

2025 Baltimore City Community College Realignment Report

Baltimore City Community College

December 1, 2025

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The Honorable Guy Guzzone
Chair, Budget and Taxation Committee
Maryland State Senate
3 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 Guzzone 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 2025 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

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CHARGE

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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 and Health Professions

The School of Nursing and Health Professions (SNHP) is dedicated to helping students launch meaningful careers in healthcare. Our commitment to quality education, fairness, and community service positions us as a leader in preparing the region’s healthcare workforce.

We offer seven degree programs and three certificates, all designed to prepare students for real-world healthcare settings.

Our degree programs include:

- **Dental Hygiene:** Train to become a dental hygienist, helping patients maintain healthy smiles.
- **Emergency Medical Services:** Prepare to work as a first responder or paramedic, providing emergency care when people need it most.
- **Health Information Technology:** Learn how to manage and protect patients’ health records and work behind the scenes to keep healthcare running smoothly.
- **Physical Therapist Assistant:** Support physical therapists in helping patients recover and regain mobility through hands-on care.
- **Nursing:** Become a registered nurse, providing compassionate patient care in hospitals, clinics, and community settings.
- **Respiratory Care:** Help patients breathe easier by working with those who have breathing or heart-related problems.
- **Surgical Technology:** Assist surgeons and ensure operations run safely and smoothly, working as a vital part of the surgical team.

We also offer three certificate programs for those who want to gain specific skills quickly or further their careers:

- **Coding Specialist:** Learn the ins and outs of medical coding and billing to help healthcare providers process insurance and manage patient records.
- **Emergency Medical Services:** Additional training for those already working in emergency care, helping them expand their skills.
- **Practical Nursing:** Prepare to become an LPN—providing basic nursing care and supporting patients in a variety of healthcare settings.

With the complete support of leadership, we, at SNHP, worked hard to make sure our health programs met strict accreditation standards while preparing students for real careers in Baltimore's healthcare field. We used data, listened to everyone involved, kept improving how we taught, adapted when challenges hit, and constantly checked that what we're doing was working.

Every program submitted detailed annual reports with honest assessments of strengths and weaknesses, dashboards tracking key metrics (like retention, graduation, and licensing rates), and plans for improvement. Our Office of Institutional Effectiveness reviewed everything and helped us in

responding to new trends in nursing and health professions. This process helped us celebrate what worked and fix what did not, supporting sustainable growth that matched Baltimore's healthcare needs.

In completing these reports, we did not just check accreditation boxes. We constantly evaluated, listened to students and partners, adapted when life threw curveballs, and taught ahead. BCCC's programs gave students cutting-edge skills, real clinical experience, and the ability to work with all kinds of people—making them truly ready to make a difference in Baltimore's healthcare system.

Dental Hygiene:

When fire damaged the Life Sciences Building in January, closing our dental clinic for two weeks, our Dental Hygiene program had to think fast. Faculty moved everything online without missing a beat or pushing back graduation dates. We used Zoom for live classes and virtual patient sessions, Canvas for self-paced learning modules on dental anatomy and infection control, Respondus LockDown Browser to keep exams secure, and specialized software like DentSim for virtual X-ray and periodontal training. We kept every course on schedule and assessed clinical skills through recorded videos. Our report on interruption of education to the Commission on Dental Accreditation (CODA) on February 27, 2025 (1-3- CODA Report for Interruption of Education) provided BCCC's intentional plan to help our students complete the missed clinical time.

CODA reviewed everything and praised us on how we handled the crisis, used technology creatively, and kept meeting all 35 CODA standards—including the tough ones about clinical training and patient care simulations. This vote of confidence helped keep enrollment strong and got positive feedback from students. It also showed everyone that BCCC can handle tough situations while still training graduates who know how to provide preventive oral health care to people who need it most.

On October 10, 2025, the program submitted a required annual survey to CODA (1-4- 2025-26 Survey of Dental Hygiene Education Program). The comprehensive, data-driven survey covered key aspects such as enrollment, completion, and placement rates, as well as the financials, faculty credentials, and programmatic and institutional personnel information, providing a thorough evaluation of our program.

Emergency Medical Services (EMS):

Our EMS program tracked everything carefully through our annual reports to the Maryland Institute for Emergency Medical Services Systems (MIEMSS) and Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP), which we submitted in Spring 2025 (1-1- MIEMSS Annual Report; 1-2- CoAEMSP Annual Report).

The story of our EMS program was one of growth, improvement, and dedication to preparing skilled professionals for the community. Over the past year, we saw a notable increase in student enrollment, reflecting growing interest and trust in our training. More students successfully completed the program, demonstrating our commitment to quality education and effective support systems. We worked hard to reduce the dropout rate, catching challenges early and providing the right interventions to keep students on track.

Our comprehensive curriculum included extensive training, from advanced medications to trauma care, ensuring graduates were well-prepared for real-world emergencies. We also offered a focused EMT-

Basic course and specialized refresher training for Emergency Medical Responders, catering to various levels of need within the community.

Student success was also demonstrated by the high pass rates on the national certification exam, which helped us maintain strong relationships with state and national accrediting bodies. This ensured our program continued to meet industry standards and remained aligned with the increasing demand for EMS professionals—especially as calls for emergency services continued to rise throughout Baltimore.

We updated all our core EMS courses this fall and our Curriculum and Instruction Committee approved them. The updates include new requirements from MIEMSS on handling opioid overdoses and mass casualty situations. We're making classes more interactive too: students practice on high-tech training mannequins in our lab, work through real cases from the Baltimore City Fire Department, and watch video lectures before class so we can spend class time on hands-on learning using platforms like Panopto. Students will be better prepared for jobs with local ambulance services and hospitals.

Health Information Technology (HIT), Respiratory Care (RC), and Surgical Technology (ST):

The Health Information Technology, Surgical Technologist, and Respiratory care programs coordinators and the Dean of School of Nursing and Health Professions at Baltimore City Community College conducted review and realignment of the core course offerings before the annual accreditation reports submission to the respective accreditor. This effort was driven by a commitment to ensure that the programs not only met accreditation standards but also remained relevant and responsive to the evolving needs of students and the healthcare workforce within Baltimore City.

The process began with a comprehensive evaluation of the existing curricula, which involved gathering input from faculty, industry partners, alumni, and students through surveys. These efforts yielded valuable insights that identified strengths and areas for improvement. The existing courses largely aligned with industry standards.

The review confirmed that the programs met the core requirements for accreditation. However, ongoing improvement was recognized as essential for maintaining compliance and excellence. Students expressed a strong desire for more practical learning experiences and flexible scheduling options.

Faculty development was prioritized to ensure educators were equipped with the latest knowledge and innovative teaching techniques. Additionally, a system for ongoing program assessment was rejuvenated and faculty is scheduled to be trained in the processes to link their courses SLOs with the assignments in Canvas.

The primary goal remained clear: to prepare students for successful healthcare careers while contributing to the health and well-being of Baltimore City. The school committed to continuous improvement and collaboration with all stakeholders to create a dynamic, forward-thinking educational environment.

Physical Therapist Assistant (PTA):

On March 7, 2025, the Physical Therapist Assistant (PTA) program coordinator received a message from the Commission on Accreditation for Physical Therapy Education (CAPTE) requesting a Summary of Action report be submitted by March 24.

CAPTE asked for this report because the PTA program has a two-year licensure pass rate below the required 85% (2022 and 2023). The report included:

- A comprehensive assessment of the reasons for the low licensure pass rate, especially related to the area(s) on the FPTE that students do poorly in, including an assessment of the admissions criteria, program resources, core and associated faculty, program policies, procedures, practices, and the curriculum (including clinical education).
- An appropriate plan for achieving compliance within a reasonable time frame not to exceed two years.
- A detailed timeline for the completion of the plan.
- Evidence that the program implemented a plan according to the established timeline.
- Evidence that the implemented plan shows results that provide reasonable assurance that the program will achieve compliance within the allotted time frame.

The program faculty drafted a detailed report (1-5- Compliance Report CAPTE March 2025) and submitted it on the due date after reviewing it with the office of the Vice President of Academic Affairs. A follow-up report (1-6- Compliance Report CAPTE August) on August 1, 2025, was submitted. Both reports provided details about the PTA program's plans on achieving the required compliance.

The program initiated a robust admission process to select students who were academically capable, committed, and prepared for the rigor of the PTA program. The program tracked key performance indicators, enhanced the curriculum to strengthen students' comprehension and retention, and worked toward consistently exceeding the NPTE pass rate benchmark. The goal was to refine and guide ongoing improvements, ensuring that students were well-prepared to demonstrate mastery of the core competencies required for licensure and the delivery of high-quality treatment interventions in the community.

Nursing:

The Nursing program submitted an action plan to the Maryland Board of Nursing (MBON) on September 26, 2025 (1-7- MBON Revised Action Plan). The action plan provided a roadmap for strategically enhancing the nursing program by addressing specific issues tied to COMAR standards, thereby bolstering compliance with accreditation requirements.

A key focus of the action plan was on meeting the needs of students through targeted strategies such as filling the Nurse Success Coach position, enhancing the curriculum to ensure critical components were incorporated into course objectives and activities, securing more clinical placements to provide students with necessary practical experience, and implementing a clear and fair non-academic grievance policy. Furthermore, a comprehensive curriculum review would strategically align core course offerings, while evidence-based active learning strategies would be implemented to improve NCLEX passing rates.

Ultimately, by addressing these issues and aligning course offerings, the nursing program will produce better prepared graduates who can provide high-quality healthcare services to the Baltimore City community.

On October 24, 2025, the Nursing program sent its yearly report (1-8- ACEN Annual Report) to the Accreditation Commission for Education in Nursing (ACEN). Like all accredited nursing programs, the report had to include how things are going—everything from enrollment numbers and how many students are passing their licensing exams to faculty qualifications and the new strategies being tried to help students succeed.

Putting this report together actually turned out to be really valuable. The process gave the entire Nursing department a chance to step back and take an honest look at what's working well and where things can improve. The good news? There are some real strengths—solid partnerships with clinical sites and students who are genuinely engaged. The review also spotted some opportunities, like adding more simulation-based training to give students hands-on practice. The numbers told a positive story. More students were enrolling each semester, graduates were passing their licensing exams at rates that beat national averages, and graduates were finding jobs quickly in healthcare.

The program is clearly on solid ground with plenty of room to keep growing.

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

Business and Technology

June 19-22, 2025, four faculty members and the Interim Associate Dean attended the ACBSP annual Accreditation Conference in Las Vegas (1-9- ACBSP Annual Conference). The conference provided an opportunity to showcase the college's achievements in maintaining full accreditation for the past 30 years across five programs: Accounting, Business Marketing, Business Administration, Business Management, and Computer Information Systems. Attendees also explored the possibility of adding Cyber Security and Assurance/Digital Forensic programs to the college's list of accredited offerings.

The conference enabled participants to gain knowledge of best practices for improving assessments and student learning outcomes, as well as staying current with accreditation standards and expectations that could impact future reaffirmation and quality assurance reporting.

As part of institutional ongoing commitment to academic excellence and workforce readiness, the faculty in the Business and Technology (B & T) discipline and Associate Dean worked on strategic review and alignment plan for the core courses. The primary goal was to ensure that curricula met Association to Advance Collegiate Schools of Business (AACSB) accreditation standards while evolving to serve the changing needs of our students and the local workforce.

Our review process analyzed current curriculum content, instructional methodologies, and student outcomes across Business and Technology disciplines, revealing several key findings. These included variability in the relevance of course content to current industry standards, gaps in the integration of technology and applied learning components, and opportunities to better align our programs with the workforce demands specific to Baltimore City.

To address these issues, we established several strategic goals. First, curriculum alignment with accreditation standards was prioritized by incorporating industry competencies, clear student learning outcomes, and continuous assessment strategies, including relevant benchmarks such as AACSB accreditation where applicable. Second, our focus shifted toward directly meeting Baltimore City's

workforce needs by collaborating with local industry partners, workforce development agencies, and advisory boards to identify critical skills gaps. Finally, we aimed to foster a culture of continuous improvement by establishing a regular review cycle involving faculty, industry experts, and students.

This process will be leveraged by data-driven assessments to ensure curricula remained responsive to workforce transitions and industry demands. Our implementation plan will include forming a Curriculum Review Committee, conducting a comprehensive gap analysis, and developing enhancement proposals within the academic year (AY 2026). Overall, the strategic realignment of BCCC's BSTEM- B & T core courses proved crucial in providing high-quality, relevant education that prepares students for successful careers while supporting Baltimore City's economic growth.

Mathematics and Engineering

The fall semester introduced a fresh look at how Math and Engineering courses were scheduled, with a focus on making life easier for students. Faculty reviewed how courses connected to each other and ensured prerequisites were properly aligned. As a result, students could take classes in the correct order without encountering roadblocks or needing to wait extra semesters.

Scheduling also became more flexible, offering more options for when and how classes were held. Morning classes were made available, and for students working during the day, evening or Saturday sections were added. Whether students preferred online learning from home, traditional classroom instruction, or a hybrid format, expanded options accommodated different schedules and learning styles.

This flexibility extended beyond the main campus. During the winter, additional statistics sections were added to help students complete that requirement more quickly. Classes were also now offered at the BioPark facility and Reisterstown Plaza Center, reducing the need for students to travel across town and allowing them to benefit from specialized resources like the advanced labs at BioPark.

A significant change was also implemented in the grading policy: starting then, students needed to earn at least a "C" to progress in courses that built on each other. This decision was made after repeatedly seeing students struggle in advanced classes due to gaps in foundational understanding. The aim was not to make courses more difficult but to ensure students were prepared for what came next.

This new policy also brought consistency to program requirements. The standard of earning a "C" or better had already been applied in developmental courses, so it was now extended across all relevant courses. Early feedback from faculty was encouraging, and the expectation was that this change would help more students stay on track and graduate on time. Monitoring throughout the year would reveal how well the adjustments worked.

School of Arts and Social Sciences (SASS)

The Dean of School of Arts and Social Sciences will investigate how to get the Legal Assistant, AAS Program accredited. The potential accrediting agency is the American Bar Association. Having ABA accreditation may serve as an added attraction for students considering this program of study. In addition to the AAS degree, the accreditation helps employers know that the students are familiar with and have met ABA standards for legal assistant education. These standards will have an influence on how the program courses are taught and impacts the content of the courses. This accreditation also can

help strengthen articulation agreements with four-year transfer partners. Having this accreditation also adds to the college's list of accredited programs beyond the Middle States accreditation. This is an industry recognized credential.

The Dean of School of Arts and Social Sciences will engage the senior academic leadership in conversation to align the criminal justice program with the legal assistant program to create greater synergy among the faculty. One intended outcome is to utilize faculty leadership that reviews program offerings consistently on how students can be better served in both programs with a broad mission for course offerings that enhance student completion and access to the workforce.

Evidence Exhibits:

- 1.1 MIEMSS Annual Report
- 1.2 CoAEMSP Annual Report
- 1.3 CODA Report for Interruption of Education
- 1.4 2025-26 Survey of Dental Hygiene Education Program
- 1.5 Compliance Report CAPTE March
- 1.6 Compliance Report CAPTE August
- 1.7 MBON Revised Action Plan
- 1.8 ACEN Annual Report
- 1.9 ACBSP Annual Conference

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.

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.
- **Warehouse and Logistics:** This program focuses on transportation/logistics and the associated functions necessary for the delivery of goods. Students become familiar with inventory documentation, and proper inventory control techniques and measurements.
- **Diesel Mechanics:** This course series provides students with entry level skills required to start a career in automotive repair and maintenance.
- **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.

- **Integrated Education and Training (IET) for GED, and Integrated English Literacy & Civics Education (IELCE/IET) for ESL:** These initiatives provide students with the opportunity to earn industry-recognized certifications in a specific career pathway. ABE/GED and C-ESL students may be selected to participate in workforce training classes as a component of the IET program. These students are assisted by the Career Services Specialist or Career Transition Liaison with job placement or additional educational opportunities. For FY26, the IET Program classes will begin in January 2026.

Overall Enrollment Statistic

- 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 Refugee Support Services (ARSS) Grant: \$431,944
- MORA Refugee School Impact (RSI): \$1,144,774
- MORA Services for Older Refugees: \$244,312
- MORA English Speakers of Other Languages (ESOL): \$328,939
- Supplemental Nutrition Assistance Program (SNAP) Grant: \$600,000
- Maryland Department of Labor (\$1,044,693)

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:

- **Goodwill Industries:** Renewed agreement to continue CNA/GNA and Pharmacy Technician training at BCCC. This partnership exemplifies community-based workforce development, combining training, wraparound support, and employer sponsorship. It enhances student success and ensures job placement of readiness, particularly for underserved populations.
- **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. Externships have been made available to CNA/GNA, PCT, Pharmacy and Phlebotomy students.
- **LifeBridge:** provides CNA/GNA training to maintain and upgrade their healthcare pipelines of employees.
- **Baltimore City Schools:** Partnered with Baltimore City Public Schools, Baltimore Promise, and Urban Alliance to provide training to students as Certified Nursing Assistants, Pharmacy Technicians, and Phlebotomists..
- **University of Maryland Medical Center (UMMC):** Provides English language instruction and workforce training to hospital staff through customized programs. The Affiliate agreement with UMMC now includes clinical pharmacy externships. Participants from the Summer Boost program were the first

cohort to benefit from these externships starting in August. This partnership expands clinical training opportunities in a major healthcare institution, enhancing students' employability and real-world experience. It also reinforces BCCC's commitment to industry-aligned training and strengthens relationships with regional healthcare employers.

- **International Rescue Committee (IRC):** Partners with case managers to provide students and clients with comprehensive wraparound services, including housing assistance, healthcare access, and financial support.

Examples of Additional and Forthcoming Collaborative Efforts

The College has recently established a Memorandum of Understanding (MOU) with the Greater Mondawmin Coordinating Council to advance Governor Moore's "ENOUGH Initiative," a program designed to reduce child poverty. This partnership will focus on implementing "Cradle to Career Education" and creating "Economically Secure Families" through various programming and services.

Workforce Development has partnered with the Maryland Department of Corrections to begin training at the Reisterstown Plaza location for Course No: CI4581 – DOC Employee In-Service, in collaboration with the Maryland Department of Public Safety and Correctional Services and the Maryland Police and Correctional Training Commission. This initiative supports upskilling and professional development for public sector employees, aligning with BCCC's goal to serve diverse learner populations, including incumbent workers. It also demonstrates BCCC's role in supporting public safety workforce pipelines.

In partnership with BCR Cyber, Workforce Development plans to launch The Workforce Accelerator (CWA) Security Operations Analyst program by the end of the year. This initiative will support BCCC's expansion into digital and cybersecurity training, a critical growth area in the regional economy and reflect BCCC's commitment to modernizing workforce offerings and improving access through digital platforms.

Workforce Development is working with the Center for Restorative Change at the University of Maryland Medical Center to finalize a clinical site for Community Health Worker (CHW) students with the Center's B'More for Healthy Babies initiative. This collaboration will allow CHW students to complete their clinicals while enhancing practical learning opportunities and supporting public health initiatives in underserved communities.

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.
- **LinkedIn, Digital Presence, and Brand Building Workshops:** This workshop equips participants with strategic insights into the role of digital presence in professional growth, career exploration, and personal brand cultivation. Attendees will engage in hands-on activities to develop a polished LinkedIn profile and create a Blinq digital business card, enhancing their visibility and credibility in today's competitive workforce landscape.

- **Job Placement Services:** The department maintains strategic partnerships with a broad network of local employers to support workforce alignment and talent acquisition across high-demand sectors, including healthcare, technology, hospitality, and transportation. Through coordinated efforts such as career fairs, on-campus recruitment events, and targeted networking sessions, students are connected to meaningful employment opportunities that align with their career pathways and professional goals.
- **Internship and Externship 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. For instance, Workforce Development has partnered with organizations including Future Care, University of Maryland Medical Center, Johns Hopkins Hospital, and Walgreens Pharmacy to provide externships for CNA/GNA, PCT, Pharmacy and Phlebotomy students. A similar affiliate agreement provides Community Health Worker students with externship opportunities at B'More Healthy Babies, Lori's Hands, Catholic Charities, and ICARRE.
- **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 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 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

The School of Nursing and Health Professions at Baltimore City Community College has prioritized enhancing student pathways to success through strategic initiatives focused on remedial education, attainment of degrees or postsecondary certificates, and seamless transfer to four-year institutions of higher education. Recognizing that clear and supported pathways are crucial for student achievement and long-term career success, the college implemented a series of targeted strategies and programs to address these areas.

Looking ahead, plans include expanding integrated supports, strengthening partnerships with four-year institutions, and leveraging technology to personalize the student experience. By refining our approaches and maintaining a student-first focus, the School of Nursing and Health Professions aims to ensure that every student has the opportunity to succeed academically, earn meaningful credentials, and advance in their health careers.

Nursing

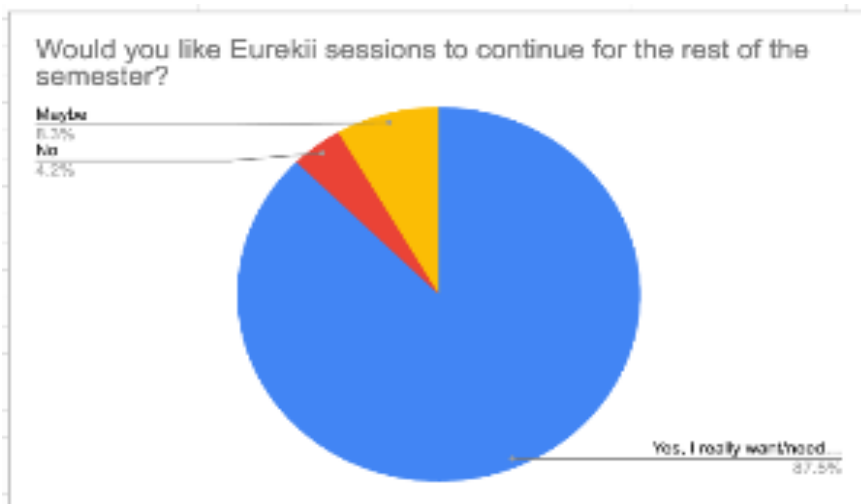
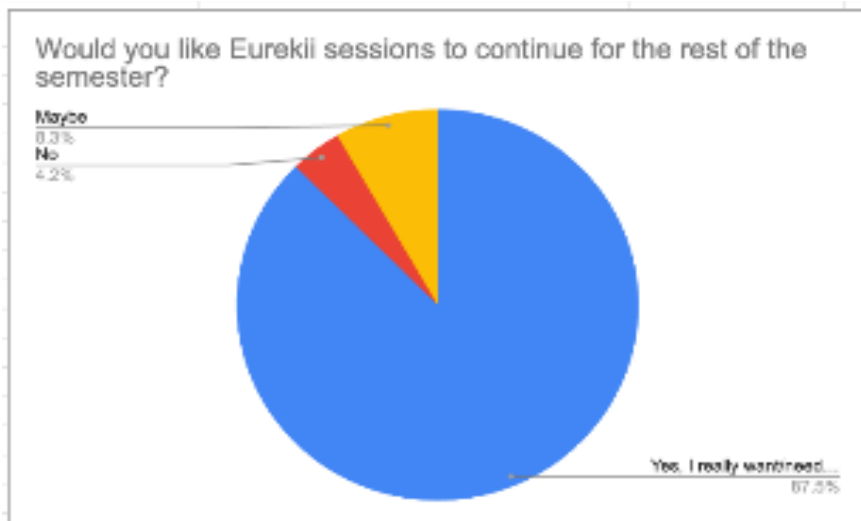
The Nursing program has hired a part-time success coach who is collaborating with the faculty and the tutor to help students through out of class remediations, the school is working on getting this position approved as a full-time along with hiring a clinical coordinator for the program (recommendations by the Maryland Board of Nursing).

In August, the program collaborated with an outside vendor providing tutoring services- Eureki. The vendor provided pilot tutoring sessions, free of cost, for over two weeks (seven free sessions). 58 students from Nursing AS degree and Practical Nursing certificate programs participated in these tutoring sessions. The following were the results in the area of dosage calculations:

Students averaged a 318% increase from their Pre-Test score to their Unit Test score

- Over 97% of students said the tutoring sessions were helpful
- Over 95% of students said the sessions helped them feel more prepared for the Unit Test
- Over 87% of students said they want Eurekii sessions to continue for the rest of the semester
- 80% of students passed the Unit Exam on their first attempt (compared with 50-60% historically)
 - 100% of students in the program increased their scores from the Pre-Test to the Unit Test
 - On average, students increased their scores from the Pre-Test to the Unit Test by 59 percentage points
 - Over 75% of students increased their scores by at least 50 percentage points

The survey conducted at the end of sessions revealed very positive responses from the students and faculty.



The faculty and Nursing Administrator strongly recommended adopting this service on permanent basis as an instructional resource for all semesters (1st and 2nd year students).

Physical Therapist Assistant

In Spring 2025, A few second-year students in Fall 2024 were failing the course/s because of poor performance on a couple of skills. The program coordinators, along with the faculty, met with the Dean, and a decision was made to help these students master the concepts by allowing them to participate in post-semester class sessions. All four students in need participated in these sessions and are taking their final assessments this week.

In Fall 2025, The Physical Therapist Assistant program developed series of remediation sessions for students who had failed the credentialing/licensing examination in the past. Four students have signed up and are showing intention to avail this excellent opportunity offered by BCCC.

Dental Hygiene

In February 2025, the College used Perkins grants to acquire preparation material for the students to prepare for the Clinical Simulation examination offered by the Commission on Dental Competency Assessments-American Board of Dental Examiners (CDCA-ADEX) members. The students took the examination on April 10 and 11, 2025 and all except one of 11 students passed it.

The ADEX (American Board of Dental Examiners) dental hygiene licensure exams administered by CDCA-WREB-CITA include computer-based simulations and clinical simulated patient exams. The ADEX Dental Hygiene Examination series consists of a computer-based simulation exam and a clinical simulated patient (manikin) based examination designed to measure clinical competence. The Simulated Patient Treatment Clinical Examination (SPTCE) evaluates candidates' clinical and judgment skills. Only students or graduates of schools accredited by the Commission on Dental Accreditation (CODA) or Canada's Commission on Dental Accreditation may take the ADEX Dental Hygiene Examination.

The closure of the LSB due to fire damage resulted in delivery of laboratory and clinical instructional activities virtually, using case studies, clinical scenarios, and discussions to simulate patient interactions and ensure practical learning. Though the students were engaged actively, the DH program accreditor, CODA, mandated the making up of the missed time.

To accommodate students, the dental hygiene department, the Dean's office, and the Baltimore City Community College senior administration collaborated and developed a plan to provide opportunities to the students to make-up all missed hours during the spring break, finals week, and a few days after the conclusion of the Spring 2025 semester. This plan allowed students (who have passed their examinations and completed all make-up hours during spring break and finals week) to participate in the commencement ceremony on May 10, 2025. This exception was made to acknowledge the students' hard work and achievements during this shift in instruction, and to provide them with a sense of closure and celebration.

The plan was submitted to CODA (3-1- CODA Report for Interruption of Education) on February 27, 2025 and was approved.

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

In October 2025, after one year of collaboration between faculty and staff of BCCC and Baltimore City Public Schools, approval was granted for new developmental courses in Math and Science. (3-2- Syllabus MAT 093; 3-3- Syllabus SCI 092)

These courses tackle a real challenge—helping students fill in knowledge gaps before diving into college-level STEM work. The focus is on building strong foundations in algebra, calculus, biology, and chemistry, but with a twist: utilizing hands-on, interactive teaching methods that genuinely engage students rather than merely lecturing to them. The courses also align with the state's expectations for students' knowledge.

Academic Affairs has worked closely with Baltimore City Public Schools to facilitate a smoother transition and help students make the leap from high school to college. The two are ensuring that what is taught in high school actually prepares students for what comes next in college. They're also sharing materials and opening up dual-enrollment—basically letting high school students earn college credits before graduation. As things roll out, both schools will review the numbers to see what's working and what needs improvement.

The pilot kicks off Spring 2026 and classes will be small to provide students with more individualized attention, featuring built-in tutoring support and helpful technology tools. The big questions: Can this approach keep more students in school? Will it inspire more students to be excited about STEM? Can this model be applied on a larger scale?

The Dean of Enrollment Management and Outreach is coordinating everything—keeping everyone informed, managing logistics, tracking results, and ensuring all necessary steps are taken. Expect a progress update to the Board sometime mid-Spring 2026.

This process of developing developmental courses goes beyond checking boxes or filling out the course catalog. It's about helping students make it through college, walk across the graduation stage, and secure STEM jobs right here in the region. Really, it comes down to BCCC believing every student deserves a fair shot and being willing to try new approaches to make that happen.

School of Arts and Social Sciences

Mayor's Scholars Program

The School of Arts and Social Sciences continues to support the Mayor's Scholars Program and P-Tech programs which help students advance towards completion of a college credential. The courses were scheduled and offered as part of the summer II, accelerated 5-week session which started on July 7, 2025, and ended on August 8, 2025. While these courses are popular courses among BCCC students, they are also applicable towards credentials completion in many programs. Hence, students have versatility in applying these courses towards their program of study.

The courses planned include the following:

- Introduction to Film, ART 225
- English Writing, ENG 101
- Personal and Community Health, HLF 201

- Preparation for Academic Achievement, PRE 100
- Introductory Psychology, PSY 101
- Integrated Reading and English I, REN 091
- Reading and English Skills, REN 092
- Introduction to Sociology, SOC 101
- Fundamentals of Speech Communication, SPE 101

Aligning Pathways

The School of Arts and Social Sciences developmental reading and English faculty met with the Workforce Development English Language Institute leadership to discuss ways to align the curriculum of the two programs. One intent of the conversation is for the developmental reading and English faculty to better understand the learning needs of non-native speakers of English and to better equip the developmental faculty with skills and strategies to help English Language Institute students succeed in developmental courses, should they choose a credit pathway and need developmental coursework. The dialogue and exchange of teaching strategies can serve as a professional development learning opportunity for the developmental reading and English faculty. A second intent is to build bridges between the curriculum of the two programs that will allow ELI students to place higher into the developmental reading and English courses, if not placing out of the developmental courses completely.

The School of Arts and Social Sciences, specifically the Early Childhood program, has been awarded another Child Care Career and Professional Development Fund (CCCPDF) grant. This year's award totals \$78,906.00. The award is used to assist qualifying students who are pursuing careers in early childhood education with tuition, books, and fees. Students who complete the program may elect to work in an early childcare facility. Some students may choose to open and operate their own early childcare facility. In return for financial support, grant recipients commit to providing quality childcare not only during their matriculation in the program, but also after they complete their degree program. Thus, building a stronger pipeline of childcare providers in the city of Baltimore and the local community. For students who choose to continue their education through the Bachelor's degree program, the grant is designed to provide students with transfer support as well. This transfer support includes assistance with completing transfer applications and essays, identifying colleges and universities that participate in the CCCPDF grant program and connecting students who elect to transfer with a CCCPDF coordinator at the receiving institution. The coordinator at the receiving institution then provides support to the qualifying students in the form of advising and access to CCCPDF grant funds to help the student with books, tuition, and fees at their receiving institution.

Evidence Exhibits:

- 3.1 CODA Report for Interruption of Education (see Exhibit 1.3)
- 3.2 Syllabus MAT 093
- 3-3 Syllabus SCI 092

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

School of Nursing and Health Professions

In collaboration with local employers and healthcare organizations, the college has negotiated MOUs to develop work-based learning opportunities, internships, and clinical placements. These partnerships help students gain practical experience, build professional networks, and improve employment outcomes post-graduation.

Overall, these memoranda of understanding represent a strategic effort to align academic programs with workforce needs, expand educational opportunities, and foster strong links between students, higher education institutions, and employers. The college remains committed to formalizing and strengthening these collaborations to create sustainable pathways for students’ success in healthcare careers.

As acquiring an MOU in the post-COVID era is a challenging feat to achieve, all departments in SNHP actively worked on adding more clinical sites to their portfolios to facilitate program completion by the students.

Nursing

A clinical contract was signed between Baltimore City Community College and Total Health Care (4-1-THC/BCCC contract).

This contract allows our Nursing students to complete their psychiatry/mental health, obstetrics, and woman health care rotations. Total Health Care is a large minority-run, nonprofit, tax-exempt, multi-disciplinary community health center in Maryland (multiple locations in Baltimore). (4-1- Total Health Care/BCCC contract).

Contracts under Review

The Nursing department has established a contact with Shephard Pratt Healthcare and a draft MOU is submitted to the VPAA’s office for legal review and President’s approval and signature. The execution of the contract will allow the Nursing students to complete their clinical rotations in the Mental Health/Psychiatry area.

The Clinical coordinator has initiated two clinical contracts (MOUs) with Physical Therapy First and Gold Medal Physical Therapy. The contracts are in legal counsel office for review. Once approved and signed by the President, these contracts will provide the PTA students to have more choices in getting clinical hands-on experience in different specialties.

A clinical articulation agreement has been submitted for final approval from the office of the president. This agreement between BCCC and Carroll County Public Health will allow dental hygiene students to complete their clinical hours.

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

Business and Technology

Through a partnership with the Aspen Institute College Excellence Program and the Maryland Higher Education Commission, Baltimore City Community College's School of Business, Science, Technology, Engineering, and Mathematics (BSTEM) has been working hard to create better transfer opportunities for students. The focus is on building stronger bridges between community colleges and four-year universities, making sure students can successfully complete their degrees in high-demand areas like Business Administration.

To move this forward, BSTEM representatives and colleagues from the University of Baltimore met multiple times in October 2025. Over the course of two key meetings, the teams worked together to hammer out the details of a transfer agreement. They dove into important topics like making sure courses line up properly, how credits would transfer, and what each school would commit to providing. Everyone wanted to create an agreement that would truly benefit students while meeting all the necessary accreditation requirements. The conversations brought together the people who know these programs best—program coordinators, academic advisors, and school leaders from both institutions.

The contract is finalized, awaiting signatures (4-2- UBalt/BCCC Transfer Intensive Contract)

Natural and Physical Science Contracts under Review

Two articulation agreements are still pending the President's approval: one with the University of Baltimore for their Forensics Science degree program, the second with UMGC (University of Maryland, Global Campus) for the college Biotechnology AAS degree students to transfer to their Biotechnology Bachelor's degree.

School of Arts and Social Sciences (SASS)

Developmental Course Design

The Dean of School of Arts and Social Sciences met with BCCC faculty workgroup to re-engage creation of the developmental course for BCPS students who may need an alternate path to demonstrate College and Career Readiness. The faculty work group shared their expertise with the dean to further their development of the project. They recognize the support this course will provide to BCPS students who may need an alternative way of demonstrating college and career readiness as articulated in the Blueprint for Maryland's Future, Pillar 3. In the conversation, the faculty shared their willingness and desire that this be a collaborative process that includes check points with BCPS to help ensure delivery of an acceptable course to BCPS.

The BCC faculty workgroup is comprised of the exceptional full-time faculty with expertise in developmental education and curriculum design. These faculty are credentialed in English and have experience designing developmental coursework. They consistently teach the Integrated Reading and English courses (REN 091 and REN 092) at the College. The dean also met with members of the senior leadership from the President's office, academic affairs, student affairs, and other key leadership members who are engaged in implementation of the MOU to understand the creation of the developmental course. The dean was given access to the files in the share point folder which he used to further expand his knowledge of the project and help with developing a charge for the BCCC faculty

workgroup. After development and approval, the dean shared the charge with the faculty workgroup to continue their work. The faculty workgroup continued its work and shared a draft of the work with the BCPS partner who revealed to the workgroup that BCPS has developed a new template to design courses within BCPS.

Dual Enrollment

The Dean of School of Arts and Social Sciences submitted course syllabi for review by Baltimore City Public Schools. The review is intended to allow BCPS to determine alignment of BCCC courses with BCPS courses for inclusion as dual enrollment course options for BCPS students. Some of the courses under consideration are as follows:

ART 114	History of Art II
ART 122	Introduction to African American Visual Art
ENG 101	English Writing
ENG 207	Survey of American Literature I
HIS 101	History of American Civilization
HIS 111	History of African American Civilization
HIS 151	World History I
MUS 103	Introduction to Music Fundamentals
PHI 101	Introduction to Philosophy
PSY 101	Introductory Psychology
SOC 101	Introduction to Sociology
ASL I	American Sign Language I
ASL II	American Sign Language II

The Dean of School of Arts and Social Sciences collaborated with colleagues in student affairs and BCCC cabinet leadership team members on the College's development of an MOU aligned with the Blueprint for Maryland's Future to support dual enrollment in Baltimore City Public Schools. SASS continues to offer courses in high schools via dual enrollment.

The Dean of School of Arts and Social Sciences continues to work with the Baltimore City Police Department in concert with the approved Memorandum of Understanding that allows individuals in the BCPD cadet program worked with the Baltimore City Police Department to enroll students who will become part of the cadet academy this year. The students enrolled in a series of courses that will assist them in meeting the academic requirements for their cadet training as outlined in the current MOU with the BCPD. The students who participate in this program complete at least 18 college credits as part of their training and learning program enroute to becoming Baltimore City Police. This partnership is vital because it provides a direct pathway to sustainable employment in a first-responder community needs area.

The courses that benefit students in the program include the following:

CRJ 101	Introduction to Criminal Justice
ENG 101	English Writing
PSY 101	Introductory Psychology
PSY 104	Developmental Psychology
MAT 107	Modern Elementary Statistics

Science Elective
Arts and Humanities Electives

Evidence Exhibits:

- 4.1- THC/BCCC Contract
- 4-2- UBalt/BCCC Transfer Intensive Articulation Agreement

REALIGNMENT TASK 5

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

Vice President, Student Affairs

Vice President, Institutional Effectiveness, Research & Planning

The Maryland Higher Education Commission (MHEC) introduced the 2025-2034 Enrollment Projections for Maryland Public Colleges and Universities. The 10-year enrollment projections (credit and non-credit) are disaggregated by segment, institutions, and specific subpopulations. The Office of Institutional Research and collaborates with other offices including Academics, IT, Student Affairs and Workforce. These projections provide perspective to higher education policy discussions at the state level, including facilities planning, tuition and fees issues, articulation, and funding priorities. The Department of Budget and Management and the General Assembly may use the Commission’s forecasts as the State’s official enrollment projections of which President McCurdy responds during annual budget hearings.

Fiscal Year/ Fall Term	Actual	Projections										% Change FY 2025 to FY 2035
	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	FY 2035 Fall 2034	
Full-time	840	862	883	905	927	949	970	992	1,014	1,035	1,057	25.8%
Part-time	3,535	3,553	3,571	3,589	3,607	3,626	3,644	3,662	3,680	3,698	3,716	5.1%
Total	4,375	4,415	4,455	4,494	4,534	4,574	4,614	4,654	4,693	4,733	4,773	9.1%
% Change from Prior Year	11.1%	0.9%	0.9%	0.9%	0.9%	0.9%	0.9%	0.9%	0.9%	0.8%	0.8%	

Veteran and Military Students

The Coordinator for Veterans Services plays a vital role in supporting Baltimore City Community College’s (BCCC) veterans and military-affiliated students. This position ensures that the College remains fully compliant with all federal and state regulations governing the certification of veterans’ educational benefits while also providing individualized support to enhance student success, retention, and overall college engagement.

In addition to ensuring ongoing compliance, the Coordinator directs initiatives to enhance, reinforce, and formally integrate services that address the distinct academic and personal requirements of veterans. The position works collaboratively with internal offices such as Admissions, Financial Aid, Academic Advising, and Student Support Services to create a seamless experience from enrollment through completion.

To broaden access and awareness, BCCC coordinates recruitment and outreach activities with key community and state partners, including the Maryland Center for Veterans Education and Training (MCVET), Maryland Department of Veterans Affairs (VA), Baltimore VA Regional Office, VA Maryland Health Care System, Veterans Assistance Program, and the Veterans Resource Center. These partnerships allow the College to connect students with comprehensive resources ranging from academic advising and benefits certification to health, housing, and employment support.

Over the past four years, enrollment among veterans and military-affiliated students has remained stable, demonstrating a sustained level of engagement within this important population. To increase enrollment and deepen support, the College has implemented multiple modes of

engagement, including the Virtual Help Desk, virtual advising sessions, and in-person consultations. These modalities ensure that students can access assistance conveniently, regardless of their location or work schedule.

During the reporting period, BCCC expanded its external partnerships by strengthening collaborations with the Baltimore Vet Center and the Maryland National Guard Education Center, both of which serve as important referral and outreach partners. BCCC achieved official recognition as a Yellow Ribbon Program institution, expanding financial support opportunities for out-of-state veterans and their dependents seeking to enroll at the College.

In fall 2024, BCCC proudly participated in the City of Baltimore’s Annual Veterans Day Parade, engaging directly with veterans, active-duty personnel, and community members. This event enhanced the College’s visibility and reaffirmed its commitment to serving those who have served our nation. Looking ahead, BCCC remains dedicated to strengthening its veterans’ support infrastructure through expanded outreach, targeted programming, and continued interagency collaboration—ensuring that all military-connected students have the tools, guidance, and opportunities necessary to thrive academically and professionally.

Fall Credit Enrollment							
Veterans, Active Military, and Military Families	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Veterans and Military	124	65	78	68	62	41	61
Total Fall Credit Headcount	4,523	4,909	4,181	3,864	3,538	3,939	4,375
Source: BCCC fall Enrollment Information System files prepared for the Maryland Higher Education Commission. Office of Institutional Research - November 2024							

Dual Enrollment

The College continues to strengthen its partnership with Baltimore City Public Schools (BCPS) with the shared goal of increasing dual enrollment participation to at least 400 students, as outlined in the Maryland Blueprint for Higher Education. This partnership remains a cornerstone of the College’s commitment to expanding early access to higher education and ensuring that Baltimore City students graduate high school with meaningful college credit and workforce preparation.

To support this goal, the College has implemented and will continue to refine a series of coordinated strategies designed to increase participation, streamline operations, and enhance student outcomes in the Dual Enrollment Program:

1. Increase and deepen engagement with partner schools.

BCCC has established more frequent and intentional touchpoints with BCPS high schools to assess student and staff experiences, identify barriers in real time, and provide immediate support. These interactions allow the College to respond proactively to student and school needs, strengthening overall program satisfaction and participation.

2. Implement enhanced tracking and operational tools.

The College is instituting internal data-tracking systems to improve efficiency in scheduling, application processing, course placement, and communication. These tools will enable more precise monitoring of student progress, streamline coordination with BCPS staff, and support data-informed decision-making.

3. Strengthen collaborative planning and communication structures.

BCCC will continue to hold regularly scheduled meetings with BCPS central office staff, high school principals, and designated liaisons to align academic offerings and ensure timely communication about dual enrollment opportunities. These meetings will also serve as platforms to identify emerging school needs, promote course alignment, and increase student awareness of college pathways across the Fall, Spring, and Summer terms.

4. Expand support services for students, families, and schools.

To remove barriers to participation, BCCC has developed a comprehensive suite of services for partner schools, including:

- a. **Optional On-site placement testing** at BCPS high schools prior to each term to determine college readiness;
- b. **Application preparation sessions** to assist students in completing enrollment requirements accurately and efficiently; and
- c. **Parent and guardian information sessions** to build understanding of dual enrollment benefits, expectations, and financial considerations.

These coordinated efforts reflect BCCC's commitment to increasing equitable access to higher education for Baltimore City students and ensuring that all participants receive the guidance, preparation, and support necessary to succeed in college-level coursework while still in high school.

Looking ahead, the College will prioritize the continued alignment of its dual enrollment strategies with the Maryland Blueprint for Education. Key priorities for the next planning cycle include expanding course offerings in high-demand fields, strengthening advising and student support structures, developing curriculum to enhance college and career readiness, and creating clear, standardized resources to ensure consistency across partner schools. The College will also expand the use of technology and data tools to improve communication, streamline processes, and support effective collaboration among students, families, and school partners.

The table below provides enrollment trends of dual enrollment students.

Fall Credit Enrollment							
Dual-Enrolled High School Students	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Dual Enrolled High School Students (Including P-TECH)	172	245	442	481	436	234	367
Total Fall Credit Headcount	4,523	4,909	4,181	3,864	3,538	3,939	4,375
Source: BCCC fall Enrollment Information System files prepared for the Maryland Higher Education Commission. Office of Institutional Research - November 2024							

TRIO Student Support Services (SSS)

The federally funded TRIO Student Support Services (SSS) Program continues to be a vital part of Baltimore City Community College's mission to foster student success and equity. Serving 230 first-generation, low-income, and/or students with disabilities during the 2024–2025 academic year, the program provided a comprehensive array of services to promote retention, graduation, and transfer while supporting personal growth and academic achievement. TRIO SSS remains on pace to exceed objectives for enrollment, persistence, good academic standing, degree attainment, and transfer.

TRIO SSS participants achieved notable academic outcomes this year, with several earning associate degrees and certificates and continuing their education at four-year institutions. These accomplishments reflect the program's effectiveness in helping students reach their goals and transition successfully to the next stage of their academic or professional journey.

The program offered individualized academic advising, financial literacy education, financial aid and FAFSA assistance, tutoring referrals, progress monitoring, and transfer guidance. Students also benefited from peer mentoring, workshops, and access to online StudentLingo modules that support both academic and personal development.

To help reduce financial barriers, the program provided direct student support through grant aid and the institutionally supported Book Award Scholarship. These efforts helped students persist, manage college costs, and maintain academic progress.

Throughout the year, students participated in workshops and enrichment activities designed to strengthen skills, promote wellness, and build community. Offerings included sessions on financial literacy, academic planning, mindfulness, tutoring support, and career readiness, along with cultural and educational experiences such as a multi-day college and cultural tour to New York City and a live theater production. The annual recognition celebration honored students' academic accomplishments, leadership, and participation in the program.

By providing high-impact academic, financial, and personal support, TRIO SSS continues to play a critical role in advancing the College's commitment to student access, success, and achievement.

Testing Center

The Testing Center continued to strengthen and expand its testing services to support prospective students, enrolled students, and community members. Key actions taken included maintaining certification as a PearsonVue Authorized Testing Center, re-establishing EC-Council testing services to support cybersecurity workforce development and expanding testing availability to improve access and reduce barriers. The Testing Center also ensured compliance with National College Testing Association (NCTA) standards and continued to streamline proctoring operations and staff scheduling to meet increased testing demand.

Significant progress was achieved in increasing both the number of exams administered and the variety of testing services offered. During this reporting period, the Testing Center proctored 6,084 exams to

4,512 unique testers, reflecting a 40.41% increase in exams and a 36.03% increase in individuals served compared to the previous academic year. Additionally, the number of unique exam types offered increased from 23 to 38, representing a 65.22% expansion of services, driven by the implementation of PearsonVue IT Certification Exams to support career pathway programs and community education access.

These actions resulted in measurable financial and institutional outcomes. Total revenue generated increased from \$22,553.14 to \$30,875.60, reflecting a 36.90% increase. The expansion of certification exam offerings strengthened BCCC's alignment with state workforce development priorities, particularly in IT, healthcare, and education pathways. ATB testing supported access to federal financial aid and enhanced academic entry options for adult learners, reinforcing the College's commitment to equity and educational attainment.

	2024-2025 Academic Year	2023-2024 Academic Year	% Change
Exams	6,084	4,333	40.41%
Number of Testers	4,512	3,317	36.03%
Number of Unique Testing Services offered	38	23	65.22%
Revenue Earned	\$30,875.60	\$22,553.14	36.90%

To support institutional recruitment and retention goals, the Testing Center expanded access to placement and academic testing by offering flexible scheduling options, including daily walk-in availability and extended hour appointments. The Center collaborated closely with Admissions to provide on-site placement testing for high school seniors as part of early enrollment efforts and facilitated academic exam proctoring to ensure equitable access to accommodations for enrolled students. Additionally, the Testing Center hosted placement-focused enrollment events designed to streamline the testing-to-registration process and encourage students to register for courses on the same day.

Disability Services

The Disability Support Services Center (DSSC) launched a targeted outreach and recruitment agenda this academic term to strengthen student enrollment and ensure early access to accommodations and support services. As a result of these efforts, a total of 100 students were formally registered and served through DSSC, representing a wide range of disability classifications. The diagnostic distribution included:

- Psychological Disabilities – 35 students
- ADD/ADHD – 27 students
- Specific Learning Disorders – 12 students
- Medical Disorders – 11 students
- Autism Spectrum Disorder – 7 students
- Visual Impairments – 2 students

- Borderline Intellectual Functioning – 3 students
- Orthopedic/Mobility Disabilities – 3 students

These numbers represent both continuing and newly enrolled students and reflect the Center's efforts to support diverse learners with individualized access needs.

To increase visibility and reach prospective students earlier in the enrollment pipeline, DSSC implemented a multilayered recruitment strategy, including:

- Social media outreach featuring student voices, accommodation success stories, and campus navigation tips
- Bilingual print and digital materials (English/Spanish) distributed across campus, high school partnership sites, and community agencies
- Updated website and promotional media showcasing real students with disabilities rather than stock imagery, reinforcing authenticity and belonging
- Participation in new student orientation, academic fairs, and classroom presentations to ensure early referral before academic difficulties arise

Records and Registration

In the fiscal year 2024–2025, we have forged a collaborative partnership with the IT Department and Ellucian Advisor Services to create specialized reports aimed at significantly improving student retention rates. These meticulously crafted reports enable the college to foster transparent and effective communication with both students and staff, ensuring that our enrollment data accurately reflects authentic student engagement and participation.

Empowering Students Through Degree Works

Committed to student development, we have implemented comprehensive training initiatives for both staff and students on the powerful Degree Works platform. This robust tool not only enables students to track their academic journeys meticulously but also allows them to assess potential pathways through the innovative 'What-If' feature. This feature serves as a guiding light, allowing students to simulate different academic scenarios, such as changing majors or adjusting their educational plans, and see the potential impact on their degree progress.

Strengthening Attendance Policies

In our pursuit of academic excellence, the college has implemented a more rigorous enforcement of its attendance policy. Acknowledging the challenges that accompany this implementation, we have dedicated resources to provide training and share valuable insights regarding the benefits of class attendance and active participation. These insights include the correlation between attendance and academic performance, the importance of active engagement in the learning process, and the role of regular attendance in building a strong academic community. These initiatives are vital in establishing accurate and realistic enrollment figures.

Enhancing Retention Through Advisory Collaborations

In collaboration with Academic Advising, we continue to strengthen retention initiatives by setting realistic goals for student success. These initiatives are a testament to our dedication to data-driven decision-making and student-centered support, ensuring that our strategic planning consistently aligns with the needs of our diverse student population.

REALIGNMENT TASK 6

“Engage in a comprehensive review of all positions, faculty, and staff at BCCC.”

Assistant Vice President, Human Resources

The Office of Human Resources is continually evaluating and examining the effectiveness and efficiency of the internal processes and procedures to ensure compliance with college policies, in addition to state, federal and local laws that govern the work of the office. To address vacancies within the college and to support attracting, recruiting, hiring, and retaining a highly qualified and experienced candidates/employees, human resources requires that all vacant positions prior to posting have an updated job description that identifies and documents the scope of work, and essential position functions that are required in connection with minimum and preferred qualifications to execute the positions roles and responsibilities with fidelity. A new job description fillable PDF has been created for departments to complete and submit to human resources for review to verify the classification of the position and to ensure that all pertinent information is included to develop the job announcement in NeoEd, the college’s new Personnel and Applicant Management System. **(Exhibit 6.1)**

The college transitioned from BALANCEtrak to NeoEd in December 2025 as the institution required a more robust and comprehensive system to address the evolving needs of the college. Included in NeoEd is a Manager Self-Service Module, Applicant and Candidate Pipeline customization and Onboarding and Offboarding functionalities. We are currently finalizing the Manager Self-Service feature that will provide hiring managers with daily updates of applicants who have met the minimum qualifications for their positions. A comprehensive manual and a quick reference guide are in development to assist hiring managers once they have been trained in the system. The Manager Self-Service module will increase our ability to expedite the recruitment and hiring processes without sacrificing the integrity of the application evaluation process for required minimum qualifications. Applicants will be required to complete supplemental questions with regards to specific education and experience of qualifiers immediately. This will also enhance the applicant and candidate experience as they will receive timely notification of the status of their application/candidacy once the hiring manager has dispositioned them appropriately.

Additionally, to further assist hiring managers with utilizing and navigating the system, the Office of Human Resources will host monthly virtual information sessions to continually provide support and resources on the Personnel and Applicant Management System. The training guides, combined with the information sessions, will provide real-time and current support for hiring managers to ensure we are maximizing NeoEd from application to interview, to employment offer and onboarding. The Onboarding and Offboarding configuration in NeoEd have been completed, and we are testing the system to identify any gaps in the process. This system-initiated onboarding and offboarding function will streamline this now manual process with an automated process that will provide confirmation to human resources when all required documentation has been completed and successfully submitted. These new processes will increase productivity and time management, as well as provide more time for human resources to engage with applicants, candidates, and new hires through the recruitment and hiring process.

We are also reengineering employee orientation to provide a more comprehensive overview of new hires that integrates all areas of the college. The New Employee Orientation (NEO) will tentatively be launched before the end of the year. NEO will be provided to both permanent and contractual employees, which will also include adjuncts and instructors. In providing NEO to all employee groups within the college garner a sense of belonging in the BCCC Community and provide human resources with knowledge and awareness of all new hires to ensure they receive important information of BCCC policies and procedures to support their success at the college.

In Spring 2023, a comprehensive faculty position analysis was conducted to examine the grade and step salary distribution. The primary outcome of the analysis resulted in faculty salary disparities, and a focus group of fulltime faculty members were assembled and including the Faculty Senate President. These engagements resulted in creating a salary range model rather than a grade and step model. A comparative analysis with Community College of Baltimore County (CCBC) and Howard Community College (HCC) was completed and on July 7, 2023, faculty were notified of a change in salary model from grade and step to a salary range model beginning FY2024 (*Exhibit 6.2*).

The salary range model is based on faculty rank with a range from minimum, mid-point, and maximum. An established point of hire minimum base salary with criteria for new faculty hires was established. A promotion and rank compensation for a three to five percent increase was established.. The faculty salary range model, minimum base salary, and promotion and rank compensation were based on the comparable analysis with other Maryland community colleges. The establishment of documented pay ranges at the College that were equitable and transparent were priorities for both the BCCC Faculty Senate Leadership and the President

Evidence Exhibit:

6.1 BCCC Job Description Fillable PDF

6.2 Faculty Salary Ranges 23-24, 24-25, and 25-26

REALIGNMENT TASK 7

“Establish strong relationships with key stakeholders.”

Vice President, Advancement

BCCC's sustained and expanded efforts to build strong, collaborative relationships across governmental, community, and corporate sectors to advance its mission of providing quality, accessible education.

Civic Engagement

BCCC has prioritized strengthening its ties with key political officials at all levels to promote the college's positive outcomes.

- **Federal, State, and Local Officials:** The College maintains strong relationships with Congressman Kweisi Mfume, several State Senators (Antonio Hayes, Jill Carter, Cory McCray, and William Ferguson), the Mayor's Office, the City Council President, and various councilmembers.
- **Public Safety Partnership:** BCCC aided the Baltimore City Fire Department with professional development space and recruitment outreach. In addition, dialogues with the Baltimore City Sheriff's office are ongoing to create a formal partnership, with initial collaboration seen at the commencement ceremony.

Strategic Community Partnerships and Initiatives

BCCC is actively engaged in initiatives that address community outreach, community wellness, and cultural enrichment.

- **Community Outreach:** BCCC partnered with Urban One and the Greater Baltimore Urban League to host the City's first Urban One Job Fair, drawing over 600 guests and supporting employment opportunities for Marylanders, including BCCC students. The College also supported the Mill on North food hall grand opening, a \$5 million West North Avenue revitalization project.
- **Literary and Educational Outreach:** BCCC is expanding its brand and literary engagement by:
 - o Collaborating with Johns Hopkins University and Morgan State University on a student-focused panel discussion with award-winning author Ta-Nehisi Coates. This event provides a model for BCCC to regularly feature authors and promote its Barnes & Noble College Bookstore.
 - o Expanding its presence in East Baltimore by attending community events at **Urban Reads Bookstore**, aiming to strengthen this partnership, which focuses on local authors and issues related to returning offenders.
- **Alumni and Mental Health Focus:** BCCC is leveraging successful alumni to promote wellness and self-care.
 - o **Health and Wellness:** Dr. Chinyere Obi (Founder of Jay Care Mental Health Center), a BCCC alumna, is partnering with the College for a Fall 2025 event featuring author

- Kevin Shird to promote mental health awareness and the launch of the new BCCC Bookstore and BCCC First Complete Program.
- o **Alumni Business Partnership:** Alumni-owned Harp Vision Skin Care (luxury vegan self-care products) has partnered with BCCC to promote student wellness and self-care initiatives, enhancing alumni engagement.
 - **Community Support:** BCCC continues to host and support organizations like the Greater Mondawmin Coordinating Council (GMCC) and is exploring collaboration with the United Way of Central Maryland's Young Men United program to foster student success pathways.
 - **Safety and Training:** BCCC continues its outreach to the Baltimore City Fire Department (BCFD), providing meeting and training space while promoting its Emergency Medical Services program.

WBJC Cultural Outreach and Corporate Support

WBJC, BCCC's classical music radio station, serves as a significant extension of the BCCC brand into the regional cultural and corporate landscape.

- **Extensive Cultural Engagement:** WBJC has established numerous partnerships with cultural and educational organizations, including the Baltimore Symphony Orchestra, Johns Hopkins University, The Kennedy Center, and The Peabody Institute, extending the BCCC brand via broadcasting and events.
- **Corporate Underwriting Success:** The station successfully developed underwriting partnerships with a broad base of returning clients, including major entities like the University of Maryland Medical System, PNC Bank, CFG Bank, and the Baltimore Symphony Orchestra, securing vital corporate support.
- **Program Excellence:** WBJC featured live performances from Maryland ensembles, including the BSO, made possible by a generous grant from the Maryland State Arts Council.

REALIGNMENT TASK 8

“Develop and market a brand for BCCC.”

Vice President, Advancement

The College is developing and strategically marketing the BCCC’s brand and identity. For 2025, efforts centered on leveraging the College's classical music radio station (WBJC), redesigning its core digital presence, and consulting with external experts to solidify its position as Maryland’s only urban community college.

Digital Platform and Brand Refinement

A major focus was placed on enhancing BCCC's digital presence and clarifying its unique market position.

- **Website Redesign:** The College is actively engaged in designing and launching a new official website utilizing the Final Site platform. This initiative is key to modernizing BCCC's digital interface and improving user experience.
- **External Brand Consultation:** The College has consulted several Marketing firms to confer about refining and marketing BCCC's brand and identity, specifically leveraging its strategic position as the only urban community college in Maryland.

Marketing and Enrollment-Focused Strategy

The College's internal marketing department streamlined its strategies to focus specifically on building engagement and improving student experience.

- **Recruitment Strategy:** The team is actively reviewing application data to identify the primary sources of students (with the majority coming from Baltimore City) and developing expanded recruitment strategies across territories.
- **Customer Experience:** Efforts are underway to improve the overall customer service experience for prospective and current students.
- **Application Process Improvement:** The College made significant progress in moving the application process from paper to electronic formats, which helped improve the flow and tracking of applicants.

WBJC Co-Branding and Promotion

BCCC is strategically utilizing its radio station, WBJC, to extend its reach and promote institutional initiatives to a broad audience.

- **On-Air Promotion:** WBJC actively co-branded the station and BCCC to promote critical campus events and initiatives on-air. This included hourly identification and Public Service Announcements (PSAs) covering:

- BCCC application and registration deadlines.
- Financial Aid Information Nights.
- Student Life events and promotion of the new BCCC Bookstore.
- **Cultural Outreach and Corporate Support:** WBJC continued its strong engagement in the community, securing numerous underwriting partnerships with clients such as the University of Maryland Medical System, Baltimore Symphony Orchestra, and The Kennedy Center. This support helps extend the BCCC brand into the regional cultural landscape.

Evidence Exhibit:

8.1 Develop and market a brand for BCCC

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

BCCC has made significant progress in enhancing its IT infrastructure and addressing the institution’s technical needs. For the 2025 operating period, this executive summary highlights key advancements in the Enterprise Resource Planning (ERP) system and infrastructure improvements, particularly through the implementation and planning of Disaster Recovery (DR) initiatives.

BCCC continued its work on the Ellucian ERP Advisory Services project, which ran from July 2024 through June 2025, achieving significant infrastructure improvements. In collaboration with the Maryland Department of Information Technology (DoIT), BCCC maintained an overall “green” project status, meeting key performance indicators across scope, schedule, risk, quality, resources, and cost. As a result of this successful execution, the ERP project was officially closed with the Maryland oversight body in May 2025.

In June 2025, the Board approved a new one-year contract with Ellucian Advisory Services to support the completion of the ERP project. Valued at \$480,000, the contract commenced on July 1, 2025, and provides flexible, tailored support and systems application guidance across all Banner ERP modules, including Student, Financial Aid, Human Resources, Information Technology Services (ITS), Finance, and Workforce and Continuing Education.

ERP Project Accomplishments: Key achievements during the current year include the following milestones:

- **Degree Works:** BCCC implemented degree works; a comprehensive system that enables students and advisors to effectively track academic progress and plan degree completion.
- **Campus Directory:** Implemented a real-time employee directory integrated with HR data from the Banner ERP system, enhancing accuracy and accessibility of personnel information.
- **Gross Pay:** Integrated BCCC’s payroll system with the Maryland Central Payroll system to streamline and standardize payroll
 - Phase 1- The State of Maryland required all agencies to process their payroll through the State ERP system and to submit gross pay data for centralized payroll processing.
 - Phase 2- BCCC is collaborating with the State to complete this next phase, which focuses on integrating benefits and personnel file data into the State ERP system.
- **Attendance Tracker:** In alignment with student attendance requirements related to financial aid and other compliance standards, BCCC transitioned to using the Banner attendance system. This solution was deemed more effective and better aligned with institutional goals, replacing the previous manual “Never Attend” reporting process.

Disaster Recovery (DR) Project – Phase II Implementation

BCCC also implemented Phase II of the Disaster Recovery (DR) Project as part of Realignment Task 9, which focuses on addressing the College's infrastructure needs. This initiative was a collaborative effort involving the Information Technology Services (ITS) infrastructure team, multiple vendor partners, and the Maryland Department of Information Technology (DoIT).

Key accomplishments in 2025 include:

- **High-Availability Strategy:** Partnered with MD DoIT and external service providers to advance the development and implementation of a high-availability IT and networking strategy. This ensures that critical systems, applications, and services can automatically switch to a redundant or standby system in the event of a failure or service disruption.
- **Cloud Redundancy:** Once fully deployed, BCCC's infrastructure will feature full cloud redundancy, significantly enhancing system resilience and uptime.
- **Failover Capability:** In the event of a service interruption at the main campus data center, ITS will be able to seamlessly fail over services to a redundant cloud-based site, minimizing downtime and maintaining operational continuity.
- **Annual DR Testing:** Full disaster recovery testing will be conducted annually to address prior audit findings and ensure ongoing preparedness.
- The DR Project is on track for completion in the coming months.

REALIGNMENT TASK 10

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

Office of the President

BCCC continues to carry out the realignment and modernization plans described in detail in the BCCC Facilities Master Plan. Here is an update regarding each of the development projects discussed in that document:

Bard Building:

The demolition of the Bard Building at the Inner Harbor site was **Phase I** and marked the beginning of an exciting transformation for BCCC. While the College eventually plans to erect a significant educational facility that advances its mission, the interim phase provides a vital, immediate benefit to downtown Baltimore: the creation of a viable greenspace.

Phase II: A Short-Term Sanctuary

The primary, immediate advantage is its function as a short-term use. Rather than leaving the cleared lot vacant or covered in debris, the College swiftly acted—testing the soil and installing plants, bushes, and trees—to convert the area into a welcoming greenspace. This transformation was completed in December 2024. In the dense urban environment of downtown, this new park offers a much-needed sanctuary for students, residents, and office workers, providing instant improved mental health benefits by offering a place for quiet respite and stress reduction.

Community & Environmental Gains

Beyond its temporary function, this urban greenspace contributes significantly to the city’s well-being:

- **Environmental Resilience:** As a "green lung," the space dramatically helps in mitigation of the Heat Island Effect, cooling the surrounding concrete and glass during hot Baltimore summers. Furthermore, the newly planted area serves a critical role in stormwater management, absorbing rainfall and reducing polluted runoff that flows directly into the sensitive Inner Harbor ecosystem.
- **Health and Wellness:** The newly introduced foliage and soil work together to filter out common city pollutants, leading to enhanced air quality. By simply existing, the greenspace encourages increased physical activity and offers a pleasant area for walking or gathering, thereby fostering community cohesion.
- **Economic Enhancement:** Urban greenspaces are proven amenities that boost the appeal of a neighborhood, contributing to increased property values and making downtown a more attractive destination for both businesses and tourists. This is a viable financial and academic benefit to the College that will benefit future students.

Phase III: A Downtown Campus to Serve Baltimore City

New & Reimagined Academic Programs: The College plans to introduce significantly updated programs including the following fields:

- Hospitality Tourism Management
- Culinary Arts Management
- Biotechnology
- Landscape and Horticulture Management
- Building & Construction Technology

Consolidating Leased Space

The second key goal is a cost-saving measure to:

- consolidate academic programs currently being offered in downtown leased space; and
- save the College significant costs, which will then be reinvested in the students.

In short, **Phase III** involves modernizing and expanding key academic offerings while simultaneously achieving financial savings by moving out of expensive off-campus leased facilities.

In essence, the Inner Harbor greenspace is more than just a placeholder; it's a strategically implemented environmental and social asset that delivers substantial, measurable benefits to the heart of Baltimore while waiting for its ultimate future as an educational hub.

Learning Commons:

BCCC has begun to renovate and expand the existing Bard Library and turn it into a Learning Commons Building, which will function as the core common space on the main campus and contain flexible space for study, group work, reference, and socialization. Design and development work are ongoing and construction is estimated to start in the summer of 2026.

Nursing Building:

The College has begun its long-term plan to renovate the nursing building, which includes both classrooms and simulation suites. Bid documents will go out and, with approval from the Maryland Board of Public Works, it is estimated that a contractor will be hired by June, 2026.

Wellness Center:

Part I of the development of the Wellness Center has begun with BCCC identifying programs and articulating functional attributes of the facility. Included are: a wellness counseling and activity center; a food pantry; a treatment and examination clinic; fitness facilities; multi-purpose activity areas; and instructional facilities.

North Pavilion:

Ongoing plans call for the North Pavilion to be demolished and turned into a student parking lot.

Facilities Planning & Operations:

The Maryland Department of General Services is working with BCCC to submit final plans for approval by the Maryland Department of Budget and Management.

Deferred Maintenance Projects:

The College is in the process of carrying out the following:

- Emergency generator upgrade
- Campus sub-metering and lighting upgrades
- Replace windows at the Main Building
- Campus Wayfinding signage

Long-term plans include:

- Replace LSB air handling units and controls
- Replace air handlers and hot water boilers at West Pavilion
 - Replace hot water boilers and water heaters at Fine Arts
 - Replace South Pavilion air handler units and controls
 - Electrical grid upgrade

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

As discussed in prior submissions, the College continues to address this task.

Reporting Obligations

As a result of the 2017 “Realignment Legislation,” Baltimore City Community College (BCCC) is still required to carry out 12 Realignment Tasks. Being placed under Realignment is itself a burden in that it subjects BCCC to skepticism and added scrutiny from the legislature, other state agencies, and BCCC stakeholders generally.

As BCCC has pointed out repeatedly, the Realignment Legislation also imposes additional reporting requirements not faced by other community colleges or other state institutions of higher learning.

Because it is under Realignment, BCCC must submit 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 (Tasks 1-12).

In addition, BCCC has more reporting requirements than other community colleges in Maryland because it is an independent agency of the State. Due to that status, the College has many reporting requirements that are not mandated for any of the other 15 Maryland community colleges. The college also must comply with asset disposition rules, internal audit requirements, and other state laws and regulations.

Finally, BCCC is the only one of the Maryland state-sponsored higher education institutions that is a community college and, as a result, 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 enrollment, progress, and outcomes.

Moreover, BCCC is part of the Maryland Association of Community Colleges (MACC) and must adhere to the additional reporting requirements for MACC which are substantial, and include surveys and studies on various topics, as well as compilation of data for MACC’s annual reports on student enrollment and outcomes.

State-Mandated Telework

As noted in a prior submission, as a state agency, BCCC must “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.) Although BCCC has stated and continues to

maintain that it is not equipped to adopt a regular remote telework policy, it has been pressured by the labor unions that represent BCCC employees to adopt such a policy.

For many years, BCCC has been in the process of implementing a new Enterprise Resource Planning (ERP) system. As of June, 2025, the state Department of Information Technology (DoIT) no longer oversees BCCC's purchase and adoption of its new ERP. Nevertheless, there is a great deal related to systems and operations that remains to be done.

In 2024, the College demonstrated its capacity to realign progressing from the Middle States Commission on High Education's 2011 "probation" status (removed from probation in 2012) and 2013 "warning" status (removed from warning in 2015) and affirmed for reaccreditation in 2024 with no probation or warning status. However, many processes that are necessary for a high-functioning institution are still being developed at BCCC, which makes regular remote work unfeasible and until the institution is fully realigned.

Finally, not only is BCCC not equipped to operate remotely, data shows that institutional enrollment performance as well as the average BCCC student functions better and is more likely to succeed in a face-to-face, interactive, hands-on learning environment.

REALIGNMENT TASK 12

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

Office of the President & Cabinet

BCCC 2025-2028 Strategic Plan (draft)

President McCurdy and her Cabinet members finalized the draft 2025-2028 Strategic Plan Goals, Sub Goals, Sub Goal Descriptions, Objectives and Key Performance Indicators (12.1 and 12.2). Credo and Strategic Planning Online (SPOL) are working with the President and Cabinet to learn the SPOL system and prepare for the Plan’s presentation to the Board of Trustees, faculty, staff, and students, who will provide feedback. Sessions for the college community will take place in January 2026.

The 2025-2029 Strategic Plan aligns the Governor’s Moore-Miller Administration 2024 State Plan and KPIs as well as with the Maryland Higher Education Commission’s (MHEC) 2022 State Plan for Higher Education. The Board-approved MHEC Performance Accountability Report (PAR) will be integrated into future Plan reporting.



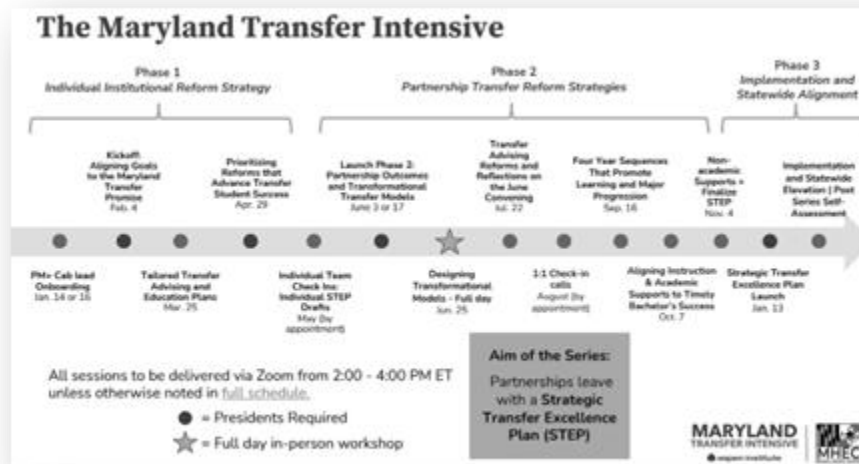
Strategic Transfer Excellence Plan (STEP)

With guidance and support from the Aspen Institute and the Maryland Higher Education Commission (MHEC), BCCC and the University of Baltimore (UBalt), and twenty-one other colleges and universities are collaborating on a transformative initiative designed to enhance the transfer experience and ensure student success through a comprehensive, student-centered framework. This initiative represents a bold, collaborative step toward reimagining the transfer experience that is equitable, data-informed, and deeply rooted in student success. Together, BCCC and UBalt are building a pathway that not only supports students academically but also empowers them to thrive personally and professionally.

The 2026-2028 Strategic Transfer Excellence Plan (STEP) is designed to provide a structured framework for capturing Baltimore City Community College and the University of Baltimore’s unique transfer program, ***Baltimore Bridge: A Transfer Pathway***. The Plan outlines measurable goals, reform priorities, transformational end-to-end redesign, implementation strategies and timeline, and roles and responsibilities. The purpose of the STEP is three-fold:

- To serve as a concise reference document to share key messages, data, and other information
- To serve as a practical guide to align and drive your team’s work post-Intensive

- To build common purpose across stakeholders



Office of Institutional Research

At the September 17, 2025, meeting, the Board of Trustees approved the 2025 Performance Accountability Report for submission to the Maryland Higher Education Commission (MHEC). The Trustees requested a streamlined summary of the Performance Indicators that met the benchmarks that were developed for the 2021 – 2025 cycle in the summer of 2021 with input from across Cabinet areas and approved by the Board of Trustees at its September 2021 meeting. Below are scorecards which reflect the Performance Indicators. The following should be noted when reviewing the information.

- The Performance Indicators are organized to align with the three goals of the Maryland State Plan for Higher Education: Access, Success, and Innovation.
- MHEC specifies that benchmarks should not be established for the 11 Student and Institutional Characteristics; therefore, they are excluded from the scorecard.
- There are 28 Performance Indicators and many are broken down further into sub-groups yielding a total of 66 potential benchmarks. However, in accordance with guidance from MHEC or the College's General Counsel, there are 21 for which benchmarks are not established and an additional Indicator that only had one year of trend data reported due to the small size of the population (in accordance with MHEC's suppression guidelines).
- Of the 44 remaining Indicators with benchmarks, 14 had met or surpassed their respective benchmark at least one time in the five-year period.

At the time the benchmarks were established, the College did not anticipate that the pandemic-driven remote learning and service environment would continue for another six months. With that in mind, MHEC called for institutions to discuss how the institutions plan to improve performance and address the challenges that impede in the next cycle.

Revised Performance Indicators are being discussed in Maryland by MHEC in partnership with the Maryland Community College Research Group, the Community College Presidents Group, and other affinity groups. The College will engage in data review discussions to facilitate benchmarking as part

of the strategic planning process that will prepare the College community for the 2026 - 2030 Performance Accountability Report cycle which requires new benchmarks to be developed and approved by the Board of Trustees.

Institutional Accreditation

The Middle States Commission on Higher Education (MSCHE) requires that BCCC meet the seven (7) rigorous and comprehensive accreditation standards, which are addressed in the context of our mission and within the culture of ethical practices and institutional integrity expected of accredited institutions. Five (5) principles guide the analysis in each of the seven standards.

College's accreditation was reaffirmed by MSCHE in 2024, following an extensive self-study process. The College has been accredited by MSCHE since 1963. To maintain accreditation, BCCC must demonstrate that it meets the MSCHE requirements of affiliation. Compliance is expected to be continuous and validated periodically.

In response to the 2024 Annual Institutional Update (AIU), Baltimore City Community College is required to submit a Supplemental Information Report (SIR) to the Middle States Commission on Higher Education. The report will address key areas, including student achievement and annual full-time enrollment data. The institution's analysis will provide (1) graduation rates for the last two years (Standard IV); (2) annual enrollment-FTE for the last two fiscal years (Standard VI); and (3) narrative analysis and evidence of the actions the institution has planned or has taken to address these concerns (Standards IV and VI).

In short, the Report addressed how the College's post-pandemic enrollment increases due to various recruitment and retention initiatives is yielding an increase in graduation rates over time. The leadership from the Office of Institutional Effectiveness, Research, and Planning and the Office of Academic Affairs are drafting the SIR which is due to Middle States by February 28, 2025.

BCCC operates in a constant mode of continuous improvement and self-assessment. Focused planning and implementation efforts to maintain institutional compliance. Particular attention is currently being paid to *Standard II and Standard V*.

Standard II: Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

- Updating College Policies w/ Input from Faculty & Staff
- Finalizing the Shared Governance Infrastructure for Program, Planning, Policies, & Procedures

Standard V: Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for higher education institutions.

- Faculty leadership from the Curriculum & Instruction Committee, Student Learning Outcomes & Assessment Committee, General Education Committee, and Program Review & Evaluation

Committee are collaborating with the Office of Assessment and Office of Institutional Research to review performance data and work on program and course learning outcomes.

- The Office of Assessment is collaborating with the Workforce Development & Continuing Education leadership team to work towards finalizing the learning outcomes efforts.

Institutional Assessment

Academic Assessment

The Office of Assessment, Academic Affairs, and Faculty worked together to develop and deliver a training on Student Learning Outcomes (SLOs). Approximately forty faculty members attended the training on March 14, 2025. The training was focused on the need for high-quality data to be available for continuous improvement and accreditation purposes and to ensure reliable and valid data is available for strategic planning. Attendees were organized by the school and department:

- The 1:00 time slot included all departments in the School of Arts and Social Sciences and the Department of Mathematics & Engineering.
- The 2:30 time slot included all departments in the *School of Nursing and Health Professions, the Department of Natural and Physical Sciences, and the Department of Business and Technology.*

Many courses and programs already have rigorous practices in place with established student learning outcomes, while other courses have yet to develop SLOs, some need to be revised, and some SLOs need to be updated in Canvas. This training was to ensure shared understanding among faculty as we revise and develop SLOs.

What Makes a Strong Student Learning Outcome?

Student Learning Outcomes (SLOs) must be clear, measurable, and focused on the student's knowledge, skills, and abilities.

1. **Measurable:** Is an action verb from Bloom's taxonomy used to guide how the SLO will be assessed? (e.g. analyze, create, evaluate)
2. **Aligned with College, Program, and Course Goals:** Is there coherence in the system?
3. **Specific and Clear:** The outcome should not be too broad and should state exactly what students will know, do, or demonstrate after completing the course or program.
4. **Student Focused:** The focus should be on what students learn, not what instructors teach.
5. **Achievable and Realistic:** Are the expectations reasonable and in line with the level of rigor in the curriculum? Did instruction occur at the remembering level, but the assessment is at applying?

Faculty attendees explored the different roles of assessments, ranging from classroom to institutional level assessments with a focus on impactful classroom use.

Assessment Types

Formative	Interim (Benchmark or Unit)	Summative
Formative assessments occur minute by minute in a classroom. Any classroom activity that provides insight into student understanding and allows for rapid teaching adjustments to target areas needing improvement • Exit tickets • Polls • Quizzes • Peer assessment • Class discussions	Interim assessments are administered periodically to evaluate student progress. These are typically administered when a related body of knowledge is covered to determine if student understanding is sufficient to move on with the course or if reteaching is needed. • Chapter tests • Unit tests • Projects • Reports • Essays	Summative assessments are used to determine the knowledge, skills, and abilities a student possesses once learning is concluded for the course. Summative assessments are not used to inform instruction and indicate student learning status at a specific point in time. • Assessments • Projects • Portfolios • Research projects • Performance tasks

The next training and work groups will focus on individual disciplines to provide support if SLOs need revisions or development and then ensure they are in Canvas and collecting data in all courses.

The ultimate goal is for Canvas to house all learning outcomes which will soon align with the College's Strategic Plan and respective academic budgets.

The Office of Assessment and the Office of E-Learning are co-leading the transition of learning outcomes data collection into the College's learning management system (LMS), Canvas. The next step is to attach the student learning outcomes (SLOs) to assignments in Canvas to meet the goal of having 100% of all courses collecting SLO data by the first day of class for Fall 2025. Faculty have the liberty to navigate this process at will with support from the Director of Assessment and/or Director of E-Learning.

The Offices of E-Learning and Assessments have worked to provide resource guides, which are now available online on the Office of Assessment webpage. These resources include detailed guides to Canvas, including step-by-step documents and targeted video tutorials. The guides encompass the varying needs of faculty while ensuring the highest quality data is available for continuous improvement, accreditation, and compliance.

In addition to these digital resources, numerous in-person trainings have taken place. Most recently, training sessions were held on:

- May 12th and 13th, four-hour long sessions were held to help faculty set up their Canvas courses for the next term. 52 faculty and administrators attended on the 12th, and 22 returned to continue work on the 14th.
- May 14th, Workforce Development and Continuing Education directors and program coordinators met to evaluate their courses and develop strategies for incorporating them into Canvas. Two additional working meetings are scheduled for this summer.

As of the morning of May 9th, 18% of courses have student learning outcome data in Canvas. The School of Arts and Social Sciences is at 24%, the School of Nursing & Health Professions is at 20%, and the School of Business, Science, Technology, Engineering & Mathematics is at 12%. Workforce and Continuing Education is in the initial stages of incorporating student learning outcomes into Canvas.

Professional development sessions in August 2025 will support the faculty in meeting the 100% goal of all courses collecting SLO data in the LMS by the first day of class for Fall 2025. Faculty utilizing

Canvas for all courses is also essential to the success of the Barnes & Noble College & BCCC Bookstore project.

Additional group sessions were held, and one-on-one sessions were offered in September, October and November by the Deans/Associate Deans and Director of Assessment to ensure faculty meet the 100% goal for fall 2025.

Non-academic Assessment

Council for the Advancement of Standards (CAS) implementation training may become a part of institutional effectiveness, planning and budget management processes. BCCC is interested in CAS implementation training for budget managers, including administrative unit managers and academic program leaders and deans. The focal application of CAS is justification of resource allocation following self-assessment (functional area CAS Self-Assessment Guides for administrative units, general Self-Assessment Guide for academic units). The planned timeline is to offer virtual concept meetings with leadership in spring 2026, in-person training in fall 2026, and small group checkpoint sessions in fall 2026.

Evidence Exhibit:

12.1 2025-2028 Strategic Plan Overview (Goals, Sub Goals & Key Performance Indicators)

12.2 2025-2028 Strategic Plan Institutional Goals & Objectives w/ Descriptions

12.3 2026-2028 Strategic Transfer Excellence Plan (draft)

Evidence Exhibits:

- 1.1 MIEMSS Annual Report
- 1.2 CoAEMSP Annual Report
- 1.3 CODA Report for Interruption of Education
- 1.4 2025-26 Survey of Dental Hygiene Education Program
- 1.5 Compliance Report CAPTE March
- 1.6 Compliance Report CAPTE August
- 1.7 MBON Revised Action Plan
- 1.8 ACEN Annual Report
- 1.9 ACBSP Annual Conference
- 2.1 Overview of BCCC's Commitment to Workforce Development and Job Placement
- 3.1 CODA Report for Interruption of Education (see Exhibit 1.3)
- 3.2 Syllabus MAT 093
- 3-3 Syllabus SCI 092
- 4.1- THC/BCCC Contract
- 4-2- UBalt/BCCC Transfer Intensive Articulation Agreement
- 6.1 BCCC Job Description Fillable PDF
- 6.2 Faculty Salary Ranges 23-24, 24-25, and 25-26
- 12.1 2025-2028 Strategic Plan Overview (Goals, Sub Goals & Key Performance Indicators)
- 12.2 2025-2028 Strategic Plan Institutional Goals & Objectives w/ Descriptions
- 12.3 2026-2028 Strategic Transfer Excellence Plan (draft)

2024 Annual Report for EMS Board Approved Education Programs

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 Resubmit to save

The name, email, and photo associated with your Google account will be recorded when you upload files and submit this form

* Indicates required question

Education Program Information

Please complete the following section so that the Office of EMS Clinician Services can ensure that your program's information is up to date in our system.

Program Name

Please include the full name of your EMS Education Program

Baltimore City Community College - EMS Train

2901 Liberty Heights Ave Baltimore MD 21215

Mailing Address *

2901 Liberty Heights Ave Baltimore MD 21215

Program Medical Director *

David Milzman, MD

Program Director/Coordinator *

Edward J Burrell, Jr.

Program Certification Levels

(select all levels your program is approved to teach)

- ☒ Paramedic Initial
- ☒ EMT Initial
- ☒ EMR Initial
- ☒ ALS Refresher
- ☒ EMT Refresher
- ☒ EMR Refresher
- ☐ LEEMAC

EMS Board Approval Expiration Date

Date

08/08/2026 

CAAHEP Expiration Date (if applicable)

Date

06/01/2026 

NREMT Number

303

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Approved Education Programs

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Program Offerings

Please complete the following sections that are applicable to your education program.

Please enter the number of initial **paramedic** courses that your education program offered in the last year

1

Please enter the number of initial **EMT** courses that your educational program offered in the last year

Please enter the number of initial **EMR** courses that your education program offered in the last year

1

Please enter the number of **ALS refresher** courses that your education program offered in the last year

0

Please enter the number of **EMT refresher** courses that your education program offered in the last year

0

Please enter the number of **EMR refresher** courses that your education program offered in the last year

0

Please enter the number of **initial LEEMAC** courses that your education program offered in the last year

0

Please enter the number of **LEEMAC refresher** courses that your education program offered in the last year

0

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ENROLLMENT AND RETENTION - INTIAL PARAMEDIC PROGRAMS

Number of paramedic applicants (total)

7

Maximum number of paramedic applicants admitted per offering

24

Number of paramedic students enrolled (total)

FILL OUT A NEW RESPONSE

Non-academic paramedic student Attrition (total)

2

Reasons for non-academic paramedic student attrition

schedule conflict

Academic Paramedic Student Attrition (total)

0

Total Attrition (paramedic students)

2

Number paramedic students successfully completing courses (total)

8

Number of paramedic students who are not attempting their FIRST initial paramedic program

0

Name of program(s) where paramedic students who are not attempting their first initial paramedic program were previously enrolled

CCBC and Harford Community College

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ENROLLMENT AND RETENTION - PARAMEDIC BRIDGE PROGRAMS

Number of paramedic applicants (total)

13

Maximum number of paramedic applicants admitted per offering

14

Number of paramedic students enrolled (total)

FILL OUT A NEW RESPONSE

Non-academic paramedic student Attrition (total)

0

Reasons for non-academic paramedic student attrition

na

Academic Paramedic Student Attrition (total)

0

Total Attrition (paramedic students)

0

Number paramedic students successfully completing courses (total)

will complete May 2025

Number of paramedic students who are not attempting their FIRST initial paramedic program

0

Name of program(s) where paramedic students who are not attempting their first initial paramedic program were previously enrolled

CCBC and Harford Community College

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NREMT Outcome Data Initial EMT Programs

Number of program graduates attempting NREMT testing (EMT)

41

Number of program graduates attempting NREMT testing who pass on 1st attempt (EMT)

10

Number of program graduates attempting NREMT testing who pass on subsequent

2

Number of program graduates attempting NREMT testing who pass after exhausting all attempts (EMT)

0

Education program pass rate (number pass through all attempts/number testing) of students attempting NREMT testing (EMT)

45

Number of graduates who never attempt NREMT testing (EMT)

37

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ENROLLMENT AND RETENTION - INITIAL EMR PROGRAMS

Number of EMR applicants (total)

13

Maximum number of EMR applications admitted per offering

24

Number of EMR students enrolled (total)

**FILL OUT A NEW
RESPONSE**

Non-academic EMR student Attrition (total)

4

Reasons for non-academic EMR student attrition

schedule conflict

Academic EMR Student Attrition (total)

0

Total Attrition (EMR Students)

4

Number of EMR students successfully completing courses (total)

9

Number of students who are not attempting their FIRST initial EMR program

0

Name of program(s) where students who are not attempting their first initial EMR program were previously enrolled

0

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NREMT Outcome Data Initial Paramedic Programs

Number of program graduates attempting NREMT testing (paramedic)

8

Number of program graduates attempting the NREMT cognitive examination who pass on 1st attempt (paramedic)

4

Number of program graduates attempting the NREMT cognitive examination who pass on 2nd attempt (paramedic)

0

Number of program graduates attempting the NREMT cognitive examination who pass after exhausting all attempts (paramedic)

0

Education program pass rate (number pass through all attempts/number testing) of students attempting the NREMT cognitive examination (paramedic)

50

Number of graduates who never attempt the NREMT cognitive examination (paramedic)

1

Number of program graduates attempting the NREMT psychomotor examination who pass on 1st attempt (paramedic)

NA

Number of program graduates attempting the NREMT psychomotor examination who pass on subsequent attempts (paramedic)

NA

Number of program graduates attempting the NREMT psychomotor examination who pass after exhausting all attempts (paramedic)

NA

Education program pass rate (number pass through all attempts/number testing) of students attempting the NREMT psychomotor examination (paramedic)

NA

Number of graduates who never attempt the NREMT psychomotor examination (paramedic)

NA

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ENROLLMENT AND RETENTION - INTIAL EMT PROGRAMS

Number of EMT applicants (total)

78

Maximum number of EMT applicants admitted per offering

24

Number of EMT students enrolled (total)

FILL OUT A NEW
RESPONSE

Non-academic EMT Student Attrition (total)

0

Reasons for non-academic EMT student attrition

schedule conflicts

Academic EMT Student Attrition (total)

13

Total Attrition (EMT Students)

13

Number EMT students successfully completing courses (total)

65

Number of students who are not attempting their FIRST initial EMT program

0

Name of program(s) where students who are not attempting their first initial EMT program were previously enrolled

NA

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NREMT Outcome Data Initial EMR Programs (EMR)

Number of program graduates attempting NREMT testing (EMR)

0

Number of program graduates attempting NREMT testing who pass on 1st attempt (EMR)

NA

Number of program graduates attempting NREMT testing who pass on subsequent

NA

Number of program graduates attempting NREMT testing who pass after exhausting all attempts (EMR)

NA

Education program pass rate (number pass through all attempts/number testing) of students attempting NREMT testing (EMR)

NA

Number of graduates who never attempt NREMT testing (EMR)

9

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* Indicates required question

CONTINUOUS QUALITY IMPROVEMENT PROGRAM

Compared to national and statewide performance experiences, how do you ases your program(s)?

We utilize feedback from our students, instructors and NREMT to look at pass/fail rates.

The Maryland EMS Board has specified that all Maryland EMS Education Programs offering initial training shall make their NREMT pass rates, as compared to the NREMT national and Maryland average pass rates, available to both current and prospective students. In what ways does your program inform prospective students of prior students' testing performance?

and on college/program webpage and made available in writing to applicants/students

Does your program currently track course pass rates, isolated by instructor as part of your continuous quality improvement program? *

☒ Yes

☐ No

What changes did your EMS Education Program make during the last year based upon your review of statistical pass rates and the program's continous quality improvement program?

We have implemented several changes to address different learning styles and the various learning difficulties that our students bring with them. In doing so we are presenting material in various formats to reach as many students as possible.

Please list all personnel (administrative, didactic faculty, clinical faculty, and field preceptors) involved in the delivery of your education program with the personnel's name, position, and MIEMSS license number.

Edward J Burrell, Jr. (#0208998) Program Director
Rudolph Leonard (0146498) Clinical Coordinator/Instructor
Bryan Johnson (0133239) Adjunct Instructor
Clinical preceptors are employed by clinical sites

For NEW program personnel listed above, please submit a copy of each person's CV below.

Upload up to 10 supported files. Max 10 MB per file.

 [Add file](#)

Does your program have sufficient clinical access for students in all levels?

☒ Yes

☐ No

[Clear selection](#)

If your program does not have sufficient clinical access for all students at all levels, please explain an difficulties you are having below.

na

Please attach your current field preceptor policy and orientation program below.

Upload up to 10 supported files. Max 10 MB per file.

 Preceptor List - E...

 [Add file](#)

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* Indicates required question

eLicensure Education Module Personnel

The Office of EMS Clinician Services uses the Education Module in the eLicensure Portal to provide access to program personnel responsible for submitting course requests and updating attendance rosters.

Please provide a list of all personnel who should be listed as a coordinator for your program. The coordinator is responsible for submitting course requests and updating attendee rosters in the eLicensure Portal Education Module. *

If you have multiple locations, please indicate which location(s) these personnel are associated with.

Edward J. Burrell, Jr. (0208998)
Rudolph Leonard (0146498)

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RESPONSE

Please provide a list of all personnel who should be listed as a lead instructor for your program. The lead instructor is required be listed on your course request for all initial education programs. *

If you have multiple locations, please indicate which location(s) these personnel are associated with.

Edward J. Burrell, Jr. (0208998)
Rudolph Leonard (0146498)

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Committee on Accreditation of Educational Programs for the EMS Professions (CoAEMSP), in cooperation with the Commission on Accreditation of Allied Health Education Programs (CAAHEP)



2023

Annual Report

CoAEMSP Letter of Review (LoR) / CAAHEP Accredited (Initial and Continuing) programs must complete the CoAEMSP Annual Report for Paramedic level students/graduates ONLY and submit THIS Excel annual report template which represents all cohorts that have graduated in 2023. No PDF or paper copy versions of this report will be accepted.

~ Remember ~
The filing deadline is May 15, 2025

Should you have questions as you work through the Annual Report, please contact Lynn at (214) 703-8445 ext 115 or annualreports@coaemsp.org

<=== Hovering your cursor over a cell with a red triangle in upper right corner reveals text. Try it.

CoAEMSP
Program #:

600789

(the 600XXX number assigned by CoAEMSP)

Sponsor/Program:

Baltimore City Community College

City:

Baltimore

State:

MD

Accreditation Status:
as of 1/1/2025

Continuing Accreditation

Direct website URL (Link) to the
Paramedic educational program's
2023 published outcomes:

<https://www.bccc.edu/ems>

CAAHEP Standard V.A.4.:

The sponsor must maintain, and make available to the public, current and consistent summary information about student/graduate achievement that includes the results of one or more of the outcomes assessments required.

CoAEMSP Policy IV.D.:

All programs (accredited and LoR) must publish their latest annual outcomes results for the National Registry or State Written Exam, Retention, and Placement on the paramedic program's homepage of their website. At all times, the published results must be consistent with and verifiable by the latest Annual Report of the program.

Cohorts/Classes

Did the program have cohorts (classes) graduate in the 2023 calendar year?

Yes

Number of primary (main) campus cohorts (classes) that graduated in 2023:

1

Did the program operate any satellite location(s) in the 2023 calendar year?

No

The program reports there were no active satellite locations for the 2023 calendar year.

Complete each of the tables and sections below with the graduate outcomes data, as well as, the remainder of the tab.

Outcomes Summary

600789

Baltimore City Community College

RETENTION

The Retention outcome threshold set by the CoAEMSP is 70% and based on the Retention/Attrition formula. All programs must calculate Retention based upon the number of students enrolled after completing 10% of the program's advertised TOTAL clock hours (e.g., 10% of 1,200 total clock hours = 120 hours; students completing more than 120 hours will be considered enrolled and will be counted in the calculation of the Retention outcome). This includes all CORE Paramedic coursework (not inclusive of prerequisites such as English, anatomy and physiology, EMT, etc.). Core Paramedic coursework encompasses all phases of the program including didactic, lab, clinical, field experience, and capstone field internship.

Retention will be computed using the total number of students that completed in the most recent reporting year (2023) and is calculated by determining Attrition (the number of students who dropped out divided by the number enrolled after 10% of total clock hours). Once the Attrition percentage has been determined, then the Retention percentage is 100% minus the Attrition percentage.

Retention Threshold 70%	Cohort #1:								No Satellites	Reporting Year Totals
Enrollment Date mm/dd/yyyy =>	8/25/2021									
On-time Graduation Date mm/dd/yyyy =>	5/9/2023									
Number enrolled after 10% of total clock hours	10									10
Academic Reasons for Attrition (after 10% completion):										
*(answer required for each academic category or results will not calculate.)										
*Number dismissed due to grades	1									1
*Number withdrew due to grades	0									0
*Number due to other academic	0									0
Subtotal # Academic Attrition Reasons	1									1
Non-academic Reasons for Attrition (after 10% completion):										
*(answer required for each non-academic category or results will not calculate)										
*Number due to financial	0									0
*Number due to medical/personal	5									5
*Number due to other/unknown	1									1
Subtotal # Non-academic Attrition Reasons	6									6
Total Attrition 2023	7									7
Total Graduates 2023	3									3
Attrition %	70.0%									70.0%
Retention %	30.0%									30.0%

The outcome threshold of 70% has not been met.
Completion of the analysis and action plan boxes to the right are required ==>

(For informational purposes only to check for accuracy)

Manually Calculate Attrition/Retention Results:

Attrition = $\frac{\text{Total \# of Academic Reasons + Non-academic Reasons}}{\text{Number enrolled after 10\% of total clock hours}}$

Retention = 100% - Attrition

Retention

Link to Available Resource Document (optional)
CoAEMSP website => Resource Library => Instruments & Forms

[Program Review & Analysis](#)

REQUIRED: A detailed ANALYSIS for Retention outcome in the box below

Reasons for student attrition

We had several factors that played into the attrition rate for the Cohort graduating in 2023.

This included 1 student with a serious medical issue that would not only interfere with his ability to complete the course but would prevent him from functioning as an EMS Provider.

Another student had a family member for whom he was the primary caregiver have his condition worsen.

Additionally, we had students who simply did not understand the time commitment required to be successful in the program. This caused several students to either drop out of the program or be unsuccessful.

Medical issue 1 student

Family issue 1 student

Schedule 2 students

Pressure of Program 1 student

Academic Performance 1 student

Unknown 1 student

REQUIRED: A detailed Action Plan for Retention outcome in the box below

Enhanced Recruitment and Orientation:

Pre-Admission Assessment: We implemented entry testing to ensure applicants have the foundational skills and understanding of the profession.

Comprehensive Orientation Program:

Clearly outlines program expectations, policies, and resources.

Introduce students to faculty, staff, and peer mentors.

Provide information on academic support, financial aid, and personal counseling services.

Facilitate team-building activities to foster a sense of community.

Academic Support and Early Intervention:

Tutoring and Peer Support Programs: The college offers accessible tutoring services and establish peer mentoring programs to provide academic and emotional support. Additionally, we have added a tutoring day to the course schedule to assist students who feel that they need assistance with reviewing the information or skills. We have identified those within the program that display strong "PEER SUPPORT" skills and encouraged them to assist with classmates.

Early Warning Systems: Implement mechanisms to identify students struggling academically or with attendance early on (e.g., regular grade checks, and faculty feedback).

Additional Study Resources: integration of additional resources (such as Limmer, MedicTests, and EMS Testing) into the course as study aides.

Are results being reported for both the National Registry & State Written Examinations?

Yes

NATIONAL REGISTRY / STATE WRITTEN EXAMINATION

The Written Examination (National Registry/State) outcome threshold set by the CoAEMSP is 70%. The success of any examination results will be computed using the most recent reporting year (2023) based on the total number of graduates attempting the examination. Each graduate should be reported only once.

National Registry / State Written Threshold 70%	Cohort #1:								No Satellites	Reporting Year Totals
Enrollment Date	8/25/2021									
On-time Graduation Date	5/9/2023									
Total Graduates in Reporting Year *(answer required for each category below) see definitions by hovering over any of the red comment triangle(s)										
	3									3
*Number of Graduates Attempting the National Registry or State Written Examination	3									3
*Number passing - First attempt (Informational Only)	2									2
*Number passing - 3rd attempt cumulative pass rate (First + Second + Third Attempts)	3									3
Total Passing in 2023	3									3
National Registry / State Written Pass Rate Success	100.0%									100.0%

**The outcome threshold of 70% has been met.
Please complete the next table below.**

(For informational purposes only to check for accuracy)
Manually Calculate NREMT/State Written Examination Results:

$$\text{NREMT Pass Rate Success} = \frac{\text{3rd attempt cumulative}}{\text{\# of total graduates attempting the written examination}}$$

POSITIVE PLACEMENT

The Positive Placement outcome threshold set by the CoAEMSP is 70%. Positive Placement means that the graduate is employed full or part-time or volunteers in the profession or in a related field; or is continuing his/her education; or is serving in the military. A related field is one in which the individual is using cognitive, psychomotor, and affective competencies acquired in the Paramedic educational program.

Positive Placement Threshold 70%	Cohort #1:								No Satellites	Reporting Year Totals
Enrollment Date	8/25/2021									
On-time Graduation Date	5/9/2023									
Total Graduates in Reporting Year										
*(answer required for each placement category)		3								3
*Number of Graduates employed	3									3
*Number of Graduates continuing education or serving in the military in lieu of employment	0									0
Total Positive Placement in 2023	3									3
Positive Placement	100.0%									100.0%

**The outcome threshold of 70% has been met.
Please complete the next table below.**

(For informational purposes only to check for accuracy)

Manually Calculate Positive Placement Results:

$$\text{Positive Placement} = \frac{\text{\# of graduates employed} + \text{\# of graduates continuing ed/serving in the military but NOT employed}}{\text{Total Graduates}}$$

GRADUATE SURVEYS

For each group of graduating students, programs are required to conduct surveys intended for graduates who are employed and have been functioning as a Paramedic and their employers within 6-12 months after graduation using the CoAEMSP required graduate survey items.

	Reporting Year Totals
Total Graduates in Reporting Year	3
Total Number of Graduate Surveys Sent (answer required for this category)	3
Total Number of Graduate Surveys Received (answer required for this category)	0

REQUIRED: A detailed ANALYSIS for Graduate Surveys in the box below**Graduate Surveys**

Surveys were sent to all 3 graduating students for 2023, unfortunately, none of the surveys were returned.

Due to the lack of survey participation, information was not available as to where the graduates were employed to allow for Employer Surveys to be sent.

Employment information listed in the report is from sources other than survey returns (word of mouth, conversations with graduates/employers, etc).

REQUIRED: A detailed ACTION PLAN for Graduate Surveys in the box below

Graduate Survey Action Plan Attempting to follow up with graduates is very difficult once they are "off the educational grid", we are involving the students in the growth of the program by implementing surveys throughout the program. The surveys being used are based upon the examples provided by CoAEMSP. We are working with our Office of Institutional Research (OIR) to develop a culture during the student's time at BCCC where they see the value of engaging through survey return. Additionally, we are offering access to the surveys through multiple platforms - such as email, text, social media and direct mail & phone contact. The Office of Institutional Research (OIR) provides faculty, staff, and other key stakeholders with current, accurate, and relevant data to inform planning and decision-making processes.

Completion of the analysis and action plan boxes above are required.

EMPLOYER SURVEYS

For each group of graduating students, programs are required to conduct surveys intended for graduates who are employed and have been functioning as a Paramedic and their employers within 6-12 months after graduation using the CoAEMSP required employer survey items.

	Reporting Year Totals
Total Graduates in Reporting Year	3
Total Positive Placement in 2023	3
Total Number of Surveys Sent to Employers of Graduates (answer required for this category)	0
Total Number of Surveys Returned from Employers of Graduates (answer required for this category)	0

REQUIRED: A detailed ANALYSIS for Employer Surveys in the box below

[Employee Survey](#)

Without employer information, it was not possible to send Employer Surveys.

REQUIRED: A detailed ACTION PLAN for Employer Surveys in the box below

To complete this process we need to develop a system where the graduates understand the value of completing the Graduate Surveys and the trickle-down effect of doing so or not doing so. See the Graduate Survey Action Plan for more information on how we plan to accomplish this task. We are working with our Office of Institutional Research (OIR) to develop a culture during the student's times at BCCC where they see the value of engaging through survey return. The Office of Institutional Research (OIR) provides faculty, staff, and other key stakeholders with current, accurate, and relevant data to inform planning and decision-making processes.

RESOURCE ASSESSMENT

Programs (CoAEMSP LoR & CAAHEP accredited) must conduct Resource Assessment at least annually (Standard IIID) and are required to complete a Resource Assessment Matrix (RAM) which includes ten (10) categories [Faculty, Medical Director, Support Personnel, Curriculum, Financial Resources, Facilities, Clinical Resources, Field Internship Resources, Learning Resources, and Physician Interaction]. If programs have identified deficiencies in resources, an action plan and follow up are required to address those deficiencies. The Advisory Committee should be involved in both assessing the resources and reviewing the result. All resource assessment documents (i.e. student and personnel surveys, matrix, and data collection spreadsheet) are located in the Resource Assessment section on the Resource Library page of the CoAEMSP website.

[CoAEMSP Resource Library](#)

Was there a RAM completed in the 2023 calendar year?

No

Please Note: A Resource Assessment Matrix must be completed on an annual basis.

Provide an explanation why the RAM was not completed in the 2023 calendar year in the box below:

We experienced a sudden change in Program Directors - followed by a change in Deans - during 2023. This created a lapse in access to the complete RMA report. To prevent this in the future we are working with a shared information system to insure that they Program Director, Dean and VP of Academic Affairs all have access to the program reports and supporting information.

General Information

1 Total number of clock hours of instruction per student in 2023
(didactic, lab, clinical, field experience, and capstone field internship)

1088

(hours)

2 Number of clock hours students were required to successfully complete prior to graduation in each environment in 2023?

Please note: The number of clock hours listed below must equal the total number of clock hours reported in question 1 above.

Didactic (classroom, lecture)

420

(hours)

Laboratory

180

(hours)

Clinical (in-hospital, clinics, etc.)

192

(hours)

Field Experience
(not including Capstone)

248

(hours)

Capstone Field Internship

48

(hours)

3 Total number of full-time educational faculty in the Paramedic educational program (including Program Director) in 2023?

2

4 On average, how many months were required for on-time successful completion of the Paramedic educational program for students graduating in 2023?

18

(months)

5 Did the Paramedic educational program have an identified clinical coordinator in 2023?

Yes

AS PART OF AN ON-GOING RESEARCH PROJECT TO BETTER UNDERSTAND THE CHARACTERISTICS OF PARAMEDIC PROGRAMS AND ASSESS THE STATUS AND NATURE OF DISTANCE EDUCATION USED BY PARAMEDIC EDUCATIONAL PROGRAMS. PLEASE ANSWER THE FOLLOWING QUESTIONS USING INFORMATION FOR STUDENTS ENROLLED IN YOUR PROGRAM IN THE 2024 CALENDAR YEAR.

Responses are not linked to the 2023 cohort(s) outcomes being reported in the tables above and responses to the following questions will in no way impact the Paramedic program's accreditation status.

6 Did the program have students enrolled in 2024?

Yes

7 How many cohorts did the program enroll?

1

8 What percentage of your program's 2024 Paramedic didactic curriculum (not including clinical, field experience, or capstone field internship) was:

Please note: Provide the full onsite and blended distance education percentage for each cohort.

Percentage boxes below must contain a number, should not be left blank, and each cohort must total 100 but cannot exceed it when combined.

Sharing supplemental material, submitting homework assignments, or taking exams using a learning management system (LMS) is NOT considered blended (hybrid) distance education delivery.

Cohort 1

Full Onsite (In-Person) Delivery (The method of delivery that ALL didactic and laboratory instruction is provided at an approved location, on or off campus, where instructors and students interact simultaneously in the same physical location.)	67
--	----

<=== hover cursor for definitions

Blended (Hybrid) Distance Education Delivery (The method of delivery in which all didactic and laboratory instruction is provided using a combination of onsite (in-person) and distance education instruction which may be synchronous or asynchronous.)	33
--	----

Percentage Total ==>
(per cohort)

100

9 For blended (hybrid) distance education delivery is the content:

Asynchronous (Students engage with the educational content on their own schedule without live interaction with the instructor.)

Synchronous (Students and instructors are engaged with educational content at the same time online with ability for live interaction.)

Synchronous

10	If both full on-site (in-person) and blended distance learning formats are offered, do you monitor and compare student outcomes?	Both Not Offered
11	If both full on-site (in-person) and blended distance learning formats are offered, is attrition from the blended learning format cohort(s) higher, lower, or equal?	We don't offer both
12	Does your State Office of EMS specifically require approval of blended distance learning delivery?	No
13	Does your program provide technological resources (including a learning management system [LMS]) for teaching and learning for blended distance learning?	Yes
14	Does the program have technical support for faculty?	Yes
15	Does the program have technical support for students?	Yes
16	Do students have access to technical support 24 hours a day?	No
17	Does the program have access to instructional design support and/or an experienced individual to develop or assist faculty in development of distance education course(s) content?	Yes
18	Are students provided with an orientation to the distance education delivery system?	Yes
19	Are faculty provided professional development and training on distance education delivery?	Yes
20	Are the faculty evaluated on their effectiveness in delivery of distance education?	Yes
21	During the student application process, does the program clearly disclose information regarding technology requirements and resources?	Yes
22	Does the program have an authentication process that verifies student identity before each online student evaluation (e.g., examination)?	No

23 What factors influenced the decision of the program to offer education utilizing a blended distance education format?

Cost-effective	No
Increased accesibility to students	Yes
Flexibility	Yes
Student convenience	Yes
Time efficiency	No

Other

No

24 What are the three greatest challenges you face in blended distance education delivery at the program?

- a. The ability to maintain student engagement during online sessions. This moved to us to transition back to a more traditional delivery method. When we do present in a blended manner, we encourage
- b. Judging student understanding of material being presented. This moved to us to transition back to a more traditional delivery method. When we do present in a blended manner, we encourage instructors to utilize
- c. Ensuring that all students have the technology required to fully access and take part in the online activities. We address this during orientation so that students can be better prepared.

Did the program enroll a cohort(s) in each of the calendar years listed:
2022, 2023, 2024

Yes

Yes

By selecting "Yes", I attest that the information in this submission is true and correct, and an accurate description of the Paramedic educational program.

Program Director Name:

Edward J. Burrell, Jr.

Date of Submission:

(m/d/yyyy)

Thank you for completing the 2023 Annual Report.
Be sure to check your data then submit this completed template
no later than May 15, 2025 by emailing annualreports@coaemsp.org

ADMINISTRATOR VERIFICATION FOR ALL REPORT SUBMISSIONS

Dental Hygiene

Type of Report: Interruption of Education

Date of Submission: February 27, 2025

I have reviewed this document and verify that the information in it is accurate and complete, and that it complies with the *Commission on Dental Accreditation's Privacy and Data Security Requirements for Institutions* found at <https://coda.ada.org/policies-and-guidelines/hipaa-compliance> (the "Requirements") and that this document contains no prohibited Sensitive Personal Information (SPI) or Protected Health Information (PHI) as defined in the Requirements, and that the individual(s) signing and/or submitting this verification has the authority to sign and submit on behalf of the sponsoring institution, themselves, and the other individuals listed below.

SPONSORING INSTITUTION *(If the program is co-sponsored, a verification page from each sponsor must be submitted)*

Institution Name: Baltimore City Community College

Street Address: 2901 Liberty Heights Avenue

(do not list P.O. Boxes)

City, State, Zip: Baltimore, MD, 21215

Chief Executive Officer

(Univ. Pres, Chancellor, Hospital President)

Name: Dr. Debra L. McCurdy, PhD

Title: President

Phone: 410-462-7799

E-Mail: dlmccurdy@bccc.edu

Signature:

Date:



Chief Administrative Officer

(Dental Dean/Chair/Chief of Dental Service)

Name: Dr. Ghazanfar Mahmood, MBBS

Title: Interim Dean, School of Nursing and Health Professions

Phone: 410-462-7451

E-Mail: gmahmood1@bccc.edu

Signature:

Date:



Ghazanfar Mahmood (Feb 27, 2025 17:19 EST)

Program Director

Name: Dr. Edna Street-Jones, DDS, MScM

Title: Program Coordinator/Director

Phone: 410-462-7707

E-Mail: esjones@bccc.edu

Signature:

Date:



Edna Street-Jones (Feb 27, 2025 17:21 EST)

1. Chronology of Events:

January 21, 2025 - Tuesday: The administration sent a college-wide message about the fire in the mechanical room on the fourth floor of the Life Science Building (LSB). The fire occurred during non-operational hours on January 20, 2025, and was contained. Upon the assessment of damages, the institution deemed it necessary to move all courses scheduled in the LSB for the week (at least Tuesday through Friday, January 21-24, 2025) to a virtual mode. This building houses classrooms for the dental hygiene program, laboratories, and the dental clinic for students and community services, in addition to offices for faculty and staff. The dental hygiene faculty and staff immediately consulted with senior leadership and implemented a temporary transition of all courses to a synchronous instructional modality. The faculty delivered all lectures and laboratory activities via distance education platforms to continue instruction at the scheduled class meeting times via Canvas (BigBlueButton- an add on application) and Zoom. The students were made aware of the situation and were informed, during the virtual conference and via email message, that all laboratory and clinical activities would have to be made-up after resumption of normal in-person operations.

January 21, 2025 - January 24, 2025 - Tuesday - Friday: The College's senior administration met with staff from the Maryland Department of General Services and external contractors to inspect and assess the system damage in the mechanical area in LSB, along with the affected classrooms, laboratories, offices, and the dental clinic. All courses scheduled in the LSB for the week of January 27 – 31, 2025 were planned to continue in a virtual modality with the exception of classes that were moved to an alternative on-site classroom on the Main campus. The dental hygiene department continued conducting the didactic and laboratory/clinical educational activities via a virtual synchronous modality.

February 3, 2025 - February 7, 2025 – Monday - Friday: Due to ongoing cleaning and maintenance activities, the closure of the LSB continued.

February 10, 2025 - Monday: – The administration, on recommendation of internal and external constituents- BCCC Facilities department and Maryland Department of General services, allowed the first floor of the LSB to be opened for educational purposes on Tuesday, February 11, 2025.

February 11, 2025 – February 12, 2025: The dental hygiene faculty and staff returned to the site and started preparing for welcoming students back to in-person educational activities on Thursday, February 13, 2025.

February 13, 2025 - Wednesday: In-person dental hygiene educational activities resumed.

Both First- and Second-year students are expected to attend make-up sessions for missed laboratory and clinical time during the spring break, final examination week, and few days after the commencement.

April 14, 2025 – April 16, 2025 – Monday - Wednesday: Make-up days during the Spring break.

April 30, 2025 - May 7, 2025 - Wednesday - Wednesday: Make-up days during the final examination week.

May 7, 2025 - Wednesday: Last day of the semester.

May 10, 2025 – Saturday: Commencement.

May 12, 2025 – May 19, 2025 – Monday – Monday: Make-up days.

2. Temporary Modifications to Curriculum:

The curriculum content, length, and/or sequence were not changed. There was no compromise on the quality and effectiveness of education.

From January 21 to February 12, 2025, the students missed 17 days of traditional in-person didactic, laboratory, and clinical learning/activities. The program coordinator informed the students, through email communication, that they will have the opportunity to make up all missed required laboratory and clinical hours after the resumption of in-person operations (during spring break, finals week, and a few days after the conclusion of the semester). During this time of the LSB closure, the instructional delivery mode had to change from in-person to synchronous distance education. All didactic, laboratory, and clinical activities were carried out in the presence of the faculty using the following technology.

- Communication platform – Zoom: a cloud-based video conferencing tool that provides instructors and students a way to meet synchronously via a personal PC/laptop or cell phone without using video.
- Learning management system - Canvas: a web-based learning management system, or LMS. It is used by learning institutions, educators, and students to access and manage online course learning materials and communicate about skill development and learning achievement. Canvas has been the College's LMS for many years and students routinely utilize it to access syllabi, submit assignments, etc.
- Secure testing environment – Respondus Lockdown Browser: a custom browser used for securing online exams within learning management systems like Canvas. It prevents students from accessing other websites, applications, or copying content during an assessment. BCCC implemented it during the COVID-19 pandemic and has continued to utilize it where appropriate.

BCCC relied heavily on these technologies during the COVID-19 pandemic to provide rigorous and required instructions, and DH faculty used them effectively during this emergency. The didactic lectures were delivered virtually at the scheduled time, as lectures were before the building's closure. The laboratory and clinical activities were also completed virtually, using case studies, clinical scenarios, and discussions to simulate patient interactions and ensure practical learning.

The content was delivered virtually (synchronously/face-to-face video), and the faculty were able to verify the enrolled students' attendance using BigBlue Button, a built-in application in Canvas, Zoom, and active participation in discussions.

As there was no change in the curriculum content, length, and/or sequence, the program remained in full compliance with CODA requirements, ensuring the confidence of all stakeholders.

See Exhibit A.

3. Temporary Modifications to Clinical Program:

The students were engaged during the scheduled clinical hours using case studies, clinical scenarios, and discussions. Students will make-up all missed hours during the spring break (April 14-16, 2025), finals week (April 31, 2025; May 1-2, 2025; May 5-7, 2025) and a few days after the conclusion of the Spring 2025 semester (May 8-9, 2025; May 12-16, 2025; May 19, 2025). The program coordinator had relayed this information to students via email communication as well as verbally during virtual meetings.

See Exhibit B.

To accommodate students, the dental hygiene department, the Dean's office, and the Baltimore City Community College administration will allow students (who have passed their examinations and completed all make-up hours during spring break and finals week) to participate in the commencement ceremony on May 10, 2025. This exception was made to acknowledge the students' hard work and achievements during this shift in instruction, and to provide them with a sense of closure and celebration. Students who still need to complete clinical hours will have until May 19, 2025, to do so.

4. Temporary Modifications to Facilities:

There are no modifications made to the facilities that are used for DH program instructions.



2025-26 Survey of Dental Hygiene Education Programs

[Survey Preview](#)



[Instructions](#)



[FAQs](#)



[Need Help? Contact Support](#)

Baltimore City Community College

Final Submission

Below is a **read-only** summary of your program's survey responses, along with a downloadable PDF summary. **Please note that your survey has not yet been submitted.** You may use this page, or the "Download PDF" link, to review your entries before submitting.

DO NOT CLICK THE "SUBMIT" BUTTON UNTIL YOU ARE FINISHED WITH YOUR SURVEY! If you need to make corrections prior to submitting, click the

"BACK" button to return to the interactive part of the survey.

Once the survey has been reviewed and approved, and you are ready to submit the survey, then you may click the "SUBMIT" button.

By clicking the "SUBMIT" button, your program acknowledges each of the following:

1. The survey has been reviewed and approved by the dean of the dental school or chief of dental services.
 2. The responses contained in this survey are accurate. Neither HPI nor CODA staff are responsible for resolving inaccurate responses provided by programs due to omission, misinterpretation, oversight, or for any other reason. It is the responsibility of each program to review and verify the accuracy and thoroughness of the information it submits on the annual survey.
 3. It is NOT possible to return to the online survey after it is submitted. The ADA Health Policy Institute must be contacted if any changes need to be made.
-

Please complete all questions by typing your answer in the entry field or by selecting the appropriate response. **This survey is due October 10, 2025.**

To begin, please verify the name of the program shown below.

Baltimore City Community College

If the name refers to an entirely different institution or program than the one you represent, do not continue filling out the survey. Please send an email to educationsurveys@ada.org with the subject *Support: Verify Program*. In the body of the message, state the current name of the institution and the name that appears on the survey.

Reference Documents

For your reference as you complete the online survey, general instructions, FAQs/common issues, and a blank preview PDF copy of the survey (for use in gathering the responses to enter online) are provided.

Click on the links below to download the documents. Note that the preview of the survey may show questions that do not appear on the live survey.

- [Instructions for Completing CODA Surveys](#)
- [FAQs / Common Issues](#)
- [Preview PDF of the 2025-26 Survey of Dental Hygiene Education Programs](#)

Commission on Dental Accreditation Policies

Policy on Failure to Comply with Commission Requests for Survey Information

The Commission on Dental Accreditation continuously monitors the educational programs it accredits through annual surveys. Completion of the Commission's annual survey by each accredited program is a requirement for continued participation in the voluntary accreditation program. The Commission expects that all accredited programs will submit completed surveys by the stated deadline. Administrators who anticipate difficulty in submitting completed surveys on time must submit a written request for extension prior to the date on which the survey is due. Requests for extension must specify a submission date no later than two (2) weeks beyond the initial deadline date. If a program fails to submit its completed survey or request for extension by the deadline, the Commission will notify the institution that action to withdraw accreditation will be initiated at the next Commission meeting. (Revised: 8/20; 8/19; Reaffirmed: 8/15; 8/10; 7/07; 7/01; 12/79, 4/83)

Extensions to Survey Deadlines

Requests for extensions to the survey deadline must be submitted directly to CODA for approval. To request an extension, send an [email to your CODA manager](#) with *REQUEST: Deadline Extension* in the subject line. In the body of the message, state the name of your program's sponsoring institution, type of program, and reason for your extension. Please note that the maximum extension under normal circumstances is two weeks past the survey deadline.

Routinely gathered data are used in the accreditation process and also provide a national data base of information about the accredited dental and dental-related educational programs. The Commission may release to the public any portion of survey data that is collected annually unless the terms of confidentiality for a specific section are clearly indicated on the survey instrument. Subsections of each survey instrument containing data elements which are confidential are clearly marked. Any data which may be reported from confidential subsections are published in a manner which does not allow identification of an individual institution/program.

Policy on Requests for Contact Distribution Lists

Periodically, the Commission receives requests for contact distribution lists from the communities of interest. The nature and scope of a request will determine whether the Commission will be able to comply with the request. For all types of requests, a "Contact Distribution List Request Form" must be submitted to the Director of the Commission, who will consult with CODA staff regarding the potential for supplying the requested lists based on staff workload capacity and the purpose for which the contact list is requested. This form is available upon request from the Commission office. Examples of potential requesting parties include member and non-member dentists; other dental professionals; deans, dental faculty and affiliates of dental education programs; non-profit dental organizations; researchers; and government officials (Federal and state). Contact distribution lists will not be supplied to commercial interests. A commercial interest is defined as an entity or corporation whose primary purpose for requesting the information is to sell a product or service. Granting the request is at the sole discretion of the Commission.

Additional requirements:

- Requests will be granted only in Excel format.
- The Commission office should be contacted for current fees and rates.
- A formal agreement specifying the permitted use of the data is required before the Commission will act on the request.

(Revised: 8/20, 8/15; 1/14; Adopted: 8/12)

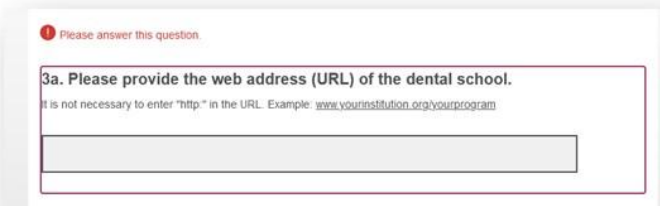
Instructions

Please answer ALL questions on the survey. If you need to stop working on the survey, simply close your tab or browser; progress is tracked automatically by the online survey system. To return to the survey at a later time, use the original link emailed by the ADA Health Policy Institute (HPI).

When a field requires a numeric entry, please make sure not to enter letters, special characters, or spaces; the online survey system will not recognize these as valid entries.

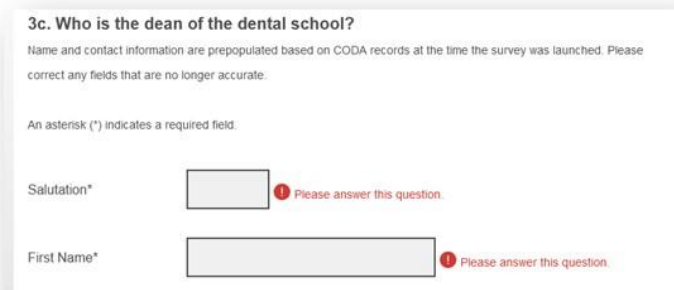
If a question is not answered, or an invalid entry is made, please note that an error message will appear when you move to the next page. (See the example below.) Note that for single item questions, the error message will appear ABOVE the question to which it refers, which will be framed in red.

Single question example



The screenshot shows a survey question titled "3a. Please provide the web address (URL) of the dental school." Below the title is a note: "It is not necessary to enter 'http.' in the URL. Example: [www.yourinstitution.org/yourprogram](\"http://www.yourinstitution.org/yourprogram\")". There is a text input field below the note. Above the question, a red error message is displayed: "Please answer this question." The entire question area is enclosed in a red border.

Multiple item questions example



The screenshot shows a survey question titled "3c. Who is the dean of the dental school?". Below the title is a note: "Name and contact information are prepopulated based on CODA records at the time the survey was launched. Please correct any fields that are no longer accurate." Below this is another note: "An asterisk (*) indicates a required field." There are two input fields: "Salutation*" and "First Name*". To the right of the "Salutation*" field, a red error message is displayed: "Please answer this question." To the right of the "First Name*" field, a red error message is displayed: "Please answer this question." The entire question area is enclosed in a red border.

If you need to review responses to a previous year's survey, please refer to the copy on file at your institution. If your program does not have a copy on file, send an email to educationsurveys@ada.org with *REQUEST: Response Summary (Past Survey)* in the subject line. **This message must either be sent by the program director, or include the program director as a cc if sent by someone else.** In the body of the message, state the name of the survey and year, name of your program's sponsoring institution, and type of program.

You will find two navigation buttons on each screen: "Back" and "Next." The survey is designed so that respondents cannot move forward until all required questions on a page have been answered.

- Use the "Next" button to move forward after answering all required questions on the current page.
- Use the "Back" button to return to a page that you completed previously.

With your program's participation in this survey, you will help ensure that the data for your program are accurate and will be reported in a timely manner. Thank you.

Sponsoring Institution

1a. What is the complete official name of the sponsoring institution?

Please note that the sponsoring institution is:

- Prepopulated based on CODA records at the time the survey was launched.
- The entity that directly sponsors the CODA-accredited program and has the overall administrative control and responsibility for the conduct of the program.
- The highest level of the organizational structure.

Please correct the name here if no longer accurate, and contact CODA to report a change in the program sponsorship or for the official name of the sponsoring institution. (Reporting a name or sponsoring institution change on the annual survey does not preclude reporting directly to CODA.)

Baltimore City Community College

1b. Which of the following best describes the primary source of funding for the sponsoring institution identified in Question 1a?

- ☒ **Public (including state-funded)**
- ☐ Private-state related (a privately supported institution that receives a per capita enrollment subsidy from the state)
- ☐ Private non-profit
- ☐ Private for-profit
- ☐ Other, please specify

1c. Which of the following educational settings best describes where the dental hygiene education program is administered?

- ☐ University or four-year college: school of health sciences
- ☐ University or four-year college: separate dental department
- ☐ Other university or four-year college setting
- ☒ **Community college**
- ☐ Technical college or institute
- ☐ Vocational school or career college
- ☐ Other, please specify

2a. Is the sponsoring institution identified in Question 1a accredited by any of the following accrediting bodies?

Check all that apply. Note that Questions 2a-c refer to your sponsoring institution, not the accredited dental education program itself. As a result, CODA and the ADA are not applicable as a response to this question.

- ☒ **Middle States Commission on Higher Education (MSCHE)**
- ☐ New England Commission of Higher Education (NECHE)
- ☐ The Higher Learning Commission (HLC)
- ☐ Northwest Commission on Colleges and Universities (NWCCU)
- ☐ Southern Association of Colleges and Schools, Commission on Colleges (SACS-COC)
- ☐ WASC Senior College and University Commission (WSCUC)
- ☐ WASC Accrediting Commission for Community and Junior Colleges (ACCJC)
- ☐ Accrediting Commission of Career Schools and Colleges (ACCSC)
- ☐ Accrediting Bureau of Health Education Schools (ABHES)
- ☐ Council on Occupational Education (COE)
- ☐ Distance Education Accrediting Commission (DEAC)
- ☐ Other, please specify

2b. After the most recent review by the accrediting body selected in Question 2a, what was the status of the sponsoring institution identified in Question 1a?

If more than one accrediting body was selected, indicate the status from the body that performed the most recent review. Note that CODA and the ADA are not applicable to this question.

- ☒ **Accredited**
- ☐ Accredited - probation, warning, or similar status
- ☐ Accreditation withdrawn

2c. Has your institution's accrediting agency changed since the previous annual survey was submitted?

Note that CODA and the ADA are not applicable to this question.

- ☐ Yes (Indicate the name of the previous accrediting agency.)

- ☒ **No**

Use this space to enter comments or clarifications for your answers for Questions 1-2.

Sponsoring Institution (continued)

3. Who is the chief executive officer (president) of this institution?

Name and contact information are prepopulated based on CODA records at the time the survey was launched. Please correct any fields that are no longer accurate. Note that the address entered will be considered the chief executive officer's official address in the CODA database. If you wish to include the individual's degrees with his or her name, enter the degrees in the Suffix field; do not enter them in the Last Name field.

An asterisk (*) indicates a required field.

Salutation*	Dr.
First Name*	Debra
Middle Initial/Name	L.
Last Name*	McCurdy
Suffix	
Title*	President
Address line 1* (organization name)	Baltimore City Community College
Address line 2*	2901 Liberty Heights Avenue
Address line 3	Office of the President
City*	Baltimore
State*	MD
Zip code*	21215
Telephone*	(410) 462-7799
Extension (if applicable)	
Email* <i>Note that the address entered will be considered the chief executive officer's official email in the CODA database. CODA prefers the use of the individual's business email address. Do not enter a generic email or an assistant's email.</i>	dlmccurdy@bccc.edu

Use this space to enter comments or clarifications for your answers for Question 3.

Program Administration

4. Please provide the web address (URL) of the accredited dental education program.

It is not necessary to enter "http:" in the URL. Example:

www.yourinstitution.org/yourprogram

If no URL exists specifically for the program, then please enter the general URL for the sponsoring organization (e.g., www.militarybranch.mil, www.college.edu, etc.).

5. Who is the chief administrative officer (e.g., dental school dean, dean of allied health, chief of dental services) of this program?

Name and contact information are prepopulated based on CODA records at the time the survey was launched. Please correct any fields that are no longer accurate. Note that the address entered will be considered the chief academic officer's official address in the CODA database. CODA prefers the use of the individual's business address. If you wish to include the individual's degrees with his or her name, enter the degrees in the Suffix field; do not enter them in the Last Name field.

An asterisk (*) indicates a required field.

Salutation*	Dr.
First Name*	Ghazanfar
Middle Initial/Name	B.
Last Name*	Mahmood
Suffix	
Title*	Dean, School of Nursing and Health Professions
Address line 1* (organization name)	Baltimore City Community College
Address line 2*	2901 Liberty Heights Avenue
Address line 3	
City*	Baltimore
State*	MD
Zip Code*	21215
Telephone*	(410) 462-7451
Extension (if applicable)	
Email* Note that the address entered will be considered the chief administrative officer's official email in the CODA database. CODA prefers the use of the individual's business email address. Do not enter a generic email or an assistant's email.	gmahmood1@bccc.edu

Use this space to enter comments or clarifications for your answers for Questions 4-5.

Program Director

For those programs that have co-directors: questions related to one co-director are found on this screen. The next screen of the survey will contain questions related to the other co-director, if applicable.

6a. Who is the program director?

Name and contact information are prepopulated based on CODA records at the time the survey was launched. Please correct any fields that are no longer accurate. Note that the address entered will be considered the program director's official address in the CODA database. CODA prefers the use of the individual's business address, rather than a personal address. If you wish to include the individual's degrees with his or her name, enter the degrees in the Suffix field; do not enter them in the Last Name field.

An asterisk (*) indicates a required field.

Salutation*	Dr.
First Name*	Shannon
Middle Initial/Name	D.
Last Name*	Stiffler
Suffix	
Title*	Interim Program Coordinator, Dental Hygiene
Address line 1* (organization name)	Baltimore City Community College
Address line 2*	2901 Liberty Heights Ave.
Address line 3	
City*	Baltimore
State*	MD
Zip Code*	21215
Telephone*	(410) 462-8048
Extension (if applicable)	
Email*	
<i>Note that the address entered will be considered the program director's official email in the CODA database. CODA prefers the use of the individual's business email address, rather than a personal email address. Do not enter a generic email or an assistant's email.</i>	sstiffler@bccc.edu

6b. Please enter the date of appointment as program director to this program.

If exact date is unknown, enter the first day of the month (and first month of the year, if necessary).

	Month	Day	Year
Please Select:	August ▾	11 ▾	2025 ▾

6c. Has the program director previously served at another CODA-accredited dental hygiene education program as program director?

☐ Yes (Please indicate the name of the sponsoring institution.)

☒ No

7. Please indicate whether or not the program director belongs to any of the following occupational categories.

	Yes	No
a. Dental hygienist	☒	☐
b. Dental assistant	☐	☒
c. Dentist	☐	☒
d. Other, please specify 	☐	☒

7e. What is the highest degree earned by the program director?

- ☐ Associate degree
- ☐ Bachelor's degree
- ☐ Master's degree
- ☒ PhD/EdD
- ☐ DDS/DMD
- ☐ Other, please specify

8. Over a 12-month period (or actual number of months worked if less than 12-month contract, or hired within the last 12 months), how many hours per week on average does the program director devote to each of the following categories?

Enter whole hours only; do not report decimals. Round up to the nearest whole hour if an activity takes 30 minutes or more. If none, or if an activity averages less than 30 minutes per week over a 12-month period, enter 0 for each.

a. Administrative activities	12
b. Class preparation	8
c. Student counseling	5
d. Committee activities	2
e. Admission activities	5
f. Recruitment activities	5
g. Teaching responsibilities	3
h. Other, please specify	0
Total	40

9a. Does your program have a co-director?

- ☐ Yes
- ☒ No

Use this space to enter comments or clarifications for your answers for Questions 6-9a.

Program Changes

10. For each of the following areas, please report any program changes that have occurred since the previous annual survey. To determine whether or not a change must be reported, consult CODA's [Guidelines for Reporting a Program Change](#).

Please be as specific as possible and explain each change separately. Any change reported in this section must also be reported directly to CODA staff; if a change has already been reported, to CODA, please indicate the date of approval. If a question still exists as to whether or not a change should be reported, please contact CODA's manager of dental hygiene education programs at coda@ada.org or 800.232.6108 for guidance.

	Program change?		If yes, please describe the change, including any changes that have been reported since the last survey. Indicate the date of approval for changes that have been reported to CODA previously. Change description:
	Yes	No	
a. Administration (other than program director)	☒	☐	VPAA resigned new, an active search is underway. Permanent Dean of School of Nursing and Health Professions was appointed
b. Program director	☒	☐	Previous program coordinator/director retired
c. Financial support	☐	☒	
d. Facilities	☒	☐	Change in number of classrooms and instructor office space due to a fire in the building.
e. Curriculum structure	☐	☒	
f. Curriculum content	☐	☒	
g. Clinical experience	☐	☒	
h. Faculty increase/decrease (report positions added or eliminated, not personnel changes)	☒	☐	Decrease in full-time faculty, an active search for replacement
i. Affiliations/Educational activity sites	☒	☐	
j. New programs	☐	☒	
k. Enrollment increase/decrease	☐	☒	
l. Support staff increase/decrease (report technical or clerical positions added or eliminated, not personnel changes)	☐	☒	
m. Program length	☐	☒	
n. Advanced standing	☐	☒	
o. Additional program settings	☐	☒	
p. Teach-out/phase out (currently or within the next 12 months)	☐	☒	

Program Description

11. What type of term system is employed by your program?

- ☐ Quarter
☒ **Semester**
☐ Trimester
☐ Module/Term
☐ Calendar year (12 months)
☐ Other, please specify

12. Please indicate the number of each type of session required to complete the program, and the length of each session.

Report to the nearest whole number in weeks. If a type of session is not applicable, enter 0 in both columns. If an Externship is included in lines a-c, do not count it separately in line d. Note that the responses should reflect the total program, not a single academic year.

	Number of sessions	Length of each session (in weeks)
a. Term system identified in Q11 above	4	16
b. Summer session	1	5
c. Intersession	0	0
d. Externship (if not included in lines a-c above)	0	0

Program Description (continued)

13. What is the total length of the dental hygiene education program in weeks?

The pre-filled answer is calculated from the responses in Question 12. You may adjust the number to reflect the exact total program length.

Report to nearest whole number in weeks. Exclude vacation, holidays, breaks, and any prerequisite education or other time prior to acceptance into the dental hygiene education program, but include mandatory summer sessions, intersessions, and externships. Note that the response should reflect the total program, not a single academic year.

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14. Indicate the type of award granted at the completion of the entry-level accredited dental hygiene education program.

If your program grants more than one award, report the basic award here.

- ☐ Diploma
- ☐ Certificate
- ☒ **Associate degree (Arts, Science, Applied Science, etc.)**
- ☐ Baccalaureate degree (Arts, Science, Applied Science, etc.)
- ☐ Baccalaureate degree in dental hygiene
- ☐ Other, please specify

15. If there is an option for graduates to earn a higher award at your institution with additional course work, what degree is available?

Check all that apply.

- ☐ Associate degree (Arts, Science, Applied Science, etc.)
- ☐ Baccalaureate degree (Arts, Science, Applied Science, etc.)
- ☐ Baccalaureate degree in dental hygiene
- ☐ Master's degree
- ☐ Other, please specify

☒ **Not applicable**

Use this space to enter comments or clarifications for your answers for Questions 11-15.

Design & Instruction

16. Is your dental hygiene education program offered through any of the following designs?

Note that this question refers to the program as a whole.

	Yes	No
a. Branch or satellite campus	☐	☒
b. Self-paced curriculum	☐	☒
c. Evening section	☐	☒
d. Independent study	☐	☒
e. Part-time curriculum	☐	☒
f. Modular curriculum	☐	☒
g. Distance education technology	☐	☒
h. Hybrid content/course	☐	☒
i. Other program innovations, please specify (e.g., career ladder, 1 + 1)	☐	☒

17. Does your program utilize any of the following methods of instruction for students?

Note that methods of instruction relate to one or more courses, not the entire program. Hover your cursor over items b and g-o for definitions.

	Yes	No
a. Multiple sites away from campus for didactic instruction	☐	☒
b. Multiple sites away from campus for clinical or laboratory instruction	☐	☒
c. Audio courses / Audio conference courses / Podcasts	☐	☒
d. Telecourse / Instructional television (ITV) / Videoconference	☐	☒
e. CD-ROM: self-contained system / Email	☐	☒
f. Web-based/online courses	☐	☒
g. Web enhanced courses	☒	☐
h. Virtual lecture/discussion	☒	☐
i. Virtual simulation	☐	☒
j. Virtual field learning/research	☐	☒
k. Problem-based learning	☒	☐
l. Case-based learning	☒	☐
m. Systems-based learning	☐	☒
n. Service learning	☒	☐
o. Objective Structured Clinical Examination (OSCE)	☒	☐
p. Hybrid courses	☐	☒
q. Other, please specify 	☐	☒

Use this space to enter comments or clarifications for your answers for Questions 16-17.

DNT 200 Nutrition for Health Science and DHE 220 Concepts of Advance Dental Hygiene Practice are two courses that have didactic component that is offered virtually. DNT 200 Nutrition for Health Science quizzes and exams are given virtually utilizing Lockdown Browser and Respondus. DHE 220 Concepts of Advance Dental Hygiene Practice labs are conducted in person , along with all examinations that are given to students in the course.

Admissions Criteria

18. Are any of the following test score, high school grade, or college grade criteria used in the admissions process? If so, indicate the minimum acceptable level of performance for each, when applicable.

a. Test scores

	Criteria used in admission process?		Minimum acceptable performance
	Yes	No	
1. ACT	☐	☒	
2. SAT (1600 scale)	☐	☒	
3. Other test score, please specify			
Test of Essential Academic Skills (TEAS)	☒	☐	2

b. High school grades

	Criteria used in admission process?		Minimum acceptable performance
	Yes	No	
1. Science GPA	☐	☒	
2. Non-science GPA	☐	☒	
3. Overall GPA	☐	☒	
4. Other high school grades, please specify			
	☐	☒	

c. College grades

	Criteria used in admission process?		Minimum acceptable performance
	Yes	No	
1. Science GPA	☒	☐	2.0
2. Non-science GPA	☐	☒	
3. Overall GPA	☒	☐	2.5
4. Other college grades, please specify			
	☐	☒	

19. Does the program use any other criteria in the admissions process?

	Yes	No
a. Manual dexterity exam	☐	☒
b. Pre-admission interview	☐	☒
c. Letters of recommendation	☐	☒
d. Dental office experience	☐	☒

Use this space to enter comments or clarifications for your answers for Questions 18-19.

Prerequisites

20a. Does the program require any college courses as prerequisites prior to entering the program?

Prerequisites are defined as any college courses that are required for everyone prior to entering the program.

- ☒ **Yes - general education and science**
- ☐ Yes - general education only
- ☐ Yes - science only
- ☐ No

20b. If prerequisites are required, please indicate the number of credit hours required in general education courses and whether the courses take place at your institution, a different institution, or either place.

If none or a course or type of credit hour is not applicable, enter 0 and leave the location choices unselected; do not leave any entry fields blank. Note that the number of credit hours reported here should not be confused with clock hours.

	Number of quarter credit hours (If not applicable, enter 0.)	Number of semester credit hours (If not applicable, enter 0.)	Where prerequisite courses take place
1. English	0	3	Either one ▾
2. Speech	0	3	Either one ▾
3. Psychology	0	3	Either one ▾
4. Sociology	0	3	Either one ▾
5. Math	0	3	Either one ▾
6. Algebra	0	0	▾
7. Communication	0	0	▾
8. Non-specific college hours	0	1	Either one ▾
9. Other, please specify			
Computer literacy exam or class	0	0	Either one ▾

20c. If prerequisites are required, please indicate the number of credit hours required in basic science courses and whether the courses take place at your institution, a different institution, or either place.

If none or a course or type of credit hour is not applicable, enter 0 and leave the location choices unselected; do not leave any entry fields blank. Note that the number of credit hours reported here should not be confused with clock hours.

	Number of quarter credit hours (If not applicable, enter 0.)	Number of semester credit hours (If not applicable, enter 0.)	Where prerequisite courses take place
1. General chemistry	0	0	
2. Anatomy	0	2	Either one
3. Physiology	0	2	Either one
4. Biochemistry	0	2	Either one
5. Microbiology	0	4	Either one
6. Pathology	0	0	
7. Nutrition	0	3	Either one
8. Pharmacology	0	0	
9. Other, please specify 	0	0	

Use this space to enter comments or clarifications for your answers for Question 20.

Applicants and Entering Classes

21. What is the minimum number of years of education required for admission to the dental hygiene education program?

- ☐ GED/High school diploma
☒ **Less than one year of college**
☐ One year of college
☐ Two years of college
☐ Other, please specify

22a. How frequently does your program admit students?

- ☒ **Every academic year (one or more classes)**
☐ Every other academic year

22b. How many classes does your program admit per year?

Use this space to enter comments or clarifications for your answers for Questions 21-22b.

Applicants and Entering Classes (continued)

22c. For each new entering class reported in Question 22b, please indicate the month they begin the program and the capacity of each class.

	Classes begin in month	Capacity per class
1.	August	30

22d. What is the total enrollment capacity for all years of the program?

60

23. Please answer the following questions concerning applicants to the current first year class(es).

An applicant is defined as an individual whose credentials were completed and examined by an admissions committee. If none, enter 0.

If students are admitted more than once per year, give total for applicants to all first year classes that started between 10/1/2024 and 9/30/2025.

If the number of applicants in line a is not available, enter 999 on each line a-d.

	Number of applicants
a. How many individuals applied for the current first year class(es)? (Include those who did not meet minimum standards or are on a waitlist from a previous year.)	36
b. How many of these applicants in line a met the minimum standards (i.e., were qualified applicants) for the dental hygiene program?	26
c. How many of these qualified applicants in line b were offered admission between 10/1/2024 and 9/30/2025?	26
d. How many of these qualified applicants in line b enrolled in the current first year class(es)?	22

Use this space to enter comments or clarifications for your answers for Questions 22c-23.

Some applicants did not meet minimum GPA qualifications. Some applicants who were accepted changed their mind about attending the college.

24a. Is there an option to admit students who do not meet minimum admissions standards (non-qualified applicants) into the dental hygiene education program?

- ☐ Yes
☒ No

**Use this space to enter comments or clarifications for your answers
Question 24.**

Advanced Standing

25a. Is there an advanced standing provision exempting dental hygiene students from required dental and dental hygiene courses?

- ☐ Yes
☒ No

**Use this space to enter comments or clarifications for your answers for
Question 25.**

Outcomes Assessment

The Commission on Dental Accreditation (CODA) standards require dental education programs to demonstrate their effectiveness using a formal and ongoing outcomes assessment process to include measures of student achievement. As required by the U.S. Department of Education (USDOE), measures of program quality must include measures of student achievement in relation to the institution's mission, including consideration of course completion, state licensing examination results, and job placement rates.

When completing Questions 26-29, please exclude all transfer students, students admitted with advanced standing, and any repeating students who did not originally belong to the cohort scheduled to graduate in 2024. (Please note that this question is not looking for information on your program's most recent graduating class, but the graduating class prior to the most recent.)

If your program did not have any graduates in this period and this section is not applicable, check the box below and skip to Question 28a; you may leave Questions 26, 27, 28b, 28c, and 29 unanswered.

☐ Check here

26. How many students were originally enrolled in this cohort and scheduled to complete the program in 2024?

If the answer for any field is zero, enter 0; do not leave blank.

a. Full-time	15
b. Part-time	0
Total	15

27. How many students identified in Question 26 have actually completed the program as of the date of your completing this survey?

Value must be equal to or less than the corresponding line in Question 26. If the answer for any field is zero, enter 0; do not leave blank.

a. Full-time	10
b. Part-time	0
Total	10

28a. Are students required to take portions of state or national certification exams to complete program requirements?

- ☐ Yes
- ☒ No

28b. To the best of your knowledge, how many students identified in Question 27 have successfully passed *written national board examinations* as of the date of your completing this survey?

Sum of values must be equal to the number of full-time and part-time students in Question 27. If the answer for any field is zero, enter 0; do not leave blank.

1. Passed	5
2. Not passed	2
3. Did not take	0
4. Unknown	3
Total	10

28c. To the best of your knowledge, how many students identified in Question 27 have successfully passed *state/regional board examinations* as of the date of your completing this survey?

Sum of values must be equal to the number of full-time and part-time students in Question 27. If the answer for any field is zero, enter 0; do not leave blank.

1. Passed	10
2. Not passed	0
3. Did not take	0
4. Unknown	0
Total	10

29. How many of the graduates identified in Question 27 are participating in the dental or dental-related activity for which they were trained or are in further dental or dental-related education as of the date of your completing this survey?

Sum of values must be equal to the number of full-time and part-time students in Question 27. If the answer for any field is zero, enter 0; do not leave blank.

a. In dental-related activity	6
b. Not in dental-related activity	0
c. Unknown	4
Total	10

Use this space to enter comments or clarifications for your answers for Questions 26-29.

Enrollment by Class

For the purpose of Questions 30-33, please note that students who have completed the entry-level program and are in an optional higher award track are outside the scope of the survey and should not be reported in this section.

If enrollment in the sponsoring institution and acceptance into the dental hygiene education program are not concurrent, note that enrollment by year should be reported beginning with students' acceptance into the dental hygiene education program, not the year of enrollment within the sponsoring institution. For instance, students who are in their third year at the sponsoring institution but the first year of the dental hygiene education program should be reported as first year students in this section.

30a. Please report the number of students enrolled in the first through fourth year classes for 2025-26. Enter numbers on all three lines: Full-time, Part-time, and Total.

Enter 0 if there are no individuals for a particular category.

If your program admits more than one class of incoming students per year, or the first year class has not started and has not been selected, report as first year students all classes that began the program between 10/1/2024 and 9/30/2025.

If there are repeating students in any class year, make sure to report them in their current class and note how many such students there are in the comments field at the end of this screen.

Report part-time students in their class year, not the number of calendar years spent in the program.

	1st year	2nd year	3rd year	4th year
Full-time	22	17	0	0
Part-time	0	0	0	0
Total (Enter sum of Full-time and Part-time.)	22	17	0	0

Enrollment by Class (continued)

30b. Please report the number of students enrolled in the first through fourth year classes by gender for 2025-26.

Enter 0 if there are no individuals for a particular category.

The total number of students reported here by class year must equal the number reported in Q30a.

Include in the “Another Gender” row any students who do not identify as male or female.

Include in the “Gender Unknown” row any students who prefer not to report their gender, or whose gender is not available.

	1st year	2nd year
Male	1	2
Female	19	15
Another Gender	0	0
Gender Unknown	2	0
Total	22	17

31. What is the highest level of education completed by the 2025-26 first year dental hygiene students (combining full- and part-time students) prior to enrollment in the dental hygiene curriculum?

Please indicate the number of students in each category. Count each student only once in the highest applicable category prior to entering the dental hygiene program. Include any students repeating the first year of the program. If none in a category, enter 0.

The total number of first year students reported here must equal the number reported in Q30a.

a. GED/High school diploma	0
b. Less than one year of college	1
c. One year of college (without degree)	5
d. Two years of college (without degree)	4
e. Associate degree	0
f. Three years of college (without degree)	1
g. Four years of college (without degree)	0
h. Baccalaureate degree	1
i. Other, please specify	10
Students with more than 4 years without a degree	
Total	22

32. How many of your currently enrolled dental hygiene students in the total program have other job (either full- or part-time) and/or family care responsibilities?

If none, enter 0 for each.

Number with job or family responsibilities

a. Full-time students	23
b. Part-time students	0

33. Please indicate the number of dental hygiene students in the total program who have completed either of the following types of accredited and non-accredited programs.

If none, enter 0 for each.

	CODA-accredited	Non-CODA-accredited
a. Dental assisting	11	4
b. Dental laboratory technology	0	0

34a. How is financial aid requested by students in your dental hygiene education program?

- ☐ Through the program/school only
- ☒ Through any source

34b. Please provide the following financial information for the total program (all currently enrolled students) in the 2025-26 academic year.
If none, enter 0 for each.

	Number of students
1. To the best of your knowledge, how many dental hygiene students requested financial assistance for the current academic year?	23
2. How many students in line 1 have received financial assistance, as of the date of this survey?	20
3. How many students in line 2 were awarded federally qualified student loans?	0
4. How many students in line 2 were awarded grants and/or scholarships?	20
5. How many students in line 2 had their program tuition and fees fully covered?	17
6. How many students in line 2 had their program tuition and fees partially covered?	3

Use this space to enter comments or clarifications for your answers for Questions 30b-34b.

Enrollment by Age

Please note that students who have completed the entry-level program and are in an optional higher award track are outside the scope of the survey and should not be reported in this section.

If enrollment in the sponsoring institution and acceptance into the dental hygiene education program are not concurrent, note that enrollment by year should be reported beginning with students' acceptance into the dental hygiene education program, not the year of enrollment within the sponsoring institution. For instance, students who are in their third year at the sponsoring institution but the first year of the dental hygiene education program should be reported as first year students in this section.

35. What is the number of first and second year students enrolled for 2025-26 in each of the following age categories?

Enter 0 if there are no students for a particular category. The total number of students by gender and class year reported here must equal the totals reported in Question 30b.

Include in the “Another Gender” column any students who do not identify as male or female.

Include in the “Gender Unknown” column any students who prefer not to report their gender, or whose gender is not available.

	1st year male	1st year female	1st year gender unknown	2nd year male	2nd year female
a. 23 and under	1	4	0	0	3
b. 24 - 29	0	7	1	1	4
c. 30 - 34	0	4	1	1	5
d. 35 - 39	0	2	0	0	1
e. 40 and over	0	2	0	0	2
f. Unknown age	0	0	0	0	0
Total	1	19	2	2	15

Use this space to enter comments or clarifications for your answers for Question 35.

Enrollment by Citizenship

Please note that students who have completed the entry-level program and are in an optional higher award track are outside the scope of the survey and should not be reported in this section.

If enrollment in the sponsoring institution and acceptance into the dental hygiene education program are not concurrent, note that enrollment by year should be reported beginning with students' acceptance into the dental hygiene education program, not the year of enrollment within the sponsoring institution. For instance, students who are in their third year at the sponsoring institution but the first year of the dental hygiene education program should be reported as first year students in this section.

36. What is the number of first and second year students enrolled for 2025-26 in each of the following citizenship categories?

Enter 0 if there are no students for a particular category. The total number of students by gender and class year reported here must equal the totals reported in Question 30b.

If a student has dual citizenship in the U.S and another country, report the student in line a (U.S.).

Include in the "Another Gender" column any students who do not identify as male or female.

Include in the "Gender Unknown" column any students who prefer not to report their gender, or whose gender is not available.

	1st year male	1st year female	1st year gender unknown	2nd year male	2nd year female
a. U.S.	1	18	1	2	12
b. Canadian	0	0	0	0	0
c. Other	0	1	1	0	2
d. Unknown citizenship	0	0	0	0	1
Total	1	19	2	2	15

Use this space to enter comments or clarifications for your answers for Question 36.

Enrollment by Race/Ethnicity

Please note that students who have completed the entry-level program and are in an optional higher award track are outside the scope of the survey and should not be reported in this section.

If enrollment in the sponsoring institution and acceptance into the dental hygiene education program are not concurrent, note that enrollment by year should be reported beginning with students' acceptance into the dental hygiene education program, not the year of enrollment within the sponsoring institution. For instance, students who are in their third year at the sponsoring institution but the first year of the dental hygiene education program should be reported as first year students in this section.

37. What is the number of first and second year students enrolled for 2025-26 in each of the following race/ethnicity categories?

For the purpose of Question 37, count each student once. Enter 0 if there are no students for a particular category. The total number of students by gender and class year reported here must equal the totals reported in Question 30b.

Include in the “Another Gender” column any students who do not identify as male or female.

Include in the “Gender Unknown” column any students who prefer not to report their gender, or whose gender is not available.

Please [click here](#) for definitions of the race/ethnicity categories used in this question and note the following:

- Race/ethnicity applies to U.S. citizens, U.S. residents, and other eligible non-citizens only.
- Nonresidents who are in the U.S. on a visa or temporary basis should be reported in line i; they do not belong in the race/ethnicity categories in lines a-h.
- Individuals originating from the Middle East and North Africa should be reported in line b.
- Individuals originating from India and Pakistan should be reported in line e.
- If race/ethnicity and gender are unknown for all students in a class year, report all students in the class on line h.

	1st year male	1st year female	1st year gender unknown	2nd year male	2nd year female
a. Hispanic or Latino (any race)	1	3	1	2	1
b. White (not Hispanic or Latino)	0	4	0	0	6
c. Black or African American (not Hispanic or Latino)	0	11	0	0	5
d. American Indian (not Hispanic or Latino)	0	0	0	0	0
e. Asian (not Hispanic or Latino)	0	0	0	0	3
f. Native Hawaiian or Other Pacific Islander (not Hispanic or Latino)	0	0	0	0	0
g. Two or more races (not Hispanic or Latino)	0	0	0	0	0
h. Unknown race/ethnicity	0	1	0	0	0
i. U.S. nonresident	0	0	1	0	0
Total	1	19	2	2	15

Use this space to enter comments or clarifications for your answers for Question 37.

Graduates

Please note that any individual graduates who have completed the entry-level program and are in an optional higher award track are outside the scope of the survey and should not be reported in this section.

38a. How many individuals graduated from the dental hygiene education program between 9/1/2024 and 8/31/2025? Enter numbers on all five lines: Male, Female, Another Gender, Gender Unknown and Total.

Enter 0 if there are no graduates for a particular category.

Include in the “Another Gender” row any students who do not identify as male or female.

Include in the “Gender Unknown” row any students who prefer not to report their gender, or whose gender is not available.

Graduates	
Male	0
Female	16
Another Gender	0
Gender Unknown	0
Total (Enter sum of Male, Female, and Another Gender and Gender Unknown.)	16

38b. How many individuals were granted the following types of awards or degrees for having graduated from the dental hygiene education program between 9/1/2024 and 8/31/2025?

If none, enter 0 for each. The total number of graduates reported here must equal the total reported in Question 38a. If more than one award is granted, indicate each individual only once at the highest appropriate level.

	Graduates of full-time program	Graduates of part-time program
Diploma/certificate	0	0
Associate degree	16	0
Baccalaureate degree	0	0
Certificate and associate degree	0	0
Other, please specify	0	0
Total	16	0

39. How many of the graduates of the dental hygiene education program reported in Question 38a above fall into the following occupational categories?

Report individuals only once. If none, enter 0. The total number of graduates reported here must equal the total reported in Question 38a.

a. Employed in private dental office	11
b. Employed in a private dental office and teaching in a dental hygiene program	0
c. Employed in a private dental office and continuing education toward an advanced degree	0
d. Teaching in a dental hygiene program	0
e. Teaching in a dental hygiene program and continuing education toward an advanced degree	0
f. Continuing education toward an advanced degree	0
g. Employed or teaching in a public school system	0
h. Employed or teaching in public health	0
i. Involved in research	0
j. Employed in an institutional/industrial setting other than those specified above	0
k. Unemployed	0
l. Awaiting opportunity to take national/state boards or for state licensure (including retakes)	5
m. Unknown	0
n. Other, please specify	0
Total	16

Use this space to enter comments or clarifications for your answers for Questions 38-39.

Graduates by Age, Citizenship, and Race/Ethnicity

40. What is the number of graduates between 9/1/2024 and 8/31/2025 in each of the following age categories?

Enter 0 if there are no graduates for a particular category. The total number of graduates by gender reported here must equal the totals reported in Question 38b.

Include in the “Another Gender” column any graduates who do not identify as male or female.

Include in the “Gender Unknown” column any graduates who prefer not to report their gender, or whose gender is not available.

	Male	Female	Another Gender	Gender Unknown
a. 23 and under	0	1	0	0
b. 24 - 29	0	6	0	0
c. 30 - 34	0	4	0	0
d. 35 - 39	0	1	0	0
e. 40 and over	0	1	0	0
f. Unknown age	0	3	0	0
Total	0	16	0	0

41. What is the number of graduates between 9/1/2024 and 8/31/2025 in each of the following citizenship categories?

Enter 0 if there are no graduates for a particular category. The total number of graduates by gender reported here must equal the totals reported in Question 38b.

If a graduate has dual citizenship in the U.S. and another country, report the graduate in line a (U.S.).

Include in the “Another Gender” column any students who do not identify as male or female.

Include in the “Gender Unknown” column any students who prefer not to report their gender, or whose gender is not available.

	Male	Female	Another Gender	Gender Unknown
a. U.S.	0	12	0	0
b. Canadian	0	0	0	0
c. Other	0	0	0	0
d. Unknown citizenship	0	4	0	0
Total	0	16	0	0

42. What is the number of graduates between 9/1/2024 and 8/31/2025 in each of the following race/ethnicity categories?

Enter 0 if there are no graduates for a particular category. The total number of graduates by gender reported here must equal the totals reported in Question 38b.

Include in the “Another Gender” column any students who do not identify as male or female.

Include in the “Gender Unknown” column any students who prefer not to report their gender, or whose gender is not available.

Please [click here](#) for definitions of the race/ethnicity categories used in this question and note the following:

- Race/ethnicity applies to U.S. citizens, U.S. residents, and other eligible non-citizens only.
- Nonresidents who are in the U.S. on a visa or temporary basis should be reported in line i; they do not belong in the race/ethnicity categories in lines a-h.
- Individuals originating from the Middle East and North Africa should be reported in line b.
- Individuals originating from India and Pakistan should be reported in line e.
- If race/ethnicity and gender are unknown for all graduates, report all in the last field of line h.

	Male	Female	Another Gender	Gender Unknown
a. Hispanic or Latino (any race)	0	2	0	0
b. White (not Hispanic or Latino)	0	2	0	0
c. Black or African American (not Hispanic or Latino)	0	9	0	0
d. American Indian (not Hispanic or Latino)	0	0	0	0
e. Asian (not Hispanic or Latino)	0	0	0	0
f. Native Hawaiian or Other Pacific Islander (not Hispanic or Latino)	0	0	0	0
g. Two or more races (not Hispanic or Latino)	0	0	0	0
h. Unknown race/ethnicity	0	3	0	0
i. U.S. nonresident	0	0	0	0
Total	0	16	0	0

Use this space to enter comments or clarifications for your answers for Questions 40-42.

43. Please enter the following annual costs for students in each of the following categories.

List the annual cost, not the cost per credit or term. Do not include room and board. Round to the nearest whole dollar; do not report cents. Enter 0 if there is no cost for a particular category. DO NOT ENTER DOLLAR SIGNS (\$), COMMAS (,), OR CENTS.

If the program does not have a separate out-of-district tuition category, enter the in-district cost in line b.

If the program does not have a separate out-of-state category, enter the out-of-district cost in line c.

If the program has neither a separate out-of-district nor a separate out-of-state category, enter the in-district cost in lines b and c.

	1st year	2nd year	Additional years (if applicable)
a. In-district annual tuition	\$ 3200 .00	\$ 3000 .00	\$ 1500 .00
b. Out-of-district annual tuition	\$ 3200 .00	\$ 3000 .00	\$ 1500 .00
c. Out-of-state annual tuition	\$ 8100 .00	\$ 7600 .00	\$ 3900 .00
d. Supplies and instruments	\$ 4100 .00	\$ 0 .00	\$ 0 .00
e. Uniforms	\$ 200 .00	\$ 0 .00	\$ 0 .00
f. Textbooks	\$ 24.80/CR .00	\$ 24.80/Cr .00	\$ 24.80/Cr .00
g. Laboratory fees	\$ 0 .00	\$ 0 .00	\$ 0 .00
h. Other fixed costs (i.e., cost of examination), please specify:			
SADHA, NDHA,ADEX,DH Board Exam, Castle Branch screening, CPR	\$ 236 .00	\$ 1825 .00	\$ 0 .00

Use this space to enter comments or clarifications for your answers for Question 43.

a.&b. Additional year is cost for pre-requisite courses.
f. BCCC has partnered with Barnes and Noble College (BNC). The cost for the books is \$24.80per credit every semester.
h. Student American Dental Hygiene Association Dues- \$170 (\$85 per year); Castle Branch Background Check, pre-screening -\$136.00 (1st year); and CPR Certification for Healthcare Workers-\$15.00 (1st year)National Dental Hygiene Board Exam(NBDHE)- \$565.00 (2nd year) ADEX Clinical Board Exam(CDCA-WREB-CITA) \$1150.00 (2nd year); 2 passport pictures for clinical boards-\$25.00 (2nd year);

This section is confidential. Any report produced from this section will not identify individual programs. Information may be published without identification.

The purpose of the following section is to identify all costs related to the dental hygiene education program for the Fiscal Year Ending 2025 (FYE 2025) whether or not they are budgeted separately for the program. If the dental hygiene education program budget is combined with another type of program, please report only the portion applicable to the dental hygiene education program (even if an estimate).

44. Provide the actual expenditures incurred by the dental hygiene education program during FYE 2025.

Where actual expenditures are not known, estimates should be given based upon the best information at your disposal. Round all amounts to the nearest whole dollar; do not report cents. DO NOT ENTER DOLLAR SIGNS (\$), COMMAS (,), OR CENTS. If none, enter 0 for each.

Capital Expenditures

	Actual Expenditures FYE 2025	
a. Construction	\$	0 .00
b1. Clinic equipment (dental unit, chair, etc.)	\$	0 .00
b2. Radiography equipment (including darkroom)	\$	0 .00
b3. Laboratory equipment	\$	0 .00
b4. Locker room equipment	\$	0 .00
b5. Reception area equipment	\$	0 .00
b6. Faculty and staff office equipment	\$	0 .00
b7. Instructional equipment	\$	0 .00
b8. Other equipment, please specify Association Dues	\$	2297 .00

Non-capital Expenditures

Actual Expenditures FYE 2025

c. Instructional materials (i.e., slides, films)	\$	35000	.00
d. Clinic supplies	\$	1273	.00
e. Laboratory supplies	\$	0	.00
f. Office supplies	\$	4605	.00
g1. Program library holdings or electronic resources: Institutional expenditures	\$	117846	.00
g2. Program library holdings or electronic resources: Departmental expenditures	\$	5114	.00
h. Equipment maintenance and replacement	\$	0	.00
i. Other non-capital expenditures, please specify 	\$	0	.00

Faculty

Actual Expenditures FYE 2025

j. Salaries	\$	730492	.00
k. Benefits	\$	272477	.00
l. Professional development	\$	2106	.00
m. Travel for student supervision	\$	0	.00
n. Other faculty expenditures, please specify postage	\$	8867	.00

Staff

Actual Expenditures FYE 2025

o. Administrative support salaries	\$	56250	.00
p. Benefits	\$	27000	.00
q. Other staff expenditures, please specify travel	\$	0	.00

Other categories

Actual Expenditures FYE 2025

r.	\$	0	.00
s.	\$	0	.00
t.	\$	0	.00

Use this space to enter comments or clarifications for your answers for Questions 44a-t.

Faculty

45. How many hours per week and weeks per year constitute full-time faculty (FTE) status at the institution?

This should include the usual number of hours spent at the institution teaching, advising students, preparing for classes, etc. to be considered full-time. Enter whole numbers only; do not report decimals.

a. Number of hours per week	40
b. Number of weeks per year	32

46a. How many faculty members have full- and part-time appointments in the dental hygiene education program for the 2025-26 academic year?

Include the program director. Any faculty member (whether paid or volunteer) who does not meet the institution's definition of full-time is considered part-time and should be reported as such. If a faculty member is considered full-time in the institution but is shared between the dental hygiene education program and another program, count that faculty member as having a part-time appointment. If none, enter 0.

Supervising dentists who are not faculty should NOT be reported in this section.

	Faculty
Full-time	5
Part-time	9
Total (Enter sum of Full-time and Part-time.)	14

46b. What is the total FTE represented by the full- and part-time faculty members included in Question 46a?

Report number to two decimals. FTE is the full-time equivalent for the total full-time and part-time faculty. For example, a program with 4 full-time and 3 quarter-time faculty members would report an FTE of 4.75 in this question:

$$(4 \text{ FT} \times 1.0 \text{ FTE}) + (3 \text{ PT} \times 0.25 \text{ FTE}) =$$
$$4.0 \text{ FT FTE} + 0.75 \text{ PT FTE} =$$
$$4.75 \text{ FTE}$$

Likewise, a program with 5 full-time and 1 half-time faculty would report an FTE of 5.50 in this question:

$$(5 \text{ FT} \times 1.0 \text{ FTE}) + (1 \text{ PT} \times 0.5 \text{ FTE}) =$$
$$5.0 \text{ FT FTE} + 0.5 \text{ PT FTE} =$$
$$5.50 \text{ FTE}$$

9.5	FTE
-----	-----

47. What is the number of 2025-26 faculty members by gender?

Enter 0 if there are no faculty for a particular category. The total number of faculty reported here must equal the total reported in Question 46a.

Include in the “Another Gender” column any faculty who do not identify as male or female.

Include in the “Gender Unknown” column any faculty who prefer not to report their gender, or whose gender is not available.

Male	1
Female	13
Another Gender	0
Gender Unknown	0
Total	14

Use this space to enter comments or clarifications for your answers for Questions 45-47.

Faculty (continued)

48. What is the number of 2025-26 faculty in each of the following age categories?

Enter 0 if there are no faculty for a particular category. The total number of faculty by gender reported here must equal the totals reported in Question 47.

Include in the “Another Gender” column any faculty who do not identify as male or female.

Include in the “Gender Unknown” column any faculty who prefer not to report their gender, or whose gender is not available.

	Male	Female	Another Gender	Gender Unknown
a. 29 and under	0	0	0	0
b. 30 - 39	0	1	0	0
c. 40 - 49	0	4	0	0
d. 50 - 59	0	3	0	0
e. 60 and over	1	5	0	0
f. Unknown age	0	0	0	0
Total	1	13	0	0

49. What is the number of 2025-26 faculty in each of the following race/ethnicity categories?

Enter 0 if there are no faculty for a particular category. The total number of faculty by gender reported here must equal the totals reported in Question 47.

Include in the "Another Gender" column any faculty who do not identify as male or female.

Include in the "Gender Unknown" column any faculty who prefer not to report their gender, or whose gender is not available.

Please [click here](#) for definitions of the race/ethnicity categories used in this question and note the following:

- Race/ethnicity applies to U.S. citizens, U.S. residents, and other eligible non-citizens only.
- Nonresidents who are in the U.S. on a visa or temporary basis should be reported in line i; they do not belong in the race/ethnicity categories in lines a-h.
- Individuals originating from the Middle East and North Africa should be reported in line b.
- Individuals originating from India and Pakistan should be reported in line e.
- If race/ethnicity and gender are unknown for all faculty, report all in the last field of line h.

	Male	Female	Another Gender	Gender Unknown
a. Hispanic or Latino (any race)	0	0	0	0
b. White (not Hispanic or Latino)	0	3	0	0
c. Black or African American (not Hispanic or Latino)	1	9	0	0
d. American Indian (not Hispanic or Latino)	0	0	0	0
e. Asian (not Hispanic or Latino)	0	0	0	0
f. Native Hawaiian or Other Pacific Islander (not Hispanic or Latino)	0	0	0	0
g. Two or more races (not Hispanic or Latino)	0	0	0	0
h. Unknown race/ethnicity	0	1	0	0
i. U.S. nonresident	0	0	0	0
Total	1	13	0	0

Use this space to enter comments or clarifications for your answers for Questions 48-49.

Faculty (continued)

50. What is the number of 2025-26 faculty in each of the following academic ranks?

Enter 0 if there are no faculty for a particular category. The total number of faculty reported here must equal the total reported in Question 46a.

a. Professor	1
b. Associate professor	0
c. Assistant professor	4
d. Instructor	0
e. Clinical instructor	9
f. Other, please specify	0
Total	14

51. What is the number of 2025-26 faculty by highest academic degree earned?

Enter 0 if there are no faculty for a particular category. The total number of faculty reported here must equal the total reported in Question 46a.

a-1. Certificate / Diploma (appointed prior to 7/1/2022)	0
a-2. Certificate / Diploma (appointed 7/1/2022 or later)	0
b-1. Associate degree (appointed prior to 7/1/2022)	0
b-2. Associate degree (appointed 7/1/2022 or later)	0
c. Bachelor's degree	7
d. Master's degree	2
e. Doctorate degree	1
f. DDS / DMD	4
g. Other, please specify	0
Total	14

52. What is the number of 2025-26 faculty in each of the following professional categories?

Enter 0 if there are no faculty for a particular category. The total number of faculty reported here must equal the total reported in Question 46a.

a. Dental assistant	0
b. Dental hygienist	6
c. Dental assistant and dental hygienist	4
d. Dental laboratory technician	0
e. Dentist	4
f. Other, please specify	0
Total	14

Use this space to enter comments or clarifications for your answers for Questions 50-52.

Curriculum Information

This section is confidential. Any report produced from this section will not identify individual programs. However, some data will be included in the program profile for the site visit materials used by the Commission on Dental Accreditation.

The curriculum survey is designed to describe the required program in each school/institution in terms of clock hours of instruction by major teaching areas. The methodology for this study was adapted from the “Dental Education in the United States 1976” study. This study relied on clock hours as the best indicator of the scope of curricula and found that the data on instructional hours made possible general comparisons of overall program length, the breadth of curriculum content, and the degree(s) of emphasis.

Since no single reporting format could satisfy all of the reporting requirements of all programs, the validity of the information reported in this survey will have to rely on careful judgments made at individual institutions. Curricula that contain significant amounts of self-paced instruction, optional summer sessions and early graduation options are difficult to report in terms of clock hours. Nevertheless, report a typical or common number of hours rather than a range.

Clock hour of instruction:

Please quantify the amount of instruction provided in each content area for the accredited program. A clock hour is considered one hour of formal instruction devoted to a subject area. It must be clearly distinguished from a semester or quarter hour. For example, if a semester is 15 weeks long, one semester hour would equal 15 clock hours.

When one subject or topic is covered in more than one course, report the total instructional time. If multiple content areas are included in a single course, divide the hours for the course into appropriate allocations for each topic area.

Retain a copy of this form for your files. The next time this information is collected (2027-28), focus on any changes in the curriculum and update the information relating to your program.

Didactic instruction:

Lectures, demonstrations or other instruction without psychomotor participation by students.

Laboratory or pre-clinical instruction:

Indicates that students receive supervised experience in performing functions in the laboratory setting using study models, mannequins, etc., and their performance is evaluated by faculty according to predetermined criteria.

Clinical instruction:

Indicates that students receive supervised experience in performing functions in the clinical setting on patients and clinical performance of the functions is evaluated by faculty according to predetermined criteria. Clinical hours should not be reported twice; if clinical hours are reported for a specific content area, they must not be duplicated on the clinical practice line.

Faculty/student ratios:

Should be reported based on the average number of students taught by one faculty member at a time. The total number of students taught are to be divided by the total number of teaching faculty members. For example, 45 students taught by three instructors are reported as a faculty/student ratio of 1:15 for that class. If there are multiple clinical or laboratory sections for a particular class, the ratio is based on the number of students and faculty assigned to the sections. For different ratios in sections of the same subject area, report the average ratio among all sections or classes. Faculty/student ratios of 1:0 are not acceptable.

Faculty/student ratios must be provided for all areas of instruction for which laboratory or clinical clock hours are reported.

Curriculum Information (continued)

53. Please indicate the number of didactic and laboratory clock hours of instruction for the following content areas required in the accredited dental hygiene program.

Do not include elective courses, prerequisite courses (except those related to accreditation standards), or physical education courses. If none, enter 0.

	Didactic instruction clock hours	Laboratory instruction clock hours
a. Written communications	45	0
b. Oral communications	45	0
c. Psychology	45	0
d. Sociology	45	0
e. Anatomy	23	23
f. Physiology	23	23
g. Chemistry	0	0
h. Biochemistry	0	0
i. Microbiology	45	45
j. Immunology	0	0
k. General and/or pathophysiology	15	0
l. Head, neck and oral anatomy	30	45
m. Oral embryology and histology	23	0
n. Legal and ethical aspects of dental hygiene	15	0

Curriculum Information (continued)

53 (continued). For each area in which laboratory clock hours were listed, please provide the faculty/student ratios.

Laboratory faculty: student ratio

e. Anatomy

1: 1:

f. Physiology

1: 1:

i. Microbiology

1: 1:

l. Head, neck and oral
anatomy

1: 1:

Use this space to enter comments or clarifications for your answers for Question 53.

Curriculum Information (continued)

54. Please indicate the number of didactic, laboratory, and clinical clock hours of instruction for the following content areas required in the accredited dental hygiene program.

Do not include elective courses, prerequisite courses (except those related to accreditation standards), or physical education courses. If none, enter 0.

	Didactic instruction clock hours	Laboratory instruction clock hours	Clinical instruction clock hours
a. Nutrition	45	0	0
b. Pharmacology	30	0	0
c. Tooth morphology	30	45	0
d. Oral and maxillofacial pathology	45	0	0
e. Radiography	30	45	0
f. Periodontology	30	0	0
g. Pain management	16	16	16
h. Dental materials	30	45	0
i. Oral health education and preventive counseling	30	30	30
j. Clinical Dental Hygiene	64	90	460
k. Community dental/oral health	45	0	0
l. Medical emergencies (including basic life support)	9	0	0
m. Infection and hazard control management	5	90	90
n. Provision of oral health services to patients with bloodborne infectious diseases	5	90	460
o. Patient management: child	5	0	460
p. Patient management: adolescent	5	0	460
q. Patient management: adult	5	0	460
r. Patient management: geriatric	5	0	460
s. Patient management: special needs	5	0	460

Curriculum Information (continued)

54 (continued). For each area in which laboratory clock hours were listed, please provide the faculty/student ratios.

Laboratory faculty: student ratio

c. Tooth morphology	1: 10
e. Radiography	1: 5
g. Pain management	1: 5
h. Dental materials	1: 10
i. Oral health education and preventive counseling	1: 5
j. Clinical Dental Hygiene	1: 5
m. Infection and hazard control management	1: 5
n. Provision of oral health services to patients with bloodborne infectious diseases	1: 5

54 (continued). For each area in which clinical clock hours were listed, please provide the faculty/student ratios.

Clinical faculty: student ratio

g. Pain management	1: 5
i. Oral health education and preventive counseling	1: 5
j. Clinical Dental Hygiene	1: 5
m. Infection and hazard control management	1: 5
n. Provision of oral health services to patients with bloodborne infectious diseases	1: 5
o. Patient management: child	1: 5
p. Patient management: adolescent	1: 5
q. Patient management: adult	1: 5
r. Patient management: geriatric	1: 5
s. Patient management: special needs	1: 5

Use this space to enter comments or clarifications for your answers for Question 54.

Curriculum Information (continued)

55. Please indicate the number of didactic, laboratory, and clinical clock hours of instruction for all other content areas required in the accredited dental hygiene program that were not listed in Questions 53 or 54.

Do not include elective courses, prerequisite courses (except those related to accreditation standards), or physical education courses. If none, enter 0.

	Didactic instruction clock hours	Laboratory instruction clock hours	Clinical instruction clock hours
a.			
Pre-100 Academic Preparation	15	0	0
b.			
Computer Literacy	15	8	0
c.			
	0	0	0
d.			
	0	0	0
e.			
	0	0	0
f.			
	0	0	0

55 (continued). For each other content area in which laboratory clock hours were listed, please provide the faculty/student ratios.

	Laboratory faculty: student ratio
b. Computer Literacy	1: 20

Curriculum Information (continued)

56. Of the students enrolled in the dental hygiene science portion of the curriculum, how many clock hours per term per year are they scheduled for pre-clinical and clinical practice?

Note that the word 'term' is used here as a generic reference for type of session: semester, quarter, etc.

	Term 1	Term 2	Term 3 (if applicable)	Term 4 (if applicable)
a. 1st year: pre-clinical	90			
b. 1st year: clinical	120			
c. 2nd year: clinical	180	180		

Use this space to enter comments or clarifications for your answers for Questions 55-56.

Curriculum Information (continued)

57. Please indicate which of the following services students are taught to perform, and if so, indicate if they are taught to clinical competence.

NOTE: The service is taught to clinical competence if all students receive supervised experience in performing the service on patients (including student partners) in a clinical setting and their performance is evaluated by faculty according to predetermined criteria. If a function is not permitted in the program's state, select "No" in the first column.

	Are students taught to perform the service?		If yes, are students taught to clinical competence?
	Yes	No	
a. Clinical infection control procedures	☒	☐	Yes ▾
b. Medical and dental histories	☒	☐	Yes ▾
c. Vital signs	☒	☐	Yes ▾
d. Intraoral inspection (including charting carious lesions, periodontal diseases, existing and missing teeth)	☒	☐	Yes ▾
e. Extraoral inspection	☒	☐	Yes ▾
f. Dental hygiene assessment/dental hygiene treatment planning	☒	☐	Yes ▾
g. Evaluation of dental hygiene services	☒	☐	Yes ▾
h. Radiographs	☒	☐	Yes ▾
i. Indices	☒	☐	Yes ▾
j. Risk management (i.e., tobacco, systemic, caries)	☒	☐	Yes ▾
	Yes	No	
k. Impressions for study casts	☒	☐	Yes ▾
l. Occlusal registration for mounting study casts	☒	☐	Yes ▾
m. Pulp vitality testing	☐	☒	▾
n. Oral health education including health promotion, disease prevention and behavior modification	☒	☐	Yes ▾
o. Clean removable appliances and prostheses	☒	☐	Yes ▾
p. Nutritional counseling	☒	☐	Yes ▾
q. Supragingival scaling	☒	☐	Yes ▾
r. Subgingival scaling	☒	☐	Yes ▾
s. Root planing	☒	☐	Yes ▾
t. Coronal polishing	☒	☐	Yes ▾
	Yes	No	
u. Application of chemotherapeutic agents	☒	☐	Yes ▾
v. Application of anticariogenic agents	☒	☐	Yes ▾
w. Polish restorations	☒	☐	No ▾
x. Pit and fissure sealants	☒	☐	Yes ▾
y. Application of topical anesthetic agents	☒	☐	Yes ▾
z. Administration of local anesthetic: infiltration	☒	☐	Yes ▾
aa. Administration of local anesthetic: block	☒	☐	Yes ▾

	Are students taught to perform the service?		If yes, are students taught to clinical competence?
	Yes	No	
bb. Administration of nitrous oxide/analgesia	☐	☒	
cc. Monitoring of nitrous oxide/analgesia	☐	☒	
dd. Periodontal and surgical dressing: place	☒	☐	No
	Yes	No	
ee. Periodontal and surgical dressing: remove	☒	☐	No
ff. Suture: place	☐	☒	
gg. Suture: remove	☒	☐	Yes
hh. Closed soft tissue curettage	☐	☒	
ii. Rubber dams: place	☒	☐	No
jj. Rubber dams: remove	☒	☐	No
kk. Matrices: place	☐	☒	
ll. Matrices: remove	☐	☒	
mm. Temporary restorations: place	☐	☒	
nn. Temporary restorations: remove	☐	☒	
	Yes	No	
oo. Amalgam restorations: place	☐	☒	
pp. Amalgam restorations: carve	☐	☒	
qq. Amalgam restorations: finish	☐	☒	
rr. Composite resin restorations: place	☐	☒	
ss. Composite resin restorations: finish	☐	☒	
tt. Application of cavity liners and bases	☒	☐	No
uu. Removal of excess restorative materials	☒	☐	No

Use this space to enter comments or clarifications for your answers for Question 57.

This is the *next to last* page of the survey. Fill out the fields below and click the "Next" button to proceed to the Final Submission page.

On the next page is a read-only summary of your program's survey responses, along with a downloadable PDF summary. You may use that page, or the "Download PDF" link, to review your entries before submitting.

There are three ways to share the completed survey for review by the dean or chief of dental service:

1. **Share a Response Summary PDF:** Click the "Download PDF" link on the next page and save a local copy of the file. You may then share the PDF with the reviewer via email or a shared network.
2. **Share the survey link:** Forward the link from the original email invitation to the reviewer; they can review the read-only copy on the next page.
3. **Print out the completed survey:** Use your browser's Print option to print a copy of the next page, which contains the responses to every question answered on the survey. Note however that some text entry fields may not display the full response due to space limitations, and you may need to adjust your browser print settings to print the survey properly.

Once the survey has been reviewed and approved, and you are ready to submit the survey, scroll down and click the "SUBMIT" button on the Final Submission page. (Note that you will be unable to return to the survey after you click "SUBMIT".)

Who should receive an email confirmation, and be contacted if clarification of these survey questions is needed?

Please note that an email confirmation will be sent to the address(es) below after submission. The optional second email line can be used to send a confirmation to another recipient, such as the dean or CAO, but make sure to enter no more than one email address per field.

Salutation	Dr
First Name	Ghazanfar
Last Name	Mahmood
Title	Dean School of Nursing and Health Profession
Phone Number	410-462-7451
Email	gmahmood1@bccc.edu
Email for 2nd confirmation recipient (optional)	sstiffler@bccc.edu

Any comments?

Please note that your response may not be viewed until after the survey's deadline.

For immediate assistance, please send an email to educationsurveys@ada.org.

Please read and acknowledge the following statements before moving to the next page:

- ☒ I acknowledge that when I click the "Next" button below, I will be moving forward to the "Final Submission" page of the survey, where I can download a copy of the responses to share with the survey reviewer(s).

- ☒ If any changes need to be made to the survey after it has been reviewed, I must click the "Back" button until I reach the question(s) to update.

- ☒ The survey will not be complete until I click the "SUBMIT" button on the Final Submission page.

**Commission on Accreditation in Physical Therapy Education
American Physical Therapy Association**

SUMMARY OF ACTION

Physical Therapist Assistant Program
Baltimore City Community College
Student Services Building - Main 117-F
2901 Liberty Heights Avenue
Baltimore, MD
21215-7807

On October 29, 2024, the Commission on Accreditation in Physical Therapy Education made the following decision regarding the Physical Therapist Assistant Program education program at Baltimore City Community College.

Status: **ACCREDITATION**

Action Taken: Continue Accreditation

Effective Date: October 29, 2024

Information Used to

Make Decisions: FSBPT Report

Reason for Decision: The Commission's decision to continue accreditation status is based on the program's level of compliance with the Standards and Required Elements and on the expectation that the program will, within two years of first being cited, bring itself into compliance with the following element(s) noted in the Commission's Findings: **1C2**.

That compliance must be appropriately documented in a Compliance Report which will be used by the Commission to determine compliance with the elements noted in the Findings and to monitor compliance with all the required elements.

The program is reminded that the status of accreditation has been continued based on the program described in the materials reviewed by the Commission. The institution and program are responsible for notifying CAPTE of all substantive changes in the program prior to implementation. Unexpected substantive changes are to be reported immediately after they occur. (See Part 9 of CAPTE's Rules of Practice and Procedure for more information about reporting changes.)

Next Activity: Compliance Report due February 1, 2025

NOTICES

REQUIRED STATEMENT OF ACCREDITATION STATUS

Once a program has been accredited, and for as long as it remains accredited, the program must use the statement provided in §8.20 on all educational and promotional materials, including the institution/program web site, where the program's accreditation status is disclosed.

[INSERT Name of Program] at [INSERT Name of Institution] is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>. If needing to contact the program/institution directly, please call [INSERT Direct Program Phone Number] or email [INSERT Direct Program Email Address].

NOTE: If the institution offers other physical therapy programs not subject to accreditation by CAPTE (e.g., transitional DPT, post-professional degree program, residency or fellowship), the above statement must be edited to clearly indicate that the additional programs are not accredited by CAPTE. Additionally, the information available to the public regarding these programs must clearly state that they are not accredited by CAPTE.

TWO YEAR LIMITATION ON BEING OUT OF COMPLIANCE

CAPTE's recognition by the United States Department of Education requires a limitation of two years for programs to be out of compliance with a required element [34 CFR 602.20(a)(2)(iii)]. When, after review of a Compliance Report, the program remains out of compliance with any required element and sufficient progress toward compliance has not been demonstrated, CAPTE may act to place the program on probationary accreditation or withdraw accreditation. CAPTE will place the program on probationary accreditation when a program remains out of compliance for 18 months. If the program continues to be out of compliance with any required element at the end of the two-year period following the initial finding that the program is out of compliance, CAPTE will withdraw accreditation unless CAPTE judges the program, for good cause, to be making significant efforts to come into compliance with the standards and required elements. CAPTE defines a good cause effort as:

- (a) a completed comprehensive assessment of the problem/issue under review,
- (b) an appropriate plan for achieving compliance within a reasonable time frame not to exceed two years,
- (c) a detailed timeline for completion of the plan,
- (d) evidence that the plan has been implemented according to the established timeline, and
- (e) evidence that the implemented plan is showing results that provide reasonable assurance the program will achieve compliance within the allotted time frame.

It is the program's responsibility to make the case that a good cause effort has been made and continues to be in effect. During the extension for good cause, probationary accreditation status will be maintained, and the program's progress will be monitored. In no case, however, will an extension for good cause be longer than two years.

ACCURATE PUBLIC DISCLOSURE OF THIS DECISION BY THE INSTITUTION

The institution and program must make accurate public disclosure of the accreditation or pre-accreditation status awarded to the program. Further, the United States Department of Education (USDE) requires all recognized accrediting agencies to provide for the public correction of incorrect or misleading information an institution or program releases about accreditation or pre-accreditation status, contents of reports of on-site reviews, and accreditation or pre-accreditation actions with respect to the institution or program [34 CFR 602.23(d) and 602.23(e)]. If the institution or program chooses to disclose any additional information, beyond the accreditation or pre-accreditation status that is within the scope of the USDE rule, such disclosure also must be accurate. Any public disclosure of information within the scope of the rule must include the agency's street address, email address and phone number: Commission on Accreditation in Physical Therapy Education, 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; accreditation@apta.org; (703) 684-2782 or (703) 706-3245. If the Accreditation staff finds that an institution or program has released incorrect or misleading information within the scope of the USDE rule, then, acting on behalf of CAPTE the Accreditation staff will make public correction, and reserves the right to disclose this Summary of Action in its entirety for that purpose.

PUBLIC NOTICE OF DECISIONS BY CAPTE

Following all decisions, including decisions to place a program on warning, probation or show cause, or to deny candidacy, withdraw candidacy, withhold accreditation, or withdraw accreditation, the Accreditation staff will, within 24 hours of the official notification of the programs and institutions of the decisions, provide notice to the public by placing notice of the decisions on its web site.

RESPONSIBILITY TO REPORT CHANGE(S)

The institution and program are responsible for notifying CAPTE of all reportable changes in the program prior to implementation. Unexpected changes are to be reported immediately after they occur. Reportable changes, some of which may require pre-approval, are described in Part 9 of CAPTE's *Rules of Practice and Procedure* (<https://www.capteonline.org/globalassets/capte-docs/capte-rules-practice-procedure.pdf>). **It is the program's responsibility to be familiar with these expectations and to provide notification of program changes as required.**

Commission's Findings and Reasons for Decision:

The program was judged to be in NON-COMPLIANCE with the following required elements. Non-compliance means that the program has in place less than a substantial portion of the components necessary to meet all aspects of the elements.

1C The program meets required student achievement measures¹ and its mission and goals as demonstrated by actual program outcomes.

1C2 Ultimate licensure pass rates² are at least 85%, averaged over two years. If the program admits more than one cohort per year, the ultimate two-year licensure pass rate for each cohort must be at least 85%. When two years of data are not available, the one-year ultimate rate must be sufficient to allow the program to meet the expectation for an ultimate two-year licensure pass rate of at least 85%.

The FSBPT Report received by CAPTE indicates that the program continues to have a two-year ultimate pass rate which is below the required 85%.

Currently the program remains out of compliance with this element. The program is encouraged to review the Important Advisory Notice provided below and the Notice entitled Two Year Limitation On Being Out Of Compliance included in this Summary of Action. In the Compliance Report, provide evidence that the program's ultimate licensure pass rate is at least 85%, averaged over two years. If the program's ultimate 2-year licensure pass rate remains below the required 85% minimum, provide evidence of:

- A comprehensive assessment of the reasons for the low licensure pass rate, especially related to the area(s) on the FPTE that students do poorly in, including an assessment of the admissions criteria, program resources, core and associated faculty, program policies, procedures and practices, and the curriculum (including clinical education),
- an appropriate plan for achieving compliance within a reasonable time frame not to exceed two years,
- a detailed timeline for completion of the plan,
- evidence that the plan has been implemented according to the established timeline, and
- evidence that the implemented plan is showing results that provide reasonable assurance the program will achieve compliance within the allotted time frame.

If you have current data which reflects compliance with 1C2, it is not necessary to provide the above documentation. Instead, provide the data which reflects compliance.

INSTITUTION COMMENTS:

¹ **Graduate and student achievement measures:** The measures of outcome required by USDE (graduation rate, licensure pass rate, employment rate).

² **Licensure pass rate:** The percentage of graduates who take and successfully pass the National Physical Therapy Examination (NPTE). Rates are considered to be stabilized one year after graduation.

1. *A comprehensive assessment of the reasons for the low licensure pass rate, especially related to the area(s) on the FPTE that students do poorly in, including an assessment of the admissions criteria, program resources, core and associated faculty, program policies, procedures and practices, and the curriculum (including clinical education).*

An assessment of the admissions criteria, program resources, faculty, policies, procedures, and curriculum revealed several factors that might have been related to or contributed to the reasons why students in the PTA program did not meet the passing standards on the National Physical Therapy Examination (NPTE) during the years of 2022 and 2023.

These factors include:

Admissions Criteria:

The program's Admissions Criteria were and are:

A. Prerequisite/Pre-Program Entry Requirements:

PRE 100	Preparation for Academic Achievement
BIO 107*	Anatomy & Physiology
ENG 101	English Writing
MAT 107**	Modern Elementary Statistics
PSY 101	Introductory Psychology

B. General Education Program Requirements:

PSY 104	Developmental Psychology
SOC 101	Introduction to Sociology
SP 101	Fundamentals of Speech Communication
HLF (Any 2 Credits)	Health and Life Fitness

(Human Sexuality – Not Applicable)

CLT 100 or Equivalent Computer Literacy

The students who were admitted in the PTA program (class of 2022 and 2023) faced a lot of challenges with program prerequisites, as they were taken during the COVID mandates and were not exposed to physical models or hands-on learning. They acquired the knowledge to pass these pre-requisites but with deficiencies to extend that knowledge into the core Physical Therapist Assistant courses.

Also, for these cohorts of 2022 and 2023, the program was required by administration to take Pathways in Technology Early College High School (P-TECH) students. These students were not academically prepared for the program or program rigor causing increase demand on faculty to provide additional supports to strengthen core pre-requisite material such as English, math and anatomy.

The Covid-19 pandemic lead students to delay their education plans that affected the qualified applicants' pool size and PTA program resulting in a lower number of students admitted during these two years. Statistically, due to the lower-class size, even one student being unsuccessful on the NPTE caused the program to have a licensure pass rate of less than 85%.

Year of Admission	Numbers Admitted	Percent Passed NPTE
2019	15	88.9%
2020	10	66.6%
2021	09	42.8%

Program Resources:

For cohorts of class of 2022 and 2023, the instructional disruption ranged from completely online to partially in-person (laboratory only) formats from Spring 2020 – Spring 2021. With lockdowns and restrictions on in-person learning, students had reduced exposure to hands-on opportunities and environments. This lack of practical experience hindered their ability to apply knowledge and develop essential skills for learning.

Faculty were available and in place for instructions but were not able to provide comparable instruction as experienced in the traditional classroom environment. Although the equipment existed, lack of opportunities to be in the face-to face environment prevented opportunities for skill mastery. As an example, in 2022-2023 the program had very limited access to the nursing program's acute lab to simulate treatment due to measures to prevent possible COVID exposure. At best, labs were limited to one 3-hour session to practice skills, data collection, and integrate disease processes using hospital beds, respiratory supplies, lines and tubes for acute care lab for the program. Faculty supplemented with open labs in local hospitals in the evenings and weekends for students to practice. While effort was made to provide adequate face-to face instruction, the students would have benefited from additional lab time to perform skills and reinforce knowledge (as they used in pre-COVID time).

Due to delays in the bookstore's operations, unfortunately, sometimes students did not receive books in a timely manner, which caused faculty to find and develop additional instructional formats to share information.

Despite efforts to compile program created videos, simulated patient experiences, etc. the lack of the real-world environment led to difficulty applying concepts to performance-based assessments and unsuccessful outcomes.

Access to Study Materials: The shift to virtual learning reduced students' access to in-person resources such as libraries, study groups, and direct interactions with clinical mentors, affecting their preparation.

Overall, while program faculty did due diligence to maintain program standards and provide rigor on and off campus, the delivery of instruction was compromised and impacted success.

Core and Associated Faculty

During this time the PTA program was able to maintain its core and adjunct faculty despite having to adjust to remote work, managing personal concerns during the pandemic, and dealing with the stress of the crisis. Multiple COVID exposures decreased faculty ability to provide face-to-face-mentorship, supplemental tutoring in practice open labs or individualized student support, thus, faculty had no other choice but to provide open labs in an Online/Zoom format.

In Fall 2021, the program added an adjunct professor to PTT 240 and PTT 250. His experience in orthopedics was extensive, however the students didn't have as many opportunities to apply hands-on skills in the clinical setting.

Program Policies and Procedures:

The program worked tirelessly to maintain Program Policies and Procedures and made changes to remain compliant with Covid-19 mandates. In PTT 120 and 150, in person open lab opportunities were limited impacting the program's policy requiring mandatory attendance to open lab for students who were not achieving a grade of C or better.

In Spring 2023 and Spring 2024, faculty advised students who had an average of "C" in most of their courses and had low scores in PTT 210- Physical Therapist Assistant Seminar not to take the NPTE in July. The students were advised to use resources such as additional board exam review courses, Practice Exam and Assessment Tool- PEAT exams, and remediation with faculty.

The program did not have a formal policy preventing students who received a lower score on board examination review assessment, and they were eligible for graduation from the program and registering and taking the NPTE. Students passed other assessments of the course; however, the weight of the board examination review assessment was not sufficient, and students still passed the course. As a result, the program needed to change from a consultative process to creating a mandatory policy for board exam readiness.

Delayed or Altered Assessment Schedules:

The pandemic and student work schedules led to interruptions in assessment schedules or changes in how examinations were delivered. Unfortunately, due to COVID-19 requirements and mandates on campus and clinical settings, the clinical rotations were delayed preventing exposure.

Grading for performance-based assessments produced periods of stress for the students because they had challenges with time management and unrealistic expectations of the PTA assessment schedule. Lack of the normal face to face open lab times provided minimal opportunities for skill mastery, thus, this approach inadvertently contributed to decreased preparation or accountability in students, reducing their drive to master content at the level required for board exams.

Curriculum - Disruption of Curriculum Delivery:

The program faced interruptions and shifts to the online and hybrid learning environment due to COVID-19 exposures in the class. While the core curriculum was still provided, the students couldn't reap the benefits of face-to-face instruction or use of anatomical models or equipment in the lab on the same day.

The clinical educational activities, including the variety of clinical experiences, during COVID-19 were very limited. Traditionally, the program had a practice of completing 560 hours of clinical education but was not possible during the pandemic.

During COVID-19, CAPTE changed their mandate for clinical education duration from a minimum of 520 hours to a minimum 440 hours. The program met and exceeded this benchmark of 440 hours.

Most clinical education opportunities were offered in outpatient clinics as acute care and subacute rehabilitation were not accepting students in 2022. The Class of 2022 completed 480 hours of clinical education. They did not attend integrated part-time clinical experiences in their freshmen year, and in the sophomore year, only one instead of two weeks of integrated clinical experience was available. The students missed valuable hands-on experience to observe, feel, and interact with a variety of clients and impairments, as well as begin to apply knowledge of medical conditions and practice data collection. In addition, students didn't receive the amount or specific feedback normally provided with face-to-face clinical instruction, such as assessment of tone and its effect on quality of movement and the amount of facilitation needed. Their full-time internships were delayed for two weeks to continue intensive review to prepare for clinical internships due to decreased face to face instruction and practice, as well as COVID exposure in the class.

The Class of 2023 completed 520 hours of clinical education. They attended integrated one-week part-time clinical experiences in their freshmen year, and two weeks of integrated clinical experience in the fall. Performance on performance-based assessments (PBA) reveal passing but overall lower scores due to needing more prompts or time to complete some skills, such as goniometry and execution of treatment interventions. While students were able to attend clinics, the overall objective was for observation initially and progress to performance with guidance.

Students needed more time observing in the clinical settings before clinical instructors were able to accurately assess their progression and level of competence in the fall of 2021.

Other

Challenges with mental health, isolation, and burnout affected student performance and ability to connect to the course material. Students expressed difficulty focusing on classwork due to distractions such as: unprotected study space in their homes, unstable internet access causing disruptions, and social media in the learning space. Students had to work more to take care of family obligations, as well as reporting food insecurities. Those that lived alone had to adjust, build comfort and confidence to work around other people after being isolated at home at the height of the pandemic and fear of exposure. All these socio-economic factors had an impact on academic achievement.

2. *An appropriate plan for achieving compliance within a reasonable time frame not to exceed two years. detailed timeline for completion of the plan.*

The PTA program at BCCC is strongly committed to the success of its students. Since coming back to on-ground instructions in 2022, the following strategies have been implemented along with adoption of useful learning tools. These efforts have already proven to be effective as the pass rate for the 2024 class has met the 85% threshold.

- Enhanced individualized class discussions, 5-minute quizzes, to identify common obstacles in exam preparation.
- Increased student readiness through consistent practice quizzes both to assess preparedness for class and class material. Video review case scenarios for acute care and inpatient rehabilitation.
- Tracked data of quizzes to identify students and or topics that may require additional support.
- Scheduled guest lecturers with student support services workshops on effective test-taking strategies (e.g., time management, prioritizing questions, eliminating incorrect answers, and test anxiety).
- Faculty provided extra hours in evenings and weekends, and open labs for one-on-one or small group reviews on challenging topics.
- In-patient clinical observation opportunities were coordinated with local hospitals to increase students' exposure to acute Physical Therapy.

- Collaborative meetings with the Dean of School of Nursing and Health Professions assisted in ensuring accountability, track progress of the plan, acquire resources, and discuss any barriers to success.
- First Year student schedule was modified from 5 days to three days to focus more on retention, higher level learning, reduced burnout, address mental health issues, and provide more time for socioeconomic concerns with family.
- PTA Program Summer Boot Camp with collaboration between incoming students and second year students to assess preparedness of entering students and retention of information for advancing students. This further provides faculty with insight where retention may be needed.
- Create dedicated space and equipment needs (e.g., hospital beds, respiratory supplies, lines and tubes) for acute care lab for the program.
- PTT 150 integrated clinical experience changed from once-a-week for 4 weeks to one full week for first year students. This allows students to experience progression of treatment and continuum of care in a more patient centered focus.
- PTT 215 increased from three weeks to five weeks to increase time with course material and slow down pace of instruction for improved integration of skills as well as retention.
- Faculty will attend the FSBPT Educator Workshop in 2025 to improve the quality of assessments that are designed to challenge problem solving and decision making as well as align with CAPTE and FSBPT standards. The workshop will enhance the faculty's ability to analyze test results and identify trends, which can inform curriculum adjustments and better support students in mastering difficult topics.
- Review and update as needed remediation and dismissal policies to optimize student success and retention.
- Increase weight of board exam review exams in PTT 210
- Create formal policy to ensure academic readiness to take NPTE
- Added a nine-week board exam review course/software starting after graduation to provide the following benefits:
 1. Improved Exam Readiness
 2. Self-Assessment
 3. Real-World Exam Simulation
 4. Convenience and Flexibility
 5. Tracking of academic understanding
 6. Exposure to a variety of standard, graphic, video, and scenario-based questions.
 7. Live review classes and online tutorial support

8. Six complete NPTE practice exams

- Faculty contacted graduates to ensure consistency with NPTE study plan, discuss results and progress on practice exams scores, and offered assistance and guidance as appropriate.
- Offered remediation and the nine-week board exam review
- course/software to 2022 and 2023 graduates who were unsuccessful on the NPTE
- PEAT exams and nine-week board exam review course/software added to Program budget for Class of 2025
- Contact local high schools and attend career exploration events to recruit applicants to the program

3. An appropriate plan for achieving compliance within a reasonable time frame not to exceed two years. detailed timeline for completion of the plan.

Spring 2022-Present

- Enhanced individualized class discussions, 5-minute quizzes to identify common obstacles in exam preparation.
- Increased student readiness through consistent practice quizzes both to assess preparedness for class and class material. Video review case scenarios for acute care and inpatient rehabilitation.
- Tracked data of quizzes to identify students and or topics that may require additional support.
- Scheduled guest lecturers with student support services workshops on effective test-taking strategies (e.g., time management, prioritizing questions, eliminating incorrect answers, and test anxiety).
- Faculty provided extra hours in evenings and weekends, and open labs for one-on-one or small group reviews on challenging topics.
- In-patient clinical observation opportunities were coordinated with local hospitals to increase students' exposure to Physical Therapy in acute and inpatient rehabilitation settings.
- PTT 150 integrated clinical experience changed from once-a-week for 4 weeks to one full week for first year students. This allows students to experience progression of treatment and continuum of care in a more patient centered focus.

Summer 2023

- PTT 215 increased from 3 weeks to 5 weeks to increase time with course material and slow down pace of instruction for improved integration of skills as well as retention.
- Faculty attempted to contact graduates bi-weekly to ensure consistency with NPTE study plan, discuss results and progress on practice exams scores, and offered assistance and guidance as appropriate.

Spring 2024

- Added a nine-week board exam review course/software
- Faculty contacted graduates to ensure consistency with NPTE study plan, discuss results and progress on practice exams scores, and offered assistance and guidance as appropriate.
- Offered remediation and the nine-week board exam review course/software to 2022 and 2023 graduates who were unsuccessful on the NPTE

Summer 2024

- PTA Program Summer Boot Camp with collaboration between incoming students and second year students to assess preparedness of entering students and retention of information for advancing students. This further provides faculty with insight where retention may be needed.
- Create formal policy to ensure academic readiness to take NPTE

Fall 2024

- First Year student schedule was modified from five days to three days to focus more on retention, higher level learning, reduced burnout, address mental health issues, and provide more times for socioeconomic concerns with family.
- PEAT exams and nine-week board exam review course/software added to Program budget for Class of 2025
- Review and update as needed remediation and dismissal policies to optimize student success and retention.

Spring 2025

- Discuss and plan a space and equipment needs (e.g., hospital beds, respiratory supplies, lines and tubes) for acute care lab for the program
- Attend local high school career exploration events to recruit prospective students
- Faculty will attend the FSBPT Educator Workshop

- Become APTA PT Moves Me Ambassador and utilize resources
- Add board exam type questions to PTT 140 and PTT 215 for earlier exposure to decision making questions
- Collaborative meetings with the Dean of School of Nursing and Health Professions assisted in ensuring accountability, track progress of the plan, acquire resources, and discuss any barriers to success.

Fall 2025

- Create a module in Canvas and begin skills checklist from the fall of freshmen year through graduation

4. *Evidence that the plan has been implemented according to the established timeline.*

The modification from five days a week to three has led to increased focus and retention, benefiting students through more concentrated and intensive learning sessions. This adjustment allowed for deeper engagement with the material, resulting in a stronger grasp of key concepts.

Additionally, the modified schedule provided students with more time for independent study, enabling them to review content, engage in self-paced learning, and better prepare for exams. Moreover, the shortened schedule helped prevent burnout by giving students the opportunity to manage their time more effectively, prioritize quality over quantity in their studies, and improve overall mental health and motivation.

Realistic simulated scenarios assessed clinical decision-making skills and practical knowledge, better preparing students for the challenges they will face in the clinical world. Skill checks are completed in the sophomore to track carryover to proficiency.

In 2024, the nine-week practice board exam software was purchased by the College and graduates were responsible for 20% of the fee. The course provides access to all review sessions and resources for one year allowing time for graduates to start the course when they are ready. Graduates received tips about the exam format, question types, and time constraints, as well as strategies for time management and how to interpret questions. Additionally, students were able to assess their strengths and weaknesses through six practice exams, as well as using four exams provided by the on-campus board review course provided before graduation. The faculty contacted graduates via text or phone calls and provided guidance and reassurance. The program offered to assist the graduates from 2022 and 2023 who were unsuccessful on the NPTE. Five graduates were offered the nine-week review class at the same discounted rate.

5. Evidence that the implemented plan is showing results that provide reasonable assurance the program will achieve compliance within the allotted time frame.

- The class of 2024 board exam pass rates are now compliance. Five students passed on the first attempt, and one student passed on the second attempt. (Appendix 1- Next page)
- Graduates shared having the nine-week board exam review course provided structure with the weekly study plan to follow. The live and recorded review sessions and multiple resources addressed specific content areas such as acute care, orthopedics, neurologic conditions, and data collection that were noted to be deficits for previous classes. Self-directed learning enabled more targeted preparation.
- Graduates express gratitude for faculty support and paying for 80% of the course fee.
- One of the graduates from 2023 purchased the nine-week board exam review course and registered to take the NPTE in April 2025.
- Program made change to modify schedule to a 3-day instructional week for PTT 112 and PTT 150 (Fall 2024), and PTT 140 and PTT 150 (Spring 2025)



Baltimore City Community College (PTA)

Free Basic Pass Rate Report

School Code: 2103

Graduation Years: 2022 - 2024

Exam Level: PTA

State: MD

Date of Report: 3/10/2025

				Summary Performance for the School by Graduation Year			Summary Performance for All U.S.- Accredited Candidates by Graduation Year		
Graduation Year	Group	Number of Candidates	Number of Passing Candidates	Pass Rate	Mean Scale Score	Confidence Interval of the Mean	Pass Rate	Mean Scale Score	Standard Deviation Scale Score
2024	First Time	7	5	71.4%	653.7	23.0	76.8%	642.9	57.8
	Ultimate	7	6	85.7%	653.9	24.4	87.6%	649.4	53.0
2023	First Time	5	1	20.0%	605.4	40.6	80.7%	650.0	59.3
	Ultimate	5	2	40.0%	619.0	38.4	93.4%	657.2	52.7
2022	First Time	6	4	66.7%	602.2	23.6	80.0%	648.3	59.1
	Ultimate	6	4	66.7%	605.0	22.7	93.2%	656.0	51.4

Scale Scores of 600 and above are passing.

Listed below are all candidates from these graduating classes who have taken the NPTE.

Graduation Class	Last Name	First Name
2024	CHAINEY	CAPRICE
	COOPER	KEIARA
	CRISAFULLI	ANTHONY
	JENKINS	ZYKERA
	MATTHEWS	CIARA
	NILLES	MADDELYN
	WAMAHIA	LIZIE
2023	BARNES	NATALIA
	GRAHAM	CAROLYN
	IGHODARO	JENNIFER
	MOORE	MICHELLE
	RICHARDSON	TYQUERIA
2022	CORTEZ	LOUISE
	MASON	KELLY
	NJOUOKEP	GRAZIELA
	REDD	JOY
	REIS DE MORAIS	ARILENE
	VAUGHN	DESIREE

Report data is updated eight times a year. The data for this report is current as of February 19, 2025.

CAPTE Questions and Grid for 1-5

1. *A comprehensive assessment of the reasons for the low licensure pass rate, especially related to the area(s) on the FPTE that students do poorly in, including an assessment of the admissions criteria, program resources, core and associated faculty, program policies, procedures and practices, and the curriculum (including clinical education).*

Admissions Criteria:

Selection Process

The program continues to use a selective admission process. All applications are received by the Special Admissions Counselor (SAC) in the Admissions Office and the program coordinator. Upon reflection, the program would benefit from more reviewers of applications to discuss potential contingency admissions and view trends on transcripts of prospective applicants. The SAC doesn't have health professions content knowledge or awareness of potential red flags. Creating an Admissions Committee consisting of the SAC, PTA Faculty, a faculty member from another health program, and the Dean of the School of Nursing and Health Professions(SNPH) would provide a broader, more diverse perspective in the application review process.

Discussions to review the current admission criteria were conducted with the program faculty and Dean in June and July 2025. Applicants to the PTA program were required to complete numerous requirements, such as attend an information session, watch a video about physical therapy and complete a quiz, write a purpose statement addressing specific prompts about academic, professional, and personal experiences, and goals if accepted to the PTA program. From 2021-2023, the information sessions were offered two to three times per month in the morning, afternoon, or evening compared to during 2024-2025, the sessions were at 7pm twice a month. Based on feedback it has been determined that returning to offering a variety of times may increase attendance and retention of applicants. Typically, faculty and the BCCC Special Admission Coordinator (SAC) do not follow up after the information session to answer outstanding questions or provide guidance to complete requirements. In the summer of 2025 faculty reached out to a sample of students who attended the information session but had not completed the application process to answer lingering questions and provide assistance. As a result of those interactions, the program will continue this process with each prospective applicant to provide a more personal interaction to motivate an applicant to continue to seek BCCC PTA Program instead of other programs. After reviewing current and past purpose statements, the faculty concluded while the information is helpful, a conversation with applicants would be more valuable. An interview will give an opportunity to assess interpersonal communication, problem solving, decision making, professional knowledge and confirm understanding of the required video, as well as validate their statements from purpose statements. The faculty also reviewed transcripts of past and current applicants for trends in grades for Anatomy and Physiology, benchmark GPA, and the selection criteria. There is a correlation with students who have multiple Ds and Fs in biology and/or Anatomy and Physiology, and their grades in program courses focusing on anatomy and kinesiology.

In summary, the faculty discovered opportunities to improve communication, offer a variety of days and times for the information session, update requirements, and create a diverse admission committee to formally interview prospective applicants with a standardized rubric.

Program Resources:

The Program does not currently have a dedicated space for hands-on learning to simulate the acute care setting. Since fall 2022, the faculty have little to no access to acute care nursing labs due to schedule conflicts and availability between the programs. Since fall 2022, the freshmen class was limited to one 3-hour session and sophomore classes had two 3-hour sessions to practice skills, data collection, and integrate disease processes using hospital beds, respiratory supplies, lines and tubes for the acute care lab. While the faculty supplemented open labs in local hospitals in the evenings and weekends for students to practice, every student did not benefit from the opportunities due to other family/life obligations. Students had reduced exposure to hands-on opportunities and environments and the lack of practical experience hindered their ability to apply knowledge and develop essential skills for learning.

From the FSBPT content report and discussions with students after graduation, there is a need to increase opportunities for functional mobility training and develop practical observational skills to provide a safe, clean treatment environment for patients. During site visits, the ACCE asked about students' adjustment to the clinical space, such as organization of equipment, attention to space and cleanliness. Clinical instructors from inpatient facilities noted students seemed unfamiliar, uncomfortable with hospital beds, navigating in a patient's room, and needed more guidance. The content report indicates graduates in Class of 2022 had lower scores in physical therapy data collection, diseases/conditions that impact effective treatment, and interventions. Teaching and learning in an acute care lab consistently will provide more realistic experiences such as body mechanics, interventions at the bedside using options to facilitate better patient outcomes, and reinforce scenarios used in videos or in lab case studies.

From Spring 2021 – Spring 2025, the college provided free textbooks for all students. The Dean of SNHP had a consistent method for the faculty to request and/or update textbooks several months before each semester. Despite the effort, there were delays in the bookstore's operations and students did not receive textbooks or access codes for online resources prior to the start of the semester, and at times, for several weeks into the semester. The faculty reached out to publishers directly to gain temporary access codes, as well as asking graduates to donate their textbooks until the resources were delivered. Although the college lessened the financial burden on the students, the delay in resources increased the challenge for students and faculty. In Summer 2025, the college partnered with Barnes and Noble to take over management of the bookstore and expect the process to be resolved.

Overall, the program faculty did their due diligence to maintain the program standards and deliver high quality instruction to promote success.

Core and Associated Faculty

The program continues to have a full-time Program Coordinator and ACCE as well as an adjunct faculty member. In 2022-2023, the faculty had a sophomore year adjunct professor and after Spring 2023, a freshmen adjunct professor left the program due to the birth of children and family commitments. The program has utilized content experts from our clinical partnerships in areas such as manual therapy, neuro rehab, etc. to participate as guest lecturers and continue to maintain contact for future opportunities and program needs. Overall, with smaller cohorts the composition of the faculty to students meets the needs of the program..

Program Policies and Procedures:

In Spring 2023 and Spring 2024, faculty advised two students who had an average of "C" in most of their courses and had low scores in PTT 210- Physical Therapist Assistant Seminar not to take the NPTE in July. The students were advised to use resources such as additional board exam review courses, Practice

Exam and Assessment Tool- PEAT exams, and remediation with faculty. Unfortunately, both students chose to take the NPTE in July despite our advisement and were unsuccessful.

At that time, the program did not have a formal policy preventing students who received a lower score on the board examination review assessment. Students passed other assessments of the course; however, the weight of the board examination review assessment was not sufficient, and students still passed the course. They were then eligible for graduation from the program and to take the NPTE. As a result, the program assessed and changed from an advisement process to creating a mandatory policy for board exam readiness.

Curriculum:

Due to the program having a two-year ultimate pass rate which is below 85%, the faculty reviewed the NPTE content reports and analyzed the data. From 2022-2024 graduates produced improved scores. However, two consecutive years of significantly lower scores and fewer graduates taking the NPTE made achieving the benchmark difficult if even one student was unsuccessful. The content reports also reveal topic areas in need of review and/or modification.

Over the course of two years, the average of program’s unweighted mean score* improved in the Content Areas and Systems.

	2022 N= 6 graduates	2023 N= 5 graduates	2024 N = 7 students	Percent Difference between 2022 and 2024
Content Areas*	602.82	601.15	659.9	9.04%
Systems*	607.54	616.84	643.44	5.74%

Content areas - Overall graduates made steady improvement in physical therapy data collection (12.93% increase) and diseases/conditions that impact effective treatment (9.45% increase). In 2024, graduates surpassed the 1st time test takers from US Accredited Programs mean scale score in all the content areas except interventions (638.9 BCCC PTA vs 643.5 US Programs - 4.6 point difference).

System review –Overall graduates were consistently passing in the Integumentary and Lymphatic areas. Musculoskeletal systems were below or just passing in 2022 and 2023, and Neuromuscular and Nervous systems were below passing in 2022, with a steady increase in 2023 and 2024.

Integumentary and Lymphatic Systems -

The mean scores were consistently on par with 1st time test takers from US Accredited Programs

2022 – 638.0, 2023- 634.0, and 2024- 637.0

Starting in fall 2023, the faculty enhanced the practice of burn management and positioning via video and case studies, scar massage techniques using simulated skin, obtained sample Jobst garments for students to engage with and increased practice of infection control standards in PBA (performance-based assessments). These practices were assessed from an introduction in PTT 120, and carried over into PTT 140 and through to PTT 215 in retention in both integumentary and lymphatics.

Cardiovascular and Pulmonary Systems

The Class of 2024 had a significant improvement (9.2% higher than 2022 and 15.6% higher than 2023)

PTT 140 Medical Lectures – In the spring of 2024 the program made a change in faculty and delivery of curriculum to move from a lecture format to more integrated with multi-modal aspects of learning, incorporating patient case studies, videos and hands on activities to enhance retention and increase student correlation of disease pathology to the physical therapy practice. In 2024, PTT 250 CardioPulmonary module was extended from three weeks to five weeks to give students more time to study between lectures and prepare for assessments. A second quiz was added to assess the students' knowledge and retention before the CardioPulmonary module final exam, resulting in improved scores. The faculty acknowledged that students would benefit from increased acute care skills practice and added two additional off-site labs including lines, tubes and monitoring at a local hospital to promote confidence and assess student readiness.

Musculoskeletal system

The Class of 2024 had a significant improvement (13.28% higher than 2022 and 9.38% higher than 2023)

PTT 240- The faculty increased the number of pre-lecture outlines for students to complete and promote reading before coming to class. The typical format of the course was changed in 2024. In 2021 and 2022, the program had two faculty members in the lab which allowed more individualized or small group instruction. However, students weren't interactive, appeared distracted, and/or falling asleep during the lecture, and had difficulty staying on task during the lab sessions. In 2023-2024, there was one faculty member in the course which made it more challenging to provide individualized instruction resulting in a classroom format change to lecture for 15-20 minute intervals, followed by a 45 minute lab. During the lecture, students utilized anatomical models while the faculty presented on subject matter. An unannounced flipped model approach was used approximately once per week requiring the students to be ready to present to their peers. As a result, students were more attentive, prepared, and learned the value of multi-modal learning instead of just reading.

Neuromuscular and Nervous System

The Class of 2024 had an improvement (8.49% higher than 2022 and 3.3% higher than 2023)

Similar to PTT 240, PTT 260 which focuses on treatment for neurological conditions, utilized the flipped classroom model to promote active learning, practice communication skills and problem solving, with less time spent in traditional lecture format. Students were provided with a patient evaluation and corresponding video at the start of each class where they worked independently before joining teams to create problem lists, select appropriate interventions, and demonstrate to the class. Faculty incorporated medication reviews as carry over from an introduction in previous courses and their impact on physical therapy intervention.

In PTT 250, the Neuro module reduced the number of PNF labs to allow more time with video case study review and treatment interventions for neurological conditions such as Parkinson's, CVA and traumatic brain injury.

Other Systems

The Class of 2023 had the best performance (5.51% higher than 2022 and 6.43% higher than 2024) according to the NPTE Content Report. The program notes a decrease in this area in the Class of 2024. First time test takers from US Accredited Programs were higher than the program mean scores by 8.16% (2022), 3.33% (2023), and 7.81% (2024).

Faculty changed the order of instruction in PTT 150 (Spring Course) to continue emerging balance and transfer from the introduction of skills in PTT 120(Fall Course) prior to initiating the gait, ultrasound and electrical stimulation modules to ensure foundation knowledge in functional mobility. The initial change occurred as the faculty were able to teach therapeutic activities virtually without access to equipment(e-stim and ultrasound machines) while waiting to return to face-to-face instruction. As a result, students demonstrated a better understanding and performance on assessments of gait and functional mobility therefore this curriculum sequence change has been adopted. The faculty is committed to ensuring that students move from introduction to proficiency by building on skills through the semesters. As an example, functional skills and modalities are taught in both fall and spring semesters of the first year curriculum. Students learn the foundation of transfers in the first semester, followed by transfers for patients with orthopedic, neurologic, amputation, multiple pathology in the second semester. As a result, improvements to the order of curriculum, more emphasis on impairments and treatment interventions, adjusting the amount of time spent on topics can provide more cohesive instruction and improve carryover from introductory to emerging in the freshmen year.

Clinical Education

The Class of 2023 and 2024 completed 520 hours of clinical education. They attended integrated one-week part-time clinical experiences in their freshmen year, and two weeks of integrated clinical experience in the fall. Performance on performance-based assessments (PBA) reveal passing but overall lower scores due to needing more prompts or time to complete some skills, such as goniometry and execution of treatment interventions. While students were able to attend clinics, the overall objective was for observation initially and progress to performance with guidance. Freshmen retention labs were initiated in Spring 2024 to promote carryover of skills and knowledge from the first semester coursework. Students were provided with peer review documents that required them to complete self directed intervention review with sign off and feedback from a class peer. Once completed, the documents were reviewed by faculty and areas of improvement were discussed with students to create an action plan to gain increased competency.

Other

Retention

Historically, the majority of students entering the allied health professions had some background in healthcare or allied health. In recent years, our student population has become much more diverse in previous professions and many with limited exposure to physical therapy practice. Students formally meet with the 1st year faculty to discuss their adjustment to the program during Week 6 of the first semester. Students are asked to share their study strategies, hours dedicated to study, time management, as well as review work/school/life schedules. The faculty review grades, offer guidance to improve performance, or schedule individual tutor sessions. However there isn't another formally scheduled meeting with students for updates unless the student requires a conference for poor performance or soft skill behavior concerns. Collaboration with the Mid Atlantic PTA Educator Consortium, as well as advice from CAPTE highlighted the value of continuing efforts with more formal individual contact with students throughout the journey to licensure. The program faculty recognizes that value and has established a plan

for mentorship where students will be assigned to a faculty member for monthly meetings to review their progress, compliance with study plans, determine needs for support, and promote open communication.

In addition, the faculty reviewed and updated remediation and dismissal policies to optimize student success and retention. In Fall 2024, sophomore students were not achieving academic benchmarks in PTT 240. The students did not demonstrate consistent progress and growth on quizzes, exams, and skill checks. In addition, the students were not consistently demonstrating growth in problem solving during performance-based assessments (PBAs), preventing them from attending one-week clinical experiences. The students were able to reproduce interventions, however unable to provide the rationale or consistently select an alternative treatment. Even when the faculty scheduled individual weekly or biweekly remediation sessions, the students did not consistently attend. Challenges to balance their work/life schedules to devote adequate time for open lab sessions, remediation with the faculty, and not varying study strategies to promote comprehension instead of memorization limited their success. When the grades continued to trend downward, the faculty worked with the Dean to develop a remediation policies/plan to give the students incomplete grades.

As a pilot, the faculty made a plan. A letter was presented and discussed with the students on Nov 11, 2024. The letter provided a reflection of the challenges and resultant grades in PTT 240. The students were given two options - (1) withdraw from the program before the due date and if desired reapply in the future or (2) receive an incomplete for the fall semester, complete remediation and assessments with the goal to achieve at least 75% by the sixth week of the spring semester. Spring courses and clinical internships would be extended delaying graduation to August. The faculty did their due diligence to provide opportunities for the students to demonstrate competence and skills to achieve success. Despite all efforts, three students failed to meet the 75% benchmark, and one student withdrew from the program.

Post pilot evaluation of the process revealed the process did not meet the outcomes and mission of the program. Therefore the pilot will not be instituted in the future. The faculty met with a CAPTE advisor on June 23, 2025 to gain insight into best practices for implementing remediation and dismissal policies aimed at supporting student success. The faculty is reviewing the current remediation policy. Syllabi will be updated and highlighted at the beginning of the semesters. Emphasis will include mandatory remediation sessions, options of other academic pathways. Failure to attend remediation and pass competency assessments will prevent students from progressing in the course.

Open Labs

The program allocates open lab and supplemental instruction to allow students opportunity to study and practice hands-on skills utilizing lab and classroom spaces with faculty supervision and/or lead instruction. These labs are not mandatory but strongly advised to assist with student retention and assessment performance. Despite encouragement from faculty, many students do not attend or request supplemental instruction and when they do, their grades may be below program standard or at risk of failing. Due to feedback from students as to work/life challenges that can prevent them from attending, open labs are now also offered before and between classes to better accommodate all students. Students who are below standards are also required to attend a mandatory supplemental of one to two hours per week in that course subject matter until they reach the benchmark of 75%.

Summer Competency

Upon return to the face to face instruction, the summer competency assessment was reinstituted in 2022. The purpose of the exam is to assess retention of the first year curriculum excluding pediatrics prior to the start of the sophomore year. While the summer competency is not a graded assessment, it provides an overview of content where students may need more instruction and gives students an individualized perspective of their retention of course curriculum. In review of the summer 2024 (Class of 2025) performance on the competency exam, the second year faculty member reviewed the assessment and modified lectures and labs to integrate based on lower performance areas, such as functional mobility, basic anatomy, and decision making. The faculty recognize the need for more comprehensive assessments in all freshmen and sophomore courses to promote better carryover of information throughout the program.

Mental Health

Challenges with mental health, isolation, and burnout affected student performance and ability to connect to the course material. Students have shared their difficulties with anxiety impacting their ability to concentrate and prepare for assessments, including the NPTE. Those students were referred to and/or escorted to the BCCC Student Support team or instructed to follow up with their personal mental health providers. Students shared challenges with financial constraints and delays for appointments with medical professionals were barriers to obtaining necessary support. At times students chose to continue without the guidance of their medical team which contributed to unresolved test anxiety, decreased ability to concentrate, poor time management, and low test scores. The faculty is committed to the health and well being of all students and will continue to guide students to resources who self-disclose mental health concerns or appear to have difficulty seeking professional help.

An appropriate plan for achieving compliance within a reasonable time frame not to exceed two years.	A detailed timeline for completion of the plan.	Evidence that the plan has been implemented according to the established timeline.	Evidence that the implemented plan is showing results that provide reasonable assurance the program will achieve compliance within the allotted time frame.
Increase the use of learning tools and study aides to improve student understanding of material and preparedness for assessments.	Spring 2022	Periodic practice questions, study guides, and practice quizzes were provided in class. In PTT 120, topics included anatomy, personal protective equipment, range of motion, and goniometry. Electrical stimulation, ultrasound, and iontophoresis were covered in PTT 150.	Students reported improved understanding, greater comfort, and better skill retention as a result of using practice questions and study guides. From fall 2023 to fall 2024, in PTT 120 the average lab grades on Quiz #5 (Goniometry and Anatomy) grades increased from 61%, for Fall 2023, to 83%, for fall 2024.
Increase use of video case studies for acute care and inpatient rehabilitation.	Spring 2022	Simulated and authentic patient care videos are used in several courses to assess clinical decision-making skills and practical knowledge. In addition, PTT 150, 260 and 250 embedded videos in assessments which prepare students for similar types of questions on the NPTE.	In PTT 150, a stand pivot transfer video question is embedded in an assessment. In spring 2022, 57% of the class correctly answered the question compared to 78% in 2023.

Schedule annual workshops from the BCCC Student Support Services to address effective study skills and test-taking strategies.	Spring 2022	In early spring 2020, and mid fall 2023, the faculty scheduled a workshop with the BCCC Student Support Services team to coincide with periods of time students expressed concerns with the curriculum. The presenter discussed time management, and test taking strategies such as prioritizing questions, eliminating incorrect answers, and managing test anxiety.	Freshmen and sophomore students shared they gained new techniques to study, as well as greater clarity and comprehension of exam questions using strategies from the workshop.
Faculty increased supplemental hours to include evenings and weekends, as well as open labs for one-on-one or small group review sessions.	Spring 2022	Students reported challenges balancing work/life commitments to attend supplemental instruction after classes. The faculty offered additional days and times for students to receive support.	From 2024 to 2025, there was a 30-50% increase in open lab attendance. In addition, the average exam #1 grades increased from 76% in spring 2024 to 84% in spring 2025. Creating a QR code will be able to track and promote accountability and attend supplemental instruction.
Coordinate In-patient clinical observation opportunities with local hospitals to increase students' exposure to acute and rehab Physical Therapy.	Spring 2022	Spring 2022- Students who lacked clinical observation hours were assigned to Mt. Washington Pediatric Hospital to allow them opportunities to observe classroom skills in real time. Fall 2024- Collaborated with University of Maryland at St. Joe's to increase a variety of acute care observation.	Students reported better understanding and carryover of skills based on experience with real-time patient care. In PTT 150 the average grades on the home assignment on transfers increased from 66.4% in spring 2022 to 91.3% in spring 2023. In PTT 120, the average grades on the mini PBA increased from 88.1% in fall 2023 to 88.6% in fall 2024.
PTT 150 integrated clinical experience changed from once-a-week for four weeks to one full week for first year students.	Spring 2022	Beginning Spring 2022, students attend clinical sites for one full week to experience progression of treatment and continuum of care.	CIs express satisfaction with one week experiences to better assess student carry-over of skills treating the same clients. For example, clinical performance evaluations showed in Spring 2022 28.6% (2 out of 7) compared to Spring 2024 57.1% (4 out of 7) students demonstrated improvement to identify objective data to execute the plan of care.
PTT 215 increased from a three week schedule to a five weeks schedule	Summer 2023	The course schedule was lengthened to allow for increased depth of material and more instructional time while also moving from a 5-day a week to a four days a week schedule to allow work life balance and study opportunities.	Students' overall performance for the course final exam improved from pre-course change in 2022 of 77.2% to 2023 81.4% and 2025 88.5%.

PTT 215 Increased Hands-on clinic hours from two hours per student to four hours per student to allow increased interaction and treatment of Pediatric patients.	Summer 2023	Students were scheduled for one-on-one hands-on clinic sessions with supervising PT to enhance assessment and treatment of gross motor development and milestones.	Students' overall performance-based assessment score improved from pre-course change in 2022 of 84.6% to 92.5% in 2023/2024 and 89.6 in 2025.
The faculty will contact graduates to ensure adherence to NPTE study plan and progress on practice exams.	Summer 2023	The faculty spoke to all 2023 graduates in late May to discuss their action plan, suggesting options for time management, and modify work schedules.	Graduates from 2023 shared they appreciated the faculty's guidance. All of the graduates felt regular communication from the faculty promoted accountability and adherence to their action plan.
Faculty will contact unsuccessful students post exam to discuss results and offer assistance and guidance as appropriate to better prepare for re-examination	Summer 2023	In July 2023 and 2024, the ACCE called all of the students to conduct the NPTE Reflection and Remediation Plan. All students were asked specific questions such as their use of Scorebuilders, number of and use of practice exams completed, and if they used other NPTE preparation resources, etc. Discussed barriers to their success (i.e. not enough hours dedicated to studying, taking practice exams too late) and provided specific advice for an action plan.	Between August and Oct 2023, one of the four students from the Class of 2023 and one student from the Class of 2022 came to campus as part of their action plan for immersive review as a lab assistant or a simulated patient. In Oct 2023, four graduates from Class of 2023 made their 2nd attempt on the NPTE again. One graduate passed and shared the remediation action plan helped to organize their preparation and select new resources to be successful. The ACCE reached out to the three who were unsuccessful and two of the 3 responded. They were encouraged to come to campus to review their performance report and participate in labs. The majority of graduates who were unsuccessful continue to respond and participate in remediation when faculty maintain contact and provide support.
Institute consistent 5-minute quizzes, to increase student class preparation and overall outcomes on assessments. (Piloted in Spring 2022)	Fall 2023	PTT 112: Students were given random five- minute quizzes (7 total) on pre-class reading assignments to assess preparation for class discussion and upcoming course assessments. Carried over into PTT 140 in Spring 2024.	The faculty noted an increase in class participation and discussion based on 5-minute quiz content. Overall quiz grades improved as well as student retention into Spring semester from 77.7% in 2022 to 88.8% in 2024.
Include one-minute surveys to assess students' comprehension from lectures and areas that require more clarification.	Fall 2023	PTT 112: Students are asked to submit a 1 minute survey to express what they understand from the lecture and areas where they need more clarification. A follow up feedback report is posted with	Students report using feedback reports as study guides. Overall final exam performance improved from class average 79.82 in 2022 to 81.34 in 2024

With follow-up feedback reports to students		answers to any questions that require more clarification and is used to start the next class discussion.	
Provide a nine-week board exam review course post-graduation with the goal to improve exam readiness and self-assessment.	Spring 2024	In Spring, 2024, a nine-week board exam prep course was purchased by the College in addition to annual scorebuilders. The course provides access to all review sessions and resources for one year allowing time for graduates to start the course when they are ready. Graduates received tips about the exam format, question types, and time constraints, as well as strategies for time management and how to interpret questions. Additionally, students were able to assess their strengths and weaknesses through six practice exams, as well as using four exams provided by the on-campus board review course provided before graduation.	Graduates shared having the nine-week board exam review course provided structure with the weekly study plan to follow. The live and recorded review sessions and multiple resources addressed specific content areas such as acute care, orthopedics, neurologic conditions, and data collection that were noted to be deficits for previous classes. Self-directed learning enabled more targeted preparation. Graduates express gratitude for faculty support and paying for 80% of the course fee. Two 2023 graduates accepted the opportunity and one registered to take the NPTE in April 2025. The program is currently planning to obtain the PEAT exam and provide remediation for the last 2024 graduate with the goal to re-test in October 2025. The addition of the nine-week review course increased pass rates. The Class of 2024 board exam pass rates (85.7%) were 50% higher than 2023 graduates (42.8%), and 28.6% higher than 2022 graduates (66.6%). Five of 7 students passed on the first attempt, and one student passed on the second attempt.
Assess courses to enhance multi-modal learning and increase students' retention of course curriculum.	Spring 2024/ Spring 2025	PTT 140- Modified pathology course to include clinical case reviews, 5-minute quizzes and video patient discussions with hands-on practice. Students were required to compile treatment programs based off the medical pathology with the physical therapy evaluation. Spring of 2025 included: hands-on activities to create brain caps, Circle of Willis, cranial nerve assessment lab, and osteology review pop quizzes.	Students' overall grade performance on Cardio-pulmonary exam improved from 77.7% in 2024 to 90.8% in 2025; Neurology exam improved from 67.36% in 2024 to 82.4% in 2025 and overall course final exam from 75.67 in 2024 to 87.0% in 2025.

Advise and create action plans for NPTE preparation before graduation.	Spring 2024	Six of seven graduates from 2024 were contacted in early May to register for the discounted NPTE review course. An action plan was developed after graduation, and follow-up communication via text, calls, or emails were made in two-three week intervals until the July 2024 exam. A similar timeline was followed for the graduates who made their 1st NPTE attempt in 2024.	The 2024 graduates shared that the action plan, nine-week NPTE review course, and faculty calls to check in were helpful and provided structure. Six of the seven 2024 graduates passed the NPTE. Remediation and at minimum, monthly communication continue with the last 2024 graduate with the goal to re-test in October 2025.
Resume PTA Program Summer Boot Camp with collaboration between incoming and sophomore students to assess preparedness of entering students, and retention of information for advancing students. This further provides faculty with insight where retention may be needed.	Summer 2024	Students attended 2 (4 hour) interactive sessions where areas such as: osteology, interview/data collections, anatomy review as well as team building and retention skills were presented. Entering students had the opportunity to meet and interview sophomore students on their pathway to successfully completing their first year while sophomore students were introduced to course content for their upcoming semester.	Sophomore students who did not have the boot-camp experience prior to starting the program expressed that they felt it would have been helpful in preparing to enter the program. Students entering Fall of 2024 reported that they felt better informed of what to expect and how to prepare. The faculty was able to assess students' readiness and plan for supplemental and first week assignments in areas where students showed need for support. As a result, retention of freshman students from Fall of 2024 to Spring of 2025 improved to 88.8% from 66.6 % the previous year (2024). Historically first semester retention loss has been approximately 20%.
Modify freshman student schedule from five days a week to three days a week to focus on retention, reduce student burnout and provide more time for work-life balance.	Fall 2024	The modification from five days a week to three days has led to increased focus and retention, benefiting students through more concentrated and intensive learning sessions. This adjustment allowed for deeper engagement with the material, resulting in a stronger grasp of key concepts. Additionally, the modified schedule provided students with more time for independent study, enabling them to review content, engage in self-paced learning, and better prepare for exams. Moreover, the shortened schedule helped prevent burnout by giving students the opportunity to manage their time more	Program made change to modify schedule to a 3-day instructional week for PTT 112 and PTT 150 (Fall 2024), and PTT 140 and PTT 150 (Spring 2025) From 2024 to 2025, in PTT 150, there was a 50% increase in open lab attendance. Students expressed gratitude in the allowance of open lab options on days outside of class instruction. Students were given a three day class schedule-Tuesday, Wednesday, and Thursday, allowing a four day break to support work/life balance opportunities.

		effectively, prioritize quality over quantity in their studies, and improve overall mental health and motivation.	
Add PEAT exams, review course and content reports to Program budget starting with Class of 2026	Fall 2025	On July 10, 2025, PEAT exams and a nine-week board exam review course were added to the program budget for the Class of 2026 was confirmed during a meeting with the Dean.	To further strengthen these efforts, the program will incorporate both the PEAT (Practice Exam and Assessment Tool) exams and a dedicated nine-week board exam review course into its official budget, beginning with the cohort entering in Fall 2026 (Class of 2027). This initiative aims to bolster students' performance on licensure exams. Administrative commitment to this investment demonstrates reasonable assurance that the program will have the resources necessary to provide the assessments in a timely manner.
Create dedicated space and equipment for acute care lab for the PTA program.	Spring 2025	The program has obtained quotes for hospital beds and other equipment. Toured other PTA programs to see sim labs and updated technology.	The program has taken proactive steps to acquire a dedicated space and equipment for an acute care lab. On June 12, 2025 a faculty member joined the college cabinet members to review furnishing options for a variety of spaces on campus at Price Modern: Modern Office Furniture & Design Solutions. While a final decision from leadership is pending, the program will continue to monitor developments.
Contact colleges and local high schools and attend career exploration events to recruit applicants to the program	Spring 2025	Due to the decrease in the PTA applicant pool, the faculty will actively share information about the PTA program. In April 2025, the faculty met with the college Assistant Dean in Early College and Access Programs, Michelle White. The Program asked for information about high schools in Baltimore City and how to participate in their career exploration opportunities. The faculty will also participate in college transfer fairs to recruit applicants.	Michelle White is making contact with high schools and colleagues from community colleges. The faculty will work with her with a goal to create a calendar of events by October 2025, and attend at least one event each semester, and participate in the college transfer fairs. The faculty sent an email to APTA Student Recruitment Team in July 2025 to learn the PT Moves Me program and available resources to share with prospective applicants to the PTA program.

Faculty will attend the FSBPT Educator Workshop to improve the quality of assessments that are designed to challenge problem solving and decision making as well as align with CAPTE and FSBPT standards. The workshop will enhance the faculty's ability to analyze test results and identify trends, which can inform curriculum adjustments and better support students in mastering difficult topics.	Spring 2025	In Spring 2025, the Program submitted their college email addresses to the FSBPT to receive information about the next online workshop. On April 23, 2025, the faculty received the date of the course and submitted a request to the college for financial support to attend the Educators Workshop.	Due to a limited availability of seats, and rapid enrollment, the program was unable to secure admission in the course. The program plans to attend the next Educators Workshop in the spring of 2026.
Include board prep questions to PTT 140 and PTT 215 for enhanced preparation for NPTE format and retention of information from first semester curriculum.	Spring/Summer 2025	Practice questions were added to better prepare students for the format of NPTE questions as it relates to content from classroom instruction and develops critical thinking and decision making.	PTT 140: Overall course final grades improved from 75.67 in 2024 to 87.0% in 2025. PTT 215: Overall course final grades improved from 77.9 in 2024 to 88.5 in 2025.
Schedule regular collaborative meetings with the Dean of SNHP.	Spring 2025	Regular collaborative meetings with the Dean of the SNHP started in April 2025 and will continue on the third Thursday of the month through the rest of the semester.	The meetings included the program coordinator and clinical coordinator have played a critical role in maintaining accountability, monitoring progress, addressing barriers, and ensuring alignment with program compliance goals. Monthly meetings with the Dean have allowed the program to establish policy with students entry requirements, CAPTE report logistics, date, confirmations for orientation, information sessions, and application revisions.
Establish policy for student advancement to register for NPTE to be in-line with policy currently used by BCCC Nursing program to ensure student readiness	Summer 2025	The faculty met with the Dean of SNHP and collaborated with the Nursing Program to update the current policy for PTT 210 and the program handbook	The policy will be implemented in 2025-2026

to test and increase student success			
Re-assess the weight of assessments and quizzes.	Summer 2025	The faculty discussed the number of quizzes and exams in PTT 120, 150, and 210. Adjusting the weight of assessments will ensure grades reflect the difficulty of material and accurate representation of the students' academic performance.	PTT 210 is modifying the weights of two comprehensive PBAs and the final Scorebuilders Advantage assessment. These final assessments are critical to determine the students readiness for full time clinical internships as well as the NPTE. Students must achieve the benchmark grades for each assessment to graduate.
Create a module in Canvas of skill checklists from entry into program through graduation to allow students to self-assess and monitor path to proficiency	Fall 2025	Skills checklists have been used in the second year for the faculty to track progress to competency. In fall 2025, the formal checklist will be initiated in the freshmen year and track progress in each semester and throughout the program.	The faculty purchased resources to enhance the current skill checklist. In PTT 120 and 112, the students will be responsible for tracking skills, including peer review and faculty sign off of skills. The checklists will identify progress from introductory level, emerging skill, and proficiency.
Add anonymous midterm and end of semester surveys	Fall 2025	Midterm and final surveys are used in some courses. The faculty will add additional brief surveys to freshmen courses to provide an anonymous avenue to share feedback and concerns that may not be expressed during monthly meetings with their faculty advisor.	The survey of the entire program has been updated and will resume in Spring 2026. Surveys for PTT 120 have been drafted for use in fall 2025, and PTT 210 and 250 will be used in Spring 2026.
Increase oral quizzes to incorporate problem solving and written comprehensive exams to assess retention from each semester.	Summer 2025	In Spring 2025, the faculty held several discussions to reflect on retention of students. Students have difficulty retaining skills within and between semesters, as well as problem solving skills to prepare for clinical education. Homework assignments can be developed with AI or with classmates limiting the faculty's ability to determine the students' knowledge. The program needed to develop strategies to improve and assess carryover of information between course modules and throughout the program.	The faculty met with a CAPTE advisor on June 23, 2025 to gain insight into best practices for retention. In 2025-2026, the sophomore faculty will include at least one midterm oral assessment in each class focusing on problem solving with case studies. PTT 240 integrated an oral quiz to incorporate use of modalities into the therapeutic exercise PBA to improve retention of first year material. The faculty will include either midterm or final comprehensive assessment to determine students' mastery and readiness to progress to the next semester.

Summary

The program has taken measurable steps toward ensuring compliance with accreditation standards and improving student outcomes. Comprehensive steps are being taken to improve both student outcomes and program effectiveness, drawing upon insights from the FSBPT content reports.

Selective Admissions Process

To enhance the admissions process, the program will introduce an interview component, utilizing a structured rubric to assess candidates more thoroughly. The effectiveness of the enhanced admissions process will be continually evaluated through tracking student success, including retention rates, academic performance, and licensure exam outcomes. This data will be used to fine-tune the selection criteria over time, ensuring that the program is consistently admitting the most qualified candidates who are positioned for long-term success.

Retention Initiatives

To support student retention and success, the program will implement a monthly check-in system, pairing students with assigned faculty members. These meetings will focus on tracking academic progress, identifying support needs, and fostering open communication, ultimately promoting a stronger connection between faculty and students.

NPTE Preparation

To better prepare students for the National Physical Therapy Examination (NPTE), the faculty will take a proactive approach by creating personalized action plans for each student prior to graduation. In addition, the program will secure access to the PEAT and nine-week NPTE review courses to ensure students are adequately prepared for the licensure exam.

Curriculum Enhancements

The physical therapy program is implementing key curricular changes to enhance the depth of learning and improve long-term retention. The introduction of oral quizzes, video case studies, and comprehensive midterm/final assessments is designed to shift the focus from short-term test-cramming to the development of problem-solving skills and long term learning and understanding. These adjustments aim to foster mastery of core concepts, encouraging students to retain and apply knowledge throughout the semester and program. Data from the 2022-2024 FSBPT Content Reports have highlighted areas for improvement, particularly in the Non-System Domains and Other Systems. While the average NPTE scores for many Content and System areas were below 617 in 2022 and 2023, significant improvement was seen in 2024. Eight of the nine content and system areas exceeded 600, and the program pass rate achieved the benchmark of 85%. This progress demonstrates the effectiveness of the new curriculum strategies, such as the nine-week NPTE preparation course, and a commitment to enhancing student outcomes.

Moving forward, the program will initiate a robust admission process to select students who are academically capable, committed, and prepared for the rigor of the PTA program. The program will track key performance indicators, enhance curriculum to strengthen students' comprehension, retention, and ultimately consistently exceed the NPTE pass rate benchmark. The goal is to refine and guide ongoing improvements, ensuring that students are well-prepared to demonstrate mastery of the core competencies required for licensure and delivery of high quality treatment interventions in the community.



Board of Nursing

Wes Moore, Governor · Aruna Miller, Lt. Governor · Laura Herrera Scott, M.D., M.P.H., Secretary

**Action Plan Report to the Maryland Board of Nursing COMAR
Standards 10.27.03.04--.18**

Nurse Administrator/Title: Dorothy Holley, RN, Associate Dean- School of Nursing and Health Professions
Nursing Program: Baltimore City Community College
Program Address: 2901 Liberty Heights Avenue, Baltimore, Maryland, 21215
Report Submission Date: September 26, 2025

Issues Impacting Program & NCLEX-RN/PN® Performance (Address Issues by COMAR Standards) *	Strategies for Improvement	Timeline for Improvement	Responsible Person(s)	Evaluation of Strategies	Required Follow-Up & Anticipated Modifications
COMAR 10.27.03.05 C-E Administration & Organization: <u>Issue #1 Faculty Recruitment</u> The program has not demonstrated adequate progress in filling critical faculty positions. The submitted FY 2024 Annual Report indicates the primary	Two (2) new full-time nursing faculty were hired and began working on 8/13/2025, bringing the ADN full-time faculty total to nine members. Two (2) full-time faculty positions are unfilled (Med-Surg and Mental	The positions will remain up until the positions are filled.	Nurse Administrator Nursing Interview Panel Dean, School of Nursing and Health Professions (SNHP) Vice President for Academic Affairs (VPAA) or Designee President	The Nurse Administrator will continue to review qualified applicants for these two positions until they are filled. The Nurse Administrator and Nursing Panel will interview qualified applicants. The Nurse Administrator will	On-going until positions are filled.

Issues Impacting Program & NCLEX-RN/PN® Performance (Address Issues by COMAR Standards) *	Strategies for Improvement	Timeline for Improvement	Responsible Person(s)	Evaluation of Strategies	Required Follow-Up & Anticipated Modifications
barrier to recruiting qualified faculty appears to be salary structure, which is limiting the pool of competitive applicants. <u>Recommended Action to MBON:</u> 1. Request that BCCC conducts a formal salary survey of comparable nursing faculty positions across the region to determine if salary disparities are a justifiable factor contributing to recruitment. 2. Request that BCCC initiate a pay survey of entry and mid-level nursing faculty at similar academic institutions.	Health). BCCC conducted a formal salary survey in 2023 of all faculty including nursing faculty positions comparable with other 2-year Maryland colleges to determine salary disparities and adjusted for equity. <i>(Attachments #1 and 2)</i>	The formal entry and min-level pay salary survey will be completed in conjunction with the Office of Human Resources by the end of the Spring 2026 semester and disseminated accordingly to all community colleges within the surrounding area (i.e. Baltimore County, Cecil, Harford, Anne Arundel, Howard).	Nurse Administrator Dean, SNHP VPAA VPFA	forward recommendations for hire to the Dean and President. The proposed strategy will be evaluated by assessing its completion, quality, and impact. First, process measures will confirm whether the salary survey was completed by the end of Spring 2026 in collaboration with the Office of Human Resources and disseminated to all targeted community colleges (Baltimore County, Cecil, Harford, Anne Arundel, and Howard). Output evaluation will determine whether a comprehensive report on entry- and mid-level salaries was produced and shared, while	Outcomes will be measured by the survey's usefulness in informing salary competitiveness, influencing HR or budget discussions, and enhancing collaboration across institutions. Success can be indicated by timely completion, wide distribution, positive stakeholder feedback, and evidence of the data being used in decision-making.

Issues Impacting Program & NCLEX-RN/PN® Performance (Address Issues by COMAR Standards) *	Strategies for Improvement	Timeline for Improvement	Responsible Person(s)	Evaluation of Strategies	Required Follow-Up & Anticipated Modifications
<u>Issue #2: NSP II Grant Award/Nurse Success Coach Personnel</u> NSP II grant awards supporting the establishment of a personnel position, such as the Nurse Success Coach role, include a statement of commitment by the College or University to incorporate the role as a <u>budgeted full-time position</u> in the nursing education program once grant funding ends. It appears that the establishment of a budgeted position for the Nurse Success Coach <u>did not occur upon completion of</u>	A full-time job description has been formulated for a full-time Nursing Success Coach. Currently, our former Nurse Success Coach is serving part-time as an adjunct nursing faculty member to support nursing students throughout the curriculum and has scheduled regular meetings with the nursing students in fundamentals and Medical-Surgical Nursing I & II courses.	By the end of the Fall 2025 semester.	Nurse Administrator Dean Human Resources President	quality evaluation will examine the accuracy, consistency, and relevance of the data. Will submit written notification to the Board outlining hire and onboarding requirements initiated for the Nurse Success Coach position once filled.	On-going until position is approved, posted, and filled.

Issues Impacting Program & NCLEX-RN/PN® Performance (Address Issues by COMAR Standards) *	Strategies for Improvement	Timeline for Improvement	Responsible Person(s)	Evaluation of Strategies	Required Follow-Up & Anticipated Modifications
<u>NSP II grant funding</u> at BCCC. The responsibilities defined in the Nurse Success Coach role were incorporated into an <u>existing</u> nurse faculty position which potentially compromised the supportive educational needs of nursing students and increased the demands of a faculty member's workload requirements. Findings: BCCC established a budgeted position for the Nurse Success Coach in Spring 2025. Interviews have been initiated but the position has not been filled. <u>Recommended Action to MBON:</u> Request that BCCC submit written notification to the					

Issues Impacting Program & NCLEX-RN/PN® Performance (Address Issues by COMAR Standards) *	Strategies for Improvement	Timeline for Improvement	Responsible Person(s)	Evaluation of Strategies	Required Follow-Up & Anticipated Modifications
Board outlining hire and onboarding requirements initiated for the Nurse Success Coach position					

Issues Impacting Program & NCLEX-RN/PN® Performance (Address Issues by COMAR Standards)	Strategies for Improvement	Timeline for Improvement	Responsible Person(s)	Evaluation of Strategies	Required Follow-Up & Anticipated Modifications
COMAR 10.27.03.06A-B: Records & Reports Partially Met: <u>Issue #1: Clinical Affiliation Agreement/Maternity Care.</u> The completion of Clinical Affiliation Agreements was pending for Total Health Care, Inc (Summer 2025), to address Maternity Care clinical requirements for the program. <u>Recommended Action to MBON:</u> Request that BCCC provide written notification of a fully executed Clinical Affiliation Agreement with Total Health Care, Inc., to establish Maternity Care clinical education	BCCC now has a fully executed contract with Total Health Care. The PN students utilized the site over the summer for their OB clinical rotation. The ADN students completed orientation at THC for the Fall 2025 semester. Copy of contract attached. <i>(Attachment #3)</i> Continue to request clinical sites at other facilities (i.e. BWMC, Mercy Medical Center...).	N/A	Nurse Administrator Dean, SNHP Nursing Faculty	Students and faculty will evaluate the clinical experience at the end of every semester to ensure student learning outcomes are properly aligned and being met.	Continue to request additional sites for Maternity Care clinical placements. Continue to evaluate the effectiveness of sites.

requirements for the nursing education program.					
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Issues Impacting Program & NCLEX-RN/PN® Performance (Address Issues by COMAR Standards) *	Strategies for Improvement	Timeline for Improvement	Responsible Person(s)	Evaluation of Strategies	Required Follow-Up & Anticipated Modifications
COMAR 10.27.03.08A-D: Faculty & Clinical Instructors. Partially Met: 1. <u>Adequate Educational Facilities.</u> BCCC Budget was approved for FY 2025, to initiate renovations for the nursing education facilities.	N/A	The Nursing department will follow the timeline as delineated in the College's current Facilities Master Plan.	Nurse Administrator Dean, SNHP Nursing Faculty Vice President – Facilities	N/A	Monitor through completion. Keep MBON apprised of updates as received regarding renovations.

3.Nursing Laboratory Manager. Interviews were initiated in Spring 2024, and recruitment continues. Four Interviews were conducted. <u>It is noted that candidates declined the opportunity based upon salary reference</u>	BCCC hired a full-time Nursing Laboratory Manager on March 5, 2025.	N/A		N/A	N/A
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Issues Impacting Program & NCLEX-RN/PN® Performance (Address Issues by COMAR Standards) *	Strategies for Improvement	Timeline for Improvement	Responsible Person(s)	Evaluation of Strategies	Required Follow-Up & Anticipated Modifications
4. <u>Nurse Success Coach</u>. Position was established in Spring 2025. Interviews initiated-no hire-to- date. <u>Recommended Actions to MBON:</u> Request that BCCC submit written notification to the Board outlining hire and onboarding requirements initiated for faculty, Laboratory Manager, and Nurse Success Coach positions. [Cross-referenced in COMAR 10.27.05.C; D; E]	A full-time job description has been formulated for a full-time Nursing Success Coach. Currently, our former Nurse Success Coach is serving part-time as an adjunct nursing faculty member to support nursing students throughout the curriculum and has scheduled regular meetings with the nursing students in fundamentals and Medical-Surgical Nursing I & II courses.	Before the close of the Fall 2025 semester.	Nurse Administrator Dean, SNHP Human Resources President	Will submit written notification to the Board outlining hire and onboarding requirements initiated for the Nurse Success Coach position once filled.	On-going until position is approved, posted, and filled.

Issues Impacting Program & NCLEX-RN/PN® Performance (Address Issues by COMAR Standards) *	Strategies for Improvement	Timeline for Improvement	Responsible Person(s)	Evaluation of Strategies	Required Follow-Up & Anticipated Modifications
COMAR 10.27.03.11A -C: Faculty Development & Evaluation Not Met: 1. Funding was approved for nursing program faculty to attend professional development conferences in Spring/Summer/Fall 2024 (Approved by the VP Finance & VP Academic Affairs). Continued in Spring 2025.	Faculty were approved to attend conferences as requested during the Fall 2024 and Spring 2025 semesters. All faculty who requested to attend nursing education conferences were approved. This included three faculty traveling to Austin, Texas for the NLN Conference in September of 2024, three faculty members and the Nurse Administrator attended the ACEN Self-Study Conference during the Spring 2025 semester in Alexandria, Virginia. This semester one faculty member has requested and been approved to attend the American Association of Community	Faculty will continue to submit the appropriate documents for professional development and travel.	Faculty Nurse Administrator Dean President or Designee	Continue to monitor number of requests and approvals for training/PD opportunities.	Ongoing

2. Faculty Evaluations were incomplete, as noted in Faculty document reviews during the unannounced site visit. <u>Recommended Action to MBON:</u> 1.Request that BCCC submit written notification of completed faculty evaluations to MBON, with confirmation from the BCCC Office of Human Resources.	Colleges Networking Conference in December of 2025. (Attachment #4) Full-time faculty evaluations have been completed for calendar year 2024 and submitted to the Dean. All adjunct faculty will have evaluations completed by the end of the Fall 2025 semester. (Attachment # 5)	End of Fall 2025 semester.	Nurse Administrator/Designee Dean HR Personnel	See attached document from HR confirming completion of full-time faculty evaluations for the calendar year 2024 and Schedule of faculty evaluations.	The next evaluation cycle begins during the Fall 2025 semester and concludes during the Spring 2026 semester. Evaluations for calendar year 2025 will be documented accordingly and placed in faculty files.
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Issues Impacting Program & NCLEX-RN/PN® Performance (Address Issues by COMAR Standards) *	Strategies for Improvement	Timeline for Improvement	Responsible Person(s)	Evaluation of Strategies	Required Follow-Up & Anticipated Modifications
COMAR 10.27.03.12 A-E: Physical Facilities; Learning Resources; Clinical Facilities Not Met: 1. Physical facilities and learning resources were adequate. Renovations and new building began in FY 2025. 2. There were limited placements for Obstetrical Nursing clinicals. BCCC is establishing clinicals in outpatient settings (Total Health Care, Inc, by way of example). Continuing to identify clinical sites for Obstetrical and Pediatric Nursing.	BCCC now has a fully executed contract with Total Health Care. The PN students utilized the site over the summer for their OB clinical rotation. The ADN students completed orientation at THC for the Fall 2025 semester. The Pediatric Nursing course continues to use Mt. Washington Pediatric Hospital for their clinical rotation. (Attachment #3) Continue to request clinical sites at other facilities (i.e. BWMC, Mercy Medical Center...).	N/A	Nurse Administrator Faculty	On-going	On-going

[Cross referenced: COMAR 10.27.03.06: Records and Reports] 3. Library Services had outdated nursing books on shelves that must be removed from circulation. This area of concern was identified at the March 19-21, 2024, Full Cycle Site Visit. The Action plan submitted to the MBON on December 20, 2024, addresses this, however, as of May 1st, 2nd, and 5, 2025 Unannounced Site Visit, the program remains non-compliant in this area.	The Nurse Administrator met with the Library Director at the beginning of Summer 2025 semester and viewed the publications to ensure all outdated materials had been removed from the shelves. There is now a systematic process in place, in which two assigned nursing faculty members will review the publications in the library every semester. A policy has been established with a required sign-off to ensure the process is carried out at the beginning of every semester. (Attachment #6)	On-going	Faculty Nurse Administrator Library Personnel	On-going	On-going
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<u>Recommended Action to MBON:</u> 1. Request written notification from BCCC that references the establishment of Clinical Affiliation Agreements for Obstetrical and Pediatric Nursing educational experiences. Request written notification from BCCC acknowledging that the outdated library resources were removed from the library, and a systematic review process has been established.					
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Issues Impacting Program & NCLEX-RN/PN® Performance (Address Issues by COMAR Standards) *	Strategies for Improvement	Timeline for Improvement	Responsible Person(s)	Evaluation of Strategies	Required Follow-Up & Anticipated Modifications
COMAR 10.27.03.13A-M: Curriculum 10.27.03.13.B.(1)(2)(3)(4)(5): Partially Met. The curriculum plan provides the foundation for curriculum development. There is evidence of incorporation of philosophical beliefs, values, structure concepts and theories relevant to the enhancement of teaching-learning processes and progressive learning. These are clearly evident in the LPN Program and articulated in the first and third semesters of the ADN/RN program of study. <u>However, the second and fourth semesters</u>	Curriculum Enhancement - Course syllabi for Medical-Surgical I (second semester) and Medical-Surgical II (fourth semester) have been revised to explicitly integrate the nursing process and critical thinking as central learning objectives. (Attachments #7 and 8) - End-of-Program Student Learning Outcomes (EPSLOs), course outcomes, and unit-level objectives are now mapped directly to activities that require students to utilize the nursing process	On-going	Faculty Program Coordinator Nurse Administrator	The process will be evaluated by reviewing syllabi to ensure the explicit inclusion of philosophical beliefs, values, structural concepts, and relevant theories, as well as alignment with program learning outcomes and accreditation standards. Quality evaluation will assess the clarity, consistency, and depth with which these elements are embedded in course objectives, learning activities, and assessment methods. Faculty and student feedback can serve as indicators of how effectively these strategies enhance the teaching-learning environment, while outcome evaluation will	Ongoing

<u>of the ADN/RN courses of study emphasize disease processes and interventions, with less emphasis on the promotion of nursing critical thinking, and the incorporation of the nursing process in the medical-surgical nursing courses offered in the second and fourth semesters.</u> <u>Recommended Action to MBON:</u> Request BCCC to provide an Action Plan that defines the faculty's course of action in review of the nursing courses offered in the second and fourth semesters of the ADN/RN program of study. <u>10.27.03.13.C.(1)(2)(3): Partially Met.</u> The curriculum objectives and outcomes are articulated in the Licensed Practical Nursing and first and third semesters of study for the ADN/RN program of	and critical thinking activities. Active Learning Strategies • Faculty have incorporated unfolding case studies, simulation scenarios, and concept mapping assignments that require application of the nursing process in real-world contexts. • Small group discussions, NCLEX-style application questions, and clinical judgment exercises are embedded into instructional activities. Clinical Integration • In the clinical setting, students are required to submit nursing care plans and assignments that demonstrate critical thinking and			examine evidence of progressive learning, such as improved critical thinking, application of theory to practice, and advancement in clinical reasoning across program levels.	
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study. The course objectives & course outcomes should be reviewed by the faculty to address the requirements and expectations of the second and fourth semesters of study in the ADN/RN program, emphasis: course outcomes and student learning outcomes in the curriculum. <u>Recommended Action to MBON:</u> <u>Request that BCCC provides an Action Plan that addresses the course outcomes and student learning outcomes articulated in the second and fourth semesters of the ADN/RN program of study to ensure course and program progression requirements are assessed and outcome measures are achieved.</u> 10.27.03.13.F.(1)(2). G. (1)(2); H; I; J; K: <u>An Action Plan item is required, as curriculum, course</u>	systematic use of the nursing process. • Pre- and post-conference discussions focus on identifying patient priorities, nursing diagnoses, and evidence-based interventions. Faculty Development • Faculty teaching Medical-Surgical courses have participated in professional development workshops focused on integrating the NCSBN Clinical Judgment Model and critical thinking strategies into didactic and clinical instruction. Assessment and Evaluation • Student performance on course exams, standardized ATI assessments, and				
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<u>and clinical changes are identified by the faculty and administration for program improvement.</u>	clinical evaluations are tracked to measure improvements in critical thinking and application of the nursing process. • The Clinical Evaluation Tool measures a student's ability to use the nursing process and critical thinking in clinical decision-making. Continuous Quality Improvement • Faculty, Program Coordinator, and Nurse Administrator, will evaluate course outcomes each semester to ensure ongoing improvement and compliance with accreditation and regulatory standards. • Adjustments will be made based on student performance data and faculty				
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	feedback..				
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COMAR 10.27.03.14: Students: Partially Met An Action Plan is required for the following: (Interviews with senior level administration revealed that, while no written policy exists, there is an internally suggested timeline of two (2) weeks, or 10 business days, for responding to student formal grievances. Admittedly, the program was not in compliance with its informal timeline for addressing student's recorded non- academic grievances timely. There were several grievances outstanding at the time of this visit. More specifically, three (3) grievances initiated in the previous Fall/Spring Semester remained outstanding at the time of the unannounced visit. Additionally, this finding was	BCCC is completing the formal grievances process for three nursing students. One student had a hearing and the committee's decision was rendered. The remaining two are in process. (Attachment #9) BCCC has created a Non-Academic Grievance Policy. It is under legal review	Fall 2025 Implementation in Spring 2026		N/A N/A	N/A N/A
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identified and discussed with program leadership at the March 19-21, 2024, Full Cycle Site Visit; however, the program has not yet addressed this finding). <u>Recommended Action to MBON:</u> Request that BCCC submit evidence that all outstanding grievances at the time of the visit were addressed, in accordance with the institution's policy.					
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Identification of student participation in program development and evaluation (participation on selected faculty committees). Provision for a Full Time Nurse Success Coach for student access and support services. Organization of self-governance. Published Fee Requirements for Prospective and Currently Enrolled Students in the Nursing Program. The Baltimore City Community College website references "nursing additional fees" but does not specify the actual items or costs of the items. Amendments to the BCCC website are necessary to provide fee information for: nursing uniforms,	Two student representatives (one is an alternate) from every semester serve as class representatives and are invited to attend monthly scheduled faculty/curriculum meetings. The meeting schedule is posted on each course's Canvas site. BCCC's Student Government Association also provides a fair and just system of representation of every student. Through this representation, a direct line of communication is established from each student to the Student Government Association, the staff, faculty, and administration. Through membership in SGA, students have the opportunity to become involved as active leaders of the college community, assume responsibility to advocate and	N/A	Faculty Program Coordinator Nurse Administrator	On-going	On-going
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shoes, skills bags, and testing services, by way of example. <u>Nursing fees are required to be posted on the College website, in accordance with the United States Department of Education (USDOE) regulatory standards. The Maryland Board of Nursing is recognized by the United States Department of Education.</u>	support their fellow students, act in the best interest of the student body and the College, be encouraged and motivated to maintain good academic standing for their benefit and as an example for their peers and learn to treat all others with respect and dignity, and without judgement.				

Issues Impacting Program & NCLEX-RN/PN® Performance (Address Issues by COMAR Standards) *	Strategies for Improvement	Timeline for Improvement	Responsible Person(s)	Evaluation of Strategies	Required Follow-Up & Anticipated Modifications
. Nursing Fee Summary. There was no evidence of a Nursing Fee Summary that addresses the cost of: uniforms, shoes, skills bags, CPR, academic exam fees, and testing services, by way of example, for access by prospective and enrolled nursing education students. <u>These fees are required to be posted on the college website, in accordance with USDOE and MBON regulatory standards.</u> <u>Recommended Action to MBON:</u> Request that BCCC submit evidence that: 1. The Nursing Fee Summary has been posted on the BCCC website,	A Nursing Fee Schedule has been posted on the BCCC 'Tution and Cost' web page. (Attachment #10)	Will continue to review on an annual basis and update as necessary.	Nurse Administrator Program Coordinator Dean President	Ensure fee schedule is consistently accessible on the nursing webpage every semester.	On-going

along with other existing fee requirements currently identified by the College. Notify the Board, in writing, that this requirement has been addressed. COMAR 10.27.03.15: Evaluation Not Met The BCCC Nursing Education Program is required to meet the regulatory standards indicated in COMAR 10.27.03.15. A. B. C. D: <i>Evaluation</i>. & COMAR 10.27.03.18.E.8.(a)(b)(c).					
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Issues Impacting Program & NCLEX-RN/PN® Performance (Address Issues by COMAR Standards) *	Strategies for Improvement	Timeline for Improvement	Responsible Person(s)	Evaluation of Strategies	Required Follow-Up & Anticipated Modifications
COMAR 10.27.03.16: NCLEX RN Performance Partially Met: 1. FY 2022 NCLEX-RN performance: 78.05% (32 of 41 passed) Required Passing Rate 72.75% 2. FY 2023 NCLEX-RN performance: 72.34% (34 of 47 passed) Required Passing Rate 74.89% 3. FY 2024 NCLEX-RN performance: 88.46% (23 of 26 passed) Required Passing Rate 82.97% FY 2025 NCLEX performance: Pending	FY 2025 pass rates improved to 100%. FY 2024 pass rates were in compliance (88.46%). Will continue to utilize evidence based active learning strategies throughout the curriculum. Will continue to provide graduates with a HURST NCLEX-RN live review at the College's expense.	Continue to review the NCLEX-RN quarterly and yearly reports.	Faculty Program Coordinator Nurse Administrator Dean	Continue to monitor NCLEX-RN pass rates quarterly and annually in comparison to required benchmark standards.	On-going



ACEN 2025 ANNUAL REPORT

Academic Year: July 1, 2024 - June 30, 2025
Required Monitoring Report for ACEN-Accredited Nursing Programs

The ACEN 2025 Annual Report Instruction Manual can be accessed here:

[ACEN 2025 Annual Report Instruction Manual**](#)**

Links to section-specific portions of the manual can be accessed by clicking the titles of each section

PLEASE MAKE SURE TO SAVE YOUR FORM OFTEN

Saving data entered into the form is not an automatic process. It must be done manually.

Click the box at the top of the form that says "Save my progress and resume later"

Then enter an email and password of your choosing to save your form

**NOT SAVING COULD RESULT IN A LOSS OF DATA
AND REQUIRE YOU TO RE-FILL OUT
THE ANNUAL REPORT FORM FROM SCRATCH**

****ANNUAL REPORT DATA USE DISCLAIMER****

Thank you for your participation and submission of the 2025 Annual Report

PLEASE NOTE: The Information collected will be analyzed and reported on in aggregate form. No individual responses will be identified. The data will be used exclusively by the Accreditation Commission for Education in Nursing (ACEN) for internal research and analysis purposes only.

Number of Accredited Programs

1

Accredited Program Type

Associate

**** NOTE : If the above program types DO NOT CORRESPOND to your ACEN-accredited programs, **DO NOT BEGIN** the Annual Report and please contact ACEN immediately by emailing annualreport@acenursing.org ****

Section 1: General Information

Governing Organization

Gov Org ID	Institution Name	Address Line 1	Address Line 2	City	Country	State	Postal Code
NEU226	Baltimore City Community College	2901 Liberty Heights Avenue		Baltimore	United States	Maryland	21215

Institution Type
College/University

Institutional Ownership/Control
Public

Private Ownership
Non-Profit

Single Purpose?
Not Single Purpose

Special Focus
Minority Serving Institutions

ACEN-Recognized Institutional Accrediting Agency

Please select the ACEN-Recognized Institutional Accrediting Agency from the list below.

ACEN-Recognized Institutional Accrediting Agency

ACEN-Recognized Institutional Accrediting Agency
Middle States Commission on Higher Education

State Regulatory Agency for Nursing

Please select the appropriate State Regulatory Agency for Nursing for the program from the list below. If your State Regulatory Agency is not listed, please select 'Other'

If the program is non-U.S.-based and does not have a state/national regulatory agency for nursing, please select 'International Nursing Program' below

State Regulatory Agency

State Regulatory Agency for Nursing Name
Maryland Board of Nursing

Status
Approved

Has there been a change in status of the program with the state (and/or national) regulatory agency for nursing since 07/01/24 (see ACEN Policy #17)?

No

CEO/President (Current - as of 10/13/2025)

Salutation	First Name	MI	Last Name	Credentials/Degree	Job Title	Office Phone	Work Email
Dr.	Debra	L	McCurdy	PhD	President	4104627799	dlmccurdy@bcc.edu

Please review the CEO information above for accuracy and completeness. If any information is materially incorrect OR missing/blank, please click 'No' to the question below to provide updated information.

*****Please note, the fields above are NOT editable. To update information you must click "No" to the next question: "Is the above CEO information correct?"***

Is the above CEO information correct?

Yes

Nursing Education Unit (NEU).

Address Line 1	Address Line 2	City	Country	State	Postal Code
2901 Liberty Heights Avenue		Baltimore	United States	Maryland	21215

Is this the only location where the nursing program is provided?

Yes

Nurse Administrator (Current - as of 10/13/2025).

Salutation	First Name	MI	Last Name	Credentials/Highest Degree	Other/Additional Credentials	Job Title	Office Phone	Work Email
Ms.	Dorothy	N	Holley	MSN, MEd, RN		Associate Dean	(410) 462-7765	dholley@bccc.edu

Please review the Nurse Administrator information above for accuracy and completeness. If any information is materially incorrect OR missing/blank, please click 'No' to the question below to provide updated information.

*****Please note, the fields above are NOT editable. To update information you must click "No" to the next question: "Is the above CEO information correct?"***

Is the above Nurse Administrator Information correct?

Yes

Nursing Education Unit Faculty Counts

Number of Total Full-time Nursing Faculty in the Nursing Education Unit for ACEN-accredited programs

10

Section 2: Substantive Change

Please indicate whether any of the following substantive changes occurred between 7/1/2024 and 6/30/2025.

An Increase, decrease, or substitution of 50% or greater of the nursing credit/quarter/clock hours that represent a significant departure in the nursing content from the currently approved nursing courses required for completion of a nursing program?

No

Curriculum revisions involving an increase or decrease of 20% or greater of the total credit/quarter/clock hours for the nursing program of study from the currently approved program of study?

No

Changing the way in which the governing organization or nursing program measures academic progress toward program completion in clock hours, credit hours, semesters, trimesters, or quarters; or uses time-based or non-time-based methods

No

Offering 50-100% of the number of nursing credit/quarter/clock hours via distance education

No

Adding a nursing program option within a nursing program by deleting and/or substituting 50% or more of the existing nursing courses to form the new nursing program option

No

Adding a new nursing program type to the nursing education unit

No

Inactivation or reactivation of a nursing program?

No

Closing a nursing program

No

Acquiring an accredited or non-accredited nursing program from another governing organization

No

Acquiring an off-campus instructional site where an accredited or non-accredited nursing program is offered from another governing organization

No

A negative or adverse action by the institutional accrediting agency. See Policy #18

No

Establishing a branch campus at which an ACEN-accredited nursing program is offered.

No

Establishing a new off-campus instructional site at which students can obtain 50% or more of the number of nursing credit/quarter/clock hours required for completion of an ACEN-accredited nursing program

No

Relocating a currently approved branch campus or off-campus instructional site serving the same geographic region where the nursing program is offered

No

Relocating a nursing program or nursing education unit

No

Adding a permanent branch campus or off-campus instructional site at which the governing organization is conducting a teach-out for students of another governing organization that has ceased operating before all students enrolled in an accredited or non-accredited nursing program have completed the nursing program of study

No

Inactivation of a branch campus or off-campus instructional site where 50% or more of a nursing program or nursing program option (nursing courses) is offered

No

Closing a branch campus or off-campus instructional site where 50% or more of a nursing program or nursing program options (nursing courses) is offered

No

Reactivating a branch campus or off-campus instructional site where 50% or more of a nursing program or nursing program options (nursing courses) is offered

No

An increase in total enrollment of 50% or greater by headcount in one institutional fiscal year for any ACEN-accredited nursing program type

No

An increase in total enrollment of 50% or greater by headcount in one academic year for the governing organization

No

Changing the ownership, legal status, or form of control or the governing organization

No

Merging/consolidating two or more governing organizations/nursing programs

No

Acquiring another governing organization

No

Significant change in the organizational structure of the nursing program or NEU that would place a program in non-compliance with the ACEN Standards and Criteria

No

Substantial change in the established mission or objectives of the governing organization or its programs (this does NOT include a revision/update in the mission statement)

No

Institutional accrediting agency has required a Teach-Out Plan or Teach-Out Agreement.

No

Entering into a contractual or consortium relationship with an entity to jointly offer all or part of a nursing program

No

A change in Title IV status

No

A change in nurse administrator?

No

Fiscal Monitoring

For the most recent audit of the governing organization, did the financial statements indicate that there were any material findings OR material weaknesses?

No

During the last 18 months, was the governing organization placed on a Heightened Cash Monitoring payment method?

No

Do you have any concerns about the financial stability of the governing organization?

No

Do you have any concerns about the amount of financial resources allocated to the nursing program is insufficient to provide a quality education to the nursing students?

No

SECTION 3: Program Specific Annual Report(s)

[Enrollment Instructions](#)

[Licensure / Certification Pass Rate Instructions](#)

[Completion Rate Instructions](#)

[Job Placement Rate Instructions](#)

[Faculty Demographics](#)

[Program Length](#)

ASSOCIATE PROGRAM

Please provide the year the program was established

1965

Does the nursing program provide Distance Education (DE)? Click here for the ACEN definition

No

Please provide the URL of the location where the program's outcomes data is published:

<https://www.bccc.edu/cms/lib/MD02000050/Centricity/Domain/73/BCCC-ADNProgramOutcomesSuccessMeasures2024.pdf>

ENROLLMENT - Associate:

As of 10/13/2025, does the Associate nursing program have students enrolled?

Yes

As of 10/13/2025, what was the total number of students enrolled in the Associate nursing program taking nursing courses (unduplicated head count, inclusive of all options, NOT pre-nursing students)?

98

OUTCOMES - Associate:

For the 2024-2025 academic year, did the Associate nursing program have graduates?

Yes

COMPLETION RATE

Program completion rate calculation for students who complete the program of study on-time begins with calculating enrollment of the first nursing course and ends with completion of courses required for conferral of a certificate, diploma, or degree. Must be reported in aggregate for program as a whole.

What is the program's Expected Level of Achievement (ELA) for ON-TIME program completion?

30

What is the program's most recent *ACTUAL* annual aggregate ON-TIME program completion rate?

11.54

Was the most recent annual program completion at or above the Expected Level of Achievement (ELA)?

No

LICENSURE

What was the most recent official licensure examination pass rate for the program as reported by your state regulatory agency for nursing (e.g., BON)?

100

As reported by your state regulatory agency for nursing (e.g., BON) how many first-time test-takers from the program took the licensure exam for 2024?

26

As reported by your state regulatory agency for nursing (e.g., BON), how many first-time test-takers from the program PASSED the licensure exam for 2024? (i.e., what number passed)

23

Which of the 6 Licensure / Certification testing benchmarks (per ACEN Criteria 5.3a <-- click here for decision tree) does the program meet?

Most Recent Annual Pass Rate is 80% or greater for all first-time test takers

JOB PLACEMENT RATE

Please provide the most recent annual job placement rate:

· Total # of graduates

13

· Total # of graduates who responded to contact attempts

12

· Total # of graduates that responded to contact attempts reporting employment in a role for which the program prepared them?

11

What is the program's ELA for job placement?

90

Was the most recent annual job placement rate at or above the Expected Level of Achievement (ELA)?

Yes

****Include each full-time faculty member ONLY ONCE in an answer below (i.e., unduplicated head count).****

As of 10/13/2025, please indicate how many FULL-TIME nursing faculty members PRIMARILY teach in the following ACEN-accredited program:

· Associate:

10

****For the following questions, please answer based on the total number of full-time faculty teaching in ACEN-accredited nursing program(s) as identified above:**

On 10/13/2025, how many full-time nursing faculty members teaching in the program held a doctoral degree AS THEIR HIGHEST DEGREE EARNED?

6

On 10/13/2025, how many full-time nursing faculty members teaching in the program held a master's degree AS THEIR HIGHEST DEGREE EARNED?

4

On 10/13/2025, how many full-time nursing faculty members teaching in the program held a bachelor's degree AS THEIR HIGHEST DEGREE EARNED?

0

On 10/13/2025, how many full-time nursing faculty members teaching in the program held an associate's degree AS THEIR HIGHEST DEGREE EARNED?

0

On 10/13/2025, how many full-time nursing faculty members teaching in the program held a diploma AS THEIR HIGHEST DEGREE EARNED?

0

On 10/13/2025, how many full-time nursing faculty members teaching in the program held a practical diploma/certificate AS THEIR HIGHEST DEGREE EARNED?

0

From 07/01/2024 through 06/30/2025 were there any full-time nursing faculty on overload?

Yes

How many full-time nursing faculty members teaching in the program were on overload?

3

Why did these nursing faculty teach overload?

Select all that apply:

- Volunteered for overload because of program needs (regardless of income)

As of 10/13/2025 are there any full-time nursing faculty vacancies?

Yes

As of 10/13/2025 how many full-time nursing faculty vacant positions were available for the program(s) listed below?

· Associate:

2

Is your institution CURRENTLY trying to fill ALL full-time nursing faculty vacant positions for the available program(s)?

Yes

****Include each part-time faculty member ONLY ONCE in an answer below (i.e., unduplicated head count).****

As of 10/13/2025, please indicate how many PART-TIME nursing faculty members PRIMARILY teach in the following ACEN-accredited program:

· Associate:

10

****For the following questions, please answer based on the total number of part-time faculty teaching in ACEN-accredited nursing program(s) as identified above:**

On 10/13/2025, how many part-time nursing faculty members teaching in the program held a doctoral degree AS THEIR HIGHEST DEGREE EARNED?

3

On 10/13/2025, how many part-time nursing faculty members teaching in the program held a master's degree AS THEIR HIGHEST DEGREE EARNED?

5

On 10/13/2025, how many part-time nursing faculty members teaching in the program held a bachelor's degree AS THEIR HIGHEST DEGREE EARNED?

2

On 10/13/2025, how many part-time nursing faculty members teaching in the program held an associate's degree AS THEIR HIGHEST DEGREE EARNED?

0

On 10/13/2025, how many part-time nursing faculty members teaching in the program held a diploma AS THEIR HIGHEST DEGREE EARNED?

0

On 10/13/2025, how many part-time nursing faculty members teaching in the program held a practical diploma/certificate AS THEIR HIGHEST DEGREE EARNED?

0

Please select the TYPE of ACADEMIC TERM employed by the program and then, including all prerequisites and required general education courses, provide the minimum number of ACADEMIC TERMS required to complete the program(s) of study:

Semesters

· Minimum Total Semesters:

6

· Maximum Total Semesters:

8

Please provide the total minimum number of CREDIT HOURS required for conferral of the degree, inclusive of both required general education AND nursing courses:

70

Please provide the total maximum number of CREDIT HOURS required for conferral of the degree, inclusive of both required general education AND nursing courses:

70

Associate Clinical / Practicum Hours

****For the following question, please provide the full number of clinical hours required by students in order to earn the specified degree(s).**

Clinical/Practicum Hours

765

Skill Lab Hours

200

Simulation Hours

40

☐
☐

Is standardized testing utilized in the program(s)?

Yes

Were standardized tests used as the evaluation method for a specific course?

Yes

Were standardized tests used as a progression or graduation requirement?

Yes

From 7/1/2024 through 6/30/2025 how many students were delayed progression due to performance on a standardized examination?

None

From 7/1/2024 through 6/30/2025 how many students were prevented from progression due to performance on a standardized examination?

None

From 7/1/2024 through 6/30/2025 how many students had delayed graduation due to performance on a standardized examination?

None

From 7/1/2024 through 6/30/2025 how many students were prevented from graduating due to performance on a standardized examination?

None

Innovations

INNOVATION IN NURSING EDUCATION

Innovation

What **innovative** strategies are you using in the following settings to ensure student success and facilitate achievement of the end-of-program student learning outcomes and program outcomes?

Classroom:

Case studies with application of concepts being taught, Role play, Cooperative learning, games

Lab:

Require review and practice with skills related videos

Clinical:

Innovation in the clinical setting is used to enhance learning outcomes and bridge the gap between theory and practice for Associate Degree Nursing (ADN) students. Through the integration of simulation technology, virtual patient encounters, evidence-based practice projects, and interprofessional collaboration, students are exposed to creative problem-solving and real-time critical thinking. Innovative teaching strategies—such as concept-based learning, clinical judgment scenarios, and the use of electronic health records—allow students to develop competence and confidence in delivering safe, patient-centered care. These innovations not only strengthen clinical reasoning but also prepare graduates to adapt to the rapidly evolving healthcare environment.

Skills Lab:

Demonstration and return demonstration is used on important technical skills (i.e. injections, health-assessment), calculating IV drip rates

Simulation Lab:

Simulate experiences that are not readily encountered in the real-world clinical environment (i.e. codes, birth).

Section 4: Acknowledgment and Submission

I, the undersigned, hereby attest that, to the best of my knowledge, belief, and ability, all information provided herein the entirety of this survey is accurate and complete and provided in accordance with ACEN Policy #31 Integrity.

First Name Middle Initial Last Name

Dorothy N Holley

Position Title Credentials

Associate Dean/Program Administrator MSN,MEd, RN

Phone Email

4104527765 dholley@bccc.edu

***** PLEASE NOTE: Clicking "Submit" does not constitute full successful submission of the 2025 Annual Report.***

Upon clicking "Submit" you will be redirected automatically to a page to review your entries.

PLEASE PRINT THAT PAGE FOR YOUR RECORDS

Once you have printed the page, you must scroll to the bottom of that page and click "Confirm" in order to complete submission.

ACBSP National Conference 2025 Theme "Bridges Across Borders"

June 19-22, 2025 - Las Vegas, Nevada

BCCC sent five representatives to the ACBSP National Conference in Las Vegas, Nevada. Although the theme for the conference was "Bridges Across Borders", Artificial Intelligence (AI) and its impact on education was at the forefront. There are multiple issues related to AI in academia including: ethics, academic integrity, learning outcomes, and proper use. For business professors, there is the pragmatic aspect that employers are expecting students to have a level of ability in the use of AI for business. Balancing teaching students how to appropriately use AI while at the same time supporting academic integrity was of interest to me and thus, most of the attendings attended multiple sessions on AI. The conference offered prompt and practical insights into accreditation practices, AI integration in business education, and instructional innovation. BCCC was formally recognized for its reaffirmation of ACBSP accreditation (November 2024), and faculty in attendance took commemorative photos with the certificate, as shown below.





Photo Description: From left to right:

Mr. Daniel Izume, Assistant Professor, & Program Coordinator, Business Administration Transfer

Dr. Enyinnaya Iweha, Co-Champion, and Interim Associate Dean, Business & Technology Department Mr.

Jeffrey Alderman, President/CEO ACBSP

Dr. Denise Holland, Professor and Program Coordinator, Cybersecurity Programs Mr. Quintin Davis,
Champion, and Program Coordinator, Accounting

Dr. Victoria Miller, Assistant Professor and Program Coordinator, Marketing

Report Ready: Mastering Your QA Report

It was necessary for us to attend the pre-conference workshop in preparation for our QA report due soon. This in-depth workshop addressed the preparation of ACBSP Quality Assurance (QA) Reports: focused on structuring reports to ensure compliance, clarity, and alignment with accreditation standards. It also included practical advice from experienced ACBSP leaders on improving reporting processes. This workshop is particularly beneficial as we are preparing for our next QA cycle following reaffirmation.

Preparing Leaders in a Gen AI World: Bridging Academia and Industry

Discussed the evolving role of educators in a generative AI environment. Highlighted the need to develop students who can lead in a tech-integrated workplace while keeping soft skills and strategic thinking.

Impact on Students and the Business and Technology Department

The insights gained from this conference will help both the Business and Technology Department and our students in several keyways:

- Faculty are now equipped with new tools and best practices for incorporating AI into coursework, enhancing digital literacy and workforce readiness.
- Lessons from the QA and reporting sessions will help the department support strong compliance and streamline accreditation documentation.
- Student engagement strategies will be introduced to increase classroom participation, retention, and academic outcomes.
- The reaffirmation recognition reinforces our commitment to academic excellence and continuous improvement.

Surprisingly, each of these sessions offered something different as it relates to how professors have incorporated AI into their courses. I left these sessions with multiple tools that I have been exploring since the conclusion of the conference. It is important to not only be proficient, but to also to develop ability

By applying these learnings, our department is better positioned to meet the needs of today's learners and support alignment with evolving ACBSP standard

Four faculty members and the Interim Associate Dean of the Business & Technology Department from Baltimore City Community College pose with the ACBSP Reaffirmation Certificate alongside the current ACBSP President. The photo was taken during the 2025 ACBSP National Conference in Las Vegas, Nevada, shortly after the college was formally recognized for its reaffirmation of accreditation in November 2024.

**Faculty Group Photo:**

A second photo features the four attending faculty members from Baltimore City Community College standing together at the 2025 ACBSP National Conference in Las Vegas, Nevada. This image captures the spirit of professional engagement and departmental representation at the national level.

BALTIMORE CITY COMMUNITY COLLEGE

Baltimore, Maryland 21215

COLLEGE COURSE SYLLABUS

Note this departmentally developed course syllabus is intended for use by faculty, staff and stakeholders in the College. It is not intended to be handed out to students as a specific guide to their individual class; however, students, as a stakeholder may have access to it. The original is housed in the Office of the Vice President of Academic Affairs, Academic Operations Office and an electronic copy is stored on the College's intranet.

Course Code: MAT 093

Course Title: Blended Algebra for High School Students

Department: Mathematics and Engineering

Originally developed (date): 9/19/2025

Revised (date):

1. COURSE INFORMATION

- a. Course Description: Blended Algebra (MAT 093) meets for 5 contact hours per week. MAT 093 covers arithmetic and geometric sequences, functions and equations, two variable equations and inequalities, quadratic equations, systems of linear equations and inequalities, exponential growth and decay, and linear regression models and applications.

Learning Outcomes for this course:

Upon successful completion of this course, the student will be able to:

- i. Analyze and model arithmetic and geometric sequences using recursive and explicit representations.
 - ii. Model, manipulate and solve one or two variable equations and inequalities; justify the solution process, and interpret the solution.
 - iii. Apply the core concepts of linear correlation and regression to real-world scenarios and interpret them in context.
 - iv. Create, analyze, and solve systems of two linear equations and inequalities in two variables.
 - v. Model exponential growth and radioactive decay and interpret the results.
 - vi. Solve quadratic equations given in various formats (standard format, factored form, or vertex form) using factoring techniques, the quadratic formula, and the square root formula.
 - vii. Graph quadratic equations.
 - viii. Model, manipulate, and interpret quadratic equations and their solutions.
 - ix. Compare the properties of linear, exponential and quadratic equations when each is represented in a different way (algebraically, graphically, numerically in tables, or by narrative descriptions).
- b. Pre-requisites: High School Algebra 1
- c. Co-requisites none.
- d. Course Credits: please fill in the following table with “Hours Assigned”, by category presented, then hold down the ctrl key and press the letter “a” to select the document, now press F9 to update the calculations. [ctrl + a, then F9]

Types of hours	Hours assigned	Calculations	
Hours of Lecture: 15 Hours per Credit	75	Lecture Credit Equals =	5.00
Hours of Lab 30 Hours per Credit	0	Lab Credit	0.00

		Equals =	
Hours of Studio 30 Hours per Credit	0	Studio Credit Equals =	0.00
Hours of Fieldwork 45 Hours per Credit	0	Fieldwork Credit Equals =	0.00
Hours of Practica 45 Hours per Credit	0	Practica Credit Equals =	0.00
		Total Calculated Credits =	0.00
		Round down =	0.00

Note, these are the only valid choices available under the COMAR regulations.

- a. Average Number of Pages per week (based on a 15-week semester) for assigned reading:
- b. Frequency of Offering
 - i. Day time: Fall x Spring x Summer
 - ii. Evening: Fall Spring Summer
 - iii. Weekend: Fall Spring Summer
 - iv. Distance learning Fall Spring Summer

Special Note for Courses in Certificates:

All certificate and non-degree programs must be reported to the U.S. Department of Education (DOE) by updating the E-App. This includes course credits that are eligible for transfer to an associate degree program. MHEC and DOE approval are required (DOE approval is obtained by the Financial Aid Office).

Converting Clock Hours to Credits

One “semester” credit hour is equal to at least **12.5** clock hours. DOE regulations prohibit rounding up.

Example: Class meets 3 hours per week for 15 weeks $3 \times 15 = 45$ hours
 45 hours multiplied by credits in certificate $45 \times 16 = 720$ clock hours
 Clock hours divided by **37.5** $720/37.5 = 19$ credit hours

Note: BCCC runs on “semesters,” so even if your course is running as A1, A2, 10, 12, or a 14-week session—you must calculate on 15 weeks. **(There are 15 weeks of instruction plus one week for final exams).**

When using the conversion formula, the institution MUST await approval from the U.S. DOE. If approved, the institution will receive an updated Eligibility Certification Approval

Report (ECAR) and an updated listing of the certificate programs that are approved for financial aid.

Please use the following table to report conversion for certificate courses not part of a degree:

No. of Credits in Course eg. 3	X	No. of Weeks in Semester	=	No. of Hours (eg. 45)
No. of Hours	X	No. of credits In Certificate	=	Clock Hours
Clock Hours	÷	37.5	=	DOE Credit Hours

2. **INSTRUCTIONAL MATERIALS USED FOR THIS COURSE**

[Required by all sections of this course]

a. Textbook(s)

Miller, J., O'Neill, M., & Hyde, M. (2022). *Beginning and intermediate algebra* (6th ed.). McGrawHill. (Digital Materials).

Any student-purchased software (technically or brand-specific), videotaped recordings, memberships, etc. should be itemized here, too.

b. Other reading material(s) (if required, please notate): None

c. Audio-visual materials used by instructor (if required, please notate): None

d. Tools and equipment used by instructor (if required, please notate): None

3. **COURSE ACTIVITIES** (The following are competencies outlined by MHEC.

Please indicate activities that will be used in the course to address these competencies):

a. Written and Oral Communication: Students will present solutions in written and oral form.

b. Scientific and Quantitative Reasoning: During classroom activities, as well as on homework, tests and quizzes, students will correctly apply mathematical laws and

properties to solve problems and judge the reasonability of an answer to a problem (“number sense”).

- c. **Critical Analysis and Reasoning:** During classroom activities, as well as on homework, tests and quizzes, students will: recognize the nature of a problem and select an appropriate strategy for solving it; discuss or develop alternative strategies for solving the same problem (lateral thinking); recognize patterns; and use estimation to predict a result and/or judge whether an answer is reasonable
- d. **Technological Competency:** Students will be required to demonstrate the use of course-specific technology through completing homework and quizzes online with the aid of section videos, E-text, PowerPoint Lecture Notes, online tutoring, and other available learning aids through the system.
- e. **Information Literacy:** As needed, to fulfill course requirements, students will effectively access college resources and online sources; evaluate and use these sources. Such resources may include Discussion Boards on a learning management system; links to math projects on the internet; and class presentations on select research topics.

4. **RESPONSIBILITIES OF THE STUDENT** (indicate whether required or optional or not used)

- a. Follow particular safety rules Required _____ Optional _____ Not used x
- b. Required tools or equipment Required x Optional _____ Not used _____
(please list): A scientific calculator is required.
- c. Other requirements (please list): Computer and Internet access

5. **CRITERIA FOR EVALUATION** (indicate if criteria are required by all sections of the course, optional or not used)

- | | | | |
|-------------------------|-----------------------|-----------------------|-----------------------|
| a. Class attendance | Required _____ | Optional <u> x </u> | Not used _____ |
| b. Class discussion | Required _____ | Optional <u> x </u> | Not used _____ |
| c. Written Paper | Required _____ | Optional _____ | Not used <u> x </u> |
| d. Portfolio | Required _____ | Optional _____ | Not used <u> x </u> |
| e. Written report | Required _____ | Optional _____ | Not used <u> x </u> |
| f. Presentations | Required _____ | Optional <u> x </u> | Not used _____ |
| g. Computer assignments | Required <u> x </u> | Optional _____ | Not used _____ |
| h. Tests/quizzes | Required <u> x </u> | Optional _____ | Not used _____ |

- | | | | |
|---|-----------------------|-----------------------|-----------------------|
| i. Mid-term Exams | Required _____ | Optional <u> x </u> | Not used _____ |
| j. Final exam | Required <u> x </u> | Optional _____ | Not used _____ |
| k. Fieldwork review | Required _____ | Optional _____ | Not used <u> x </u> |
| l. Practicum review | Required _____ | Optional _____ | Not used <u> x </u> |
| m. Internship review | Required _____ | Optional _____ | Not used <u> x </u> |
| n. Other (please list and indicate if required or optional) | | | |

6. **COURSE ASSESSMENTS** (used by all sections of course to assess overall course effectiveness- may or may not be used for student evaluation):

- a. Homework: Homework will be completed on an online learning platform.
- b. Quizzes: Quizzes will be given in class.
- c. Tests: There will be four tests administered in class throughout the semester.
- d. Final Examination: A cumulative departmental final exam will be given at the end of the semester.

7. **GRADING SYSTEM** (no one criteria can be worth more than 25 % of the total grade) If a particular grading system is required by all sections of a course, please list below.

The grading categories & weights for MAT 093 are as follows:

20% of the grade will be online homework

20% of the grade will be in-class quizzes

40% of the grade will be determined by four in-class tests

20% of the grade will be determined by an in-class Final Exam

The grading scale for MAT 093 is as follows:

A: 90% -100%, B: 80% - 89%, C: 70% - 79%, F: 0 – 69%

8. **COURSE OBJECTIVES** (general objectives for the course):

- a. Sequences
 - i. Arithmetic sequences
 - ii. Geometric sequences
- b. Equations & Inequalities
 - i. Solve equations and inequalities

- ii. Graph two-variable equations and inequalities
 - iii. Graph systems of linear equations and inequalities
 - iv. Solve systems of linear equations and inequalities
- c. Functions
 - i. Exponential growth and decay
- d. Quadratics
 - i. Graph quadratic equations
 - ii. Solve quadratics by factoring, using the quadratic and square-root formulae
- e. Properties of linear, exponential, and quadratic equations
- f. Linear correlation and regression

9. ADDITIONAL INFORMATION

1. Akst, G., & Bragg, S. (2014). *Introductory and intermediate algebra through applications* (3rd ed.). Pearson.
 This textbook offers a comprehensive and application-focused approach to teaching both introductory and intermediate algebra. Akst and Bragg emphasize real-world examples and practical applications, aiming to improve conceptual understanding and mathematical reasoning skills. The third edition includes updated exercises, examples, and a strong focus on problem-solving strategies that are relevant to students in various fields of study. Designed for community college and university-level students, the book is particularly helpful for learners who benefit from contextualized learning and applied practice. Its structure supports both traditional classroom and self-paced learning formats.
2. Martin-Gay, E. (2023). *Intermediate algebra* (8th ed.). Pearson.
 This textbook provides a comprehensive introduction to intermediate algebra, emphasizing both conceptual understanding and practical applications. The material progresses from foundational algebraic skills to more advanced topics, including linear and quadratic equations, functions, systems of equations, and polynomial operations. This text is particularly useful for undergraduate students preparing for college-level mathematics courses, as it balances algebraic procedures with problem-solving strategies.
 - a. Course handout (sometimes referred to as class syllabus) provided by each instructor to student (optional for this form but must be handed out to student):
 Not included with this form
 - b. Any additional information pertinent to the course: NA
 - c. (This statement must also appear in the Course Handout given to the students.)

Disability Support Services

“Baltimore City Community College is committed to providing students with a documented disability an equal opportunity to pursue a college education. Efforts will be made to meet requests for reasonable accommodations for those eligible under the Americans with Disabilities Act Amendments Act (ADA) of 2008, the Rehabilitation Act of 1973 and Section 504. Students with disabilities are encouraged to contact the Disability Support Services Center (410-462-8585 or DSSC@bccc.edu) to discuss accommodations. Once reasonable accommodations are determined, it is the student’s responsibility to present the accommodation form from DSSC to their professors.”

Authors of the Syllabus:

 Signature and Date

 Signature and Date

 Signature and Date
CIC Representative:

 Signature and Date
Associate Dean:

 Scott Saunders
 Signature and Date
Division Dean:

 Signature and Date
Director of Curriculum and Assessment:

 Signature and Date

Acquisition Librarian Review:

Signature and Date

Authorizing Officials:

Curriculum and Instruction Committee Chair

Signature and Date

Vice President of Academic Affairs:

Signature and Date

BALTIMORE CITY COMMUNITY COLLEGE
2901 Liberty Heights Ave.
Baltimore, MD 21215

COLLEGE COURSE SYLLABUS

Note this departmentally developed course syllabus is intended for use by faculty, staff, and stakeholders in the College. It is not intended to be handed out to students as a specific guide to their individual classes; however, students, as stakeholders may have access to it. The original is housed in the Office of the Vice President of Academic Affairs and an electronic copy is stored on the College's intranet.

Course Code: SCI 092

Course Title: Introductory Science

Department: Natural & Physical Sciences

1. **COURSE INFORMATION**

a. **Course Description:**

Introductory science course is a foundational level science course which is a gateway for students into the different fields of science, taken by freshmen. By taking this course, students will come to appreciate the sciences, explore the relationship between science and everyday life and pursue them as a life interest. This course is designed to introduce students to a different discipline of sciences at a surface level and entails the study of basic concepts and fundamental aspects of biology, chemistry, and physics. It prepares our students to take credit level courses or more program-specific courses in Biology, Chemistry and Physics.

Learning Outcomes for this course:

Upon successful completion of this the course, student will be able to:

1. Calculate motion of moving objects in one and two dimensions. (Physics)
2. Describe the principles of Conservation of Energy. (Physics)
3. Categorize the properties of elements in the periodic table in their roles as the fundamental building blocks of matter. (Chemistry)
4. Differentiate between physical and chemical properties. (Chemistry)
5. Utilize scientific terminologies to accurately explain the processes of life. (Biology)
6. SDescribe components and processes of scientific inquiry used to investigate and interpret scientific questions or problems. (Biology)

b. **Pre-requisites:** None

c. **Co-requisites:** None

d. **Course Credits:** 3 credits

Types of hours	Hours assigned	Calculations	
Hours of Lecture: 15 Hours per Credit	45	Lecture Credit Equals= 3	3
Hours of Lab 30 Hours per Credit	0	Lab Credit Equals=	0

Hours of Studio 30 Hours per Credit	0	Studio Credit Equals=	0.00
Hours of Fieldwork 45 Hours per Credit	0	Fieldwork Credit Equals=	0.00
Hours of Practical 45 Hours per Credit	0	Practical Credit Equals=	0.00
		Total Calculated Credits =	3.00
		Round down	3.00

e. Average number of pages per week (based on a 16-week semester) for assigned reading: 25 - 30 pages per week.

f. Frequency of Offering

i. Day: Fall ccX₁ Spring X Summer -"-"X'----

ii. Evening: Fall ccX₁ Spring X Summer -"-"X'----

iii. Weekend: Fall ccX₁ Spring X Summer -"-"X'----

iv. Distance learning: Fall X Spring X Summer ---X'----

2. INSTRUCTIONAL MATERIALS USED FOR THIS COURSE

Required text:

Hewitt, P. G., Lyons, S. A., Suchocki, J. A., & Yeh, J. (2020). Conceptual integrated science (3rd ed.). Pearson.

Instructor will post other course related documents, assignments, and grades under LMS course shell.

3. COURSE ACTIVITIES

- Written and Oral Communication: Each student will be responsible for written assignments as described by the instructor.
- Scientific and Quantitative Reasoning: Each student will be responsible for completing assignments related to scientific inquiry.
- Critical Analysis and Reasoning: Students will be required to critically compare hypothetical, experimental situations, and potential outcomes

- d. Technological Competency: Students will be required to demonstrate the use of course-specific technology:
- Related course content and assignments
 - LMS
- e. Information Literacy: Students will be required to effectively access college resources and online sources; evaluate these sources and prepare assignments.

4. **RESPONSIBILITIES OF THE STUDENT**

- a. Follow particular safety rules - Required ☐ Optional ☐ Not used ☒
- b. Required tools or equipment - Required ☐ Optional ☐ Not used ☒
- c. Other requirements (please list): NA

5. **CRITERIA FOR STUDENT EVALUATION**

- | | | | |
|---|---|--|--|
| a. Class attendance | Required ☒ | Optional ☐ | Not used |
| b. Class discussion | Required ☐ | Optional ☒ | Not used |
| c. Written Paper | Required ☐ | Optional ☐ | Not used ☒ |
| d. Portfolio | Required ☐ | Optional ☐ | Not used ☒ |
| e. Written report | Required ☐ | Optional ☒ | Not used |
| f. Presentations | Required ☐ | Optional ☒ | Not used |
| g. Assignments | <u>Required ☒</u> | Optional ☐ | Not used |
| h. Tests/quizzes | Required ☒ | Optional ☐ | Not used |
| i. Mid-term Exam | Required ☐ | Optional ☐ | Not used ☒ |
| j. Final exam | Required ☒ | Optional ☐ | Not used |
| k. Fieldwork review | Required ☐ | Optional ☐ | Not used ☒ |
| l. Practicum review | Required ☐ | Optional ☐ | Not used ☒ |
| m. Internship review | Required ☐ | Optional ☐ | Not used ☒ |
| n. Other (please list and indicate if required or optional) | | | |
| o. Exams | Required ☒ | Optional ☐ | Not Used |

6. **COURSE ASSESSMENTS** - (See Grading System below)

7. **GRADING System: Allocation of points** (no one criteria can be worth more than 25 % of the total grade) If a particular grading system is required by all sections of a course, please list below.

- 3 (1 Physics, 1 Chemistry & 1 Biology) Comprehensive exams = 3 x 75 points = 225 points
- 1 Final exam = 1 x 75 points = 75 points
- 6 (2 Physics, 2 Chemistry & 2 Biology) Homework Assignments = 6 x 30 points = 180 point
- 6 (2 Physics, 2 Chemistry & 2 Biology) Unit wise Quizzes = 6 x 20 points = 120 points
- Total = 600 Points**

To determine your course letter grade at end of semester:

Final%	Letter grade
90- 100	A
80-89	B
70-79	C
60-69	D
Less than 60	F

All assignments will be due on the announced due date. Assignments turned in late will be penalized by a reduction in grade.

8. **COURSE OBJECTIVES:** (general objectives for the course)

I. Physics

Unit 1: Forces

Free-body diagrams and the net force.

1. Distinguish between equilibrium at rest and equilibrium in motion.
2. Distinguish between force and net force and give examples.

Unit 2: Motion

Vector quantities and acceleration.

1. Solve the equation of kinematics for unknown quantities.
2. Define acceleration and distinguish it from speed and velocity.

Unit 3: Momentum and Energy

Collisions and Conservation Laws

1. Distinguish the difference between elastic and inelastic collisions.
2. Solve and give various examples of the Conservation of Energy.

Unit 4: Gravity and Projectile Motion

Attractions between masses and motion in 2 dimensions

1. Define and describe Newton Law of Universal Gravitation.
2. Calculate the horizontal and vertical motion of a projectile.

II. Chemistry

Unit 1: Atoms and the Periodic Table

The Elements and the Periodic Table

1. Explain how the elements of the periodic table are the fundamental building blocks of matter.
2. Describe the structure of the atomic nucleus and how the atomic mass of an element is calculated.

The Quantum hypothesis and Electron Waves

1. Recount how the quantum nature of energy led to Bohr's planetary model of the atom.
2. Summarize how electrons, when confined to an atom, behave like self-reinforcing wavelike entities.

Unit 2: Investigating Matter

The Submicroscopic View of Matter and Phase Changes

1. Describe phase changes from a molecular point of view.

Physical and Chemical Changes

1. Describe how materials can be identified by their physical and chemical properties.
2. Spell out the difficulty involved in distinguishing between physical and chemical properties.
3. Contrast compounds with the elements from which they are created.

Unit 3: Chemical Bonds and Mixtures

Ionic and Covalent Bonds

1. Differentiate ionic, polar covalent, and nonpolar covalent chemical bonds.

Solutions and Solubility

1. Describe the components of a solution and calculate a solution's concentration.
2. Discuss how solutes dissolve in solvents and how solubility changes with temperature.

Unit 4: Chemical Reactions

Chemical Reactions and Chemical Equations

1. Contrast when a chemical equation is balanced or not balanced.
2. Describe the requirements that must be met for a chemical reaction to occur.

III. Biology

Unit 1: The Cell & Molecular Biology

Characteristics of Life, Biological Molecules & Scientific method

1. Describe the characteristics of life, structure & functions of bio molecules and steps in the scientific method.

Cell structure & Function, Cell membrane & Transport processes, Metabolic processes & Cell division

1. Describe the structure of prokaryotic and eukaryotic cells and function of cellular components.
2. Describe the structure & function of the cell membrane, transport processes, cell communication, metabolic processes and cell division.

Unit 2: Genetics

DNA Structure, Replication, Protein synthesis and Patterns of inheritance

1. Explain the structure & replication of DNA and protein synthesis.
2. Describe meiosis, genetic mutation and compare Mitosis with Meiosis.
3. Explain Mendelian Inheritance and post Mendelian inheritance.

Unit 3: The Evolution of Life

Theories and Evidence of Evolution

1. Describe Darwin's theory of evolution through natural selection and other theories of evolution.
2. List and provide examples of evidence that support the theory of evolution.

Unit 4: Ecology

Organisms and Their Environment

1. Describe the components, levels, energy flow and nutrient cycle in the Ecosystem.
2. Describe the ways species interact within communities.

9. ADDITIONAL INFORMATION

a. Annotated bibliography:

1. Trefil, J., & Hazen, R. M. (2022). The Sciences: An integrated approach (9th ed.). Wiley.

The Sciences: An Integrated Approach, 9th Edition by James Trefil and Robert Hazen comprehends that science forms a seamless web of knowledge about the universe. This text fully integrates physics, chemistry, astronomy, earth sciences, and biology and emphasizes general principles and their application to real world situations. The goal of the text is to help students achieve scientific literacy. The ninth edition has been updated to bring the most up-to-date coverage to the students in all areas of science, with increased emphasis on climate change, sustainability, viruses and public health, and an extensively updated chapter on the importance of bioengineering.

2. Woodford, C. and Parker, S. (2018). Science: A visual encyclopedia – DK Publishing, New York.

This visual encyclopedia covers a wide range of scientific topics with colorful illustrations and accessible explanations. The exciting exploration of biology, chemistry, and physics is vital reading for curious minds. Hundreds of pages feature stunning images, simple graphics, and crystal-clear text. What makes a firework go bang? How do plants make food from sunlight? What makes a robot clever? Find the answers to all these questions and much, much more. Learn all about your amazing body and more than 1,000 parts that keep it going. Chemistry presents an explosive look at the tiny atoms that build together to create all the brilliant things in the world today. Physics introduces the full force of everything, from electricity and energy to magnetism and machines.

Disability Support Services

“Baltimore City Community College is committed to providing students with a documented disability an equal opportunity to pursue a college education. Efforts will be made to meet requests for reasonable accommodations for those eligible under the Americans with Disabilities Act Amendments Act (ADA) of 2008, the Rehabilitation Act of 1973 and Section 504. Students with disabilities are encouraged to contact the Disability Support Services Center (410-462-8585 or DSSC@bccc.edu) to discuss accommodations. Once reasonable accommodations are determined, it is the student’s responsibility to present the accommodation form from DSSC to their professors.”

Authors of the Syllabus:

Dr. Malathi Radhakrishnan

Malathi Radhakrishnan

Dr. Rotimi Olojo

Rotimi Olojo

Prof. Curtis Jones

Curtis Jones

CIC Representative:

Dr. Kathleen Gillespie

Signature and Date

Associate Dean:

Dr. Anil Malaki

Signature and Date

Division Dean:

Signature and Date

Student Learning Outcomes Director:

Signature and Date

Library Consultation: Mr. James Lynch

Signature and Date

Authorizing Officials:

Curriculum and Instruction Committee Chair: Prof. Petal Sumner

Signature and Date

Vice President of Academic Affairs:

Signature and Date

CLINICAL AFFILIATION AGREEMENT

THIS CLINICAL AFFILIATION AGREEMENT (the "Agreement") is entered into this day of ("Effective Date") by and between TOTAL HEALTH CARE, INC. ("Facility") and BALTIMORE CITY COMMUNITY COLLEGE ("School").

BACKGROUND

The School desires its students ("Students") enrolled in the Nursing degree program to participate in supervised practical learning and clinical experiences ("Clinical") at Facility sites listed in Exhibit A.

AGREEMENT

A. SCHOOL RESPONSIBILITIES:

1. The School is responsible for the educational experience of Students in theoretical background, basic skill, professional ethics, attitude and behavior, and School will only assign Students to the Facility who have completed prerequisite course work. The School's faculty members are appropriately certified and/or licensed and have the experience required by law, regulation and rules of approval and/or accreditation.
2. The School will provide or, at Facility's option, require Students participating in the Clinical to maintain, Student professional liability insurance of One Million Dollars (\$1,000,000.00) per claim and Three Million Dollars (\$3,000,000.00) in the aggregate covering the acts of such Student while participating in the Clinical at the Facility. Upon execution of this Agreement and then upon Facility's request, the School will provide proof of such insurance coverage to the Facility. The Facility may terminate the Clinical of a Student if the required insurance coverage for such Student is not provided or is canceled.
3. The School will maintain professional liability for itself, instructors, agents and employees with limits as follows: Professional Liability of One Million Dollars (\$1,000,000) each claim and Three Million Dollars (\$3,000,000) in the aggregate. The School is an agency of the State of Maryland, which self-insures for commercial general liability up to the limits of the Maryland Torts Claims Act.
4. Upon execution of this Agreement and then upon Facility's request, the School will provide to Facility a certificate of insurance evidencing professional liability coverage and the School will provide the Facility at least thirty (30) days advance written notice of any cancellation or non-renewal. Upon execution of this Agreement and then upon Facility's request, the School will provide evidence of Worker's Compensation Insurance for any School employee at a Facility pursuant to this Agreement. Where Worker's Compensation or other obligation for payment of benefits may arise, this Agreement will neither enlarge nor diminish such obligation.
5. A School faculty or professional staff member will coordinate the Clinical with the Facility, including the assignment of Students participating in the Clinical.
6. As required by the Facility or otherwise noted on Exhibit B, the School will provide evidence that all applicable requirements including, but not limited to, CPR certification, hepatitis A and B vaccination, TB Mantoux test, Varicella and MMR immunity, Td/Diphtheria prevention, and compliance with OSHA requirements for prevention of transmission of blood-borne pathogens and TB have been met. The School will provide proof of compliance to site-specific requirements upon execution of this Agreement and then as requested by Facility.
7. The School will provide proof that each student and clinical instructor has undergone a criminal background check and drug screen as part of their enrollment or hiring process. The School will provide Facility with a copy of such upon execution of this Agreement and then as requested by Facility.
8. The School will notify each Student prior to his/her arrival at the Facility that he/she is responsible for:
 - (a) Following the policies, standards, and practices of the Facility.
 - (b) Obtaining medical care at his/her own expense for any injuries sustained as a direct or indirect result of his/her affiliation with the Facility.
 - (c) His/her own transportation and living arrangements.
 - (d) Reporting to the Facility on time and following all established regulations during the regularly scheduled operating hours of the Facility.
 - (e) Conforming to the standards and practices established by the School while functioning at the Facility.
 - (f) Obtaining prior written approval of the Facility and the School before publishing any material relating to the Clinical or the clinical learning experience.
 - (g) Meeting the personal, ethical and professional standards required of employees of the Facility and consistent with the applicable professional Code of Ethics and the applicable standards of the Joint Commission and other applicable healthcare accrediting agencies.

B. FACILITY RESPONSIBILITIES:

1. Subject to the provisions of Section C 2 of this Agreement, the Facility agrees to provide appropriate space, personnel and resources at designated sites to the School for Clinical experiences for Students.
2. The Facility is a Federally Qualified Health Center.
3. Students will be subject to all rules and regulations and the administrative policies, standards, and practices of the Facility as imposed by the Facility on its employees and agents. Students will also remain subject to the authority, policies, and regulations of the School. In the event of a conflict between the policies and procedures of the School and those of the Facility, the Facility's policies and procedures shall prevail.

4. Facility will not allow Students to replace the Facility staff and will not allow Students to render service except as identified in the jointly planned Clinical experience. A member of the staff of the Facility will supervise contact between a Student and a patient, and the Facility will be responsible for all patient care at all times.
5. Facility will provide emergency outpatient treatment to Students while at Facility hospital sites for a Clinical in case of accident or illness, at Students' and School's cost.
6. If required for a Clinical depending on the Program, a suitably experienced and qualified licensed professional employee of Facility will be appointed as a preceptor to administer the Clinical at the Facility ("Preceptor"). The Facility will identify potential Preceptors, who will be subject to the approval of the School and any applicable governmental or accrediting body. The Preceptor will work closely with the School, which will be responsible for coordinating Clinical placements.
7. The Facility will provide the professional and academic credentials of Preceptor(s) to the School in writing.
8. On reasonable request and subject to legal restrictions upon disclosure of patient health information, representatives of the School and/or agencies responsible for approval of the facilities for Clinicals or accreditation of the applicable Program(s) curriculum may tour the Clinical facilities at such times that are acceptable to the School.
9. The Facility will provide the Student(s) and the School an orientation to the Facility, including, without limitation, its rules, regulations, administrative policies, standards and practices and appropriate OSHA training relevant to the Clinical.
10. The Facility will take reasonable measures necessary to guard against improper disclosure of information in its possession regarding the School's Students who train at the Facility pursuant to this Agreement and will comply with the applicable provisions of the Family Educational Rights and Privacy Act of 1974, 20 USC 1232 (g), otherwise known as FERPA or the Buckley Amendment. School will not be obligated to provide any Student information to Facility except as permissible under FERPA.

C. OTHER RESPONSIBILITIES:

1. The School, the Students and the School's faculty, agents and other employees will comply with all applicable state and federal laws, rules and regulations regarding patient privacy and data security, including but not limited to, the applicable provisions of the Administrative Simplification section of the Health Insurance Portability and Accountability Act of 1996, codified at 42 U.S.C. § 1320 through d-8 ("HIPAA"), and the requirements of any regulations promulgated thereunder, including, without limitation, the federal privacy regulations as contained in 45 C.F.R. Parts 160 and 164, and the federal security standards as contained in 45 C.F.R. Parts 160, 162 and 164. The School will inform Students of their obligation to comply with all applicable state and federal laws, rules and regulations regarding patient privacy, including but not limited to, HIPAA. School will inform Students that they are required to comply with all Facility policies and procedures provided to School regarding the confidentiality of patient information and the use of all such information. The School will immediately notify the Facility if there are known breaches of this confidentiality and will execute the Facility's Business Associate Agreement attached hereto as Exhibit C.
2. Both parties agree that Students training at the Facility under this Agreement will have the status of students in training and will not be considered employees of the Facility. Facility will not pay, or be responsible for any salary, compensation or benefits for Students in relation to the Clinical.
3. The School and the Facility will agree to start dates and length of the Clinical for each Student.
4. The parties will agree periodically during the term of this Agreement on the number of Students eligible to participate in the Clinical, provided, however, that the Facility may reduce the number of Students eligible to participate in the Clinical program at any time, with prior notice to the School.
5. The School and the Facility will jointly evaluate the Clinical learning experiences of the Students, and their respective staffs will communicate regularly for the purpose of reviewing and evaluating current clinical experiences being offered to Students.
6. The Facility, Students and faculty shall maintain comprehensive healthcare insurance during the Clinical.

D. REMOVAL OF STUDENTS:

1. The School may remove a Student at any time from the Clinical at the Facility. The School will notify the Facility of such removal in writing.
2. The Facility may remove a Student at any time from the Clinical at the Facility. The Facility will notify the School of such removal in writing.

E. INDEMNITY

1. The School agrees to indemnify the Facility, the Facility's officers, directors, agents and employees (collectively, the "Indemnified Parties") for sums, costs and expenses (including reasonable attorney's fees) arising out of, caused by or as a result of any actions and/or omissions of the School or the School's employees, Students, employees or agents in the performance of School's obligations under this Agreement or in any way related to this Agreement to the extent permitted by Maryland law. This indemnification obligation shall survive the termination/expiration of this Agreement.
2. The School shall be responsible for all acts and omissions of its Students related to this Agreement, as permitted by the Maryland Torts Claims Act.

F. TERM OF AGREEMENT:

The Term of this Agreement begins on the Effective Date and will continue until the first anniversary of the Effective Date. A party may terminate this Agreement with or without cause, upon thirty (30) days' prior written notice to the other party.

G. ADDITIONAL TERMS:

1. Assignment. This Agreement may not be assigned by the School without the prior written consent of the Facility, which will not be unreasonably withheld.
2. Entire Agreement. This Agreement supersedes any and all other agreements, either oral or written, between the parties hereto with respect to the subject matter hereof. No changes or modifications of this Agreement will be valid unless the same is in writing and signed by the parties. No waiver of any provisions of this Agreement will be valid unless in writing and signed by the parties.

3. Severability If any provision of this Agreement is held invalid or unenforceable, the remainder of this Agreement will continue valid and enforceable to the fullest extent permitted by law

4. Non-Discrimination The parties will comply with any applicable federal, state or local laws, rules or regulations prohibiting discrimination, the parties will not engage in unlawful discrimination or treatment because of race, color, religion, sex, national origin, military or veteran status, sexual orientation, or disability in the employment, training, or promotion of Students or personnel engaged in the performance of this Agreement

5. Relationship of the Parties/Employment Facility and School are independent contractors, and nothing contained in this Agreement will create the relationship of partnership, joint venture, agency, or employment between Facility and School or any of their employees, faculty, officers, agents, or contractors. No assigned Student or School faculty member under this Agreement will in any way be considered an employee or agent of the Facility, nor will any Student or faculty member be entitled to any fringe benefits, Worker's Compensation, disability benefits or other rights normally afforded to employees of the Facility. Students will not be deemed to be agents or employees of the School.

6. Notice to Parties Any notices under this Agreement will be in writing to the following addresses, or to such other address as either party may specify in writing from time to time:

If to the Facility
Total Health Care, Inc. 1501 Division St
Baltimore, MD 21217
Attention: Marcee J. White, MD, FAAP
Facsimile: 410 728-4412
Telephone: 410 383-8300

If to the School
Baltimore City Community College
2901 Liberty Heights Avenue
Baltimore, MD 21215
ATTN: Dorothy Holley, Associate Dean and Nursing Administrator
Telephone: 410-462-7771

with copy to:
Dr. Ghazanfar Mahmood, Interim Dean, School of Nursing and Health Professions
Telephone: 410-462-7451

7. Governing Law This Agreement will be construed and enforced in accordance with the internal substantive laws of the State of Maryland, without regard to the conflict of laws provisions thereof. Venue for any dispute arising pursuant to this Agreement shall be in the courts located in the State of Maryland.

8. Counterparts This Agreement may be executed in one or more counterparts, each of which will be deemed to be an original, but all of which together will constitute one and the same instrument and may be executed electronically.

9. No Third-Party Beneficiaries This Agreement will inure exclusively to the benefit of and be binding upon the parties hereto and their respective successors, assigns, executors and legal representatives. Nothing in this Agreement, expressed or implied, is intended to confer on any person other than the parties hereto or their respective successors and assigns any rights, remedies, obligations or liabilities under or by reason of this Agreement.

10. Liability Each party agrees that, to the extent authorized by law and unless as otherwise provided in this Agreement, it will be responsible for its own acts or omissions and the results thereof and will not be responsible for the acts or omissions of the other party and the results thereof.

11. Headings The section headings and titles contained herein do not constitute substantive provisions of this Agreement and will not be used to construe or interpret the material contained in such sections.

12. Disclosure Authorization During the term of this Agreement, Facility authorizes School to disclose the existence of this Clinical Affiliation relationship to students and prospective students in advising, communications and marketing materials and discussions and to regulatory and accrediting authorities as needed.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed in their respective corporate names by duly authorized officers, all on the day and year first set forth above.

TOTAL HEALTH CARE, INC.

Facility Name

Signature: 

Printed Name:

Marcee-White, MD
Title: Chief Medical Director

Date: 4/4/25

BALTIMORE CITY COMMUNITY COLLEGE

School Name

Signature: 

Name: Debra L. McCurdy, PhD

Title: President

Date: Mar 27, 2025

EXHIBIT A

Facility Site(s) for Clinicals

Total Health Care
Division Health Center
1501 Division St
Baltimore, MD 21217

Total Health Care
Westside Health Center
2449 W Frederick Ave
Baltimore, MD 21223

Total Health
Care Kirk Health
Center 2400 Kirk
Ave
Baltimore, MD 21218

Total Health Care
Mondawmin Mall Health Center
2401 Liberty Heights Ave Suite 111 – 113
Baltimore, MD 21215

Total Health Care
Open Gates Health Center
1111 Washington Blvd
Baltimore, MD 21230

Total Health Care
Odenton Health
Center
2288 Blue Water Blvd. Suite 400
Odenton, MD 21113

Total Health Care
Saratoga Health
Center 1501 W
Saratoga St
Baltimore, MD
21223

EXHIBIT B
FACILITY SPECIFIC REQUIREMENTS

Facility: **TOTAL HEALTH CARE, INC.**

School:

Date Completed: *[Date Completed]*

By: *[Completed by]*

Please indicate which of the following items are required/not required		Facility Requirements:	
	Required by Site	Not Required by Site	NOTES:
1. Criminal background check (criminal history with national & statewide sex offender registry check, 2 AKA)	X		
2. Drug Screen – 12 panel Marijuana, Cocaine, Amphetamines, Opiates, Propoxyphene, Oxycodone/Oxymorphone, PCP, Barbiturates, Benzodiazepines, Methaqualone, Methadone, Ecstasy	X		
3. Fingerprint Clearance (as required by state law(s) or facility)		X	
4. State Employee Disqualification List		X	
5. Family Care Registry (State of MO Requirement only)		X	
6. Confidentiality agreement executed by participating student (copies to be provided to Facility upon execution of this Agreement)	X		
7. Physical Exam		X	
8. Immunization Requirements: a) 2-Step PPD (one time) b) PPD (Annually)	X	X	
c) Hepatitis A (only if site requires)		X	
d) Hepatitis B (Vaccine) Titers (only if site requires)	X		
e) MMR (Vaccine) Titers (only if site requires)	X		
f) Polio (only if site requires)	X		
g) Varicella (Vaccine) Titers (only if site requires)	X		
9. CPR certification		X	
10. Proof of Health Insurance		X	
11. HIPAA competency (Annually)		X	
12. OSHA (Bloodborne Path) competency (Annually)		X	
13. Tetanus (within 10 years) a) TDAP Required	X		
14. Meningococcal		X	
15. Flu Vaccine-Seasonal	X		
16. Other Requirements of Facility a) COVID-19 Vaccination	X		

Email: *[Email Address of Person Completing]*

Program: *[Program Name]*

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Business

Articulation Agreement
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**ACADEMIC PROGRAM ARTICULATION AGREEMENT BETWEEN
BALTIMORE CITY COMMUNITY COLLEGE
AND
UNIVERSITY OF BALTIMORE
REGARDING TRANSFER FROM THE ASSOCIATE OF SCIENCE IN BUSINESS
ADMINISTRATION TO THE B.S. IN BUSINESS ADMINISTRATION (ALL
SPECIALIZATIONS AND CONCENTRATIONS)**

This Academic Program Articulation Agreement ("Agreement") is entered into by and between Baltimore City Community College (the "Sending Institution") and the University of Baltimore (the "Receiving Institution") (collectively, the "Institutions") to facilitate the transfer of academic credits from the Associates of Science in Business Administration for the completion of the B.S. in Business Administration, all specializations and concentrations. (the "Program(s)").

A. Qualifying Students

This Agreement pertains to the transfer of "Qualifying Students", *i.e.*, those students who:

1. Have successfully completed the program at the Sending Institution;
2. Are enrolled in the Sending Institution, in good standing; and
3. Are accepted for admission to the Receiving Institution.

B. Responsibilities of the Institutions

The Institutions agree to implement the transfer of Qualifying Students in accordance with applicable law and the following requirements and protocols:

1. A Qualifying Student may transfer from the Transferring Institution into the Receiving Institution for the completion of the Program.
2. Courses that the Receiving School will accept credits for towards completion of the Program include: (Maximum of 70 credits will be accepted from the sending Institution).
- 3.

Sending Institution Course			Receiving Institution Comparable Course			
Course Number	Course Name	Credits	Course Number	Course Name	Credits	Applied to*
PRE100	Preparation for Academic Achievement	1		Elective	1	Elective
ENG 101	English Writing	3	WRIT101	College Composition	3	General Ed/English Composition
BUA 100	Introduction to Business	3		Elective		Elective
MAT 128	Pre-Calculus I: College Algebra	4	MATH 111	College Algebra		General Ed/Math Requirement
ECO 201	The American Economy I: Macroeconomic Theory	3	ECON 202	Principles of Macroeconomics	3	General Ed/Major Requirement

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ECO 202	The American Economy II: Microeconomic Theory	3	ECON200	Principles of Microeconomics	3	General Ed/Major Requirement
ACT 221	Principles of Financial Accounting	3	ACCT201	Introduction to Financial Accounting*	3	Major Requirement
ACT 222	Principles of Managerial Accounting	3	ACCT202	Introduction to Managerial Accounting*	3	Major Requirement
MGM 222	Principles of Management	3		Elective	3	Elective
MKT 223	Marketing	3	MKTG301	Marketing Management*	3	Major Requirement
BUA 207	Business Law	3	BULA151	Business Law*	3	Major Requirement
BUA 112	Computers for Business Management	3	COSC100	Introduction to Computer Technologies	3	Technological Fluency Graduation Requirement Science
Business Elective	Any ACT, BUA, MGM or MKT (MGM170, MGM180, MGM219, MGM229, or other approved electives selected to support transfer or career goals)	4	BIOL121	Depends on Course Taken	3	General Ed/ Lab Science Requirement
AH-Elective	Gen. Ed. Requirement: Arts & Humanities	3		Depends on Course Taken	3	General Ed/Arts& Humanities
HLF-Elective	Health and Life Fitness	2		Elective	2	Elective
SBS-Elective	Gen. Ed. Req.: Social & Behavioral Sciences	3		Depends on Course Taken	3	General Ed/Social Behavioral Science
Phy Sci-Elective	Gen. Ed. Req.: Physical Sciences	3		Depends on Course Taken	3	General Ed./Non-Lab Science
SPE101	Fundamentals of Speech Communications	3	CMAT201	Communicating Effectively	3	General Ed Elective/ Oral Communications Graduation Requirement
SBS-Elective	Gen. Ed. Req.: Social & Behavioral Sciences	3		Depends on Course Taken	3	General Ed/ Social Behavioral
BPS-Elective	Biological and Physical Sciences with lab	4	BIOL121	Depends on Course Taken	3	General Ed/ Lab Science Requirement
	TOTAL:	60		TOTAL:	60	

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4. Upon receiving an associate's degree from the sending institution, all general education requirements are considered satisfied, with the exception of UBalt's institution specific general education requirements of Ethics and Writing for the Professions (IDIS 302 and WRIT 300- chart below).
5. Additional Academic and Admission Requirements:
 - Students must complete their final thirty (30) credits at UBalt
 - All courses designated as applying to the Major must have a grade of "C" or better.
 - Students must complete 120 credits to earn the B.S. in Business Administration.
 - Students who complete this program have the option to enroll in any of the Business Administration Specializations, with exception:
 - i. A 2.5 cumulative GPA is required for the Accounting Specialization
 - ii. A 2.25 cumulative GPA is required for the Finance Specialization.
 - iii. For the Online Accounting and General Business Completer Programs, an associate degree or 60 credits in Business, including UBalt lower division General Education equivalencies, is recommended
 - Students must meet the academic requirements and policies published in the catalog for the year they first enroll at UBalt; and for subsequent catalog years should they discontinue their studies at UBalt.

Upon transferring to UBalt, students will need to complete the following:

Course ID	Title	Credits
MATH 115	Introductory Statistics	3
OPRE 202	Statistical Data Analysis	3
ETRE 305	Entrepreneurship and Innovation	3
FFN 331	Financial Management	3
INSS 300	Management Information Systems	3
INSS 305	Data Driven Decision Making	3
MGMT 301	Management and Organizational Behavior	3
MGMT302	Global Business Environment	3
MGMT330	Personal and Professional Skills for Business	1
MGMT339	Process and Operations Management	3
OPRE315	Business Application of Decision Science	3
MGMT470	Enterprise Management and Strategy	3
	Specialization or Concentration Requirements	15
	**Electives (as needed)	As needed
IDIS 302	Ethical Issues in Business and Society	3
WRIT300	Composition and Research	3

*a grade of C or better is required to earn credit for the major.

** Number of elective credits needed may vary.

If a transferring student has taken any of these courses at the Sending Institution, those courses will also be accepted as transfer credits until the maximum count of transfer credits does not exceed 70.

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5. The Receiving Institution shall designate, and shall provide to the Sending Institution, contact information for a staff person at the Receiving Institution who is responsible for the oversight of the transfer of Qualifying Students. The Sending Institution shall designate, and shall provide to the Receiving Institution, the contact information for a staff person at the Sending Institution who is responsible for the oversight of the transfer of Qualifying Students.

	Sending Institution	Receiving Institution
Name of staff person responsible for oversight	Sherri Anna Brown	Artjona Adeoye
Title of staff person	Assistant Vice President for Student Affairs	Transfer Program Coordinator
Email address	Sbrown1@bccc.edu	aadeoye@ubalt.edu
Telephone Number	410-462-7782	410.837.6677

Should the staff person or position change, the institution will promptly provide new contact information to the partner institution and inform the Maryland Higher Education Commission of the change.

Additional contact information:

Role & Responsibilities of persons listed here	Sending Institution	Receiving Institution
Name of person	Donna Thomas	Mark Jacque
Title of person	Interim Vice President for Student Affairs	Assoc VP Enrollment Mgmt
Email address	<u>Dthomas2@bccc.edu</u>	<u>mjacque@ubalt.edu</u>
Telephone Number	410-462-8276	410.837.6875

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6. If the Qualifying Student is using federal Title 38 VA Education Benefits (GI Bill® Education Benefits), the Institutions shall adhere to all applicable U.S. Department of Veterans Affairs' regulations, including the regulations governing the awarding prior credit, as regulated under Title 38, Code of Federal Regulations, Sections 21.4253(d)(3) and 21.4254(c)(4).

7. Each Institution shall adhere to all applicable transfer requirements set forth in the Annotated Code of Maryland and the Code of Maryland Regulations.

8. Each Institution shall advise students regarding transfer opportunities under this Agreement and shall advise students of financial aid opportunities and implications associated with the transfer.

9. Should either Institution make changes to program requirements, the institution will inform the partner institution immediately. The articulation agreement should be updated to reflect the changes and forwarded to the Maryland Higher Education Commission.

C. Term and Termination

1. This agreement shall be effective on the date that it is signed by the appropriate and authorized representatives of each Institution.
2. This agreement shall be valid for the period of 3 years from the effective date signed by appropriate and authorized representatives.
3. Either Institution may, at its sole discretion, terminate this Agreement upon delivering 60 days written notice to the other Institution and the Maryland Higher Education Commission.
4. Both Institutions agree to meet annually to review the terms of this agreement.

D. Amendment

1. This Agreement constitutes the entire understanding and agreement of the Institutions with respect to their rights and obligations in carrying out the terms of the Agreement, and supersedes any prior or contemporaneous agreements or understandings.
2. This Agreement may be modified only by written amendment executed by both Institutions.

E. Governing Law

This Agreement shall be governed by, and construed in accordance with, the laws of the State of Maryland.

Articulation Agreement Template is provided by the Maryland Higher Education Commission (MHEC) and is a resource for institutions. This template is not legal advice. Institutions should consult their own legal counsel regarding articulation agreements and other agreements, contracts, or institutional policies. Please provide a copy of all institutional articulation agreements to MHEC.

Business

Articulation Agreement

Page 6 of 6

F. Counterparts

This Agreement may be executed in counterparts, each of which shall be deemed to be an original, but all of which, taken together, shall constitute one and the same agreement.

G. Notice of Agreement

1. The Institutions agree to provide a copy of this Agreement, with any amendments, to the Maryland Higher Education Commission.
2. The Institutions agree to provide copies of this Agreement to all relevant individuals and departments of the Institutions, including but not limited to students, academic department chairs participating in the transfer, offices of the president, registrar's offices, and financial aid offices.

H. No Third-Party Beneficiaries

There are no third-party beneficiaries to this Agreement.

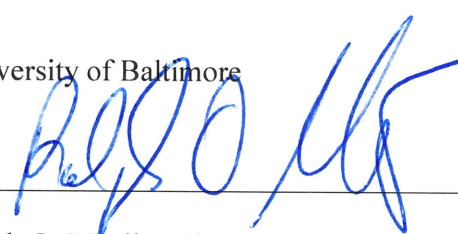
I. Representations and Warranties of the Parties

Both Institutions represent and warrant that the following shall be true and correct as of the Effective Date of this Agreement, and shall continue to be true and correct during the term of this Agreement:

1. The Institutions are and shall remain in compliance with all applicable federal, state, and local statutes, laws, ordinances, and regulations relating to this Agreement, as amended from time to time.
2. Each Institution has taken all action necessary for the approval and execution of this Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives.

University of Baltimore

By: 

Ralph O. Mueller, Ph.D.
Chief Academic Officer

Date 11/18/2025

MHEC Articulation Agreement Template

Baltimore City Community College

By: 

Debra L. McCurdy, Ph.D.
President

November 17, 2025

Date

Last Updated: December 15, 2018

POSITION DESCRIPTION FORM

PART I. IDENTIFYING POSITION INFORMATION

Reason for Submittal: ☒ Creation of New Position ☐ Vacancy ☐ Classification Review ☐ Reclassification	Date:	
	Employee Name:	
	Position Supervisor's Name:	
	Position Supervisor's Title:	
Classification/Position Title:		
Proposed Position Title:		
PIN:	Class Code:	FSLA Status:
Service:	Overtime Status:	Agency Code:
Employee Name: ☐ Vacant	Department:	
Division:	Work Location:	

PART II. POSITION FUNCTIONS

1. **Job Summary/Main Purpose of the Position** Briefly describe the main purpose of this position and how it relates to the mission of the college.

--

Primary Responsibilities: Describe below the work the position is responsible for completing daily or weekly. Make your description definite and clear enough that persons who are not familiar with the work will understand the position responsibilities. List the duties and tasks the position is responsible for performing starting with the most important and finish with those that are routine or occasional in nature. Start each sentence with an action word (e.g. prepares, assists, organizes, provides, observes, ensures, guides, leads, monitors, develops, implements, conducts, etc.). In the column on the left, indicate the percentage of time that is spent on each of the duties listed. The total percentage of time should add up to 100% (*% of time column total should equal 100%* List duty and responsibility statement that identify the essential job functions and other assigned duties. Essential job functions are the fundamental job duties of a position that if not performed will alter the job. (Identify **essential job functions** by highlighting, underlying, etc.) The below items are grouped into (3) three categories: **70 %, 20 % or, 10 %** . All essential functions should total **100%**.

2. Essential Position Functions and other assigned duties:

*List duty and responsibility statement that identify the essential job functions and other assigned duties. Essential job functions are the fundamental job duties of a position that if not performed will alter the job. (Identify **essential job functions** by highlighting, underlying, etc.)*

The below items are grouped into (3) three categories: **70 %, 20 % or, 10 %** . All essential functions should total **100%**.

Estimated % of Time (Required)	Primary Responsibilities/ Key Functions/ Tasks
70%	
20%	
10%	
100%	Total

Required Education and Experience (Minimum):

Education: Bachelor's degree in information technology, Computer Science or a related field.

Experience: Three to Five years of experience in IT support, with at least (2) years in a supervisory role.

Preferred Education and Experience:

Education:

Experience:

Required Knowledge, Skills, and Abilities (KSAs):

3. **Level, Frequency, and Purpose of work contacts:** List the contacts that this position has with individuals within the division and office as well as other divisions, organizations and stakeholders, parents, students, customers, vendors, and the community. These contacts may be in person, in writing or by telephone. Indicate how often the contact occurs. State the purpose of each contact, for example, to provide information, to explain procedures or decisions, to persuade or negotiate.

4. **Decisions and Recommendations:** List the decisions and recommendations that this position makes which are necessary to carry out essential job functions. State to whom recommendations are made.

5. **Equipment Used:** List equipment, machinery and tools used to complete this job, e.g., personal computer, calculator, typewriter, hand tools, measuring devices and lab equipment.

Is this position required to work special hours? ☐ Yes ☐ No

If so, describe (e.g., essential personnel, weekend/evening, shift work).

6. **Nature of Supervision Received:** - Check the type of supervision that is given to this position.

☐	Close Supervision
☐	Moderate Supervision
☐	General Supervision
☐	Managerial Supervision

7. **Working Conditions:** (Check all that apply)

☐	The position may/will be required to work outside of normal working hours and weekends to attend job fairs and other recruitment activities, as well as retirement seminars.	Explanation (if necessary):
☐	Work involves exposure to uncomfortable or unpleasant surroundings.	Explanation (if necessary):
☐	Work involves exposure to hazardous conditions which may result in injury.	Explanation (if necessary):
☐	Work involves special physical demands such as lifting 50 pounds or more, climbing ladders, etc.	Explanation (if necessary):
☐	Work requires the use of protective equipment such as goggles, gloves, masks, etc.	Explanation (if necessary):

PART III. RESPONSIBILITIES FOR THE WORK OF OTHERS

This section should be completed if this position is responsible for the work of others. This includes full and/or part-time permanent employees, contractual or emergency employees, volunteers, student workers, interns and any placed in Acting Capacity. If additional space is required, attach a separate sheet.

Nature and Level of Responsibility for the work of others:

A supervisor assigns and reviews the work of others, trains employees, recommends the selection, promotion and termination of employees, approves leave and approves timesheets, executes annual and mid-cycle performance evaluations, determines and resolves procedural problems within the unit, serves as spokesperson for subordinates, explains policies and directives from management and issues for formal disciplinary reminders, warnings and reprimands.

A lead worker assigns and reviews the work of others, instructs and motivates workers, is available for immediate assistance or may review and performs the work of the classification.

Does this position supervise BCCC PIN employees? ☐ Yes ☐ No

Does this position supervise temporary/contractual employees? ☐ Yes ☒ No

Does this position have any leadership duties? ☐ Yes ☐ No

If yes, note the nature of supervisory and/or leadership duties:

Check (X) all applicable duties	Check (X) in the appropriate columns	Recommend	Approve
☒ Assign work to others	Hire new employees	☐	☐
☐ Distribute work to others	Terminate employees	☐	☐
☐ Check work of others	Promote/ Demote	☐	☐
☐ Train subordinate employees	Discipline employees	☐	☐
☐ Evaluate performance	Authorize leave	☐	☐
☐ Establish unit policy/ procedures	Authorize pay increase	☐	☐

List the names and titles of employees the position will/currently directly supervises:

Do any of the employees supervised have supervisory responsibility? If so, list them and the names and classifications of those they supervise or attach an approved organization chart. ☐ Yes ☐ No

Name	Title	FTE	Temporary Employee
		☐ FT ☐ PT	☐ Yes ☐ No
		☐ FT ☐ PT	☐ Yes ☐ No
		☐ FT ☐ PT	☐ Yes ☐ No
		☐ FT ☐ PT	☐ Yes ☐ No
		☐ FT ☐ PT	☐ Yes ☐ No

PART iv. PERFORMANCE STANDARDS

Performance Standards - For each essential job function described in Part II, list the standard(s) necessary for satisfactory performance. If additional space is required, attach a separate sheet. Once the primary responsibilities have been approved, I will work on this section. However, need some guidance for the Satisfactory Performance Standard".

[illegible]



PART V. SIGNATURES

The following signatures indicate acknowledgment by the employee of the information on this form, when applicable, and approval by the supervisor and appointing authority.

Employee's Signature

Date

Supervisor's Signature

Date

Cabinet Member

Date

Faculty Salary Range

FY 2023-2024

Rank	Minimum	Midpoint	Maximum
Professor	\$77,440	\$96,800	\$116,160
Associate Professor	\$70,400	\$88,000	\$105,000
Assistant Professor	\$62,000	\$77,500	\$93,000
Instructor	\$58,000	\$69,000	\$81,200

FY 2024-2025

Rank	Minimum	Midpoint	Maximum
Professor	\$79,763	\$99,704	\$119,645
Associate Professor	\$72,512	\$90,640	\$108,768
Assistant Professor	\$63,860	\$79,825	\$95,790
Instructor	\$59,740	\$71,688	\$83,636

FY 2025-2026

Rank	Minimum	Midpoint	Maximum
Professor	\$80,561	\$100,701	\$120,842
Associate Professor	\$73,237	\$91,546	\$109,856
Assistant Professor	\$64,499	\$80,623	\$96,748
Instructor	\$60,337	\$72,405	\$84,472

The Baltimore City Community College (BCCC) Board of Trustees is being asked to consider for approval the **draft 2025–2028 Strategic Plan Framework**. In 2018, the Board of Trustees approved the 2018-2022 Strategic Plan Framework which was shortly supplanted by the legislatively mandated 12 Realignment Tasks and currently drive the strategic direction of the College. The 2025-2028 Strategic Plan will integrate the **12 Realignment Task** into the strategic goals which support the College's Mission, Vision and Core Values.

Mission

Baltimore City Community College provides quality, affordable, and accessible education, meeting the professional and personal goals of a diverse population, changing lives, and building communities.

Vision

Baltimore City Community College is an innovator in providing quality career pathways and educational opportunities for a diverse population of learners to exceed the challenges of an ever-changing competitive workforce and environment.

Core Values

Integrity, Respect, Diversity, Teaching, Learning, Excellence, Leadership, Professionalism

This Strategic Plan Framework outlines **three (3) major goals supported by four (4) corresponding sub-goals and a host of objectives** designed to advance student success, institutional effectiveness, and community impact.

BCCC's 2025–2028 Strategic Plan is intentionally designed to align with key state and accreditation frameworks, ensuring that the College's priorities advance both institutional goals and statewide objectives for higher education.

A. Governor Moore-Miller Administration 2024 State Plan

Plan: The Strategic Plan reflects a commitment to workforce development and economic mobility by prioritizing student success, expanding access to high-demand programs, and strengthening partnerships.

B. Maryland Higher Education Commission (MHEC) 2022 State Plan for Higher Education

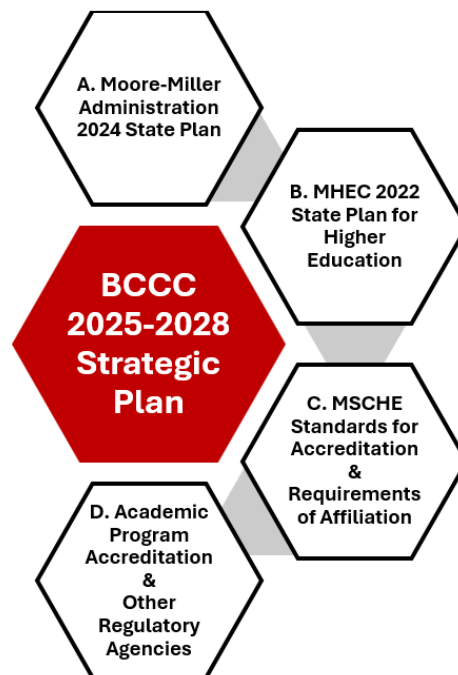
The Plan incorporates MHEC's core priorities (access, success, and innovation) through measurable objectives that improve retention and completion rates.

C. Middle States Commission on Higher Education (MSCHE) Standards for Accreditation & Requirements of Affiliation

The Strategic Plan is grounded in MSCHE's standards for mission-driven compliance and continuous improvement.

D. Academic Program Accreditors & Regulatory Agencies

The Plan also aligns with specialized accrediting bodies, such as the Accreditation Commission for Education in Nursing (ACEN), the Accreditation Council for Business Schools.



This alignment positions BCCC as a responsive, forward-thinking institution that meets regulatory and accreditation expectations but also advances the broader vision for Maryland's higher education system.

To ensure accountability, the Plan will be monitored through **Key Performance Indicators** (KPIs) which will provide a comprehensive assessment of BCCC's progress and effectiveness in achieving its strategic priorities.

The President and members of the President's Cabinet look forward to meeting with the Board of Trustees to discuss the draft 2025–2028 Strategic Plan Framework in greater detail.

2025-2028 Strategic Plan Framework (draft)

1. Delivering Our Promise

- 1.1. Innovation & Outcomes-The Student Experience
 - 1.1.1. *Innovative Teaching Strategies & Methodologies*
 - 1.1.2. *BCCC Student Center*
 - 1.1.3. *Customer Service Approach*
 - 1.1.4. *Student Centered Communication Systems*
- 1.2. Deliberate Retention Approaches
 - 1.2.1. *Advising Model*
- 1.3. Designing Student-first Processes
 - 1.3.1. *Supporting the Student Experience*
- 1.4. Market-Focused Career Pathways
 - 1.4.1. *Crosswalk and Connections*
 - 1.4.2. *Bridges to Early College and Senior Institutions*

2. Aligning Our Strengths

- 2.1. Empowered & Courageous - Our Panther Community
 - 2.1.1. *Brand Education*
- 2.2. Budget Process Built for Innovation
 - 2.2.1. *Enrollment & Retention Assessment Plan*
- 2.3. Leveraging Technology, Data, and Systems for Institutional Success
 - 2.3.1. *Holistic Communication*
 - 2.3.2. *Learning Modernization, Innovative Teaching Strategies & Methodologies*
 - 2.3.3. *Operational Modernization*
 - 2.3.4. *Data Access & Governance*
 - 2.3.5. *Institutional Continuity/Disaster Recovery*
 - 2.3.6. *Employee and Student Access and Procurement*
- 2.4. Supporting Extraordinary Talent
 - 2.4.1. *Center for Teaching, Learning, and Innovation*
 - 2.4.2. *Employee Retention*
 - 2.4.3. *BCCC Strong!*

3. Expanding our Reach

- 3.1. Trusted & First - The Partner of Baltimore
 - 3.1.1. *Expanding Access & Community Partnerships*
 - 3.1.2. *Our Students...Their Story*
 - 3.1.3. *Community Counts*
 - 3.1.4. *Exposure Leads to Expansion*
 - 3.1.5. *Alumni Alliance: Forever Connected; Forever Strong*
- 3.2. Our Students, Our Story
 - 3.2.1. *Promoting Our Brand & Spreading Our Message*
 - 3.2.2. *Unified Messaging*
 - 3.2.3. *Operational Efficiency & Effectiveness*
- 3.3. From Realigned to Resolved
 - 3.3.1. *Partnering with institutional stakeholders*
- 3.4. Community Spaces that Connect and Activate
 - 3.4.1. *Creating dynamic, inclusive spaces*

2025-2028 Strategic Plan Framework (draft)

Delivering Our Promise

• 1.1 Innovation & Outcomes – The Student Experience

Delivering a student-centered experience that addresses the needs of industry for economic mobility and equip students to thrive in a competitive and evolving workforce.

• 1.2 Deliberate Retention Approaches

Leveraging focused retention strategies to improve student retention and maximize completion rates.

• 1.3 Designing Student-first Processes

Designing and simplifying institutional processes to prioritize the student.

• 1.4 Market-Focused Career Pathways

Developing academic and training programs aligned with current and future market demands that support clear pathways to career success.

Aligning Our Strengths

• 2.1 Empowered & Courageous – Our Panther Community

Building a culture of belonging and transparency by enhancing communication and engaging the community in shared governance.

• 2.2 Budget Process Built for Innovation

Developing a resource allocation strategy that drives innovation and supports the institution's vision for transformative education.

• 2.3 Leveraging Technology, Data, and Systems for Institutional Success

Utilizing technology and data-driven practices to strengthen institutional operations.

• 2.4 Supporting Extraordinary Talent

Attracting, retaining, and developing a high-performing workforce that celebrates and values employees.

Expanding Our Reach

• 3.1 Trusted & First – The Partner of Baltimore

Building partnerships that position the institution as a trusted leader and first choice in Baltimore and beyond.

• 3.2 Our Students, Our Story

Sharing compelling student success stories to showcase the college's impact.

• 3.3 From Realigned to Resolved

Partnering with institutional stakeholders to demonstrate achievements and to move beyond realignment.

• 3.4 Community Spaces that Connect and Activate

Creating dynamic, inclusive spaces that bring communities together to foster meaningful interactions, learning, and collaboration.

BCCC
Baltimore City Community College

BCCC is partnering with CREDO, now powered by Carnegie, to develop its 2025–2028 Strategic Plan and **unit-level (departmental) plans**. This collaboration ensures that unit-level goals led by budget managers and shaped in concert with faculty, staff, departments, and programs are fully aligned with the College's mission and the Middle States Commission on Higher Education's Standard 6 on planning, resources, and institutional improvement.

Through this process, CREDO brings expertise in strategic planning and institutional effectiveness, guiding BCCC in creating actionable goals that cascade from the College's overarching priorities. Each unit (department) will articulate goals that connect directly to **Strategic Plan Goals, Sub-Goals, and Objectives**, ensuring transparency and accountability. Unit goals will also align with its allocated budget and future budget requests.

To ensure effective planning implementation and sustainability, CREDO is assisting BCCC in integrating the Strategic Plan into the College's **Strategic Planning Online (SPOL) platform** with support from the SPOL team. The SPOL platform will serve as the central repository for all planning data, enabling streamlined tracking, alignment of goals and objectives, and transparent reporting. This integration will provide a sustainable structure for monitoring progress, supporting decision-making, and maintaining accountability across the institution. SPOL will also demonstrate clear alignment between unit-level goals while mapping progress to key performance indicators (KPIs) outlined in the Maryland Higher Education Commission (MHEC) Performance Accountability Report the Board of Trustees approves annually.

Additionally, the College will collaborate with the **Council for the Advancement of Standards in Higher Education (CAS)** to embed best-practice standards into the planning process for the various departments. CAS frameworks will help ensure that student services and co-curricular programs are assessed against nationally recognized benchmarks, reinforcing quality and continuous improvement across all units in alignment with the Middle States Commission on Higher Education Standards.

Together, these efforts strengthen BCCC's ability to monitor outcomes, assess effectiveness, and demonstrate compliance with accreditation standards, state reporting requirements, and national best practices.

Attachment 1: Strategic Plan Overview: Goals, Sub Goals, Sub Goal Descriptions & KPIs (red)

Attachment 2: Strategic Plan Overview: Goals, Sub Goals, Objectives & Objective Descriptions (green)

Strategic Plan Overview: Goals, Sub Goals, Objectives & Objective Descriptions-Draft (Attachment 2)

Institutional Goal	Sub Goal	Objective	Objective Description
1 Delivering our Promise	1.1 Innovation & Outcomes - The Student Experience	1.1.1 Innovative Teaching Strategies & Methodologies	Enhance student academic performance through a comprehensive, institutional (academic and non-academic) assessment model.
1 Delivering our Promise	1.1 Innovation & Outcomes - The Student Experience	1.1.2 BCCC Student Center	Holistically support the credit and non-credit student experience. The Student Center will interface directly with the College's existing and developing student support services.
1 Delivering our Promise	1.1 Innovation & Outcomes - The Student Experience	1.1.3 Customer Service Approach	Providing a welcoming, informative and resourceful campus climate (internally and externally) that values active listening, understanding and providing accurate information and guidance.
1 Delivering our Promise	1.1 Innovation & Outcomes - The Student Experience	1.1.4 Student Centered Communication Systems	Create automated phone service that would connect students with the appropriate office and also an AI/chatbot web-based functionality.
1 Delivering our Promise	1.2 Deliberate Retention Approaches	1.2.1 Advising Model	Create a multi-layer advising model to ensure that students receive personalized, sustained guidance over time.
1 Delivering our Promise	1.3 Designing Student-first Processes	1.3.1 Supporting the Student Experience	Enhance student services to increase retention and student satisfaction closing the achievement gap.
1 Delivering our Promise	1.4 Market-Focused Career Pathways	1.4.1 Crosswalk and Connections	Align non-credit to credit pathways to optimize equitable student experiences.

Institutional Goal	Sub Goal	Objective	Objective Description
1 Delivering our Promise	1.4 Market-Focused Career Pathways	1.4.2 Bridges to Early College and Senior Institutions	Implement a Guided Pathways model with pathways from high school and transfer to competitive employment and marketplace agility.
2 Aligning our Strengths	2.1 Empowered & Courageous - Our Panther Community	2.1.1 Brand Education	Tailor a comprehensive brand awareness strategy to connect various demographics and messaging through dynamic channels.
2 Aligning our Strengths	2.2 Budget Process Built for Innovation	2.2.1 Enrollment & Retention Assessment Plan	Create and enact a comprehensive, strategic enrollment and student success plan, supporting the whole student, recruitment, retention, graduation, as well as addressing performance gaps.
2 Aligning our Strengths	2.3 Leveraging Technology, Data, and Systems for Institutional Success	2.3.1 Holistic Communication	Develop internal communication and centralized intranet locations for employee resources.
2 Aligning our Strengths	2.3 Leveraging Technology, Data, and Systems for Institutional Success	2.3.2 Learning Modernization, Innovative Teaching Strategies & Methodologies	Articulate a strategic academic roadmap (Academic Master Plan) for innovation by identifying the knowledge and skills that students will need in the future and projecting areas of academic growth for programs and activities.
2 Aligning our Strengths	2.3 Leveraging Technology, Data, and Systems for Institutional Success	2.3.3 Operational Modernization	Generate operational stability through the sustained enhancement of existing infrastructure, applications, information security, data management and customer services.

Institutional Goal	Sub Goal	Objective	Objective Description
2 Aligning our Strengths	2.3 Leveraging Technology, Data, and Systems for Institutional Success	2.3.4 Data Access & Governance	Improve the quality, management and governance of College data across technology services through an Information Technology Plan.
2 Aligning our Strengths	2.3 Leveraging Technology, Data, and Systems for Institutional Success	2.3.5 Institutional Continuity/Disaster Recovery	Maintain central business activities, resources, policies, procedures, and information through a Business Continuity & Disaster Recovery Plan developed, tested, and ready for use in the event of a disaster or major disruption of operations.
2 Aligning our Strengths	2.3 Leveraging Technology, Data, and Systems for Institutional Success	2.3.6 Employee and Student Access and Procurement	Offer students, faculty and staff contactless resources/technology to conveniently access campus buildings, purchase food, check in for events, use library services, and more. Review access to data for staff and faculty.
2 Aligning our Strengths	2.4 Supporting Extraordinary Talent	2.4.1 Center for Teaching, Learning, and Innovation	Advance educational excellence through the creation of the Center for Teaching, Learning, and Innovation (CTLI) which is dedicated to evidence-based teaching, learning and assessment practices to improve student learning outcomes.
2 Aligning our Strengths	2.4 Supporting Extraordinary Talent	2.4.2 Employee Retention	Attract new employees with an effective strategy that will lead to retention, pay and benefits for current employees.
2 Aligning our Strengths	2.4 Supporting Extraordinary Talent	2.4.3 BCCC Strong!	Align HR's training, development, and recognition

Institutional Goal	Sub Goal	Objective	Objective Description
			programming with the future of the workplace and employee experience.
3 Expanding our Reach	3.1 Trusted & First - The Partner of Baltimore	3.1.1 Expanding Access & Community Partnerships	Develop a strategic, fiscally viable and sustainable industry and community partnerships plan to foster programmatic innovation and long-term collaboration.
3 Expanding our Reach	3.1 Trusted & First - The Partner of Baltimore	3.1.2 Our Students...Their Story	Share our students' success stories in spaces that raise the visibility of our institutional impact.
3 Expanding our Reach	3.1 Trusted & First - The Partner of Baltimore	3.1.3 Community Counts	Foster an internal culture of community engagement between faculty, staff and students centered on the College's core values.
3 Expanding our Reach	3.1 Trusted & First - The Partner of Baltimore	3.1.4 Exposure Leads to Expansion	Host public and private community events and house community services on campus to increase the College's geographic footprint, awareness and service.
3 Expanding our Reach	3.1 Trusted & First - The Partner of Baltimore	3.1.5 Alumni Alliance: Forever Connected; Forever Strong	Develop a culture of lifelong engagement between students and alumni from enrollment to graduation.
3 Expanding our Reach	3.2 Our Students, Our Story	3.2.1 Promoting Our Brand & Spreading Our Message	Develop a marketing plan for seamless credit and non-credit program pathways to promote upskilling opportunities.
3 Expanding our Reach	3.2 Our Students, Our Story	3.2.2 Unified Messaging	Generate a communications and public relations plan to strengthen and more closely convey consistent and timely internal and external communications among

Institutional Goal	Sub Goal	Objective	Objective Description
			the Schools and central services.
3 Expanding our Reach	3.2 Our Students, Our Story	3.2.3 Operational Efficiency & Effectiveness	Drive institutional viability through high-quality operational, financial, and reputational systemic planning, analysis and reporting.
3 Expanding our Reach	3.3 From Realigned to Resolved	3.3.1 Partnering with institutional stakeholders	Partnering with institutional stakeholders to demonstrate achievements and to move beyond realignment.
3 Expanding our Reach	3.4 Community Spaces that Connect and Activate	3.4.1 Creating dynamic, inclusive spaces	Creating dynamic, inclusive spaces that bring communities together to foster meaningful interactions, learning, and collaboration.

Strategic Plan Overview: Goals, Sub Goals, Sub Goal Descriptions & KPIs-Draft (Attachment 1)

Goal	Sub Goal	Sub Goal Description	KPIs
Goal 1: Delivering Our Promise	1.1 Innovation & Outcomes – The Student Experience	Delivering a student-centered experience that addresses the needs of industry for economic mobility and equip students to thrive in a competitive and evolving workforce.	• Annual unduplicated headcount • Market share of first-time, full-time freshmen • Market share of part-time undergraduates • Market share of recent, college-bound high school graduates • Enrollment in continuing education community service and lifelong learning courses • Enrollment in continuing education basic skills and literacy courses • Adult education student achievement rates • Minority student enrollment compared to service area population • Developmental completers after four years • Credit program pass rates in licensure/certification examinations required for employment • Graduates employed within one year • Enrollment in continuing education workforce development courses • Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure • Enrollment in contract training courses • Number of active registered apprenticeship programs

Goal	Sub Goal	Sub Goal Description	KPIs
Goal 1: Delivering Our Promise	1.2 Deliberate Retention Approaches	Leveraging focused retention strategies to improve student retention and maximize completion rates.	• Graduation-transfer rate after four years • First-year GPA of 2.0 or above at transfer institution • Percent of students receiving Maryland Community College Promise Scholarship • Percent of students receiving any state financial assistance award • Total Promise Scholarship Dollars • Percent of students receiving any financial assistance
Goal 1: Delivering Our Promise	1.3 Designing Student-First Processes	Designing and simplifying institutional processes to prioritize the student.	• Fall-to-fall retention • Successful-persister rate after four year • Four-year transfer and graduation rate of first-time community college students
Goal 1: Delivering Our Promise	1.4 Market-Focused Career Pathways	Developing academic and training programs aligned with current and future market demands that support clear pathways to career success.	• Associate degrees and credit certificates awarded • Annual enrollment in online/hybrid courses • Graduate transfers within one year (Transfer to four-year institutions) • Number of active apprentices • Percent of new teachers and nurses
Goal 2: Aligning Our Strengths	2.1 Empowered & Courageous – Our Panther Community	Building a culture of belonging and transparency by enhancing communication and engaging the community in shared governance.	• Percent of employees attending forums and institutional meetings/events. • Percent of faculty, staff and students serving on governance committees.
Goal 2: Aligning Our Strengths	2.2 Budget Process Built for Innovation	Developing a resource allocation strategy that drives innovation and supports the	• Percent of expenditures by function • Measure correlation between resource

Goal	Sub Goal	Sub Goal Description	KPIs
		institution's vision for transformative education.	allocation and student enrollment/outcomes. • Percent of Budget Aligned to Strategic Priorities
Goal 2: Aligning Our Strengths	2.3 Leveraging Technology, Data, and Systems for Institutional Success	Utilizing technology and data-driven practices to strengthen institutional operations.	• Legacy system successfully integrated into the institutional platform. • Count of new reports available in the ERP repository for all departments. • Credit student distance education enrollment
Goal 2: Aligning Our Strengths	2.4 Supporting Extraordinary Talent	Attracting, retaining, and developing a high-performing workforce that celebrates and values employees.	• Average number of days to fill open positions. • Percentage of employees recognized through formal programs annually. • Percentage of employees completing required and optional training.
Goal 3: Expanding Our Reach	3.1 Trusted & First – The Partner of Baltimore	Building partnerships that position the institution as a trusted leader and first choice in Baltimore and beyond.	• Total formal partnerships established with businesses, nonprofits, government agencies, and educational institutions • Number of community programs or events co-hosted with partners • Percent of federal, state, local grant dollars awarded • Percent of advisory board members attending meetings and/or participating in initiatives
Goal 3: Expanding Our Reach	3.2 Our Students, Our Story	Sharing compelling student success stories to showcase the College's impact.	• Income growth of career program graduates • Graduates employed within one year • Credit program pass rates in licensure/certification

Goal	Sub Goal	Sub Goal Description	KPIs
			examinations required for employment • Graduate transfers within one year (to four-year institutions)
Goal 3: Expanding Our Reach	3.3 From Realigned to Resolved	Partnering with institutional stakeholders to demonstrate achievements and to move beyond realignment.	• Percentage of Realignment action items complete • Number of Performance Accountability Report benchmarks met
Goal 3: Expanding Our Reach	3.4 Community Spaces that Connect and Activate	Creating dynamic, inclusive spaces that bring communities together to foster meaningful interactions, learning, and collaboration.	• Number of infrastructure/capital projects delivered on time • Space unitization rate for events, meetings, or collaborative activities.

Baltimore City Community College
University of Baltimore
Strategic Transfer Excellence Plan
“Baltimore Bridge: A Transfer Pathway”
2026-2028 (draft 8.26.2025, 10.14.2025, 10.29.2025, 11.7.2025)

DRAFT



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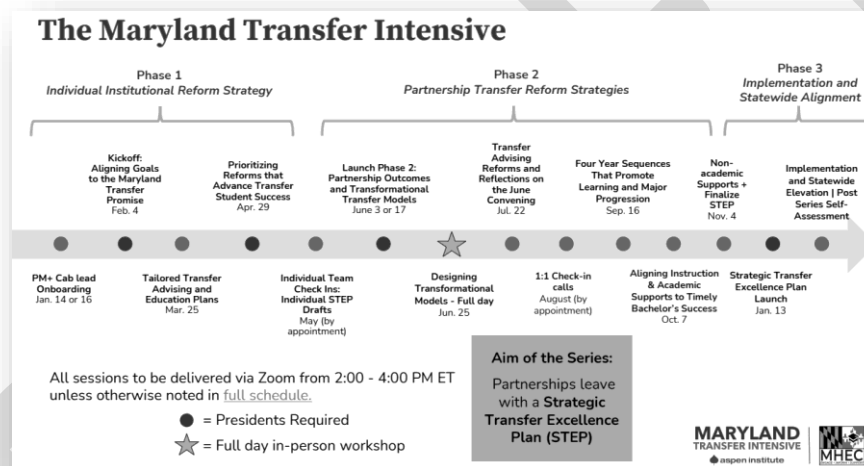
7. Strategy & Task Action Plan (Sample Template)

Baltimore City Community College (BCCC) and the University of Baltimore (UBalt) are collaborating on a transformative initiative designed to enhance the transfer experience and ensure student success through a comprehensive, student-centered framework. This initiative represents a bold, collaborative step toward reimagining the transfer experience that is equitable, data-informed, and deeply rooted in student success. Together, BCCC and UBalt are building a pathway that not only supports students academically but also empowers them to thrive personally and professionally.

1. Overview & Planning Team

The 2026-2028 Strategic Transfer Excellence Plan (STEP) is designed to provide a structured framework for capturing Baltimore City Community College and the University of Baltimore's unique transfer program, ***Baltimore Bridge: A Transfer Pathway***, with guidance and support from the Aspen Institute and the Maryland Higher Education Commission (MHEC). The Plan outlines measurable goals, reform priorities, transformational end-to-end redesign, implementation strategies and timeline, and roles and responsibilities. The purpose of the STEP is three-fold:

- To serve as a concise reference document to share key messages, data, and other information
- To serve as a practical guide to align and drive your team's work post-Intensive
- To build common purpose across stakeholders



The STEP partnership was initiated by the Maryland Higher Education Commission with support from the Aspen Institute and endorsed by Dr. Debra L. McCurdy, BCCC President, and Mr. Kurt Schmoke, UBalt President. The respective institutions have selected a highly skilled team comprised of project managers, cabinet leads, and core team members. The team is responsible for developing the Plan and realizing the STEP's implementation. The Team has been attending regular planning meetings since January 2025 with the Aspen Institute, MHEC, and other 2-year and 4-year public higher education institutions across the State of Maryland. The Team collaborates internally with their respective faculty, staff, and students between the Intensive and Team meetings to help inform the various components of the Plan.

President Schmoke clearly articulated the need for the Team to establish short-term goals based upon the historical data to compliment the Intensives 6-year, long-term approach. President McCurdy eagerly charged the Team to build for aspirational sustainability with a "University Center" model focus.

Baltimore City Community College Planning Team Members

Ms. Donna Thomas, Interim Vice President, Student Affairs (Project Manager)

Ms. Becky Burrell, Vice President, Institutional Effectiveness, Research & Planning (Cabinet Lead)

Dr. Ghazanfar Mahmood, Dean, School of Nursing & Health Professions (Core Team Representative)
 Dr. Bob Iweha, Interim Associate Dean, Business & Technology (Core Team Representative)
 Prof. Daniel Izume, Coordinator, Business Administration Transfer Program (Core Team Representative)
 Ms. Eileen Hawkins, Director, Institutional Research (Core Team Representative)
 Dr. Sherri Anna Brown, Assistant Vice President, Student Affairs (Core Team Representative)
 Ms. Elixis DeGale, Director, Student Success Center/Advising (Core Team Representative)

University of Baltimore Planning Team Members

Dr. Ralph O. Mueller, Senior Vice President for Academic Affairs and Provost (Cabinet Lead)
 Mr. Carey Miller, Director of Student Success and Retention (Project Manager)
 Dr. Aaron Wachhaus, Associate Provost for Academic Programs (Core Team Representative)
 Dr. Mark Jacque, Associate VP for Enrollment Management (Core Team Representative)
 Dr. Katie Kauffman, Assistant Provost for Institutional Effectiveness (Core Team Representative)

Staff from admissions, registration, financial aid, student accounting, workforce and other support services as well as key faculty will be engaged as the STEP is further developed and implemented.

Aligning Missions

The University of Baltimore (UBalt) and Baltimore City Community College (BCCC) are public, commuter institutions located in the heart of Baltimore. Both institutions have been designated as Predominantly Black Institutions (PBIs) by the U.S. Department of Education, reflecting their commitment to serving historically underrepresented student populations. Among the *top five majors pursued by students are Business & Management, Computer & Information Sciences, Social Science, Public Affairs, and Letters.

The University of Baltimore offers career-focused education for aspiring and current professionals, providing the region with highly educated leaders who make distinctive contributions to the broader community.

Baltimore City Community College provides quality, affordable, and accessible education, meeting the professional and personal goals of a diverse population, changing lives, and building communities.

For the 2019 entering cohort, graduation rates showed a steady upward trend over time, with a particularly notable increase between the second and third years. Business & Management emerged as the most popular major, demonstrating a strong four-year graduation rate. In contrast, Computer & Information Sciences exhibited lower graduation outcomes, suggesting an opportunity for enhanced academic support or curriculum refinement to improve student success in that field.

** Dyad Enrollment Counts and Graduation Rates by Top 5 Disciplines (4-digit, 2019 entering cohort)*

Aligning Strategic Planning

The STEP is designed to be a model of strategic alignment, ensuring that every component reflects the priorities and standards set forth by state leadership, higher education authorities, and accrediting bodies.

The *Moore-Miller Administration's 2024 [Plan](#)* emphasizes equity, economic mobility, and interagency collaboration to address systemic barriers in education. STEP directly supports “Setting Maryland’s Students Up for Success” and “Connecting Marylanders to Jobs”, particularly those from historically underserved communities in Baltimore City.

STEP is intentionally aligned with the *Maryland Higher Education Commission's ([MHEC](#)) 2022 State Plan* for Higher Education, which outlines three core goals: Access, Success, and Innovation and eight strategic priorities that guide the future of postsecondary education in Maryland. The MHEC Performance Accountability Report (PAR) key performance indicators will compliment and align with the STEP measures.

BCCC's 2025–2028 *Strategic Plan* and twelve (12) State mandated *Realignment Tasks* ([Task #1, #2, #3](#)) emphasize continuous improvement and institutional accountability. UBalt's extended strategic plan ([2023-2026](#)) emphasizes access, affordability, and workforce readiness. By supporting institutional strategic plans, the STEP serves as a model for inter-institutional collaboration and student-centered innovation.

STEP is fully aligned with *Middle States Commission for Higher Education's* ([MSCHE](#)) *Standards for Accreditation*, particularly those related to institutional mission, student learning, and assessment. The STEP initiative promotes mission congruence between BCCC and UBalt by fostering collaboration and shared accountability for student outcomes. It also strengthens institutional effectiveness through integrated planning, data-informed decision-making, and continuous improvement.

For programs accredited by discipline-specific bodies such as the *Accreditation Council for Business Schools and Programs* ([ACBSP](#)), STEP ensures that transfer pathways maintain academic rigor, relevance, and quality. Curriculum alignment between institutions is conducted with accreditation standards in mind, ensuring that students meet learning outcomes and competencies required by professional accrediting agencies.

2. Measurable Goals

Measurable goals are grounded in institutional data and student outcomes. Using historical transfer data, retention rates, degree completion metrics, and equity gap analyses, the Team identified key areas for improvement. Goals are formulated using SMART criteria (Specific, Measurable, Achievable, Relevant, and Time-bound) to ensure clarity and accountability.

Definition of "BCCC-UBalt Transfer Student" = A UBalt enrolled "new transfer" undergraduate student who prior to UBalt attended a credit bearing program at Baltimore City Community College.

UBalt Student-focused Metrics

- 100% Increase count of BCCC-UBalt Transfer Students
- 100% Increase count of BCCC-UBalt Transfer Students to BSBA program (UBALT) (Baseline TBD)
- Decrease average gap in month between BCCC and UBalt studies for BCCC-UBalt Transfer Students (Goal and Baseline TBD)
- Average first semester gpa of BCCC-UBalt Transfer Students at or above that of UBalt Transfer Students
 - 2nd Year Retention Rate: Goal 85% (Baseline = 81%)
 - Graduated Within 2 years: Goal 20% (Baseline = 12%)
 - Graduated Within 3 years: Goal 45% (Baseline = 36%)
 - Graduated Within 4 years: Goal 65% (Baseline = 52%)

BCCC Student-Focused Metrics

- Pass rates in Business courses at UBalt for BCCC transfer students
- Analytics on website information visits
- Measures related to increasing awareness
- Qualitative data based on initiatives/services
 - Student surveys around information sessions, class presentations, etc. conducted by UBalt at BCCC as well as on services provided by BCCC to ease transfer.
 - Surveys of BCCC transfer students during their first semester at UBalt regarding ease of transfer, etc.
 - BCCC Business program faculty feedback on how to bring information to their students to encourage completion and transfer to UBalt.
 - UBalt Business program faculty feedback on how best to prepare transfer students to succeed in UBalt's Business program.
 - UBalt Business program faculty feedback on transfer students' readiness once they are in the UBalt Business program.

Additional measures:

- Transfer w/ courses (12 credits, 24 credits, etc.)
- Transfer w/ certificates (lower division & upper division)
- Transfer from Workforce Development & Con't Education (i.e. prior learning, licensure)

3. Partnership & Institution Reform Priorities

Assessing Priorities

The Team scored a 3.2 rating on a 1-to-5-point scale for the Phase 2 Maryland Transfer Student Success Intensive Practice Assessment. Strengths under *Transfer Prioritization* include a president-lead vision (4), established specific and measurable goals and priorities (4.2). Opportunities for improvement under *Transfer Academic Programs & Pathways* include *Program Pathway* development (2.8), leadership supports and creates routines for faculty to...maintain program pathways and align curriculum and instruction (2.8). Based upon several virtual discussions, the following six (6) priorities with highlights for reform were derived from the Planning Team.

A. Student Belonging Cohort Program

Establish a structured cohort model to foster community, accountability, and academic momentum among students transitioning from BCCC to UBalt.

- i. TRIO/Mayor's Scholars Program/YearUp/MHEC Panther Success Effective Models-BCCC
- ii. Articulation Agreements of the Top 5 partnership programs
- iii. Focused-Launch Intensive with the highest transfer program-Business Administration-BCCC
- iv. Evaluate and Review Business Program Articulation Agreement

B. Advising Model Redesign

Redesign the advising framework to ensure continuity and alignment between institutions, providing students with consistent, personalized guidance throughout their academic journey.

- i. Peer Mentoring-UBalt
- ii. Mandatory Milestone Advising-UBalt
- iii. Faculty Advising Redefinition-BCCC
- iv. Early and/or Pre-Advising for Business Administration Program students-UBalt
- v. Advising Resources (e.g. Salesforce "Advisor Link")-UBalt

C. Bridge Support Services

Expand bridge services such as academic advising, career counseling, financial assistance, and tutoring to support students before, during, and after transfer.

- i. Identify student barriers (ex. On-campus employment, childcare options, finances, etc.)
- ii. "SWIRL" from UBalt to BCCC back to UBalt – Easy Re-entry at Any Point of Stopping-out
- iii. Dedicated Scholarships, Student Worker opportunities
- iv. Dedicated Staff for seamless transition and pre-advising (e.g. Carey Miller @ UBalt)
- v. Tuition Discounts/Funding/Program Budget
- vi. UBalt on BCCC's Campus. Utilize the BCCC Student Center space-University Center

D. "Seamless & Sound" Curriculum & Faculty Collaboration

Promote curriculum alignment and faculty collaboration to ensure a smooth academic transition, reduce credit loss, and maintain academic rigor across both institutions.

- i. Merrick School of Business (MSB) faculty & Staff to meet with BCCC Associate of Science Degree, Business Administration Transfer Program
 - First-Year Seminar course materials
 - Collect and share guides to graduation, curriculum maps, etc.
- ii. Add Internships/Externships/Co-ops to Curriculum for Early Employment
- iii. Professional Development and Training (pedagogy, assessment, joint training, etc.)
- iv. Shared Faculty as Instructional Resources b/t Institutions

- v. Leverage industry partnerships (e.g. scholarships, advisory boards members, instructors)

E. Early Access & Engagement

Create opportunities for BCCC students to engage with UBalt early in their academic careers through campus visits, joint programming, and early enrollment initiatives.

- i. Dual Admissions w/ Benefits (e.g. BCCC Shuttle, athletic games, etc.)
- ii. Tuition Discounts at UBalt
- iii. Joint Marketing Campaigns (e.g. Bee A Panther)
- iv. International Student Recruitment & East Baltimore Hispanic Population
- v. Informing Students of the Transfer/Transition process earlier in their BCCC career
- vi. BCCC Workforce (non-credit) Pathway to UBalt

F. Data Alignment for Institutional Effectiveness

- i. Align data systems and reporting practices between UBalt and BCCC to support shared assessment, continuous improvement, and evidence-based decision-making.
- ii. Review & Analyze Partnership Data from Aspen & MHEC (e.g. Dyad Partnership Data Handout)
- iii. Review & Analyze Maryland Transfer Student Success Intensive Report: Evaluating Transfer Success, University of Baltimore, April 2025
 - 2019-2020 Transfer Cohort - Total Transfers into UBalt is 324
 - Transfer Student Graduation Rate is 49%
 - BCCC is #2 (15%) of the top five community colleges
- iv. Review & Analyze Maryland Transfer Student Success Intensive Report: Evaluating Transfer Success, Baltimore City Community College, April 2025
 - 2019-2020 Transfer Cohort - Total Transfers from BCCC is 268
 - 48% of 2019-2020 Cohort Transfers to 4-year Universities
 - UBalt is #3 (17%) of the top five transfer institutions
- v. Utilize the MHEC Performance Accountability Report Data for planning and key performance indicators to measure success
- vi. Aligning program creation to Job Attainment Data (Desirability of Career)
- vii. Focus groups/surveys of students, faculty, and staff for planning and future assessment

Budget Considerations

To support the successful implementation of the intensive, the following budget categories require consideration:

A. Investing in People

At the heart of transfer intensive are dedicated faculty and staff committed to guiding students through every step of their transfer journey. Specialized transfer support staff provide pre-advising and transition coordination, ensuring seamless handoffs and personalized guidance. Dedicated staffing is also essential to the Intensive's long-term sustainability.

Faculty engagement is incentivized through resources to support curriculum alignment, joint training, and mentoring activities.

Peer mentors at UBalt, and potentially at BCCC, offer relatable support to incoming transfer students, fostering a sense of belonging and community.

B. Empowering Students through Support Services

Recognizing that financial stability is key to academic persistence, the initiative includes scholarships and tuition discounts to reduce barriers for transfer students. On-campus student worker positions at BCCC not only provide income but also deepen student engagement.

Bridge support services, such as tutoring, career counseling, and financial literacy workshops, to equip students with the tools they need to thrive academically, personally and professionally.

C. Implementing Cohesive Programs

Structured cohort programs will be implemented to create a sense of community and shared purpose among transfer students.

For Business Administration majors, a focused launch will offer targeted programming, including workshops and early engagement events, designed to accelerate integration and success.

D. Leveraging Technology & Data

To ensure accountability and continuous improvement, data integration tools will align institutional research resources to enable tracking student outcomes across both institutions. Assessment of programming and instruments will be deployed to evaluate transfer success metrics and inform ongoing enhancements to the pathway.

E. Expanding Awareness Through Marketing & Outreach

A joint marketing campaign, such as “Bee A Panther”, will promote the transfer pathway and build excitement around the partnership. Recruitment materials will be tailored to reach international students and underserved populations, including East Baltimore’s growing Hispanic community, ensuring inclusivity and broad access.

F. Creating Shared Spaces & Experiences

UBalt’s presence at BCCC will be supported operationally to facilitate programming and advising within a “University Center”. Events such as campus visits, dual admission days, extra- and co-curricular opportunities, and early engagement activities will foster familiarity and connection, helping students envision their future at UBalt from day one.

4. Transformational End-to-End Redesign

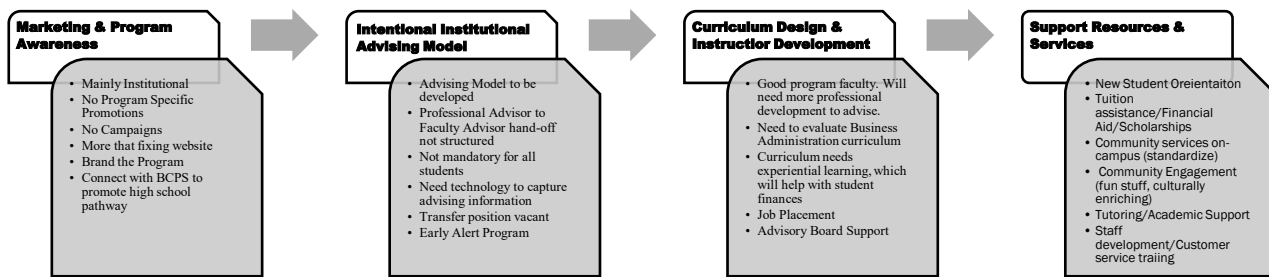
Institutional Analysis of the Student Life Cycle

The Team’s strategic approach centers on independently analyzing and aligning the student life cycles at both the College and the University to uncover institutional gaps and identify opportunities for collaboration. By mapping these journeys, the Team aims to build intentional bridges that eliminate high-impact barriers to student success.

Both institutions evaluated the transfer student journey including (1) access to the transfer pathway, (2) progress and completion at the 2-year institution, (3) transfer to the 4-year institution, and (4) bachelor’s progress and completion.

This evaluative work and redesign is also informed by a series of Team meetings, which engaged faculty, staff and students in meaningful dialogue. These conversations yielded critical insights, have shaped priorities and guided the development of more seamless, student-centered systems across both institutions.

BCCC Student Life Cycle Priority Insights



BCCC Priority One-Marketing and Program Awareness

To drive enrollment, engagement, and long-term student success, BCCC must prioritize a bold and intentional approach to marketing and program awareness. Currently, promotional efforts are largely institutional in nature, lacking the program-specific visibility and targeted outreach needed to connect with prospective students in meaningful ways.

Each academic program has a unique value proposition. Whether it's Business Administration, Cybersecurity, or Health Professions, BCCC must invest in program-specific campaigns that showcase real student success stories, faculty expertise, and workforce relevance. These promotions should be multi-channel, leveraging social media, digital ads, print materials, and community events to reach diverse audiences.

A critical component of this priority is deepening engagement with Baltimore City Public Schools (BCPS). By promoting high school-to-college pathways, BCCC can position itself as the first choice for college-bound students. This includes co-branded outreach, dual enrollment opportunities, and early college awareness initiatives that build familiarity with BCCC's offerings.

BCCC Priority Two-Intentional Institutional Advising Model

At BCCC, advising is a critical component of student success and requires the structure and intentionality needed to fully support students throughout their academic journey. To address this, BCCC is prioritizing the redefining of a comprehensive institutional advising model that is proactive, student-centered, and aligned with best practices.

The College must revitalize and enhance its institutional (professional and faculty) advising model particularly as students transition between professional advisors and faculty advisors. Without a structured hand-off process, students may experience gaps in guidance, which can lead to confusion, missed opportunities, and disengagement. Establishing a clear, intentional framework will ensure that every student receives consistent, coordinated advising from enrollment through graduation and transfer to the University of Baltimore.

A critical challenge remains that advising is not mandatory for all students. The current optional approach leaves many students navigating complex academic decisions without the benefit of expert support. Making advising a required part of the student experience, especially at key milestones, will help students stay on track, make informed choices, and feel more connected to the institution.

Technology is also a critical resource to capture advising interactions, monitor student progress, and enable data-informed interventions and needed at BCCC. Investing in an advising platform will allow advisors to document meetings, flag concerns, and collaborate across departments to support students more effectively. This digital infrastructure is essential for building a responsive and accountable advising culture.

BCCC has a dedicated transfer advising position. A dedicated staff member is responsible for guiding students through the transfer process, as many are left without the support they need to continue their education at four-

year institutions. This role is essential to strengthening transfer pathways and ensuring students have access to clear, personalized guidance.

Finally, a strategic priority for BCCC is to implement a comprehensive Early Alert Program. A robust Early Alert system can identify students at risk and trigger timely interventions but only if it is actively used and connected to a broader advising strategy.

By addressing gaps and building an intentional institutional advising model, BCCC will create a more supportive, equitable, and effective environment for all students. This initiative will improve retention and completion rates and empower students to take ownership of their academic journey and achieve their goals with confidence.

BCCC Priority Three-Curriculum Design & Instructor Development

BCCC is fortunate to have a core of committed and knowledgeable program faculty who are deeply invested in student success. However, as the college evolves to meet the needs of today's learners, faculty will require targeted professional development, not only in pedagogy and curriculum design, but also in advising. Equipping faculty with the tools and training to serve as effective academic mentors will strengthen the student experience and foster deeper engagement across programs.

The initial program of focus is the [Business Administration](#) curriculum, which must be evaluated to ensure it remains relevant, rigorous, and aligned with both institutional transfer pathways and workforce demands. This review will identify opportunities to streamline course offerings, embed industry competencies, and improve student outcomes. A refreshed and aligned curriculum will better prepare students for the realities of today's business environment and support their long-term career aspirations.

Experiential learning is a cornerstone of BCCC's nursing and health professions programs. By integrating summer internships and co-operative learning into the curriculum, students gain practical experience while possibly earning academic credit and serve as a transitional bridge to UBalt. These opportunities not only enhance project-based learning, and/or real-world simulations but also provide financial benefits, allowing students to earn income, build networks, and reduce reliance on external employment that may conflict with their studies.

Job placement is another essential component of student success. BCCC must strengthen its career services infrastructure to ensure students are not only graduating with credentials but also transitioning into meaningful employment. This includes expanding employer partnerships and hosting joint career fairs, and offering resume and interview preparation tailored to each program's industry focus.

Finally, advisory board support is vital to maintaining curriculum relevance and responsiveness. Engaged advisory boards composed of industry professionals, alumni, and community leaders can provide valuable insights into workforce trends, skill gaps, and emerging opportunities. An opportunity to have cross-institutional membership on program advisory boards will help guide program development and assessment, inform faculty training, and ensure that graduates are competitive and career-ready.

BCCC Priority Four-Support Resources & Services

A strong start is essential for student success, and BCCC's New Student Orientation must further evolve into a dynamic, engaging experience that goes beyond basic logistics. Pathway orientation will serve as a gateway to both institutions—introducing students not only to academic program cohort expectations but also to the support systems, campus culture, and opportunities that will shape their journey. A well-designed pathway orientation program can foster belonging, reduce anxiety, and empower students to take ownership of their education from day one.

Affordability remains one of the most significant barriers to college access and completion as noted in the current MHEC Panther Success grant program. BCCC must continue to expand and streamline its financial

support offerings, ensuring that students are aware of and able to access tuition assistance, scholarships, and financial aid. Clear communication, proactive outreach, and personalized guidance are key to helping students navigate these resources. When financial stress is reduced, students are more likely to persist, succeed, and graduate.

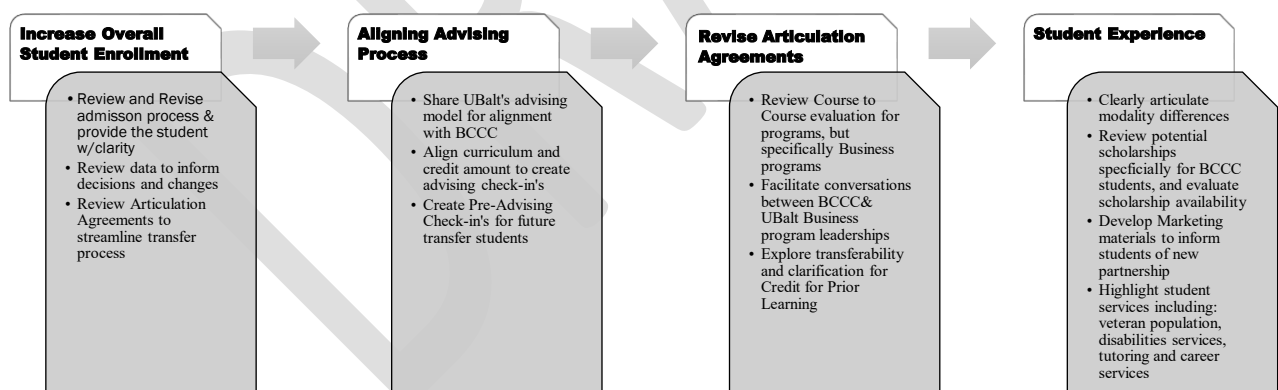
Many students at BCCC face challenges beyond the classroom, including housing insecurity, food access, and mental health needs. While some community services exist on campus, they must be standardized and integrated consistently into the student experience. Creating a centralized, easily navigable system for accessing these resources will ensure that students receive timely support and can focus on their academic goals without unnecessary barriers.

Student life should be vibrant, inclusive, and reflective of the diverse community BCCC serves. Culturally enriching events, social activities, and student-led initiatives are essential for building a sense of belonging and pride. These experiences not only enhance campus culture but also contribute to retention by helping students feel connected, valued, and engaged. Investing in “fun stuff” is not a luxury—it’s a strategic necessity for student success.

Academic support services such as tutoring, study labs, and supplemental instruction are critical to helping students master course content and build confidence. These services must be accessible, well-promoted, and responsive to student needs. Whether through peer tutoring, faculty-led sessions, or online support, BCCC must ensure that every student has the tools to succeed academically, especially in high-impact and gateway courses.

Every interaction a student has with BCCC, whether in the classroom, advising office, or financial aid center, shapes their perception of the institution. Investing in staff development and customer service training will ensure that all employees are equipped to provide respectful, responsive, and student-centered support. A culture of excellence in service fosters trust, improves satisfaction, and reinforces BCCC’s commitment to student success.

UBalt Student Life Cycle Priority Insights



UBalt Student Life Cycle Priority Insights

UBalt Priority One-Increase Overall Student Enrollment

The admission process is one of the most important processes a transfer student will encounter. Removing barriers for students to transfer begins at the point of admission to an institution. The process includes but is not limited to a) application completion b) scholarship and financial aid discussion c) an overview of gpa requirements and d) credit transfer review. UBalt’s priority is to allow for transferring students to receive all pertinent transfer information during their appointments or discussions with a transfer admission counselor. The transfer intensive process allows for this in-depth review of the transfer process and to ensure BCCC students

receive the appropriate and correct transfer information. Utilizing data, quantitative, and qualitative, allows for the improvement of the admission and transfer process. UBalt and BCCC have reviewed enrollment and retention data that indicates a need to improve the information we offer to transfer students. To develop a holistic overview of the transfer process, UBalt and BCCC will develop a survey for transferring students to enhance the transfer process.

As a UBalt priority, revising the admission process includes reviewing and revising the articulation agreements between UBalt and BCCC. The business program will serve as the basis for the pilot program for both institutions, and our focus is to improve the agreement to ensure clarity regarding the courses being transferred and applied. Leadership from UBalt and BCCC's business programs recently provided input and guidance for updating and revising the business articulation agreement. As a team, our goal is to continue to measure the impact of the articulation agreement changes and determine if additional changes are needed.

UBalt Priority Two-Aligning Advising Processes:

Academic advising is a part of the fabric of a student's academic experience. Transfer students rely on accurate and informative advising to determine how their transfer credits will be applied to their program of choice and which courses they need to enroll in after the transfer process. The University of Baltimore offers a professional advising model, while BCCC offers a blend of professional and faculty advising. As BCCC and UBalt have two varying advising processes, it is important to identify common ground to provide academic advising that is familiar to the student. Students contact their academic advisor as a first point of contact to answer curricular and co-curricular questions. Conversely, students will not seek advisement to register for classes or verify if they are on the path to graduation. In both instances, UBalt's professional advisors have implemented several advising initiatives to ensure students remain on track to graduate and receive interventions as needed.

Recently, UBalt and BCCC met to discuss advising models, curriculum and articulation agreements. Although each process has its own student impact, collectively, these initiatives can dictate the success of a transfer student. It is in this partnership's best interest to align advising models and curriculum. Aligning advising models and aligning curriculum through the articulation agreement allows for a seamless transition for the student. Advisors are typically conduits of information and creating a pre-advisor role allows for healthy discussion between UBalt and BCCC advising staff and creates a "student success team" for the student.

Additionally, UBalt uses a milestone advising model that implements student checkpoints at specific credit amounts. These checkpoints allow for reviewing course work from previous semesters, recommendations for course selection for an upcoming semester, and resolving any outstanding questions or concerns. Academic advising is and continues to be a priority for the transfer of students and all students attending UBalt.

UBalt Priority Three-Revise Articulation Agreements:

BCCC and UBalt gathered their respective business program leaders to discuss and align our respective business programs through our current articulation agreement. The meeting yielded a clear and direct course to course articulation and a review of how courses would transfer.

Currently, the articulation agreement has been updated and is in the process of being signed. The agreement is a great step forward as revising the articulation was a top priority, especially for transferring students. As a team, BCCC and UBalt are now able to provide clarity on how a student's credits will be accepted and applied.

The meeting between BCCC and UBalt was the second meeting and was extremely productive. UBalt prioritizes the importance of collaborative work and additional meetings are being scheduled to discuss curriculum, advising and marketing. Working collaboratively allows for the institutional partnership to become sustainable. During our curriculum meeting, the goal will be to review credit for prior learning, and how students can apply prior learning credits during the transfer process.

UBalt Priority Four-Student Experience:

The student experience is extremely important for multiple reasons. Similar to the importance of the admission process, the student experience encompasses several strategies and initiatives that can define a student's goal of being successful.

Course modality and availability are important factors for students. While BCCC offers a suite of courses in an in-person modality, UBalt offers evening and asynchronous courses that provide a different atmosphere for a transferring student. Developing marketing materials that clearly articulate UBalt's course delivery is key.

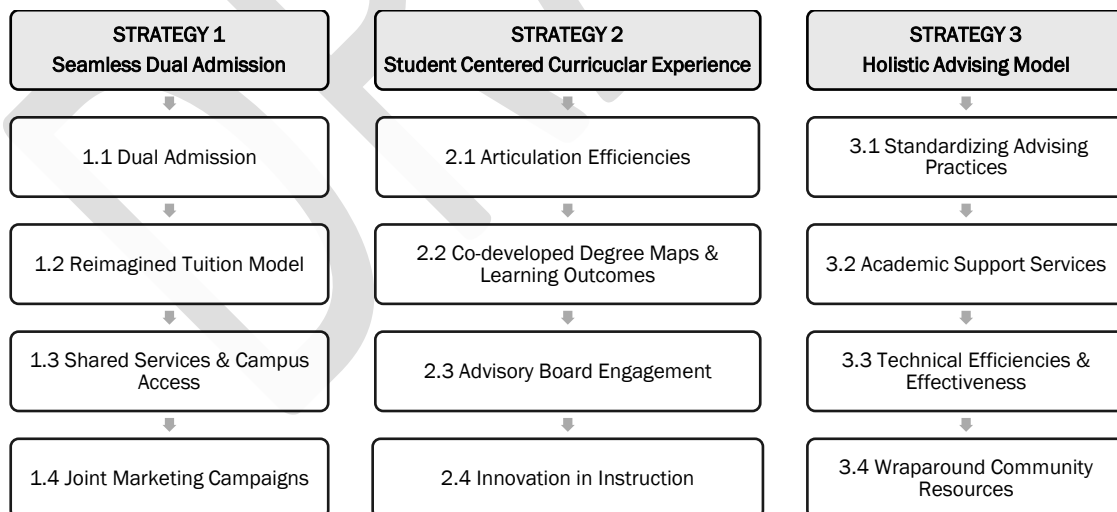
Additionally, as UBalt and BCCC partner to develop marketing materials, it is also imperative that those materials include the availability of scholarships and gpa requirements to retain those awards, UBalt's co-curricular offerings such as tutoring services, career services, student mental health support, and support for international and veteran students.

End-to-End Redesign Mind Map

An end-to-end redesign refers to the transformation of critical shared components of the student life cycle from recruitment and enrollment through academic progression, transfer, graduation, and career placement. The design is simple and intuitive, yet highly impactful because it directly addresses reform priorities.

In the context of the STEP initiative between BCCC and UBalt, this redesign is not just about improving isolated processes; it's about reimagining how both institutions work together to create a unified, student-centered experience that is seamless, supportive, and outcomes driven. The analysis of BCCC and UBalt's Student Life Cycle yielded a simplistic and impactful end-to-end redesign.

The Intensive is built around three interconnected strategies aimed to enhance student success and institutional collaboration: (1) Seamless Dual Admissions, (2) Student-Centered Curricular Experience, and (3) a Holistic Advising Model. Together, these strategies create a cohesive framework that prioritizes access, academic excellence, and support, empowering students to transition smoothly, thrive academically, and achieve their career goals.



5. Implementation Strategies & Timeline

STRATEGY 1: SEAMLESS DUAL ADMISSIONS

Task 1: Dual Admission (11/2025 to 08/2026)

The foundation of the BCCC and UBalt dual admissions program is a formal dual admission agreement that will allow students to be simultaneously admitted to both BCCC and the University of Baltimore. This streamlined process provides students with a clear academic pathway from associate to bachelor's degree, reducing uncertainty and increasing confidence in their educational journey. Students begin their coursework at BCCC and, upon meeting established academic benchmarks, transition seamlessly to UBalt to complete their degree.

Task 2: Reimagined Tuition Model-TBD

The dual admission programs may feature coordinated financial aid between institutions. Students can combine credits from both schools to qualify as full-time under federal guidelines, which maximizes eligibility for Pell Grants and other aid. In some models, students designate a "home institution" that administers aid for courses taken at both schools.

Task 3: Shared Services & Campus Access (03/2026 - End of Program)

Sharing student resources between Baltimore City Community College and the University of Baltimore can create a powerful ecosystem that supports academic success, smooths transfer pathways, and enhances student engagement. By implementing a dual advising model, students can receive guidance from both institutions, ensuring the coursework at BCCC aligns with UBalt's degree requirements. This coordination helps reduce credit loss during transfer and improves time-to-degree completion.

Faculty collaboration can strengthen academic pathways. Faculty from both institutions could co-develop bridge courses, summer boot camps, or curriculum alignment initiatives. Access to shared services, library and learning resources can also significantly benefit students.

Task 4: Joint Marketing Campaigns (11/2025 to 08/2026)

Joint marketing campaigns between BCCC and UBalt can yield significant benefits for both institutions by amplifying our reach, strengthening brand alignment, and attracting and retaining students through a unified message of opportunity and success. These campaigns can highlight seamless transfer pathways, making it easier for prospective students to envision their academic journey from certificate/associate to bachelor's degree. By promoting dual admission programs, shared advising, and transfer guarantees, both institutions can position ourselves as partners in student success, which is especially appealing to students seeking affordability and continuity.

STRATEGY 2: STUDENT-CENTERED CURRICULAR EXPERIENCE

Task 1: Articulation Efficiencies (09/2025 to 11/2025)

Articulation agreements will streamline administrative processes such as transcript evaluation and credit transfer, reducing workload, and accelerating admissions decisions. These efficiencies not only improve operational effectiveness but also enhance the student experience, leading to higher retention and graduation rates. BCCC's Business Administration degree map will be aligned with UBalt's Business Administration learning outcomes. This alignment supports the development of a dual admission advising model that ensures students are academically prepared and seamlessly transition from BCCC to UBalt.

Task 2: Co-Developed Degree Maps & Learning Outcomes (10/2025 to 2/2026)

The primary focus of the Team is to successfully launch the Business Administration Pathway transfer model and assess the partnership's capacity for duplication with other high transfer programs such as *Computer & Information Sciences*, *Social Science*, *Public Affairs* year-two.

The Team will form a joint working group composed of faculty, curriculum specialists, and advisors from both institutions. This group will lead curriculum alignment workshops to review program requirements, prerequisites, and course sequencing, identifying opportunities to streamline credit transfers and eliminate redundancies. Building on this foundation, the institutions will collaboratively design clear, semester-by-semester degree maps that outline how BCCC courses apply to UBalt degree requirements. These maps will include key milestones, such as gateway courses and GPA thresholds, and will be presented in a student-friendly format integrated with advising checkpoints.

Task 3: Advisory Board Engagement (TBD)

Institutional advisory boards play a critical role in bridging the gap between academic programs and workforce needs. At the College and the University, advisory boards are composed of industry leaders, employers, alumni, and subject matter experts who provide strategic guidance on curriculum relevance, labor market trends, and career readiness. These boards ensure that academic programs remain responsive to evolving industry demands and that students graduate with the skills and competencies needed to succeed in the workforce. As part of STEP's commitment to alignment and collaboration, each institution will designate at least one advisory board member to serve on the other institution's academic program board.

Task 4: Innovation in Instruction (TBD)

To achieve instructional innovation, both institutions will engage faculty in ongoing professional development focused on curriculum mapping, learning outcomes alignment, and transfer credit integrity. Joint workshops, discipline-specific working groups, and collaborative curriculum review sessions will be held to ensure that course content, competencies, and assessments are aligned across institutions. Faculty will also participate in training on accreditation standards, such as those from the Accreditation Council for Business Schools and Programs (ACBSP), to ensure that transfer pathways meet both institutional and programmatic quality benchmarks.

STRATEGY 3: HOLISTIC ADVISING MODEL

Task 1: Standardizing Advising Practices (03/2026 to End of Program)

Transfer advising is a critical component of the community college experience, especially for students aiming to continue their education at four-year institutions. Strong collaboration between BCCC and UBalt ensures curricular alignment and smooth transitions, reducing credit loss and increasing transfer success. Models like the SSIPP Framework (Sustained, Strategic, Integrated, Proactive, Personalized) developed by the Community College Research Center outlines five essential pillars of effective advising. A standardized model between institutions will require advisor input to ensure consistency.

Task 2: Academic Support Services (03/2026 to End of Program)

The best advising model for the BCCC to UBalt pathways is comprehensive, student-centered, and equity-driven. It combines structured advising relationships, transfer-specific support, data-informed practices, and cross-campus collaboration to see measurable improvements in student retention, transfer success, and degree completion. The holistic student-centered approach will go far beyond course selection. Advising will integrate parallel academic and career guidance from day one at BCCC through successfully transferring to UBalt and graduate with a bachelor's degree in business administration. A summer-bridge employment transition program from BCCC to UBalt allows students to gain real-life industry experience.

Task 3: Technical Efficiencies & Effectiveness (TBD)

Technology enhanced advising streamline processes and improve outcomes. Strategic use of data and technology allows institutions to make informed decisions and track student progress. Integrated support across departments ensures students receive coordinated care through advising tools and early alert systems. Proactive outreach helps identify and assist students before challenges escalate, and personalized advising tailors guidance to each student's unique goals and circumstances.

Task 4: Wraparound Community Resources (TBD)

Holistic advising is most effective when it is part of a broader network of wraparound services that address the full spectrum of student needs. Access to services include mental health support, housing, food insecurity, legal and other resources available across the City. By integrating these resources into the advising process, institutions can better support low-income, first-generation, and minoritized students who often face systemic barriers to success. A well-coordinated support system ensures that students receive timely, comprehensive assistance that enables them to thrive both inside and outside the classroom.

6. Assessing Effectiveness & Sustainable Action

To assess the Student Transfer Excellence Plan effectively, a structured evaluation approach will be used that combines quantitative metrics, qualitative feedback, and process evaluations. Using these types of measures allows for a holistic evaluation where quantitative data shows what is happening, and qualitative data explains why it's happening and how the institutions plan to improve.

Strategy & Task Action Plan (STAP)

To advance the STEP initiative, both BCCC and UBalt will collaboratively complete the Strategy & Task Action Plan (STAP) template for each Task. The STAP will serve as a structured framework for implementation, and each institution will designate a lead point of contact and identify the individuals responsible for developing, executing, and monitoring each task. A defined start and end date will be assigned to every task to ensure timely progress and accountability throughout the implementation process.

Each STAP will include performance indicators aligned with both STEP goals and the Maryland Higher Education Commission (MHEC) Performance Accountability Report measures, allowing for consistent evaluation of effectiveness and impact. Additionally, every strategy and task will be explicitly mapped to key guiding frameworks, including the Governor's Moore-Miller 2024 Plan, the MHEC 2022 State Plan for Higher Education, Middle States Commission on Higher Education (MSCHE) Standards, relevant academic program accreditors such as the Accreditation Council for Business Schools and Programs (ACBSP), BCCC's Realignment Tasks, the BCCC 2025–2028 Strategic Plan, and the UBalt Strategic Plan.

STAP alignment ensures that each component of STEP is not only actionable and measurable but also strategically integrated with institutional, state, and accreditation priorities reinforcing a shared commitment to student success, operational excellence, and long-term sustainability.

BCCC and UBalt are identifying and allocating institutional budgetary resources to support the STEP. These resources will support the development, execution, and evaluation of key tasks aligned with STEP's three core strategies: Seamless Dual Admissions, Student-Centered Curricular Experience, and Holistic Advising Model. Investments will be made using predictive analytics tools and student success dashboards to monitor STEP outcomes and inform continuous improvement.

STEP Management

At the executive level, Cabinet Leaders from BCCC and UBalt provide strategic direction and ensure that STEP remains aligned with institutional priorities and statewide goals. These leaders, including presidents, provosts, vice presidents, and Deans convene regularly with key faculty and staff to review progress, assess resource allocation, and address emerging challenges. Their role is to champion the initiative, foster cross-institutional

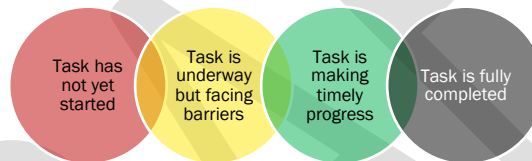
collaboration, and maintain accountability for outcomes that reflect the values of access, success, and innovation.

Supporting this leadership are STEP Project Managers who coordinate the day-to-day implementation of the plan. These individuals serve as the operational backbone of the initiative, managing timelines, facilitating working groups, and tracking key performance indicators. They ensure that activities such as advising integration, curriculum alignment, and data sharing are executed effectively and in accordance with the STEP framework.

Together, the Cabinet and Project Managers use a combination of planning meetings, performance dashboards, and structured reporting mechanisms to monitor progress. The core leadership team will rely on data from the Maryland Higher Education Commission and institutional metrics lead by the respective institutional research offices to evaluate transfer success, equity gaps, and student engagement. This data-driven leadership approach allows for continuous improvement and ensures that STEP remains responsive to student needs and institutional goals.

STEP Dashboard

What gets measured gets done. To ensure the Strategic Transfer Excellence Plan remains on track and responsive to institutional goals, BCCC and the University of Baltimore have adopted a dynamic, color-coded monitoring system that provides clear, real-time insight into the status of each strategy and task. This system is designed to promote transparency, accountability, and timely decision-making across both institutions.



Each STEP task is evaluated using four distinct status indicators:

- **Red** signals that a task has not yet started, highlighting areas that require immediate attention or resource allocation.
- **Yellow** indicates that a task is underway but facing barriers that may delay progress.
- **Green** reflects that a task is making timely progress in alignment with the established timeline and performance expectations.
- **Black** confirms that a task is fully completed, signifying successful execution and readiness for evaluation or scale-up.

This visual system allows Cabinet Leaders and Project Managers to quickly assess the overall health of the STEP initiative and identify where strategic interventions may be needed. It also supports collaborative problem-solving by making it easier to prioritize tasks, allocate support, and celebrate milestones.

By integrating this monitoring approach into regular reporting cycles and project dashboards, BCCC and UBalt are reinforcing a culture of data-informed leadership and continuous improvement. The color-coded system not only enhances operational clarity but also ensures that the STEP initiative remains agile, focused, and aligned with the broader goals of student success and institutional excellence.

MHEC Performance Accountability Report (PAR) Annual Metrics

The three PAR goals (Access, Success & Innovation) and various institutional metrics support the STEP by:

- **Tracking Progress:** Institutions report annually on benchmarks tied to STEP goals, allowing MHEC to monitor statewide progress.
- **Identifying Gaps:** Equity-focused metrics help uncover disparities in access and success, guiding targeted interventions.

- **Informing Policy:** Data from PAR informs state-level decisions on funding, program development, and strategic priorities.
- **Encouraging Accountability:** Institutions must demonstrate how their strategies align with STEP and show measurable outcomes.
- **Promoting Transparency:** Public reporting ensures stakeholders, including students, legislators, and community partners can assess institutional performance.

Institutional Engagement & Communication

To ensure meaningful engagement beyond the core planning team, the STEP will launch with a campus-wide kickoff event as well as host open forums for regular college-wide updates. Faculty, staff, students and alumni will be engaged through tailored messaging and appropriate channels to ensure relevance and accessibility.

Communications will emphasize transparency, inclusivity, and the tangible benefits of STEP for teaching, learning, and operations. Everyone's input is valued, and there are multiple opportunities to contribute ideas, share concerns, and help shape the STEP and the future of the college and university by engaging stakeholders.

Timeline

TBD – After the Strategies and Tasks Timelines are completed.

Sustainability Planning

The STEP's sustainability is rooted in institutional commitment, cross-campus collaboration, and a shared vision for student success. By embedding STEP into strategic planning, budgeting, curriculum, advising and other systems, BCCC and UBalt will ensure that the initiative evolves from a pilot to a permanent, transformative model for transfer excellence.

Continuous evaluation, stakeholder engagement, and resource alignment will keep STEP responsive to student needs and institutional goals for years to come. The STEP will be updated annually, starting the 2026-2027 academic year, expanding transfer articulations beyond the Business Administration program to other academic programs.

STRATEGY & TASK ACTION PLAN (STAP) - SAMPLE TEMPLATE

Strategy Number & Name: STRATEGY 2 STUDENT-CENTERED CURRICULAR EXPERIENCE

Task Number & Name: TASK 1 ARTICULATION EFFICIENCIES

Timeline: 09/2025 TO 05/2026

STAP Status: **Green-Making Timely Progress**

Measures

STEP Measures: TBD-See IR

BCCC MHEC PAR KPI(s): TBD-See IR

UBalt MHEC PAR KPI(s): TBD-See IR

Roles & Responsibilities

BCCC Lead by Title: Dean, School of Business, Science, Technology, Engineering & Mathematics

UBalt Lead by Title: Dean, Merrick School of Business

BCCC Team Members by Title: Associate Dean, Business & Technology; Business Administration Transfer Program Coordinator

UBALT Team Members by Title: Assistant Dean, Merrick School of Business

Plan Alignment

Moore-Miller 2024 Plan: Setting Maryland's Students Up for Success and Connecting Marylanders to Jobs

MHEC 2022 Plan for Higher Education: Goal 2 Success

MSCHE Standards: Standard III Delivery & Design of the Student Experience, IV Support of the Student Experience, V Educational Effectiveness Assessment

ACBSP Standards: Standard 4 Student Learning Assessment, Standard 6 Curriculum

BCCC Realignment Tasks: Task #3 Improve student pathways to success...and transfer to four-year institutions of higher education

BCCC 2025-2028 Strategic Plan: Goal 3 Expanding Our Reach

UBalt Strategic Plan: Goal 2 Strengthen Student Success

Actions & Timelines

Please identify critical key actions for Task implementation.

Action 1

Action 1 Title: Draft Academic Program Articulation Agreement Between BCCC & UBalt

Timeline 1: 11/14/2025

BCCC Lead by Title: Vice President, Institutional Effectiveness, Research & Planning

UBalt Lead by Title: Associate Provost for Academic Programs

Action 2

Action 2 Title: Develop an Articulation Agreement Budget for the College & University

Timeline 2: 11/14/2025

BCCC Lead by Title: Director of Budgets

UBalt Lead by Title: Sr. Business Manager

Action 3

Action 3 Title: Submit Articulation Agreement to the Maryland Higher Education Commission

Timeline 3: 12/1/2025

BCCC Lead by Title: Vice President for Academic Affairs

UBalt Lead by Title: Sr. Vice President & Provost

Action 4

Action 3 Title: Develop & Implement a Communication Plan

Timeline 3: 01/2026-5/2026

BCCC Lead by Title: Director of Marketing

UBalt Lead by Title: Director of Marketing & Communications

Action 5

Action 3 Title: Train Faculty, Advisors & Key Staff

Timeline 3: 01/2026-5/2026

BCCC Lead by Title: Associate Dean of Business & Technology; Business Administration Program Coordinator

UBalt Lead by Title: Assistant Dean of Merrick School of Business

Budgets

Please identify institutional budgetary resources needed to support the success of the Task.

BCCC Budget Request: TBD

Budget Narrative: TBD

UBalt Budget Request: TBD

Budget Narrative: TBD

Policies & Procedures

Please identify the policies and/or procedures that need to be amended and/or developed to support the Task.

BCCC Policies & Procedures: Transfer and Advance Standing Policy & Procedures (2024)

UBalt Policies & Procedures: TBD