1. to increase the number of college and career ready (CCR) students who earn an associate degree or industry certification upon high school graduation.
2. to increase the number of students who meet Maryland's CCR standards upon high school graduation by developing engaging and innovative dual enrollment courses.

In Spring 2024, the College partnered with the Maryland Higher Education Commission (MHEC) and the Maryland Demonstration Research Corporation (MDRC) to launch the Expanding Success Program beginning Fall 2024. The program provides retention support to 300 students from low-income families who enroll in at least 9 credits. The program provides a financial incentive of \$50 to encourage students to meet with a student success advisor and/or attend programming monthly.

Student expectations of the program are to complete orientation, set up all appropriate accounts for direct deposit, enroll in at least nine, and meet with an advisor during designated months either by appointment or walk-in (in-person or virtual). As a result of participation in the Success Project the expected program outcomes are retention and Credit Accumulation: Fall to Spring and Fall to Fall ultimately lead to degree completion.

Process Improvements

1. **Password Reset Feature**

Historically, applicants must contact the Office of Information Technology and Office of Admissions for password assistance. Implementation of this feature will significantly reduce the number of incoming calls and improve student experience.

2. **Text Messaging and Bot- Text Messaging and Bot** – the College begin implementation of text messaging and an online chat bot feature. Utilization of text messaging creates a more efficient way to communicate with prospective and current students. The online chat bot allows visitors to the website to get information from each Student Support office at the College based on pre-programmed responses, or they can chat live with a BCCC representative.

3. **Banner Communication** – to enhance communications with students' new communications has been created:

- **Admitted Not Enrolled Notice** - Notification sent to applicants informing them they are admitted but have not registered for a course(s).
- **Registration Change Notice** – Notification is generated each time there is a change to the student's course schedule. Notice informs the students to log in to their Panther Portal.

4. **Who's Next Software** - the college implemented Who's Next, a software that provides a cloud-based queuing and visit tracking platform for colleges to streamline high traffic offices. The software records self-sign in, customer visits, tracks wait times, provides daily & weekly visit reports, text-messaging alerts, early alerts, and more. This software enhances customer services operations and creates a more functional customer service environment.

5. **Degree Works** – the College implemented degree works for several offices in Student Affairs: Student Success Center/Advising and Records and Registration. Student Affairs facilitated

training for academic program coordinators. Degree Works will be implemented for students early 2025. The system is an academic advising and degree audit tool to guide student success and streamline degree auditing.

Improvements in Testing

The Testing Center provides testing services to BCCC prospective and current students, Maryland residents as well as students from schools associated with the National College Testing Associations (NCTA). Exams administered are as followed: English and Math Accuplacer, English As A Second Language (ESL) Accuplacer, Ability to Benefit Accuplacer, BCCC academic exams, BCCC exemption testing, College- Level Examination Program (CLEP), Academic Exams for other institutions (NCTA associated schools), the ParaPro Assessment, the ATI TEAS, EC Council Testing, PearsonVue IT Certification Exams and GED Subjects Tests. During the 2023- 2024 Academic Year, the Testing Center proctored 4,333 exams (23 unique exam types) to 3,317 individuals (unduplicated count) and earned a total revenue of \$22,553.14. The total exams proctored increased by approximately 123% from the previous academic year (1,945) to this academic year (4,333). The total revenue increased by approximately 115% from the previous academic year (\$10,510.20) to this academic year (\$22,553.14).

	2023-2024 Academic Year	2022-2023 Academic Year	% Change
Exams	4,333	1,945	122.78%
Number of Testers	3,317	1,487	123.07%
Number of Unique Testing Services offered	23	18	27.78%
Revenue Earned	\$22,553.14	\$10,510.20	114.58%

This academic year, the Testing Center was approved and became certified as an authorized PearsonVue Certified Testing Center, Ability to Benefit Testing Site and an EC Council Certified Testing Site. As an authorized PearsonVue Certified Testing Center, we offer GED Subjects Tests and PearsonVue IT Certification Exams. The GED Subject Test allows individuals to advance their education, qualify for better job opportunities, or achieve a personal milestone. The newly offered PearsonVue IT Certification Exams allow us to provide students, professionals, and community members with the opportunity to earn globally recognized certifications in a wide range of IT fields. Ability to Benefit (ATB) allows postsecondary test takers without a high school diploma to receive Title IV financial aid when they're dually enrolled in a career pathway program and in adult education. As an EC-Council Testing Center, the BCCC Testing Center will proctor certification testing for individuals that have completed the Cybersecurity Digital Forensics Program.

Trio Student Success Support Services

The federally funded TRIO Student Support Services (SSS) Program is integral to Baltimore City Community College's mission to foster student success. Serving 230 first-generation, low-income, or disabled students during the 2023-2024 academic year, the program offers a comprehensive array of

services to support retention, graduation, and transfer while promoting personal growth and academic achievement. TRIO SSS is on pace to exceed objectives for enrollment, persistence, good academic standing, degree attainment, and graduation and transfer.

TRIO SSS provides personalized academic advising, financial literacy education, financial aid assistance, tutoring referrals, progress monitoring, transfer guidance, and advocacy. The program also connects students with critical resources, such as Student Support and Wellness Services, the Academic Achievement Center, the Financial Aid office, and Disability Support Services Center. Additionally, the program leverages online platforms like StudentLingo workshops, which offer on-demand access to 49 workshops designed to enhance academic and non-cognitive skills.

To alleviate financial stress and support academic success, TRIO SSS distributed \$61,000 in grant aid and book awards, including \$27,000 provided through the institutionally supported Book Award Scholarship. These efforts directly contribute to students' ability to persist and excel academically.

TRIO SSS also enriches students' college experience with engaging workshops and events, such as "Understanding Money and Credit," "Peer Mentor-Mentee Leadership Boot Camp," and the "Business Scholars Roundtable and Etiquette Luncheon." Cultural and educational experiences, such as attending the Tony Award-winning production of *The Wiz* and participating in a college tour to Hampton University and Old Dominion University, provided exposure to transfer opportunities and diverse cultural experiences.

TRIO SSS provides both in-person and virtual support to help students succeed. By offering personalized services and enriching experiences, the program is a key part of BCCC's efforts to recruit, support, and graduate students.

Evidence Exhibit:

5.1 BCCC FY26 Operating and Capital Budget Presentation September 13, 2024

REALIGNMENT TASK 7

“Establish strong relationships with key stakeholders.”

Vice President, Advancement

Baltimore City Community College (BCCC), continues to establish strong relationships with key stakeholders by strengthening and expanding relationships with Federal, State, and Local officials to promote the positive outcomes achieved in providing a quality, accessible, and affordable education in an urban environment. The College continues to work with Congressman Kweisi Mfume's office, State Senators Antonio Hayes, Senator Jill Carter, Senator Cory McCray, and Senator William Ferguson. Moreover, the College continues to build upon relationships with the Mayor's Office, City Council President, and councilmembers. In addition, BCCC has established partnerships with the Mayor's Office of Employment Development, Baltimore City Schools, private employers, Pan Hellenic Community, and community organizations.

Community Outreach & Engagement

The division participated in several meetings with key stakeholders to continue solidifying relationships and build strong partnerships. Organizations the division met with are:

Office of City Council President

In preparation of Middle States Commission on Higher Education (MSCHE), the division has explored including several members of public office to share their experience with BCCC and the MSCHE visiting team. The goal was to summarize the many vital touchpoints that benefit students citywide. The President of City Council's office showed an immediate interest to participate. Representatives have been helpful in collaborating with outreach and collaboration. From back-to-school events to referrals for workforce development, several opportunities were identified.

Maryland Department of Public Safety & Correctional Services Division of Pretrial Detention and Services

BCCC has extended outreach to the Maryland Department of Public Safety & Correctional Services to broker a strong partnership that will benefit both juvenile and adult populations in the areas of education and workforce development. In addition, BCCC continues to plan a citywide conference on educational and career outreach for returning citizens.

Enoch Pratt Free Library of Baltimore City

BCCC participated in Baltimore's annual Booklover's Breakfast and promoted the newly formed BCCC Book Club and WBJC's BookNotes. This is the start of a collaboration with the Enoch Pratt Free Library.

Baltimore City Police Department

The Vice President for Advancement met with Baltimore City Police Department's new SE Commander who serves one of the most diverse police districts in Baltimore. Discussions focused on building recruitment efforts for BPD and increasing enrollment of BPD officers & perspective officers. The goal is to schedule the command to visit the campus and present on the various opportunities the police department has for Black and Latino recruits.

COMCAST

Comcast donated 100 laptops and a \$5,000 gift to BCCC as it continues to solidify its partnership with BCCC. This is an ongoing commitment by Comcast and BCCC looks forward to expanding the opportunities Comcast provides.

INROADS/BlueSKY Collaborative Partners

After a series of meetings and discussions, BCCC has been invited to participate in, "The Transition Game"—a roundtable event scheduled for February 16th—for nationally selected participants to engage with various philanthropic organizations such as, the NBA Foundation, Yield Giving (MacKenzie Scott Foundation), United Way U.S.A., and TIAA to name a few.

Greater Mondawmin Coordinating Council (GMCC)

GMCC hosted its quarterly board meeting in March and provided updates to several exciting initiatives and programs that include BCCC. They have developed a formal partnership with United Way of Central Maryland and are now a Neighbors United (UWCM) site. As the only Neighbors United site in Baltimore, they are a true asset and partner to BCCC by both their proximity to the campus and BCCC's designated position on the Board of Directors. Neighbors United is a program that galvanizes the strengths and interests of more than 10 of GMCC's membership communities to establish a strategic plan of neighborhood transformation. BCCC faculty, students, and staff may participate and benefit from

this partnership as well. In addition, BCCC will serve as a host to several communitywide meetings as it builds on its community outreach.

Ashburton Community Association

As an anchoring institution in the Ashburton/Mondawmin corridor, BCCC continues to solidify key relationships with community partners. In partnership with the Ashburton Community Association, BCCC provides space for monthly community meetings and now features advertisements of those meetings on its digital marquee located at the main entrance on Liberty Heights Avenue.

Baltimore Teacher's Network Mayoral Forum

BCCC served as a community partner and site host for the Baltimore Teachers Network Mayoral Forum. The Facilities and Public Safety Departments of BCCC provided logistical assistance for WJZ TV13 and the BTN leadership team. More than a dozen mayoral candidates participated in the forum that included several students, faculty, and staff.

United Way of Central Maryland (UWCM)

The division is exploring partnership opportunities with the United Way of Central Maryland to provide advance community organizing training in partnership with the Greater Mondawmin Coordinating Council and exploring providing a robust and modern childcare facility in northwest corridor of Baltimore. Although it is exploratory at this point, regular meetings are scheduled to refine a strong working partnership.

Neighbors United, Baltimore

Neighbors United is a division of United Way of Central Maryland. Greater Mondawmin Coordinating Council is the Baltimore partner for Neighbors United and serves over 14 communities surrounding the College. An interest in BCCC serving as the higher education partner in offering innovative community capacity building programs citywide is currently being addressed. This is a great opportunity for the College to grow its outreach potential and recruitment opportunities.

Hidden Genius Project

The division is exploring partnership opportunities with the nationally recognized organization Hidden Genius Project (HGP). HGP has over 7 locations throughout the country. HGP provides training and mentorship of Black male youth in technology creation, entrepreneurship, and leadership skills to transform their lives and communities. Providing leased space as they expand into the Baltimore metro area would be a benefit to growing the network capacity of the College. This would be the first location hub on the East Coast.

Transform Mid-Atlantic

BCCC hosted a yearly Transform Mid-Atlantic Sage Retreat, including members from all Maryland Community Colleges.

WBJC Staff Community Engagement

WBJC expanded its outreach and dual brand (BCCC/WBJC) in 2024. An extension of external partners has increased co-branding opportunities that are making a positive impact in and around the Baltimore Metro area. The college has experienced an increase in both social media and web activity as a result. Outreach opportunities have resulted in:

Increase in BCCC event announcements and programs: WBJC has increased its announcements of BCCC affiliation and announcements for events and academic programs.

Furman University: General Manager, Richard Miles, has been selected to join the 7th annual class of the Riley Institute's *Public Media Diversity Leaders Initiative*. This program equips public media leaders with the skills to integrate diverse, equitable, and inclusive practices in their organizations. BCCC was featured in the presentation and received social media attention.

United States Library of Congress: Pianist, Simone Dinnerstein, was interviewed on WBJC about her performance of Gershwin's *Rhapsody in Blue* with the United States Air Force Band at the Bard Library.

BMore Arts: Founder and Editor-in-Chief, Cara Ober, was interviewed on WBJC for the station's BookNotes about the publication's first full-length book, *City of Artists*, highlighting personal reflections and portfolios from the city's writers and artists.

Additional expanded partnerships include:

- The Baltimore Choral Arts Society
- Hopkins Symphony Orchestra
- Shriver Hall Concert Series
- Baltimore Chamber Orchestra
- Annapolis Symphony
- Towson University & Johns Hopkins Osher Programs
- Everyman Theatre
- Candlelight Concert Society
- St David's Church

REALIGNMENT TASK 8

“Develop and market a brand for BCCC.”

Vice President, Advancement

The College continues developing and marketing its brand as it implements an updated campus sign campaign, brand newly purchased fleet of vehicles, and expands BCCC branded merchandise. In addition, the College has increased attendance at various community events to promote recruitment for employment and enrollment.

BCCC continues to develop and market its brand. Achievements have been made in three key areas:

- Identify and refine primary market share
- Develop marketing materials specific to targeted demographics (brochures, program cards, and catalogues)
- Increase advertising opportunities to streamline outreach (radio, digital media, and billboards)

Awards

BCCC is the recipient of seven (7) National Council for Marketing & Public Relations (NCMPR) awards. The NCMPR Paragon & Medallion Awards recognize outstanding achievement in design and communication at community and technical colleges nationally (Paragon) and in each of NCMPR's seven districts (Medallion). Competition is exclusive to marketing and public relations professionals at two-year

colleges. The College was recognized for its branding, graphic designs, and marketing of brochures, billboards, digital ads, and more.

The BCCC brand is promoted in sectors throughout the Baltimore Metro area.

- Radio (Radio One 92Q, WBJC)
- Digital ads (Google, Facebook, YouTube, Instagram)
- Printed Media
- Mass Transit (Bus, Metro, Light Rail wraps)
- Outdoor Digital Billboards

Brand development and marketing of credit and non-credit programs

BCCC continues to streamline brand and marketing initiatives that represent all divisions of the College including non-academic divisions like Public Safety and Facilities. The Department of Facilities is collaborating with Marketing to contract with a wayfinding company to update and brand all areas of the BCCC campus. In addition, the College is branding a newly purchased fleet of vehicles.

Brand and marketing support has increased for:

Student Affairs:

Enrollment Support-digital and printed materials were created to promote and the College in various ways including:

- BCCC Athletics Department
- Student Life Monthly Events
- Mayor's Scholars Program (MSP)Event
- Financial Aid Information & FAFSA Completion Assistance Information Campaign
- Dual Enrollment Brochure
- BCCC Viewbook Brochure
- Free Textbooks Campaign
- New Student Orientation

Workforce Development Support:

Developed the following campaign in support of Workforce Training programs:

- Grads 2 Career Social tile & flyer
- IET/CAN program flyer and social posts
- Construction flyer & social posts
- Customer Service flyer and social posts
- Pre-Apprentice Construction Core social posts
- Website development and design for programs

Academic Affairs:

Program Cards

Collaborated with Academic Affairs to edit new academic Program Cards, including:

- Comparison between MHEC program listings, Academic Catalog, and program webpages to ensure accuracy of information by confirming information in the catalogue is the same as the information on the website.

Cybersecurity

Collaborated with Academic Affairs to develop the following marketing support for Cybersecurity:

- Scheduled in-class photo opportunities to generate interests on social posts and website

Emergency Medical Services

Continued marketing campaign for enrollment in Emergency Medical Services:

- Flyers
- Posters
- Website billboards
- Social posts

Note: Received positive feedback from Baltimore City Fire Department

Visual Arts

Developed a BCCC marketing campaign in support of the Visual Arts Studio Tour

REALIGNMENT TASK 9

“Address the information technology (IT) and infrastructure needs of BCCC, including whether oversight by the Department of Information Technology is advisable.”

Chief Information Officer

ELLUCIAN BANNER ERP

The Enterprise Resource Planning (ERP) implementation project is designated as a Major Information Technology Development Project (MITDP). The Maryland Department of Information Technology (DoIT) has been involved since the start of the project and plays an oversight role. As an MITDP project, a DOIT project manager is assigned and oversees the progress of the project. The College meets with and submits progress reports to the DoIT Project Manager monthly. Currently, the MITDP is in the Operation and Maintenance (O&M) phase of the project with the project closing date of no later than June 30, 2025.

While all modules of the Banner ERP are live, some legacy processes have not been fully adopted in the new Banner ERP. Examples of these include contractual employees not fully converted to leave-tracking in the new system and the adjunct faculty contracts process still utilizing parts of the legacy system. This causes duplicate work, reporting challenges, and other operational inefficiencies until the processes are fully adopted with the new ERP. ERP Gaps and needs sessions were held with all cabinet areas to identify existing ERP related gaps and the support needed to remediate these gaps.

As part of the O&M, a contract with Ellucian to provide advisory (managed) ERP services for a 1-year period was approved by the Board of Trustees in the April 2024 meeting and began July 1, 2024. As part of the advisory services, experts have been deployed across all key ERP domains including Banner Finance, Student, Accounts Receivable, Financial Aid, Human Resources, CRM Recruit (for student enrollment), and IT to help address outstanding ERP challenges and backlog. ITS developed a program management plan to track the initiatives and projects for each functional area as the College begins to work with the Ellucian advisor team.

Coinciding with the transition from Ellucian project implementation to advisory services, the overall MITDP project moved to the Operations and Maintenance phase, beginning July 1, 2024. This final phase of the project typically lasts one year prior to project close, and its purpose is to ensure that the system is fully functional and performs optimally. ITS is working closely with the Project Manager to ensure that all required deliverables are identified and completed.

Insights Reporting Module

Insights is the new reporting platform included in the contract modification effective September 2023. In conjunction with BCCC IT, functional areas and Ellucian resources, the Insights data warehouse was configured to allow for enhanced reports and dashboards from the Banner ERP. Currently, Ellucian advisory services and BCCC IT resources are gathering specifications and building reports and dashboards.

ERP Challenges

There are challenges that involve data cleanup, reporting and cyclical operational procedures that still need to be addressed as part of the ERP implementation.

ERP Gaps and needs sessions were held with various cabinet areas including Finance and Administration and Institutional Research to identify existing ERP related gaps and the support needed to remediate these gaps.

Project Status

BCCC (Baltimore City Community College) maintains an overall green status from DoIT. DoIT has provided additional information on the monthly health status of the project, which includes the following criteria:

#	Criterion	Description	Status
1	Scope	Work content and products of the project	Green
2	Schedule	Listing of project milestones, activities, and deliverables	Green
3	Risks	Uncertain events or conditions that can positively or negatively affect project objectives	Green
4	Quality	Project conformance with performance requirements	Green
5	Resources	Necessary assets needed to carry out project tasks	Green
6	Cost	Cash value of project activity	Green

ERP Project Timeline



DATA CENTER MODERNIZATION PROJECT

The data center refresh project (phase 1) is complete. On-premises data center services run on modern, supported hyperconverged equipment. All on-premises services are backed up using an immutable, ransomware-protected backup system (this has become a key requirement for continued cybersecurity insurance coverage). There are two physical backups, one located at the Liberty Campus and the second one at the BioPark location.

In April 2024, the Board of Trustees approved phase 2 of the data center refresh project, which is focused on Disaster Recovery and Business Continuity. Key deliverables of phase 2 include:

- Cloud-based Disaster Recovery (DR) Nutanix NC2 on Microsoft Azure that will create additional redundancy, enhance the speed of recovery from a disaster
- Expansion of the immutable backup and recovery solution to include BCCC’s data in the Microsoft cloud (Microsoft 365, Exchange Online, SharePoint, Teams)
- Migration of Aruba Wi-Fi controllers to new, modern hardware

The Microsoft 365 backup and migration of Aruba controllers is complete. In fall and winter 2024, the BCCC IT is collaborating with vendor partners and Network Maryland to implement the cloud disaster recovery. The full project is scheduled for completion in Spring 2025 and will include disaster recovery testing and updates to the business continuity runbooks.

REALIGNMENT TASK 10

“Develop or sell all unused or underutilized real estate, including the Inner Harbor Site.”

Office of the President

Facilities Master Plan

In 2020, BCCC developed a Facilities Master Plan to provide a basis for the realignment and modernization of the college’s physical facilities. The aim of all facilities-related plans is to support the college’s current and future programs in accordance with the College’s Master Plan.

Bard Building

Following the Notice to Proceed issued in August 2023, demolition of the downtown Bard Building (the “Inner Harbor Site”) began. The College plans eventually to develop the site and create an educational facility that will advance the College’s mission. In the short term, the site will serve as green space. Since the College’s last report the building was demolished, soil in the area tested, and plants, bushes and trees will be installed to prepare the site to serve as green space. It is expected that the project will be completed by the end of December 2024.

Nursing Building

The building that houses the College’s Nursing program is 36,668 square feet in size and was built in 1977. Building systems are original to the facility. The current building has insufficient space to meet enrollment demand and is not configured for a modern nursing education curriculum.

As part of its long-term plan, the College will replace significant building systems, including HVAC, electrical, lighting, plumbing, building envelope, and fire alarm. The renovated facility will provide nursing simulation suites that meet current hospital and accreditation standards and will include dedicated facilities for Nursing, Respiratory Care, Surgical Technology, Physical Therapist Assistant, Radiology Technician, and Occupational Therapy programs.

The projected total cost of this project is \$42,609,000.

Learning Commons

Now known as the Bard Library, the building that will house the Learning Commons is 38,376 square feet in size. The Bard Library is 58 years old and functionally obsolete. Its systems and envelope are significantly beyond their useful lives and require replacement. Moreover, the Bard Library houses physical reference materials that do not meet the modern needs of libraries, which require less stack space and more flexible space for technology.

BCCC plans to renovate and expand the existing Bard Library and turn it into a Learning Commons building that will contain flexible space for study, group work, reference, socialization, and an information center. The Learning Commons will function as the core common space on the main campus.

The projected total cost of the Learning Commons project is \$39,312,000.

Wellness Center

BCCC plans to develop a Wellness Center adjacent to the Physical Education Center. The current Physical Education Center is insufficient to support all existing health and wellness programs and extracurriculars. The Wellness Center will expand the recreation, health, and physical therapy spaces for students, staff, and community partners, and will include basketball, racquetball, physical therapy space, fitness space, and a running track.

The project includes full renovation of the current building. BCCC will be requesting design funding in FY2026 and construction funds beginning in FY2027.

The projected cost of the project is \$50,785,000.

North Pavilion

The North Pavilion is located on the North Campus and is 24,906 square feet in size. It was constructed in 1996 as a mental health and drug treatment center. The building has been closed since 2015 and would not be usable as an academic space without significant renovation. Currently, the building is unsafe and uninhabitable. BCCC plans to demolish the building and convert the site into a student parking lot.

The total projected cost of the project is \$1,681,000.

Facilities Planning and Operations

The College's existing storage space consists of several sheds dispersed across campus: all of them in poor condition. The campus currently houses a trailer (5,640 square feet in size) that has exceeded its useful life, with failures of the roof, exterior walls, interior finishes and building systems. The College's plan is to rid itself of the trailer and construct a new permanent facility to house offices, a campus shop, a garage and a centralized storage area.

The estimated total cost of the project is \$7,600,000.

Deferred Maintenance

The College plans to undertake the following deferred maintenance projects:

- Replace LSB air handling units and controls
\$13,000,000 Estimated cost:
- Replace air handlers and hot water boilers at West Pavilion
1,650,000 Estimated cost:
- Replace hot water boilers and water heaters at Fine Arts
\$1,100,000 Estimated cost:
- Replace South Pavilion air handler units and controls
\$2,600,000 Estimated cost:
- Electrical grid upgrade—Phase 1
\$2,500,000 Estimated cost:
- Emergency generator upgrade
\$4,872,000 Estimated cost:
- Campus sub-metering and lighting upgrades
\$5,740,000 Estimated cost:

- Replace windows at the Main Building
\$1,000,000 Estimated cost:
- Campus Wayfinding signage
\$550,000 Estimated cost:

Evidence Exhibit:

10.1 BCCC Facilities Master Plan Submission October 20, 2020

10.2 President’s Report to the Board, September 2024

REALIGNMENT TASK 11

“Identify barriers in State or local laws or regulations that impede the ability of BCCC to operate efficiently and effectively, including procurement and capital construction projects.”

Office of the President

REALIGNMENT LEGISLATION

In 2017, the Maryland General Assembly enacted what has come to be known as the “Realignment Legislation.” (See Education Article, section 16-501, et seq.) The Realignment Legislation was an unprecedented intervention by state legislature into the day-to-day functioning of a community college. It mandated that Baltimore City Community College (BCCC) carry out 12 Realignment Tasks but gave no metrics for determining whether any given realignment criterion had been met. It also failed to specify an end-date for Realignment, so that whatever the Realignment Legislation brought with it—added scrutiny, stigma, additional reporting requirements—stayed with the College forever.

Being under Realignment is itself a burden. The skepticism and added scrutiny from the legislature, other state agencies, and BCCC stakeholders generally imposes on BCCC the demand that it performs more efficiently than its sister institutions to be considered their equal. Moreover, the stigma of being perceived as a failed institution is not limited to attitudinal discrimination. As outlined below, the Realignment Legislation also imposes on BCCC additional reporting requirements not faced by other community colleges or other state institutions of higher learning.

STATE REPORTING REQUIREMENTS

BCCC faces increased state-reporting requirements for three distinct reasons: First, because it is under Realignment, BCCC must submit additional reports on an annual basis including the following:

- 1) Enrollment and Mayor’s Scholars Program (Task 5);
- 2) Faculty Contract System and Realignment (Task 6);
- 3) Information Technology Master Plan (Task 9);
- 4) Report on Information Technology Infrastructure Renovations (Task 9); and
- 5) Realignment Plan Update (Task 1-12).

Second, BCCC has more reporting requirements than other community college in Maryland because it is an independent agency of the State. BCCC is the only community college in Maryland that has a quasi-State agency status. Due to that status, the College has over 100 reporting requirements that are not

mandated for any of the other 15 Maryland community colleges. (See attached table listing reports.) For example, the Managing for Results (MFR) submission is required by the Department of Budget and Management (DBM) for all State agencies. The MFR is Department of Budget and Management (DBM's) strategic planning, performance measurement, and budgeting process that emphasizes the use of resources to achieve measurable results, accountability, efficiency, and continuous improvement in State government programs. Each agency must submit its mission, vision, goals, objectives and performance metrics which must be approved by DBM. In another example, because the College's employees are considered State employees for some purposes, DBM requires that BCCC submit the Quarterly Vacancy Report which is not required of the other community colleges.

Third, BCCC is the only one of the Maryland state-sponsored higher education institutions that is a community college. By virtue of being a community college, BCCC has more reporting requirements than Maryland's four-year, independent, and private post-secondary institutions for the Maryland Higher Education Commission (MHEC). Reporting requirements include data and/or narrative related to facilities, finances, financial aid, human resources, and credit and continuing education students' enrollment, progress, and outcomes. The majority, but not all, of the requirements are listed on MHEC's website as part of their Maryland Annual Collection (MAC) Schedule (<https://data.mhec.state.md.us/>). There are separate MAC schedules for community colleges, public four-year institutions, independent institutions, and private institutions. There are over 50 requirements listed for community colleges as compared to less than 30 for public four-year institutions, and less than 20 for independent and private institutions.

Moreover, BCCC is unique in terms of its funding structure for Maryland community colleges. The other 15 community colleges are funded through the Cade formula which provides them with a percentage of the funding given to Maryland's public colleges and universities. The Maryland Association of Community Colleges (MACC) was formed to advocate for all 16 community colleges in Maryland. However, most of the advocacy relates to the Cade formula which excludes BCCC. Despite that, BCCC must adhere to the additional reporting requirements for MACC which range from surveys on tuition and fees and financial aid to extensive studies such as the Federal Reserve Bank Study and Economic Impact Study. In addition, community college Institutional Research offices develop and compile the data for MACC's annual data book/data dashboards which report student enrollment and outcomes data as well as employee data.

STATE-MANDATED TELEWORK

The state of Maryland has embraced remote work and directed all state agencies to "establish a telework program applicable to the appropriate official's branch of government or public institution of higher education." (See Maryland State Personnel & Pensions Article, § 2-30.) As a state agency, BCCC is pressured to adopt a regular telework policy.

The primary obstacle BCCC faces in implementing a regular teleworking policy is the lack of infrastructure. The Realignment Legislation recognized the College's dire infrastructure needs. Realignment Task 9 specifically directed BCCC to "address the information technology and infrastructure needs" of the College. Those needs have in part been addressed by the adoption of a new Enterprise Resource Planning (ERP) system. Since the Realignment Legislation came into being, the College has signed a multi-year agreement for the establishment of a web-based ERP system, transferred vast amounts of data from legacy systems to enable the College to move forward, trained employees in the use of the new ERP system, and worked under the oversight of the Department of Information Technology (DoIT). DoIT has consistently given the college a "green" status and the College anticipates an end to state oversight in June 2025.

Although the new ERP represents progress and is a significant step in the right direction, there remains a need to address systems and operations that have not been updated in over a decade in some instances. Moreover, the impediments the College faces are not limited only to infrastructure. Many of the processes that are necessary for a functioning institution are simply not in place at BCCC. The College is in the process of establishing necessary processes and building a skilled workforce. In-person training is imperative as BCCC provides qualified front-facing personnel to service its students.

In short, BCCC is not currently equipped with the infrastructure or resources to implement a regular telework policy. The College's Labor Management Committee has worked diligently for over a year to negotiate a manageable telework policy that does not compromise the College's mission to provide a quality, accessible, and affordable education to students in the City of Baltimore and surrounding counties. Those efforts have not yielded a result that is satisfactory to both labor and management.

REALIGNMENT TASK 12

“The Board of Trustees shall review, and if necessary, revise the BCCC strategic plan.”
Office of the President & Cabinet

ACCREDITATION

BCCC employed a Standards-Based Approach to prepare the Middle States Commission on Higher Education (MSCHE) Self-Study Report. This approach allowed the College to evaluate progress aligned with the State-legislated twelve (12) Realignment Tasks. Additionally, the Standards-Based Approach:

- Facilitated a comprehensive review of the College’s programs, services, and operations.
- Realigned the College’s plans for continuous improvement to be consistent with the new MSCHE Standards.
- Assigned one Standard to each working group, providing clear distinction of duties between the groups.
- Brought focus to the Standards of particular concern to MSCHE in the past, particularly Standards II, III, VI, and VII, which fall under current Standards II, V, and VI.
- Facilitated cooperation, transparency, and engagement across the institution.

Evidence Exhibit:

12.1 Middle States Commission on Higher Education (MSCHE) Self-Study Faculty & Staff
 “Readiness Session #8” April 26, 2024

Steering Committee

The Steering Committee, comprised of two Co-Chairs— the Director of Institutional Research and the Assistant Vice President for Curriculum & Instruction—and the nearly 80 faculty and staff who served as Working Group Co-Chairs, provided transparent communication and leadership to successfully complete the Self-Study.

Self-Study Steering Committee

Title	Self-Study Role
Director of Institutional Research	Steering Committee Co-Chair
AVP for Curriculum & Instruction	Steering Committee Co-Chair
Director of Marketing	Standard I Co-Chair
Professor and Program Coordinator, Physical Therapist Assistant Program	Standard I Co-Chair
Director of Disability Support Services	Standard II Co-Chair
Director of Budgets and Contracts	Standard II Co-Chair
Associate Dean of Nursing & Health Professions	Standard III Co-Chair
Director of E-Learning	Standard III Co-Chair
Associate Dean for Arts & Social Sciences	Standard IV Co-Chair
Interim Vice President for Student Affairs	Standard IV Co-Chair
Director of Assessment	Standard V Co-Chair
Faculty Senate President, Program Review & Evaluation Committee Chair, Professor of English and Theatre	Standard V Co-Chair
Deputy Chief Information Officer	Standard VI Co-Chair
Executive Director of Procurement	Standard VI Co-Chair
Controller	Standard VII Co-Chair
Bursar / Director of Student Accounting	Standard VII Co-Chair
Vice President for Institutional Effectiveness, Research & Planning	Self-Study Coordinator Accreditation Liaison Officer
Vice President for Academic Affairs	Self-Study Coordinator

Title	Self-Study Role
Administrative Assistant, Academic Affairs	Administrative Support

The Steering Committee coordinated training for the Self-study process and related technology, set timelines, and managed deadlines throughout the Self-Study. The Self-Study Coordinators—ALO / Vice President of Institutional Effectiveness, Research & Planning and Vice President of Academic Affairs—supported the Steering Committee Co-Chairs and oversaw the Self-Study process. The Self-Study Coordinators and Steering Committee Co-Chairs met weekly to bring critical matters and gaps to the President for intervention while a Cabinet Resource Support Team provided executive-level guidance and narrative throughout the Self-Study.

Working Groups

Working Groups were comprised of faculty and staff from diverse areas of the College and created for each Standard, Verification of Compliance, and Communications & Events. The Standards Working Groups researched across the College for over a year to collect evidence and narrative for compilation into chapters. The Verification of Compliance Working Group determined the College’s compliance with federal regulations and MSCHE Requirements of Affiliation. The Communications & Events Working Group ensured that the Self-Study process was communicated transparently, consistently, and offered participation to all members of the College community.

Outcomes

The 2013-2014 MSCHE Self-Study and associated site visit identified areas for improvement at that time, namely Standard II (Planning, Resource Allocation, and Institutional Renewal), Standard 3 (Institutional Resources), Standard VI (Integrity), and Standard VII (Institutional Effectiveness). In the current MSCHE standards, these themes primarily align to Standard II Ethics and Integrity, Standard V Educational Effectiveness Assessment, and Standard VI Planning Resources and Institutional Improvement. Given the work already undertaken to meet compliance, these areas remained a priority for evaluation and continuous improvement within the Self-Study.

Through the 2023-2024 Self-Study process, the College achieved the following outcomes:

1. Demonstrated how the institution currently meets the Commission’s Standards for Accreditation and Requirements of Affiliation.
2. Focused on continuous improvement in the attainment of the institution’s mission and its institutional priorities.
3. Engaged the institutional community in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the institutional community.
4. Demonstrated progress on the Realignment Plan toward achieving key performance indicators, informing the future strategic plan of the College.
5. Expanded the current academic assessment model into an institutional assessment model, measuring the College’s effectiveness in achieving its strategic priorities.

The timing of the Self-Study coincided with the end of the current Strategic Plan. The work of the Self-Study is an extension of the College’s focus on continuous improvement and institutional effectiveness. The identification of Outcome 5 recognizes the opportunity for the Self-Study to demonstrate a long-term approach towards ‘closing the loop’ in academic and non-academic assessment.

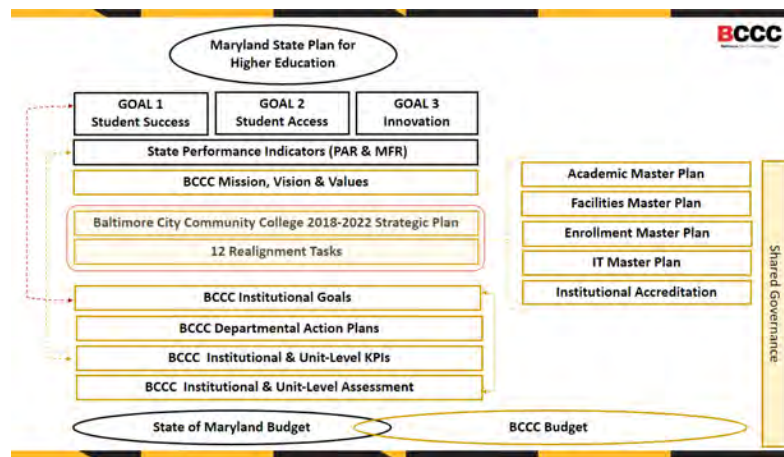
BCCC’s narrative and evidence presented in support of each of the MSCHE standards demonstrate its willingness, efforts and progress toward meeting the priorities set for it by the Realignment legislation.

Engaging in this Self-Study has itself been a valuable experience that required extensive collaboration among BCCC faculty and staff and helped the College to identify areas where it is functioning strongly, as well as areas that need improvement. On November 21, 2024, MSCHE notified the College that the Institutional Accreditation was reaffirmed. The next Self-Study is scheduled for 2031 – 2032. (12.2A MSCHE Statement of Accreditation Letter, Reaffirmed)

STRATEGIC PLANNING

One of the outcomes of the Realignment Task 12 and the 2024 Middle States Commission on Higher Education (MSCHE) Self-Study is the development of the College’s next, comprehensive strategic plan. The College has aligned its strategic plan with the three goals of the current *State Plan for Higher Education*.

1. Access – Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.
2. Success – Promote and implement practices and policies that will ensure student success.
3. Innovation – Foster innovation in all aspects of Maryland higher education to improve access and student success.



Source: Presentations to faculty and staff August 2024.

The Board of Trustees approved the College’s annual 2024 Performance Accountability Report (PAR) on September 18, 2024, which outlines the institution’s performance against its 28 Key Performance Indicators (KPIs) and 11 student characteristics. The College’s progress in meeting our benchmarks is monitored carefully. For this submission, the Secretary of Higher Education has asked institutions to indicate if they will meet their benchmarks and detail initiatives designed to improve BCCC’s progress in meeting its goals. Thus, a proactive and comprehensive Institutional Assessment section is critical. BCCC’s PAR submission was well approved by the governing and submitted to MHEC by October 1, 2024.

Strategic Plan Development & Implementation

The College is in the first phase of the strategic planning process. President McCurdy and her Cabinet participated in a two-day retreat lead by the consulting firm. The Board of Trustees and the faculty, staff and students began planning activities in December 2023 and will conclude in December 2024. The firm will provide plan development, implementation and operational support over two years.

Evidence Exhibit:

- 12.2 CREDO Baltimore City Community College Community Engagement January 24, 2024
- 12.3 BCCC Community Day Numbers



Source: OIERP presentation to Faculty Senate December 15, 2023.

The 2024-2029 Strategic Plan Framework was developed over 11 months with participation from faculty, staff, students and the Board of Trustees. The President charged the Theme & Planning Group to (1) Review and analyze the Board, Cabinet and Faculty & Staff engagement data; (2) Create the descriptive narrative for each strategic theme; (3) Build the Strategic Plan based on community input; (4) Set the measures and the targets for each initiative and ensure alignment with the Plan’s Key Performance Indicators (KPIs); (5) Monitor the progress of the Plan, assess Plan outcomes, and make improvements to the Plan.

The first three (1-3) elements of the President’s charge have been completed. The draft 2024-2029 Strategic Plan Framework aligns with key State plans and will be brought forward to the Board of Trustees for consideration and approval fall 2024. The Theme & Planning Group has reviewed and analyzed the Board of Trustees, Cabinet, Faculty & Staff engagement data; created descriptive narrative for each strategic theme; and built the draft *2024-2029 Strategic Plan Framework* based on community input. The Plan is approved by the College’s Board of Trustees. After approval, the College will develop unit-level plans to support Plan initiatives.

Planning/Mission, Vision & Values Statements – Faculty, Staff & Students

Credo led planning engagements:

- October 10 & 11, 2023 with the President & Cabinet members
- December 20, 2023 with the Board of Trustees, President & Cabinet members
- January 24, 2024 with Faculty & Staff
- March 4, 2024 with Cabinet and budget managers (Theme & Planning Groups)
- April 5, 2024 with Cabinet and budget managers (Theme & Planning Groups)
- April 19, 2024 with Cabinet and budget managers (Theme & Planning Groups)
- May 7, 2024 with Cabinet and budget managers (Theme & Planning Groups)
- May 13, 2024 with Cabinet and budget managers (Theme & Planning Groups)

Faculty & Staff Update
May 3, 2024

Student Planning Engagements

- February 29, 2024
- April 8, 2024
- April 18, 2024

Faculty Planning Updates

- February 29, 2024
- April 19, 2024

Institutional Mission, Vision, and Values Statements Services Timeline, March 4, 2024

- 4:30pm-10:00pm, Main Conference Center
- 10:00am-12:00pm, Main Conference Center
- 3:00pm-4:30pm, Main Conference Center

(Upcoming Departmental & Program Statements Led by Offices)

Shared Governance in Action

1,373+ Individual Faculty & Staff "Ideas" January 24th

Strategic Theme	Initiative	Measure	Target
Student Success	Improve Student Retention	First-time Freshman Retention Rate	85%
Faculty & Staff	Enhance Faculty Development	Faculty Satisfaction Score	4.5/5
Community Engagement	Strengthen Community Partnerships	Number of Active Partnerships	15

BALTIMORE CITY COMMUNITY COLLEGE
President's Forum
August 13, 2024

The Maryland Department of Budgets FY 2026 Management Managing for Result (MFR) Measures & Indicators and the Maryland Higher Education Commission (MHEC) FY 2025 Performance Accountability Benchmarks serve as long-standing institutional KPIs and quantify the College’s performance and overall effectiveness. Plan specific KPIs will be developed as work continues with the strategic planning consultants to develop unit-level plans with the Cabinet and budget managers for all departments. The Plan will seamlessly align with the College’s budget. President McCurdy and the Vice President of Institutional Effectiveness, Research & Planning (VP IERP) presented the details of the draft 2024-2029 Strategic Plan Framework to the faculty and staff on August 2024.

Evidence Exhibit:

- 12.4 CREDO Baltimore City Community College Planning Team March 4, 2024
- 12.5 Theme & Planning Group Session “MD State Plan for Higher Education and BCCC Key Performance Indicators (KPIs)” April 3, 2024
- 12.6 2024-2029 Draft Strategic Plan Framework

The College is also preparing to align the Strategic Plan with and update the various master plans, including the Academic Master Plan, Enrollment & Retention Master Plan, Information Technology Master Plan, and Business Continuity Master Plan.

To ensure Plan sustainability, the Planning & Assessment Software Solution (PASS) Group, a cross-representative group of faculty and staff, participated in the selection process for the planning, assessment, and budget tool from Strategic Planning Online (SPOL). SPOL is the sole vendor offering system-wide modular integration. SPOL offers a unique cloud-based software that addresses each facet of institutional effectiveness in one fully integrated solution and are a sole source for this level of interoperability and connectivity between strategic planning, budgeting, assessment, faculty credentialing, and accreditation management. Product information video links are embedded.

Over the course of 11 months, the College has implemented a four-step process towards selecting a tool to manage the planning, assessment, and budgeting activities. Please find highlights of the process below. A meeting with the Cabinet and key staff in the VP IERP’s office was held on Thursday, August 8th, to provide an overview of the selected planning tool. On Friday, August 9th, the Academic AVPs, Deans, Associate Deans and E-Learning Director had a focused session on assessment with the vendor on Friday, August 9th. Additional sessions to introduce faculty and key staff to the tool during the professional development week, August 12-20, 2024.

Evidence Exhibit:

- 12.7 Research MCCs
- 12.8 SPOL Continuous Quality Improving

Step 1: The Office of Institutional Effectiveness, Research & Planning (OIERP) staff researched the planning and assessment tools of the Maryland community colleges+.

Institution	PASS	analytics	surveys	LMS	SIS
Allegany College of Maryland	None	None	Watermark		
Anne Arundel Community College	HelioCampus	Tableau	IDA SurveyMonkey	Canvas	
Baltimore City Community College	Nuventive Improve	Excel	Watermark	Canvas	Banner
Carroll Community College	None	None	Watermark		
Cecil College	None	Tableau	Watermark		
Chesapeake College	Nuventive	None	Watermark		
College of Southern Maryland	None	None	CampusLabs		
Community College of Baltimore County	Other	Power BI	SmartEvals	Blackboard	SIMON
Frederick Community College	TK20	Power BI	Watermark	Blackboard	Peoplesoft
Frostburg State University	HelioCampus				
Garrett College	Watermark	Jenzabar	Watermark	Blackboard	
Hagerstown Community College	None	None	Watermark		
Harford Community College	TK20	HelioCampus	Watermark	Blackboard	
Howard Community College	Canvas				
Montgomery College	ASR	ASR	Idea Survey	Canvas	
Morgan State University	TK20		Watermark	Blackboard	
Prince George’s Community College	None	Tableau	Other		
Towson University	HelioCampus	HelioCampus	Watermark		
University of Maryland				Blackboard	
University of Maryland Global Campus	in-house system			Canvas	
Wor-Wic Community College	HelioCampus				
	None	None	SmartEvals		

Step 2: OIERP in consultation with Information Technology Systems vetted the features of eleven vendors. The Program Review & Evaluation Planning Group, Information Technology Committee leadership representative and the Student Learning Outcomes and Assessment Committee leadership were kept apprised of the process.

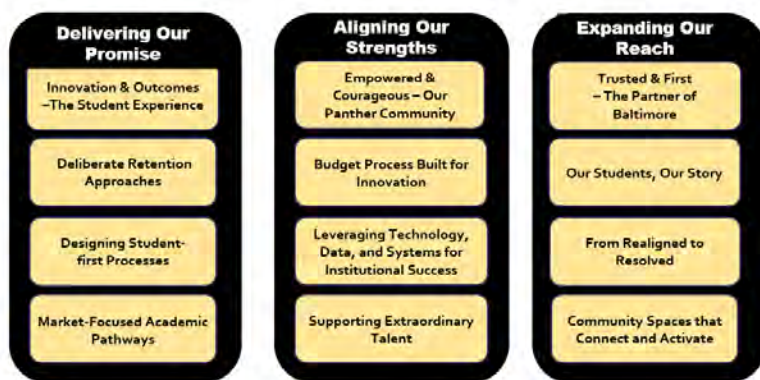
Division	Feature	Aluventive Improve	Centriva Weave	Concord USA Xitrac	Creatic Campu	eLumen	HelloCampu	Nuventive Improvement	SPOL	Watermark	Business Objects	In house
Academy	Classical/Intership Placement (or Integration)	no			no	no	no			yes	yes	yes
Academy	Course Creation (or Integration - Acap)	no			yes	no	no			yes	yes	yes
Academy	Course Evaluation (or Integration- Course Eval. & Survey)	no			yes	no	yes			yes	yes	yes
Academy	Curriculum Management (or Integration - Centriva?)	no			yes	yes	no			yes	yes	yes
Academy	LMS Integration (Canvas)	no	yes	yes	yes	yes	no	yes	yes	yes	yes	yes
Academy	Program Review & Evaluation	no	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
Academy	Student Portfolio (or Integration)	no			yes	yes	yes	no		yes	yes	yes
Academy	Student Management (or Integration)	no			no	yes	no			yes	yes	yes
IBI	Faculty/Employee Portfolio (or Integration)	no	yes	yes	no	no	no	yes	yes	yes	yes	yes
IEEP	Data Analysis	no	yes	yes	yes	no	yes	yes	yes	no	yes	yes
IEEP	Data Query and Export (Excel)	no	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
IEEP	Non Academic Assessment	no	yes	yes	yes	no	yes	yes	yes	yes	yes	yes
IEEP	Programmatic Accreditation	no	yes	yes	yes	no	yes	yes	yes	yes	yes	yes
IEEP	Regional Accreditation	no	yes	yes	yes	no	yes	yes	yes	yes	yes	yes
IEEP	Strategic Planning	no	yes	yes	no	yes	yes	yes	yes	yes	yes	yes
ITS	HR/HRIS documentation provided									yes	yes	yes
ITS	Single Sign-On using SAML (preferably Azure AD)				yes		yes		yes	yes	yes	yes
ITS	SOC II Type 2 Audit documentation provided				yes		yes	yes	yes	yes	yes	yes
ITS	Software as a Service	no	yes	yes	yes	no	yes	yes	yes	yes	yes	yes
ITS	Student information system integration	no	no	no	no	yes	no	yes	yes	yes	yes	yes
ITS	VPN documentation provided				yes	no	no		yes	yes	yes	yes
Student Affairs	Learning Assessment Integration (ACUPLAR+)	no			yes	no	no			yes	yes	yes
Student Affairs	Student Success (or Integration)	no			yes	no	yes	yes	yes	yes	yes	yes
Student Affairs	Early Alert (or Integration)				no	yes	yes			yes	yes	yes
Student Affairs	Company Services and Knowledge of CCL Liberty MDCC				no	yes	yes			yes	yes	yes
	Yes Total (1/15)	9	8	19	6	17	9	12	19	24	25	24
	preliminary meeting/demo	2023-09-27	2023-09-27	2023-09-21	2023-08-24	2023-12-15	2023-04-04	2023-08-18	2023-08-23	NA	NA	NA
	product specialist meeting/demo	2023-11-01	NA	2023-10-18	NA	2023-12-15	NA	2023-10-01	2023-09-01	NA	NA	NA
	follow-up meeting/demo	NA	NA	2023-11-02	NA	2023-11-08	NA	2023-10-11	2023-10-12	NA	NA	NA
	key stakeholder demo	NA	NA	NA	NA	2024-07-24	NA	2024-07-24	2024-07-24	NA	NA	NA
	institutional demo	NA	NA	NA	NA	2024-01-08	NA	2024-01-08	2024-02-19	NA	NA	NA

Step 3: The Planning & Assessment Software Solution (PASS) Group representing a cross-representative group of subject matter experts vetted the planning and assessment tools of three vendors. The top three tools integrate with Banner and Canvas.

PASS participated in hands-on demonstrations with two vendors. The third vendor was eliminated because the company could not offer a hands-on demonstration. Based upon the hands-on engagements, PASS recommended Strategic Planning Online’s tool which was the only product with a dedicated module for unit-level operational and budget planning for higher education as well as integrate with Banner and Canvas. PASS’s recommendation was approved. The College will implement the Planning, Assessment and Budget modules first and later implement the faculty credentialing and accreditation modules.

Step 4: OIERP will organize orientation sessions during the 2024-2025 academic year for the Cabinet, Academic Leaders, Budget Managers, Faculty and Staff regarding the Strategic Planning Online (SPOL) and plan implementation. The Strategic Plan Framework will be uploaded into the tool. The respective program and department leaders will manage operational and strategic efforts in SPOL moving forward.

2024-2029 Strategic Plan Framework



STRATEGIC PLAN IMPLEMENTATION & UNIT-LEVEL PLAN DEVELOPMENT

Executive Sponsor Strategic Plan Implementation (Cabinet)

This is a vendor-led facilitation meeting with Campus Leadership. During this meeting, Credo will share

information about the process of implementing strategic plans, the roles and responsibilities of cabinet members and initiative owners, and the project planning process.

Milestone Development Workshops (Initiative Project Planning)

This is a workshop led by Credo for Initiative Owners (Budget Managers). The first part of the workshop outlines the role of Initiative Owners and Executive Sponsors and review the steps in the Milestone Development process. During the second part of the workshop, Initiative Owners will begin the Milestone Development process with a goal of identifying at least one milestone by the end of the workshop.

Virtual Office Hours

As a follow-up to the Milestone Development Workshop, Credo offers Initiative Owners the opportunity to meet with a Credo team member for 30 minutes to discuss the project plan for their initiative. This is an opportunity for personalized support for individuals/small groups receive additional assistance.

Strategic Plan Tool Implementation

The College is partnering with Strategic Planning Online (SPOL). SPOL is unique in its ability to align institutional goals with departmental goals and assessment outcomes, showing the connections between the various departments and stakeholders involved in the holistic institutional effectiveness effort. SPOL users can see how institutional goals are supported by the departmental/unit-level strategic planning objectives, budget resources, and assessment efforts campus wide.

The College is planning to implement **Phase One** of the SPOL modules in the following order, (1) planning, (2) budgeting, and (3) Assessment in fall 2024 and early spring 2025. SPOL indicated that tool customization will take approximately 4 weeks for the planning module, 3 weeks for the budget module and 5 weeks to develop the assessment module. **Phase Two** will include the implementation of the (4) faculty credentialing and (5) accreditation modules in late spring 2025. Click for more information on the SPOL [planning](#), [budget](#) and [assessment](#) modules.

Implementation Support (Monthly)

Implementation support is a time when the College begins implementing the strategic plan initiatives and is monitoring the progress of the initiatives and key performance indicators. During this time, Credo will provide implementation support through advising calls. These are 30-minute meetings to discuss the progress of the strategic plan. The topics for discussion may include, but are not limited to, cultural change management, strategic plan updates to the Board of Trustees, strategic plan management, implementation tools, initiative owner progress updates, data visualizations, year 1 initiative conclusion, year 2 initiative preparation and launch.

Evidence Exhibits:

- 12.1 Middle States Commission on Higher Education (MSCHE) Self-Study Faculty & Staff “Readiness Session #8” April 26, 2024
- 12.2A MSCHE Statement of Accreditation Letter, Reaffirmed
- 12.2 CREDO Baltimore City Community College Community Engagement January 24, 2024
- 12.3 BCCC Community Day Numbers
- 12.4 CREDO Baltimore City Community College Planning Team March 4, 2024
- 12.5 Theme & Planning Group Session “MD State Plan for Higher Education and BCCC Key Performance Indicators (KPIs)” April 3, 2024
- 12.6 2024-2029 Draft Strategic Plan Framework
- 12.7 Research MCCs
- 12.8 SPOL Continuous Quality Improving