



Accreditation Council for Business Schools & Programs

SELF-STUDY 2012-2013



BALTIMORE CITY COMMUNITY COLLEGE

Reaffirmation of Accreditation

Self-Study 2012-2013

For Demonstrating Excellence in
Associate Degree
Schools and Programs

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OVERVIEW AND ORGANIZATIONAL PROFILE FOR ACCREDITATION A Self-Study

Preparers

Narrative

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B Self-Study Purpose

Narrative

The members of the Business and Technology Department at Baltimore City Community College conducted this self-study as an in-depth examination of its mission, administrative and instructional components, as well as an analysis of certain administrative and instructional components of the College. The purpose of pursuing this process is to assess all aspects of our business programs in accordance with ACBSP's guidelines. This evaluation will provide a viewpoint regarding the strengths and challenges of our programs, or educational services, and allows the department members to evaluate current services, formulate recommendations for future directions, and develop new initiatives. It is through these collaborative efforts that the department hopes to strengthen its educational programs and services to meet the needs of the College's constituents and the community.

C Self-Study Timeline

Narrative

ACBSP Self-Study Timeline	Tasks
December 2012 – February 2013	Meetings with Business & Technology Department leadership to define reaffirmation process, plans and self-study timeline
	Initial contact with VP for Academic Affairs, Director of Assessment, and Director of Institutional Research
	ACBSP reaffirmation teams established
	Reviewed faculty credentials
January - February 2014	Business & Technology ACBSP Reaffirmation Self-Study Life Cycle
	Ongoing meetings with stake holders to include: Business & Technology leadership, faculty, part-time faculty, staff, Director of Assessment, Dean of Special Projects, and Director-Institutional Research.
	Curriculum Assessment Plan ongoing meetings the Assessment Office, faculty, adjunct faculty, and advisory boards
	Ongoing faculty credential review with Dean of Special Projects
January 22, 1014	Send document to Dean of Special Projects for final review
January 29, 2014	Submit ACBSP Reaffirmatin Report
February 2014	Preparations for ACBSP Reaffirmation site visit

D Regional Accrediting Body

Narrative

Baltimore City Community College is accredited by the Middle States Commission on Higher Education (MSCHE) to award associate degrees and certificates. (See Statement of Accreditation Status, SAS[1])

Evidence

[1] [Statement of Accreditation Status](#)

E Profile of the Institution

Narrative

Baltimore City Community College (BCCC) is a state-sponsored, comprehensive two-year degree-granting College that plays a significant role in educating the residents of Baltimore City. Founded in 1947, the college has served as an essential gateway to higher education for more than 30,000 graduates. BCCC is the only community college in the city of Baltimore and is Maryland's only state-sponsored community college. BCCC enrolls more Baltimore City residents as undergraduates than any other college or university in the state, and is the largest provider of undergraduate higher education in Baltimore City. At \$88 per credit, statewide, BCCC is among the lowest tuition in Maryland. The tagline for the College, *Changing Lives....Building Communities*, appropriately catches the essence of the role BCCC plays in the Baltimore Metropolitan area.

Since the last ACBSP Self-Study in 2003, Baltimore City has experienced several changes that span new leadership and institutional renewal. BCCC has had four presidents since 2003. Currently, the college is under the leadership of, Dr. Carolyn H. Anderson, Interim President, whom the Board of Trustees appointed in January 2012. The college expanded and upgraded its physical facilities, initiated an extensive renovation of existing structures, incorporated smart classrooms, and brought renewed focus to student recruitment, retention, graduation rates, and academic success. The College has actualized efforts from the expansion and upgrade of existing structures and acquisition of new physical facilities. The College purchased the Liberty West Pavillion and Maryland Center for Construction Technology (MCCT) building in East Baltimore.

Liberty Campus has four permanent buildings: the Main Building, a former high school, which consists of a renovated classroom wing, a renovated student services wing, an administrative wing, and the fine arts wing; the Bard Library; the Nursing Building; and the Life Sciences Building. Two temporary buildings are used as surge space for administrative offices. Liberty West Pavilion contains administrative office space, and also, Liberty South has one building. The College rents Liberty South to the Baltimore City community. The College provides educational offerings at two additional instructional locations: BCCC's Life Sciences Institute (LSI) at the University of Maryland BioPark in downtown Baltimore and the Reisterstown Plaza Center (RPC) located in Northwest Baltimore.

The Business and Continuing Education Division (BCED) is located in Baltimore's prestigious Inner Harbor. BCED offers courses for contract training and hundreds of training courses customized to fit specific employer needs. BCED provides a diverse downtown population with one stop services for admissions, testing, registration, payment, and counseling services. Additionally, BCED offers registration and testing at the RPC, free pre-GED instruction at over 60 sites throughout the city, and citizenship classes statewide. Further, BCED provides opportunities for personal growth and professional development through exciting alternatives to traditional educational programs. The College offers non-credit day, evening, and weekend courses for both contract training with businesses and agencies, as well as for the public. Continuing studies courses for careers are available in childcare, health care, hospitality, information technology, construction, and fiber optic cabling.

BCCC strives to be the leader in providing quality education that responds to and meets the needs of a diverse population of learners, by providing outstanding educational, cultural, and social experiences to the citizens of Baltimore, the state of Maryland and surrounding areas. The College's accessible, affordable, comprehensive programs include college transfer and career preparation, technical training and life skills training. The College provides a variety of student services that meet the needs of an increasingly diverse student population. A key focus at BCCC is being responsive to the changing needs of its stakeholders: individuals, businesses, government, and educational institutions of the community at large. Typically, 45 percent of BCCC student population are first generation college students.

BCCC's Student Profile^[1] illustrates an unduplicated credit headcount FY 2013 of 5,416. Approximately three-quarters (74%) of students are Baltimore City residents and two-thirds are studying part-time. First-time entrants comprise 27 percent of all students, but only nine percent are recent high school graduates. The student body represents a wide range of ages; the median age range is 26 to 31 years old, depending on instructional mode. Evening/weekend classes, together with E-Learning courses, account for 42 percent of all enrollments. Forty nine percent of students receive Pell grants; 56 percent receive financial aid of some kind; and 54 percent are employed 20 hours or more per week. The percentage of minority students enrolled at BCCC has always exceeded the corresponding percentage in the service area: 81 percent of BCCC's fall 2013 enrollment consisted of minorities compared to 68 percent of the city's overall population. Minorities constitute 63.2 percent of full-time faculty and 84.2 percent of full-time administrative/professional staff. Additionally, 68 percent of BCCC students are women. BCCC's students require developmental courses more often and to a greater percent than their peers at other Maryland community colleges. Only 31 percent of BCCC's full-time students are college ready in Reading/English and 6 percent in Mathematics. In review of the distribution of enrollment by major, last fall, 33 percent of BCCC students are majoring in public services or social sciences transfer programs; 29 percent are majoring in Pre-Nursing/Allied Health; 14 percent are majoring in business or technology; 8 percent are majoring in allied health or nursing; 6 percent are majoring in science or engineering; and 3 percent are majoring in Visual/Performing Art or communication.

Total enrollment in the business programs between 2010 -2013 are are listed below:

ACBSP PROGRAMS	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Accounting	159	150	121	90
Business Administration	245	233	186	179
Business Management	239	251	192	189
Computer information Systems	125	158	149	178

Evidence

[1] [B&T Self Study Student Profile Fall 2013](#)

F Organizational Chart

Narrative

The Institution's organizational chart^[1] and the Business and Technology Department's organizational chart^[2] illustrate the structure of each area.

Evidence

[1] [BCCC.org](#)

[2] [B&T Organizational Chart.final](#)

G Legal Authorization

Narrative

Baltimore City Community College is the only state sponsored community college in Maryland. The State of Maryland General Assembly established the Maryland's Higher Education Commission for Postsecondary Education, its purposes, functions and authority. (COMAR) 13B.02.02.06 vests degree-granting authority. MHEC specifies that BCCC is authorized to award certificates and associate degrees. BCCC offers degrees solely in Maryland, and its degree granting authority is derived only from MHEC as codified in its enabling legislation, COMAR Ann. 13B.02.02.06.

H Governing Board

Narrative

Baltimore City Community College is a public institution of higher education authorized by statute to operate as an independent unit of state government under Article 16-501, Annotated Code of Maryland. The Board of Trustees (BOT) is the legal body responsible for the College and for policymaking.

The Code of Maryland Regulations, §16-501 provides legislative authority for the appointment of trustees. The Board consists of nine members, appointed by the Governor, with the advice and consent of the Senate. The trustees serve a six-year, staggered term. The ninth board of trustee is a student member appointed to a one-year term. All Board members have full voting rights. The College president serves as a non-voting member of the Board. The Board of Trustee's bylaws are consistent with state statute and further define how the Board will function and delineate the specific duties and responsibilities of the Board Chair. Detailed information regarding the Board, the identity of Board members and their backgrounds, agendas, calendars, meetings, and bylaws are made available to the public on the [Board of Trustee Website](#)[1].

The BOT exercises general control over the College. It is empowered to establish the salary scales and tenure of the president, faculty, and other employees; to acquire and dispose of property; to arrange for cooperative use of facilities with the Board of Education; to apply for and receive gifts and grants; to establish entrance requirements and approve offerings consisting of two-year transfer programs, career/technical programs, and continuing education programs; to set student tuition and fees; to sue and be sued; and to solicit bids and make contracts. The BOT is also authorized to enter into a collective bargaining agreement with duly elected bargaining agents of College staff. A number of safeguards assure that all BOT actions reflect the decision of a majority of its members and that the trustees carry out their duties free of external influences. A conflict-of-interest statement is signed by all trustees every year, as required by the State of Maryland.

All new BOT members must attend an orientation session that addresses their role as Trustees, information about the College and organizational structure, and College issues to be addressed in the near future. During the orientation, Board members review the budget, advocacy, and protocol. Each BOT officer is provided with an orientation centered on the specific duties and responsibilities of their designated subcommittee. In addition, the officers determine how they will function as an executive committee of the BOT. New trustees are provided a board orientation package (See Board Orientation Book[2]). The BOT meets monthly, except in August. Additionally, trustees have an annual retreat to discuss relevant issues and for the purpose of professional development. Prior to each monthly meeting, the BOT members receive all action items, background information, recommendations, and resources for both public and closed sessions. The BOT uses the Association of Community College Trustees (ACCT) as a self-assessment to periodically evaluate the objectives and outcomes related to its duties and to link these to Board development and presidential evaluations.

Evidence

- [1] [BCCC Board of Trustees Website](#)
- [2] [New Board Orientation](#)

I Institution Mission

Narrative

BCCC's mission statement is clearly defined and published. College stakeholders can find the mission of the College on the BCCC website, the Student and Faculty Handbook, and the College Catalog. The mission statement explicitly describes the institution's role in the community, with specific attention given to its characteristics, including size, academic components, student services, and continuing education opportunities.

Mission

Baltimore City Community College's mission is to provide outstanding educational, cultural, and social experiences to the citizens of Baltimore, the state of Maryland, and surrounding areas. The College's accessible, affordable, and comprehensive programs include college transfer and career preparation, technical training and life skills training. The College provides a variety of student services that meet the learning needs and support for an increasingly diverse student population. BCCC, a dynamic higher education institution, is responsive to the changing needs of its stakeholders: individuals, businesses, government, and educational institutions of the community at large.

BCCC reaches out to Baltimore residents, particularly first-generation college students, to prepare them for employment or to transfer to a four-year institution. Many of these students are highly motivated but need special assistance with basic skills. Strong counseling and financial aid programs support students in their academic pursuits. Educational technology and innovative approaches build a bridge to technical careers in the fields of allied health and business. Comprehensive accountability systems demand high standards for graduation with the Associate's degree.

BCCC graduates are prepared for work in their areas of study. Graduates have developed positive attitudes, gained knowledge and skills, and are equipped to compete in the ever-changing workforce. Through powerful alliances with the Baltimore City Public Schools, area colleges and universities, and business and industries, the College encourages our students to aspire and achieve their higher educational goals. Dynamic continuing education and workplace literacy programs complement credit instruction and help to assure that Baltimore has the human and economic resources to compete in the global economy.

J Business Unit Mission

Narrative

The mission of the Business and Technology Department is to provide students with business, technical and computer related skills and competencies and external opportunities in Business and Technology to gain employment or transfer to a four-year institution. The Business and Technology Department offers eight programs, which include: Accounting, Business Administration, Business Management, Computer Aided Drafting and Design, Construction Supervision, Computer Information Systems, Fashion Design, and Office Administration. Four of these programs are seeking reaffirmation: Accounting, Business Administration, Business Management, and Computer Information Systems.

ACCOUNTING

The Accounting program prepares students for advanced academic studies as well as for careers in

public accounting, private industry, government and non-profit sectors. The program promotes personal and professional development of each student by offering and encouraging participation in various opportunities. Additionally, through utilization of interactive teaching techniques and instructional methods to accommodate diversified learning styles, students will develop critical thinking, analytical, communication and technological skills that will enable them to make immediate, value-added contributions to their employers and communities.

Accounting Objectives:

- Prepare students for employment in the field of Accounting as well as expose them to various career options within Accounting.
- Provide students with a solid foundation to seamlessly transfer to a four-year college or university, as well as to prepare for the CPA Exam.
- Assist students in applying their Accounting knowledge to their social/economic lives.
- Help students learn how to apply Accounting concepts to their business environments, including but not limited to ethics, environmental and global societal sustainability.
- Create an environment that assists students in developing and or enhancing their information technology skills as it relates to Accounting.
- Help students develop and or enhance analytical as well as critical thinking skills.
- Provide students with opportunities to develop and or enhance their verbal and written communication skills.

BUSINESS ADMINISTRATION

The Business Administration program provides students who plan to transfer to a four-year institution with a solid foundation to be successful in obtaining a bachelor's degree in Business Administration and related areas, such as: advertising, banking and finance, economics, human resources, marketing, real estate, etc.

Business Administration Objectives:

- Assist students in obtaining skills that will enable graduates to obtain rewarding careers in industry, government and service sectors.
- Encourage students to communicate with both their BCCC advisors and the upper-level schools of their choice to determine early and accurately the transfer school's expectations and requirements.
- Prepare students with a basic foundation to be able to pursue a bachelor's degree.
- Establish viable articulation agreements with local colleges and universities.

BUSINESS MANAGEMENT

The Business Management career program is designed to assist students in developing the knowledge, skills and attitudes necessary for successful entry-level management trainee positions in business, industry, government and service fields.

Business Management Objectives:

- Assist students in developing critical thinking and problem-solving skills.
- Facilitate students in building self-esteem and confidence through proven motivational techniques.
- Enhance students' communication skills through writing and verbal presentation skills.
- Help students gain enthusiasm for learning that will help them to be successful in any endeavor.
- Focus on delivering information that will prepare students to excel in their chosen field of study and overcome life's everyday problems.
- Identify at-risk students early and assign them to an academic advisement counselor when necessary.

- Integrate computer applications in one or two of the business management course requirements.
- Aggressively recruit new students from high schools, businesses and the community.
- Explore the need for short-term certificate programs.
- Expand courses offered on the weekends.

COMPUTER INFORMATION SYSTEMS

The Computer Information Systems department's mission is to provide practical experiences in computer programming design and development utilizing various systems environments, including: UNIX, NOVELL, Microsoft Windows, and other state-of-the-art multi-user/microcomputer-based operating systems.

The Computer Information Systems Objectives:

- Design, implement, manage and use traditional and non-traditional dedicated and multi-user databases and applications.
- Create table instances, query, manage and provide database security.
- Use techniques for PL/SQL programming to customize database by implementing data structure management using transaction management techniques while applying PL/SQL.
- Create forms, reports, and conduct queries and maintain database.
- Implement operating systems using LINUX/UNIX and Windows/DOS environment in a single and multiuser platforms.
- Configure a Windows Server Network Infrastructure which provides in-depth coverage for industrial certification exam objectives and focuses on the skills needed to manage the network system.
- Use commands to navigate through the operating systems from the command prompt.

Compatibility with College's Mission

The Business and Technology department and disciplines' missions align with the College's mission. Annually, the Business and Technology Department faculty review the mission, goals, and outcomes to ensure that departmental priorities and initiatives align with the mission of the college.

Baltimore City Community College mission states: "Baltimore City Community College provides outstanding educational, cultural, and social experiences to the citizens of Baltimore, the state of Maryland and surrounding areas. The College's accessible, affordable, comprehensive programs include college transfer and career preparation, technical training and life skills training. The College provides a variety of student services that meet the learning needs and support for an increasingly diverse student population. BCCC, a dynamic higher education institution, is responsive to the changing needs of its stakeholders: individuals, businesses, government, and educational institutions of the community at large."

The college provides outstanding educational, cultural, and social experiences to the citizens of Baltimore, the state of Maryland and surrounding areas. Students in the B&T Department are exposed to outstanding faculty and curriculum. Business programs are accessible, affordable, and comprehensive in nature and prepare students for college transfer and career preparation, technical training and life skills training.

A central theme of the College's mission is being student-centered. The College provides a variety of student services to meet the learning needs and support the diverse population the Business and Technology Department serves. The College is responsive to the changing needs of its stakeholders: individuals, businesses, government, and educational institutions of the community at large. This is evident in the Business and Technology Department programs as it continuously seeks and reviews opportunities for partnership with the local community and creates articulation agreements. The

Business and Technology Department utilizes the advice from business and industry leaders, the community at large, advisory committees, and professional groups to ensure the programs accomplish their purpose.

The B&T Department's programs accomplish their purposes as set forth in the departmental mission and the college's mission. In the past several years, the department led the College in its efforts to make its programs available to the maximum extent possible through offering flexible course offerings, online, morning, evening and weekends for every course in its program of study.

K Business Programs

Narrative

The Business and Technology programs accredited by the Accrediting Council of Business Schools and Programs are:

Accounting
 Business Administration/Transfer
 Business Management
 Business Marketing
 Computer Information Systems
 Office Administration – Executive, Legal and Medical

The Business Marketing, Legal Administrative Assistant, and Medical Administrative Assistant programs were deleted from the College's program offerings in 2011. Due to low enrollment, the Executive Administrative Assistant program is under consideration for suspension and, therefore, is not seeking reaffirmation. The Business and Technology Department also offers programs in Construction Supervision, Computer Aided Drafting and Design, and Fashion Design. Although excellent programs, the business content in these programs are considered inappropriate for business accreditation.

L Academic Degrees

Narrative

The chart below captures the types and the number of academic degrees offered by the Accounting, Business Administration -Transfer, Business Management, and Computer Information Systems accredited business programs during FY 2013.

DEGREES OFFERED/DEGREES AWARDED FY 2013

PROGRAMS	TYPES OF DEGREES OFFERED	DEGREES AWARDED FY 2013
Accounting	AAS	10
Business Administration-Transfer	AS	29
Business Management	AAS	12
Computer Information Systems	AAS	10
TOTALS		61

M Class Time

Narrative

All courses are scheduled to meet 50 minutes per week per one hour of credit. The Course Offering Report[1] for the 2010 - 2013 academic years will be available in the Team Resource Room during the onsite visit. The Business and Technology Department offers courses in traditional and online course delivery format, and accelerated courses (12 and 8-weeks). For courses that have an alternative instructional delivery method (online or hybrid), the college uses a credit hour/learning activity workload ratio guideline. Academic standards require students to demonstrate they have acquired competencies and levels of knowledge regardless of instructional delivery. BCCC employs several practices that ensure compliance with this policy. More specifically, all course sections utilize the same syllabus, student learning outcomes, and the same or similar assessments, including departmental final exams, where possible.

Evidence

[1] [B and T Course Offerings](#)

N Course Delivery

Narrative

All of the Business courses (Accounting[1], Business Administration-Management[2], and Computer Information Sciences[3]) were offered in the conventional delivery mode and had web-enhanced availability via our learning management system, Blackboard (See Instructional Delivery Distribution Table[4]).

Evidence

[1] [ACCOUNTING FALL 13 Web OFFERINGS.](#)

[2] [BUSINESS ADM MGMT web OFFERINGS F 2012](#)

[3] [COMPUTER INFORMATION SYSTEMS web OFFERINGS F 2013](#)

[4] [Instructional Delivery Distribution](#)

O Credit Hours

Narrative

BCCC awards semester credit hours. The associate degrees offered in Business Technology Department programs require the minimum number of credit hours for graduation, as indicated below. The suggested course sequences for each program are listed in the 2013-2014 Catalog[1] and represent two academic years of full-time work. Each program requires four semesters to complete the degree.

DEGREE SEMESTER CREDIT HOURS	
Accounting	63-66
Business Administration	62-63
Business Management	66-67
Computer Information System	70-71

The College adheres to the federal definition of the credit hour, as outlined by the US Department of Education, and required by the Maryland Higher Education Commission, and the Middle States Commission on Higher Education. BCCC established a Credit Hour Policy[2] and Credit Hour Procedure[3] which provides the following definition of the semester credit hour.

The College identifies an instructional hour as 50 minutes. One semester credit hour equals 750 minutes of classroom instruction or equivalent laboratory time plus an exam period. Departments have the flexibility to use alternate schedules within a term as long as each semester credit granted allows for a minimum of 750 minutes of classroom instruction or an equivalent ratio of laboratory time, plus an exam period. BCCC uses credit ratio guidelines to determine the credit ratio for laboratory/clinical, internship, supervised comprehensive work experience, and cooperative work experience.

Evidence

- [1] [BCCC College Catalog 2014-2014](#)
- [2] [Credit Hour Definition Policy 1-10-14](#)
- [3] [Credit Hour Definition Procedure 1-10-14](#)

P Student Communication

Narrative

The business program's requirements, tuition and fees, student policies, and academic credentials of the faculty are primarily communicated to students and potential students through a myriad of sources. Available in both print and digital form, students have the option of consulting the college's Website[1], Catalog[2], and Student Handbook[3] that presents all of the above information, excluding academic credentials of the faculty. Students also receive a Course Outline during the first class which may include academic credentials of the professor. Business program requirements are also provided via brochures and flyers.

Evidence

- [1] [Baltimore City Community College Website](#)
- [2] [BCCC College Catalog 2014-2014](#)
- [3] [Student Handbook and Planner 10-3-2013](#)

STANDARD 1 LEADERSHIP

Criterion 1.1 Leadership Strategies

Narrative

A

Baltimore City Community College's (BCCC) mission statement and core values form the foundation for the college's leadership outlook, strategic planning, and core operations. The leadership strategies employed by the Business and Technology (B&T) Department follows the Mission Statement, Vision and Core Values of BCCC.

The Business and Technology department is led by the Associate Dean who is responsible for the day-to-day activities of the department such as class schedules, budget review and analysis, requisition approval and maintenance of the Code of Maryland Regulations (COMAR) and OSHAR regulations. He is also responsible for vertical and horizontal dissemination of information within and outside of the department. He meets with the dean twice a month or as needed. He oversees curriculum design and maintenance. He is supported by an administrative assistant.

As part of the leadership mission, each spring semester, the Associate Dean conducts annual evaluations of all full-time faculty members in the department. The evaluation of the adjunct faculty is performed by the appropriate program coordinator. The Associate Dean also assists faculty, as needed, in selecting new and appropriate software. He also resolves conflicts among faculty, or between faculty and students.

Program Coordinators support the Associate Dean by developing classroom and faculty schedules. With the assistance of the Associate Dean and the Associate Dean for Adjunct services, the program coordinator recommends adjunct faculty for courses taught in their respective programs. Each program coordinator is granted three credit release hours per semester to fulfill these duties. The program coordinators play a significant role in the leadership success of the department as evidenced in the college's program coordinators' job description. They ensure that the courses in their programs are accurately mapped and that the program and course learning outcomes meet students' transfer and industry needs, as well as adhering to the mission statement and program goals.

B

Effective communication is essential for the successful operation of the Business and Technology (B&T) Department. This is accomplished through program and department meetings, academic council meetings, faculty mentoring, and email correspondence. B&T Department meetings are held every second Wednesday of the month with the exception of December, June and July. To maintain continuous communication, the Associate Dean conducts monthly meetings with program coordinators. The program coordinator or the Associate Dean schedule meetings as needed. For example, the faculty may meet to discuss such issues as changes in course content, credit hours, textbook adoption, and degree requirements as necessary throughout the year. The Associate Dean may be invited to attend discipline meetings. Email discussions or e-meetings through Blackboard may occur among faculty in relevant disciplines, programs, and the department.

New faculty orientation includes the assignment of a mentor who meets to discuss college and department expectations, course issues, and to answer any relevant questions. At the beginning of each semester, a college-wide Full-Time and Adjunct Academy educates new and existing adjunct faculty about the college. During the Academy activities, the faculty are updated on new and relevant information pertaining to effective instruction; instructional materials are distributed. An opportunity is accorded to faculty to share effective pedagogy as well as any difficulties they may have encountered in the previous semester. Program coordinators act as liaisons to adjunct faculty throughout the year in

communicating college and department information. The program coordinators mentor new adjunct faculty members by providing necessary textbooks, materials, course guidelines, and communicating with adjunct faculty members as necessary.

Evidence

[Coordinatorship Academic Program Job Description. final](#)

Criterion 1.2 Leadership Measures of Performance

Narrative

The Business and Technology Department faculty complete performance evaluations every year. The faculty member submits a yearly self-assessment as well as two-year goals. The evaluation of faculty consists of four major categories – Teaching, Service to the College and Community, Classroom observation of faculty by Associate Dean, and Student evaluation of faculty. Classroom observations of faculty consists of three major categories—Presentation, Interaction with Students, and Topic Content. The Associate Dean meets with the faculty after the observation to relay and discuss the outcome of the observation. Should the faculty member express any dissatisfaction with the observation, an additional observation may be scheduled.

Each faculty member meets with the Associate Dean to address overall performance, including: strengths, and where appropriate, strategies for improvement. Faculty members receiving a fair or poor evaluation are allowed to develop an improvement plan. Follow-up meetings are necessary for faculty members who are required to develop improvement strategies. These evaluations allow faculty members to maintain and improve performance in the classroom setting and in their role as a faculty member of the department. See Faculty Evaluation Instrument[1].

Adjunct faculty evaluation follows a less rigorous, yet efficient process. Evaluation of adjunct faculty starts with classroom observations conducted each semester by the program coordinator or his/her designee. The program coordinator discusses the evaluation results with the adjunct. An adjunct faculty evaluation form is completed by the program coordinator or his/her designee and forwarded to the Associate Dean for final acceptance.

Evidence

[1] [FACULTY EVALUATION INSTRUMENT](#)

Criterion 1.3 Leadership and Community

Narrative

The Business and Technology Department leadership and faculty are sensitive to the needs, its responsibility to the public, and to the needs of the community it serves. To remain current in their respective fields, faculty members belong to various local and national professional organizations. The business and Technology Department demonstrates commitment to institutional values by planning an active role in many campus-wide initiatives, including:

- College-wide Accreditation process where a B&T faculty member is the Co-chair
- Discipline Liaison to faculty members (Assessment and Student Performance Learning)
- Academic Council where program and policy improvement are recommended
- Enterprise Resource Program
- Chair of the Curriculum and Instruction Committee
- Vice Preside of the Senate Executive Committee
- Free tax preparation for Marylanders with low-income participant

All faculty in the B&T Department have an advising load and are also involved in the arena registration process. The department utilizes the Goal Attainment Process (GAP) system that is currently used by all program coordinators in the department to track the progress of students and to assign class schedules that are relevant to students' needs.

Department Review Cycle

Bi-weekly	Monthly	Annually
Retention		Yearly/Accountability report
Requisition	Financial Report	Complete College Baltimore
Budget review	Facilities Report	Academic Programs overview
ERP/Technology system	Grants and external Funding monitoring	Students satisfaction Inventory

The department regularly reviews program curriculum to ensure that curriculum aligns with those of the four-year institutions with which the department has articulation agreements. A copy of each articulation agreement is available in the resource room on campus.

Participation in Career Fairs/Open Houses provides students and parents with information about the programs that are offered in the Business and Technology department. Faculty who serve as academic program coordinators organize and convene the academic program advisory committees. These committees provide a vehicle for collecting valuable industry information from local businesses. The meetings with the advisory committees in each program area provide opportunities to discuss topics related to the business programs. Committee members are volunteers from local businesses and institutions in and around Baltimore City.

Summary 1 Summary of Standard 1 - Leadership

Narrative

Strengths

Communication is improving within and among the various disciplines in the B&T Department. A permanent associate dean was hired in August 2013. The department takes a proactive stance in assessing its course curricula, identifying areas for improvement through the analysis of data, and instituting necessary changes. The creation of an Assistant Dean for adjunct faculty services has increased communication with the adjunct faculty members.

Opportunities

Turnover in the higher administrative areas of the college as well as within the department has caused some level of communication issues and decision-making delays. The department has experienced four leadership changes within the last academic year. These changes have caused some lapses in progress and communication.

STANDARD 2 STRATEGIC PLANNING

Criterion 2.1 Strategic Planning Process

Narrative

A

Baltimore City Community College began to develop a new Strategic Plan in spring 2011. The 2013-2018 Strategic Plan was approved in March 2012. The college's strategic goals relate to student success, community, business and industry, educational partnerships, institutional sustainability and technology. BCCC aligns the strategic directions of Student Access and Student Success with the State's goals from the Maryland State Plan for Postsecondary Education. Most of the B&T Department members were involved in all steps of the college's strategic planning process, including: participation in the environmental scan, review of the mission statement and the development of goals, priority initiatives, and action strategies.

The college's priority initiatives and action strategies became the nucleus of the B&T Department's strategic planning process. The B&T Department's current strategic planning process was based on the college's goals. The planning process at the college includes both strategic planning and operational planning. The College uses information from three sources in the development of the strategic and operational plan: Input from college stakeholders, results of evaluations of the college environment, and college benchmark data.

The B&T Department's strategic plan reflects the commitment of the B&T faculty and staff and our administration to the continued growth, development and improvement of courses and programs offered by the department. After gaining stakeholder feedback, the mission and goals for the department were identified. The next step was to develop the strategic plan and objectives to address each strategic goal. The associate dean recommended the new strategic plan. The proposal was discussed and tweaked. Faculty approved the strategic plan in November 2013.

The Business and Technology Department has developed a five-year strategic plan for 2013-2018 that will position the department for increased student success; improved business and community responsiveness; and enhanced accountability. The foundation has been laid for growth and student success that will ensure that the Business and Technology Department achieves its goals. Department members will work with students, businesses, state and city leaders, alumni, friends, donors and others, as we continue to enhance the department's stakeholders satisfaction, course development, course offerings, and data collection and operational processes. The strategic plan lays the foundation to ensure that the Business and Technology Department achieves even greater results.

The B&T Department's Strategic Plan does not identify the action steps at this time. The plan does not cover the activities and initiatives that the department will engage in over the next five years. Completion of these steps are slated for the spring of 2014. It is anticipated that a small task force will be established to generate initial recommendations. After department members agree on the action plan, progress will be carefully tracked, discussed, and reported during spring 2014. In coordination with the associate dean, the action plan will be evaluated to determine whether these objectives have been met and determine what improvements/changes need to be made. Time will be devoted during regularly scheduled department meetings for this purpose, as well as the action plan which will be discussed at discipline meetings.

B

The approved B&T Department's Goals are listed below the four associate dean's proposed key strategic initiatives. These initiatives will be vetted by department members during the spring 2014 semester.

1: Student Success

- Increase the pass rates in business classes
- Increase fall-to-fall retention rate
- Raise the number of degrees and certificates awarded
- Develop and departmentalize student learning outcomes and assessment that address the holistic needs of students

2: Community, Business & Industry, and Education Partnerships

- Increase student internship opportunities
- Increase partnerships with businesses, community associations, agencies, organizations and faith-based groups
- Increase articulation agreements with secondary schools, colleges, and universities
- Develop at least four new programs that are relevant and meet business and industry needs
- Research and identify high demand careers

3: Institutional Sustainability

- Increase grants and fundraising dollars
- Continuously assess and improve departmental effectiveness and operational efficiencies
- Review and implement cost containment measures
- Continuously improve outcomes on institutional surveys
- Recruit a highly qualified employee workforce
- Recruit and retain educated, trained & experienced personnel

4: Technology

- Begin implementation of best practices in teaching and learning with state-of-the-art technology to improve student success
- Identify new sources of funding for technology through grants, foundations, industry collaborations
- Train faculty and staff on latest technology

C

The B&T Department's Strategic Plan has been communicated via discipline and department meetings and emails. Faculty members have had opportunities to make recommendations and comments via these meetings. The final document was deployed electronically and also faculty received a hard copy.

D

The B&T Department's strategic plan was approved in November of 2013. B&T Department faculty in conjunction with the associate dean will agree on objectives for the goals at the beginning of the spring 2014 semester. During spring 2014, the B&T Department will evaluate the strategic plan to include who, what, when, where, and how.

Criterion 2.2 Current Strategic Plan**Narrative****A**

The proposed business unit's key strategic objectives are listed below. Continued work on these objectives will occur during the spring 2014 semester.

Goal 1: Academic Programs

To offer business programs that are relevant to the citizens of Baltimore City and are in line with the State of Maryland's regional workforce needs.

Objective 1.1: Improve the quality of education, curriculum, student enrollment, and retention and graduation rates.

Strategies

- Offer attractive, high-quality programs related to student interests as well as current and future career opportunities (2014 and ongoing).
- Continue to build academic advising capacity and expertise (2014 and ongoing).
- Employ proven faculty, staff and peer mentoring strategies to support student advancement and academic success (2014 and ongoing).
- Develop seamless transition between associates and some local baccalaureate programs (by 2014).
- Create an early warning system and support mechanism to monitor student progress (by 2015).
- Implement a degree audit process to inform advising and enable timely graduation (by 2016).

Objective 1.2: Align academic programs with the College's vision of a modern, urban institution that meets the needs of students, the city, state and the world.

Strategies

- Complete rigorous program reviews of all academic programs and implement a cycle of staggered 5-year reviews for all programs (by 2016).
- Invest heavily in the Department's strongest and most promising programs (by 2016 and ongoing).
- Develop and deploy new, relevant academic programs (by 2015).
- Emphasize cross-disciplinary collaboration and innovation on a continuing basis (ongoing).
- Embed Department-wide mechanisms for student learning outcomes assessment and use these mechanisms for continuous improvement of academic programs (2015 and ongoing).
- Develop online, evening, weekend, short-course, summer and other offerings to meet the needs of and be convenient for a regional, diverse student body and to make the most efficient use of Department resources (2016 and ongoing).
- Implement effective uses of technology to enhance teaching, learning and research endeavors (2015 and ongoing).

Objective 1.3: Recruit, support and retain outstanding faculty.

Strategies

- Develop a merit-based academic performance evaluation system, which values teaching, scholarship and service, among other measurable contributions, and promotes and rewards academic excellence (by 2016).
- Build a strong infrastructure of academic leadership and administration for departments, and its programs.
- Invest in faculty development to ensure currency, best pedagogical practices, and best uses of academic technology (continuously).
- Increase externally funded, sponsored research across programs and schools, and strengthen capacity to manage and allocate grant resources (ongoing).
- Revamp and strengthen all Technology programs (ongoing, pending funding).

Objective 1.4: Expand the Department through continued and enhanced facilitation of faculty scholarship and student success.

Strategies

- Extend education and research outreach to help address the economic, social and environmental challenges faced by the city and beyond (2015 and continuously).
- Build partnerships and synergies with local, regional, national and international organizations and government agencies (2015 and ongoing).
- Promote an understanding of global trends, such as sustainability and urbanization, and their application to the local and regional context (2016 and ongoing).
- Further develop and support current and emerging workforce programs (2015 and ongoing).
- Create educational pathways to enable students in the Community College Workforce Development and
- Establish policies and reward structures to encourage faculty, staff and students to engage in service- or community-based learning (by 2015).

Goal 2: Student Life

Recruit, develop, retain and graduate talented students from the city, the region and the world.

Objective 2.1: Increase total enrollment in the Department.

Strategies

- Develop funding for student scholarships (by 2015).
- Increase recruitment of students in the top 10% of their high school class (by 2015 and ongoing).
- Continue developing and building the Honors Program to provide personalized attention and a comprehensive academic experience (2014 and ongoing).

Objective 2.2: Significantly improve retention and graduation rate of students.

Strategies

- Gain an understanding of why students leave, and benchmark best practices in retention (by 2014).
- Develop appropriate metrics and analytics to evaluate retention efforts at the College (by 2014).
- Expand and strengthen career development opportunities for students through increased partnerships with corporations, nonprofits and government (by 2015 and ongoing).
- Involve students in on-campus sustainability projects to promote an increased sense of belonging and ownership in the College (by 2014).
- Develop robust and supported internship opportunities to help students gain experience and job placements (2015 and ongoing).
- Offer an intern-abroad option to help students see their role in the larger world and gain international work experience (by 2016).

Objective 2.3: Attract talented students with strong academic credentials to the Department.

Strategies

- Partner with Student Affairs in a critical effort to raise retention and graduation rates.
- Publicize and market available merit and financial aid scholarships (by 2014).
- Increase use of Web-based technologies to improve efficiencies and ensure effective delivery of information about programs and services to students (by 2014 and ongoing).

Goal 3: Institutional Sustainability

Objective 3.1: Expand Department sustainability activities to promote environmental stewardship,

minimize waste and reduce overall operation and maintenance costs.

Strategies

- Use the Sustainability Task Force to establish the Department as a national model for urban sustainability and environmentally responsive campus operations (2014–2020 and ongoing).
- Perform an extensive assessment of the Program's energy usage and develop a Department-wide utility reduction strategy (2015).
- Expand Department-wide recycling programs to ensure proper resource management and conservation (2015)

Goal 4: Revenue Generation

Significantly increase revenue.

Objective 4.1: Establish a high-performance Department Advancement Operation.

Objective 4.2: Increase federal and local government and foundation funding to support the Department.

Objective 4.3: Increase grant funding to the Department. Increase federal and local government and foundation funding to support the University.

Strategies

- Continuously promote the interests of the Department by educating local decision-makers about department activities, events, accomplishments and needs.
- Continuously use marketing, public relations and outreach to publicize the Department's vision to the philanthropic community.

Goal 5: Administrative Excellence

Achieve operational excellence to support the Department's mission

Objective 5.1: Provide excellent service to all Department constituencies.

Strategies

- Continuously offer professional development activities and training.
- Regularly conduct personnel assessments.
- Develop and administer customer surveys to identify strengths and areas for improvement (by 2014).

Objective 5.2: Create a culture of accountability and performance measurement.

Objective 5.3: Manage financial and human resources efficiently and effectively.

Strategies

- Link the strategic plan's goals and objectives with the resource allocation process (by 2014).
- Continuously deliver accurate and timely financial information and analysis to guide strategic decision making.
- Regularly provide analytical support to manage budget pressures and new strategic priorities for the Department.
- Deploy new and innovative technologies throughout the Department (2016 and ongoing, pending funding).

- Develop and implement an annual internal audit plan to ensure accountability and transparency (ongoing).

B

The B&T Department's Associate Dean and department faculty plan to address key strategic objectives, including who, what, when, where, and how during the spring 2014 semester.

C

The B&T Department's Associate Dean and department faculty plan to address the performance measures used to assess the business unit's action plans during the spring 2014 semester.

Criterion 2.3 Finances**Narrative****A**

Baltimore City Community College has a Strategic Planning Committee comprised of all the divisions at the college. After receiving input from all divisions at the college, the final decision about what is included in the plan is the prerogative of the President's staff. The major feature of the process is to link finances to strategic planning. Budgeting is a top-down process based on what must be accomplished for the college's five-year strategic plan and the needs of the various divisions within the College. The Business and Technology Department and its programs are each given annual budgets for general operation on July 1 each year. The operational budgets have been adequate to cover the needs of the department and its programs. When additional expenses are anticipated, a budget request is made to the Vice President of Academic Affairs for approval. Upon approval, the request is forwarded to the Vice President of Business and Finance for approval and adjustments are appropriately made to the budgetary account of the program concerned.

B1

There has been a steady decrease in the credits hours generated by the Business and Technology Department over the last four years. This trend follows the noted decline in enrollment at the College.

	FY11 Budget	FY12 Budget	FY13 Budget
Budgeted	1,117,934	1,052,619	1,001,196
Expensed	1,110,101	1,065,646	1,167,716

B2

The Business and Technology Department's budget follows enrollment trends in the last three-year self-study period. However, the College has made sure that the B&T programs received all funding necessary for its operations. The expenses of the department were 9.8% below the budget allocation in 2010-2011 fiscal year, they were 1.24% over in 2011-2012 and 11.7% over in 2012-2013 fiscal year as evidenced in the above table.

The Business and Technology Department has attempted to stay within its' budget in the three years of study. Salaries and benefits make up the bulk of the budget. In the last three years, a faculty member retired and was not replaced, and the position for Economics faculty was moved to another department. Five B&T Department Faculty members were promoted during the self-study period. Copies of the division budgets will be available in the Team Resource Room during the onsite visit.

B3

The Business Department's budget and actual expenditures, as a percent of the academic budget and actual expenditures, have remained relatively steady over the last three years.

C

The budgets have been adequate to support the Business and Technology Department faculty and programs. All business faculty have participated in professional development for all three self-study years. The College has a robust budget for professional development activities. Faculty and staff members who wish to engage in a professional development activity submit a request for approval through the Professional Development Committee. This includes both in-state and out-of-state conferences.

Criterion 2.4 Facilities

Narrative

A

In developing the Business & Technology Strategic Plan, the Facilities Master Plan was reviewed first. Information from that plan was instrumental in shaping the B&T Department's strategic plan. It was determined that the plan sufficiently provided for the needs of the B&T Department. Considering the current enrollment, there are enough classrooms, labs, desks, chair, etc. to accommodate current students and accommodate increased enrollment. Likewise, there is sufficient office space for full-time faculty. There is always a need for additional adjunct faculty space.

B

Since the last reaffirmation in 2003, the Harbor campus closed and the College added the following facilities: the Life Science Institute (LSI) on Liberty Campus, the Life Sciences Institute at UMB Bio Park (801 West Baltimore Street, Baltimore, MD 21201), the Maryland Center for Construction Technologies – MCCT (901 West Milton Avenue, Baltimore, MD 21215), and the Reisterstown Road Plaza (6764 E Reisterstown Road, Baltimore, MD 21215). In April 2011, the College purchased the former Bon Secours (Liberty Village) Hospital, an 18.9 acres property located at 2600 Liberty Heights Avenue. This acquisition enables the College to accommodate enrollment growth and expand student services. The acquisition also will resolve the existing parking deficit on the Liberty Main Campus.

Baltimore City Community College developed an Integrated Facilities Master Plan to establish a framework for the physical growth and changes that can be anticipated for the College. The plan includes a space needs analysis that projects the need for space via new or renovated facilities based on enrollment projections provided by the College. The planning process for development of this Integrated Facilities Master Plan results in a long-range planning document that addresses, among others, the following areas: Student clientele in terms of credit participation and choice of academic programs, analyses of the academic programs and projections of institutional growth, and identification of projects that are needed to support the programs, personnel, and student clientele of the College for the next ten years. Classrooms, laboratories, and office space meet the needs of students and faculty. Thus, there are sufficient facilities to meet the needs of students and faculty.

Criterion 2.5 Equipment

Narrative

A

The goals and objectives of the College and the Academic Master Plan reflect the philosophy that sufficient funding for instructional programs should be assured to meet changing academic goals and objectives. This philosophy is also reflected in the Facilities Master Plan and the Technology Plan. New academic initiatives are put forward through the Academic Master Plan, which align with the Strategic

Plan. Examples of recently funded new academic initiatives include the Office of Accreditation and Assessment and additional instructional assistants for academic labs. The Computer Information Technology Services' (CITS) technology plan is an integral part of the college's overall strategic planning and budgeting process. Anticipated Business and Technology Department equipment procurements are submitted by the Associate Dean of Business and Technology to the Dean of the School of Business, Sciences, Technology, Engineering and Mathematics, who forwards the requests to the Vice President of Academic Affairs. The VPAA determines whether or not to move requests to the CITS Department for approval and purchase.

B

The acquisition and allocation of support services and technological resources are guided by the College's planning efforts. Resources identified as top priorities are acquired through the Office of Procurement. Examples include online tutorial services, NelNet computers and furniture for "Smart" classrooms.

The Information Technology (IT) unit coordinates the purchases of the College's technology. The Technology Plan is developed annually as part of the State's IT planning efforts and serves as the basis for information technology decision-making. The plan sets the strategies, priorities, and direction, including replacement cycles, and is developed in collaboration with the strategic planning process. The Technology Plan provides for the careful planning of information technology expenditures and the ongoing assessment of equipment replacement.

A completed Request form for Computer Hardware or Software must accompany every purchase requisition for computer equipment. It is reviewed to ensure that the requested purchase is compatible with the college's existing equipment. The Business and Technology department's dedicated computer labs at the Liberty campus are maintained by technicians in the CITS Division. Requests for service or assistance are put in through the School's electronic request system or called in by phone.

The CITS's Help Desk is located at the Liberty campus site. It is the call center for faculty, staff, and students who seek resolution for computer problems in the computer labs, faculty offices, or from home. To further strengthen services the IT Helpdesk staff and service hours were expanded to 7:30 a.m. to 7:00 p.m. (previously 8:00 a.m. to 5:00 p.m.). These expanded hours support departments that are open in the evening such as Admissions, Financial Aid and the Testing Center. In fiscal year 2013, IT Services (ITS) focused on increasing the computing power across the college; this included increasing the Internet bandwidth by 9 times at virtually the same cost and instituting Phase I of the replacement cycle removing the outdated IBM and Gateway PC's with 700 new desktops.

C

The current equipment is meeting the instructional and training needs of the Business and Technology Department. The approval of the acquisition of an Enterprise Resource Program (ERP) is a welcomed development. This purchase will enable the college to institute a more structured computer replacement plan. Currently, technology updates are based on individual requests by the department, especially for the classrooms, computer labs and offices. The department is currently using Microsoft Office 2010 for office product and for Integrated Development Environment.

Summary 2 Summary of Standard 2 - Strategic Planning

Narrative

Strengths

The Academic Master Plan (AMP) is tied to the BCCC strategic planning. The AMP and the Strategic Plan have been important yardsticks in monitoring important student and program outcomes for the Business and Technology Department.

The Business and Technology Department has had adequate budgets in the last ten years. The programs, the faculty, students, and staff have been fully supported. Classroom space and computer labs have the necessary software to deliver instruction in the department.

Opportunities

The acquisition of the new ERP system will bridge the interface in the information flow at the college as well as in the department. The response time to computer problems can be improved.

STANDARD 3 STUDENT, STAKEHOLDER, AND MARKET FOCUS

Criterion 3.1 Stakeholders

Narrative

A

The Business and Technology Department's stakeholders include: students (current and prospective), faculty and staff and the community at large (e.g., four-year transfer institutions, advisory board committees, and businesses that employ BCCC graduates).

B

The Business & Technology Department (B&T) utilizes a variety of ways to determine key stakeholder requirements and expectations. The main source of feedback from students is the B&T SLOA Survey [1]. Except for the last two semesters, students have been asked to complete the B&T SLOA Survey. The information from this survey is reviewed and recommendations for changes are discussed at department and discipline meetings. Students also complete a faculty surveys for each class. Results of this evaluation are provided to individual faculty members during the post-evaluation meeting. Faculty learn what students value and what they would like to see improved or changed. Our advisement process also provides a means to gain insight into current students' expectations regarding programs, courses, scheduling, etc.

Each accredited program has an advisory committee consisting of astute representatives from businesses, industry, colleges, students and the community. These committee members are very forthcoming in expressing their expectations and making recommendations to improve our curriculum, competencies and employer requirements. Employee feedback from student Internships determine business requirements, expectations and satisfaction. Finally, student clubs are an excellent way to gain feedback from students in an informal setting.

Evidence

[1] [B&T SLOA Survey 12 8 2013](#)

Criterion 3.2 Stakeholder Satisfaction

Narrative

A

In an effort to build relationships to attract students to our programs, the Business and Technology Department members partner with college-wide departments and committees, and external agencies to participate in various recruitment initiatives. The B&T Department members participate in the College's Undecided Day. This initiative invites all BCCC students who have not declared a major to a day of activities to gain insight into programs offered by the College for which students may be interested. To have a presence in the community and also to attract students, B&T Faculty participate in Employment Services activities and Job Fair recruitment activities scheduled off campus. Presentations are made to the English as a Second Language students, high school students, and businesses.

In attempting to retain students, the B&T Department members are involved in a number of retention initiatives. The Passport Program is a Leadership/Entrepreneurship program, developed specifically to assist students in the critical stages of leadership development and entrepreneurial opportunities. This program offers a wide variety of opportunities that complement student's classroom experiences.

These opportunities provide a competitive edge to students as they enter the workforce, apply for scholarships, or transfer to four-year and/or graduate schools. See attachment[1]. Both the Accounting and CADD programs sponsor student clubs. During 2010-2012 Kappa Beta Delta was organized and active. These clubs and organizations are sanctioned by the Student Governance Board and provide a vehicle to entice students to our programs. Clubs provide activities and experiences for students' growth in their respective majors.

B

Baltimore City Community College provides a Graduate Quality Assurance Guarantee. It is designed to assure students and employers that career program graduates will be competent in the performance of their work. If a graduate of a career program, who is seeking employment, does not have a full-time job within 90 days after graduation, the College will provide an additional 12 credits of course work and other support services at no cost to the student. Then, if an employer is not satisfied with the quality of job performance of a career program graduate, BCCC will provide an additional 12 credits of instruction at no cost to the student or the employer.

Seeing a need for B&T students to be better prepared for college rigors, Associate Dean Evans established the Business and Technology Student Success Pilot Project. This new initiative began Monday-December 2, 2013, and ended on Wednesday-December 18, 2013, from 8:00 a.m. - 9:00 a.m., in Rm. NMB 310, over 100 students attended this activity. See Attachment[2].[2]

Faculty serve as guest speakers at local high schools, are presenters for students in the English as a Second Language program and serve on external advisory boards to help build relationship with prospective students in the community. Students are provided publications produced by the department explaining programs offered by the B&T Department.

C

To determine and anticipate changing needs and expectations from current students, each semester the B&T Associate Dean administers a B&T SLOA Survey. This survey is administered to all B&T Department classes. The instrument provides insight into what students expect and what they received from our courses, facilities and faculty. Anticipated changes and expectations are learned from former and current students through interactions during club activities, the B&T Lab, the Student Success Pilot Project, the Student Success Center, academic advising and surveys.

All students are assigned an Academic Adviser. The B&T Department has requested that all B&T students be assigned to B&T faculty. B&T Faculty are willing to advise more than the required number of students to ensure B&T students receive the most current and accurate information. Academic advisement sessions provide the perfect opportunity for faculty to ascertain information from current students as to what they expect from the department and what changes they would like to see put in place. Also, during January and May, faculty provide nine hours of arena advisement, when they advise any student needing advisement, and they provide an additional six hours advising students in their offices.

D

The process for utilizing stakeholder feedback in program development and enhancement is to solicit feedback from our students, employers, and advisory committee members. These stakeholders' suggestions are discussed within the discipline and then department. Agreed upon changes are presented to the Associate Dean. If the Associate Dean agrees, the recommendations are forwarded to Dean. The originator of the recommendation follows the process established by the Curriculum and Instruction Committee (CIC). If the recommendation passes the CIC, it is presented to the Senate Executive Committee. If passed there, it then is forwarded to the Vice President of Academic Affairs for a final decision. This process generally takes several months. However, recently one of our stakeholders, the Year-Up program, needed a quick change in their curriculum offerings. Hearing the

need, Dean Iweha formed a committee to fast track this new initiative, the IT Basic Skills Certificate. Following all established procedures, the IT Basic Skills Certificate was finalized in just four weeks.

Likewise, the Computer Information Systems Discipline was advised, through discussions with their advisory board members, that there is a need for a Cyber Security program. The advice from the advisory board was followed; the program was developed and is currently waiting for approval from the Maryland Higher Education Commission.

Evidence

- [1] [Passport Leadership Program Overview-B & T Department-1](#)
- [2] [B&T Student Success Pilot Project-1](#)

Criterion 3.3 Student Support

Narrative

A

There are many support services available to business students at Baltimore City Community College. Students navigate through the admissions process using various informational sources, including: marketing materials, the BCCC website, targeted mailings, responses to prospective inquiries, and recruitment events. Prospective students can find detailed information on program requirements, learning outcomes, occupational outlook, estimated program costs, and estimated time to complete the program on the College website. The Admissions Office works in collaboration with many College offices to assist with student recruitment efforts. Students can walk in at three locations (Liberty Campus, Reisterstown Plaza Center, or BCED) or apply online through the BCCC website.

To be admitted to BCCC the following steps must be completed as early as possible and well before the semester when admission is desired.

1. Submit an Admissions Application with \$10 application fee.
2. Submit a Maryland Residency Verification form with appropriate proof of residency.
3. Submit appropriate academic credentials:
4. Degree-Seeking Students must be age 16 or older.

For select populations, such as international students and veterans, specialized assistance is provided throughout the admissions process. The Transfer and Advance Standing Policy addresses the transfer and acceptance of credits from and to other colleges, universities, and other approved agencies for the purpose of assisting students transferring to and from BCCC. The New Student Orientation (NSO) became mandatory in fall 2011, for all first-time BCCC students, including transfer students. NSO is designed to provide students with information about student services, payment options, student rights, and the (Student Code of Conduct). Prior to fall 2011, only students enrolling full-time were required to attend an orientation.

The Business and Accounting Lab is a major support service established specially for business students. Open six days a week from morning to evening, the lab has 16 computers and two printers. Located at the Liberty campus, third floor in the main building, Rm. 320, the lab assists students in completing their assignments. Under the supervision of a lab coordinator, qualified tutors provide tutorial services to students needing assistance. The B&T Department tutoring services include: one-on-one tutoring, group tutoring, intensive tutoring, computer tutoring and tutoring via telephone.

BCCC works with many forms of financial aid: grants, scholarships, Hackerman loans, and Federal Work-Study. Students may be eligible for one or more of these types of aid, and they can consult the BCCC Financial Aid webpage to learn more about their financial options. The majority of our students

receive financial aid. The Financial Aid Office assists students with complying with the Department of Education's mandate that all Free Application for Federal Student Aid (FAFSA) are completed and submitted on-line. As reported in the 2013 Performance Accountability Report, the percentage of BCCC students receiving Pell Grants has increased steadily for the past four years.

B

The B&T Department adheres to institutional policies regarding students as is outlined in the Student Handbook and Code of Conduct. More specifically, the B&T department encourages students to follow the informal practice of following the chain of command in attempting to resolve issues. Therefore, students are urged to first speak with the professor. If their concerns are not resolved, they should contact the following administrators, in the following order: Program Coordinator, Associate Dean of B&T, and if all else fails, the Vice President of Academic Affairs.

When student concerns cannot be resolved through the informal practice, the formal practice is employed. The Office of Judicial Affairs provides students with a learning experience that involves appropriate due process, provides accountability, self-governance, viability, respect, personal and institutional integrity, honesty, and citizenship in accordance with the goals of the college. The Judicial Affairs staff will facilitate fair, ethical, and civil practices into the daily lives of students, through various methods of conflict resolution such as mediation, community conferencing, prevention programs, behavioral intervention teams (BIT), peer mediation, creative sanctioning, structured meetings, administrative hearings, grade grievances, along with maintaining and updating of the Student Code of Conduct.

The Office of Judicial Affairs houses trained impartial Ombudsman/Mediators who will consult with credit and non-credit students, faculty and staff, relating to a wide variety of student related issues. This office is required to remain independent, neutral, and impartial, exercise good judgment, and uphold strict confidentiality. The staff of the Office of Judicial Affairs will conduct informal fact-finding hearings in order to better understand an issue from all perspectives. The Ombudsman/Mediator will consult with members of the BCCC community to develop cooperative strategies for conflict resolution at the lowest level deemed possible. If resolution is achievable, the Ombudsman/Mediator will deliberate with the Coordinator of Judicial Affairs to provide the necessary educational experience for the students involved.

If resolution is not possible, a referral will be made to the Incident Management Advisory Committee (IMAC) for a formal hearing. See attached [Student Code of Conduct pages 17-24](#). [1]

Evidence

[1] [Student Code of Conduct - Policy Handbook](#)

Criterion 3.4 Stakeholder Results

Narrative

A

The B&T Department measures student utilization of offerings and services by analyzing student responses to the B&T SLOA Survey (See Student and Stakeholder Satisfaction Survey Summary Table[1]).

B

See Table 1, Student and Stakeholder Satisfaction Survey Summary Table[1].

Evidence

[1] [ACBSP_Table 1 Student and Stakeholder Focus](#)

Criterion 3.5 BUSINESS/INDUSTRY RELATIONS

Narrative

A

Each of the accredited programs has an active advisory committee. For academic year 2012-13, at least two advisory committee meetings were held by each program. Advisory committee members provide invaluable input regarding what business and industry requires of its employees and what preparation is needed by students to be successful employees. The advisory committees are comprised of area business, industry, and government practitioners, educational institutions, alumni and a student. These committee members provide suggestions for changes to program requirements, relate current trends taking place by businesses, observe and make suggestions for classroom and equipment upgrades, and some provide internships for our students.

The B&T accredited programs were involved in numerous activities during the self-study year. Below are some of the activities, listed by program.

ACCOUNTING

- Guest Speakers from Industry participated and presented at Accounting Club Events.
- Student and Faculty collaborated on the IRS sponsored Volunteer Income Tax Act (VITA) Program.
- The B&T Accounting faculty recruited several new highly placed, professionally qualified Advisory Board members.
- Accounting faculty facilitated an Accounting student's employment with BCCC's Finance Division.
- Arrangements were made for several Accounting students to be employed in the Accounting Lab.
- Internship opportunities were explored with the BCCC Career Center and Industry representatives.
- Advisory Board members provided career and employment advice by inviting Guest Speakers from industry into the Classroom.
- CO-OP, formally an option, was included in the Accounting Certificate program.

The Accounting Program Advisory Board Members[1] are attached.

BUSINESS ADMINISTRATION/MANAGEMENT

Recently, the Business Administration/Management Coordinator participated with the Office of Career Development and Employment Services during Employment Opportunity Day. The day's activities included more than 15 employers from the Baltimore area, interviews, resume writing workshops, and screening for possible part-time job opportunities. This was a very successful event that students talked about in class. The Coordinator had an opportunity to converse with business employers. Approximately 25-30 business students took advantage of the day's activities.

The Business Administration/Management (BABM) Coordinator also sponsors the Passport Leadership Program. During these workshops that run during the academic year, students are able to interact with business and industry leaders who are the guest speakers at the workshops. Some of the recent speakers include: Omar Muhammad, Director of the Entrepreneurial Development & Assistance Center and contributing writer for the Baltimore Business Journal, and Raymond Lucas, President of the Baltimore Chapter of 100 Black Men BABM. Students also participate in internship experiences. The Business Administration/Management Program Advisory Board Members[2] are attached.

COMPUTER INFORMATION SYSTEMS

See [\[3\]](#)CIS Advisory Board 2013[\[3\]](#).

B

All of the CIS Advisory Committee members listed in the above link help our Accounting students in a number of ways:

- Students are provided opportunities for employment; thereby utilizing the academic knowledge and other skills gained through classroom experiences
- Students receive valuable insights into the Accounting/Business world
- Students are better prepared for the challenges and rigors of life as an Accountant
- Students are enabled to grow professionally and personally
- Students are able to utilize their knowledge and skills for the betterment of their community

For Business Administration/Business Management students the linkages have excited students about the opportunities and possibilities that are available after graduation. Students receive insight on how to prepare themselves to take advantage of employment opportunities. They also are informed about the possibilities of becoming entrepreneurs.

Evidence

- [1] [Accounting Program Advisory Board List 2013](#)
- [2] [Bus Adm Bus Mgmt Program Advisory Board List 2013](#)
- [3] [CIS Advisory Board 2013](#)

Summary 3 Student, Stakeholder, and Market Focus

Narrative

Strengths

See Table 1[\[1\]](#) for the strengths and opportunities for the B&T Department in the area of students, stakeholders and market focus. Additional department strengths include:

The Business and Technology Department members strive to uphold the highest standards in quality education. Understanding the link between selected faculty and instructional success, we carefully screen all applicants and select the most qualified candidates.

Full-time faculty in the B&T Department continually upgrade themselves by pursuing additional coursework and degrees at the doctoral and graduate levels. One faculty member is currently pursuing a doctorate degree, while two others have completed their doctorates. All B&T faculty meet the required 40 hours of professional development training each year.

Adjunct faculty have MBAs, JDs, CPAs, PhDs, Network Certification, and Teacher Certification. Many own businesses and serve as consultants on the local and national levels. An Adjunct Faculty Assistant Dean was hired to help guarantee the hiring of qualified adjunct faculty.

Opportunities for Improvement

The department recognizes the need for increased marketing initiatives to increase recruitment and enrollment. With the elimination of several B&T programs since 2003, the development of new course offerings is also essential. There is also need to enhance the process of securing feedback from our graduates.

Evidence

[1] ACBSP_Table 1 Student and Stakeholder Focus

STANDARD 4 MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

Criterion 4.1 Student Learning Outcomes Assessment

Narrative

A

Student Learning Outcomes Plan

The College utilizes a five-year, multi-year assessment plan to assess student learning. This plan collects student learning data from an institutional, programmatic, and course level.

Institutional Learning Goals (General Education)

The College uses the General Education outcomes as its institutional learning outcomes. BCCC defines general education as those educational experiences that enable students to become informed, independent, and critical thinkers. The college established eight core competencies that BCCC graduates are expected to have, they include: Information and Computer Literacy; Personal Development and Social Responsibility; Numerical Analysis; Arts and Aesthetic Awareness; Critical Thinking; Deductive and Inferential Thinking; Multicultural Diversity; and Oral and Written Communication. These core competencies embed the General Education curriculum. Assessment of the General Education curriculum occurs on a five-year rolling schedule by competency (see Core Competency Table below). A Faculty Assessment Team (FAT) for the competency being evaluated collaborates with teaching faculty and the discipline liaison to develop an assessment plan. Since 2011, faculty has assessed two competencies: Information and Computer Literacy and Personal Development and Social Responsibility.

CORE COMPETENCY TABLE

Alpha OA Planning FA 11		Beta OA Planning FA 12		Gamma OA Planning FA 13		Delta OA Planning FA 14		Epsilon OA Planning FA 15	
Discipline	Courses	Discipline	Courses	Discipline	Courses	Discipline	Course	Discipline	Courses
CLT PSY	100 210	SOC	101	MAT ART	171 101	PHL PHL	101 104	PSY SP ENG	120 101 102
Gen Ed Focus		Gen Ed Focus		Gen Ed Focus		Gen Ed Focus		Gen Ed Focus	
Informational and Computer Literacy		Personal Development and Social Responsibility		Numerical Analysis Arts and Aesthetic Awareness		Critical Thinking Deductive and Inferential Thinking		Multicultural Diversity Oral and Written Communication	

Program Assessment

Each associate degree program utilizes a multi-year program assessment plan, which identifies broad, discipline-specific learning outcomes that students completing the program should have mastered. The assessment plan outlines detailed strategies for collecting and evaluating evidence, and provides a

time frame for data collection and reporting. Program assessment drives course assessment. Through curriculum mapping, faculty identify which courses embed a program-learning outcome, select the course(s) and engage in an assessment activity.

Course Assessment

Learning Outcomes are identified for every course taught in the course outline. Assessment methods at the course level vary by discipline. Associate Deans and School Deans regularly review grade distributions for all courses as an indicator of student success.

Assessment Oversight

The Office of Assessment and Accreditation, created in the fall of 2011, provides leadership in the assessment of student learning in the Division of Academic Affairs. This unit, led by a new Dean of Special Projects, hired October 28, 2013, serves as a support unit for faculty, associate deans and deans on assessment and accreditation matters. This unit also comprises a Director of Assessment, Coordinator of Assessment and an Administrative Assistant. In the fall of 2012, the office began the first phase of implementation for an assessment and accreditation software platform to manage assessment, program review, accreditation, and academic planning called Xitracs. The office of Assessment will provide Xitracs training for faculty and the academic leadership in the spring of 2014.

BCCC established a College Wide Assessment Council (CWAC). This assessment council is a reporting body that ensures that college-wide assessment efforts are ongoing and that assessment reports adhere to quality standards outlined by the Assessment and Accreditation Office. In the fall of 2013, the Assessment and Accreditation office created an Academic Quality Assurance Assessment Program (AQAAP) designed to provide feedback on the quality of reports for Program Review, General Education, Academic Units (i.e., schools and department levels), and annual course level assessment reports. AQAAP includes an annual audit that captures several key areas: learning goals, teaching/learning strategies, assessment methods, and use of results. For each of these areas, each report is rated according to a rubric. These ratings, along with qualitative feedback, ensure that program coordinators (academic program level assessment), associate deans (Department Level Assessment), and deans (School level assessment) can demonstrate continuous improvement in student learning. This program will be implemented Spring 2014.

B

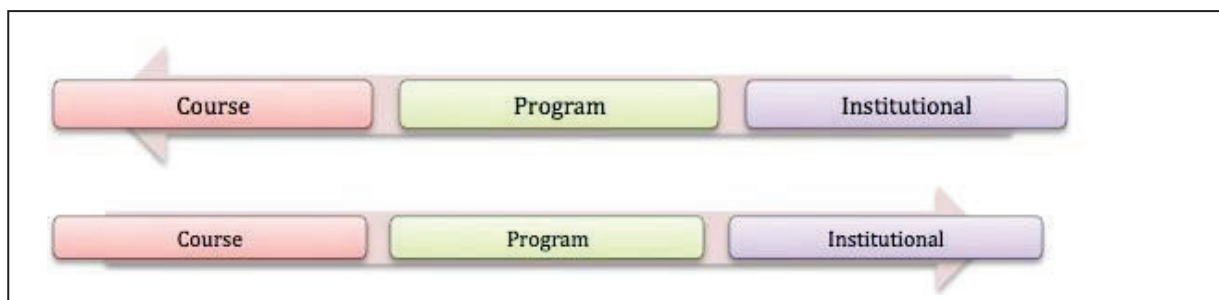
Student Learning Outcomes Assessment Process

BCCC is committed to assessing student learning and measuring cumulative learning outcomes in courses as well as in programs. Student-learning outcome data are used to make informed academic decisions and to improve student learning. These data-informed academic decisions span course realignment and programmatic overhauls. The collaborative effort in the assessment of student learning outcomes promotes excellence in teaching and learning by assessing all elements of the educational process that directly correlate with the College's Mission to "support the learning needs of an increasingly diverse student population.

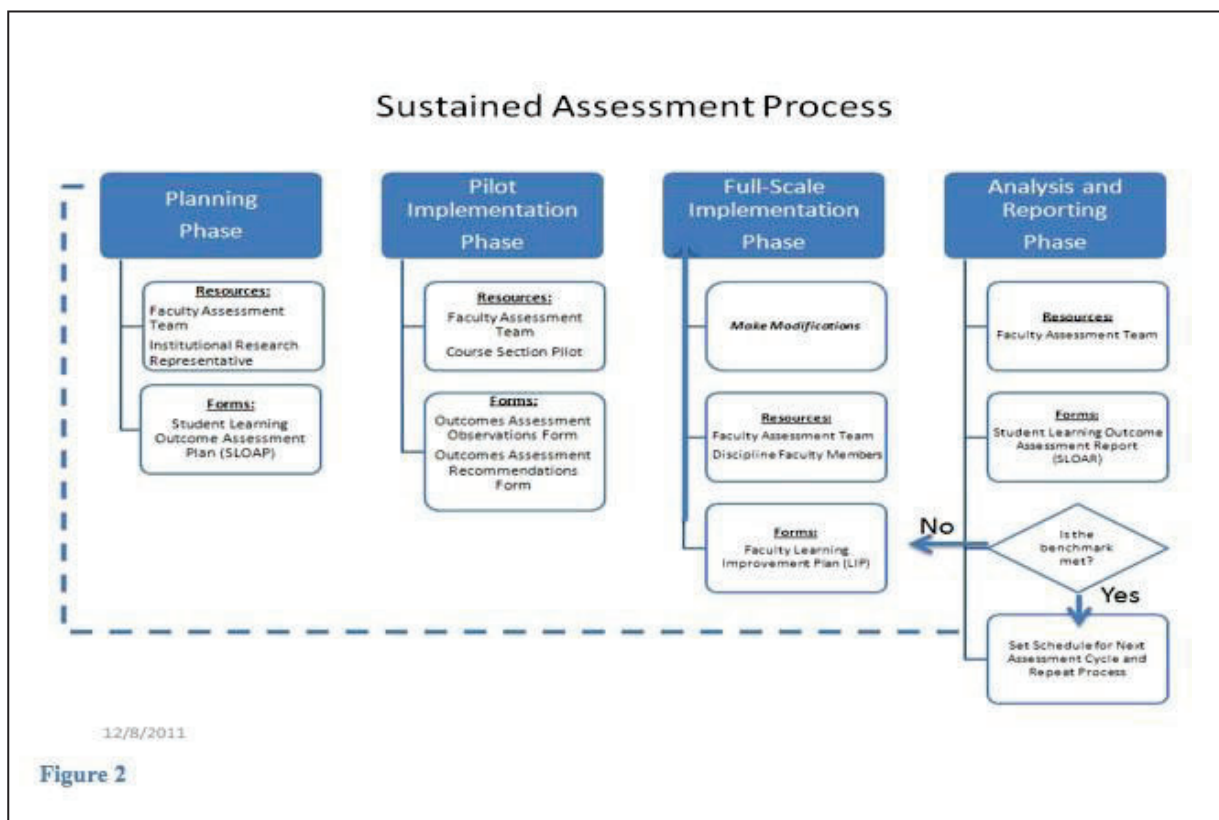
In 2011, Baltimore City Community College's Faculty Senate convened a Student Learning Outcomes and Curriculum Assessment Committee (SLOCA). This Faculty Taskforce was charged with the design and supportive implementation of a comprehensive student learning outcome assessment process. This collaborative effort yielded a sustainable assessment process captured in a faculty manual called, *Comprehensive Student Learning Outcomes Assessment: A Practical Guide*^[1]. This assessment process requires all academic programs to have assessment plans, report on student learning outcomes data on an annual basis and report any modifications or improvements to their assessment protocols and/or how they used their assessment data to improve student learning. In instances when benchmarks are not achieved, the Program Coordinator must submit a learning improvement plan (LIP) that outlines interventions.

The Assessment Model and Process

The assessment model is a “design backward and assess forward” model (See Figure 1). More specifically, by designing backward, we first examine our institution’s mission statement and identify the institutional learning goals that address the mission. Thereafter, we link institutional student learning outcomes to program outcomes and program outcomes to courses. When assessing forward, course-learning outcomes assess content knowledge, skills and competencies to ensure the achievement of program outcomes that link to institutional learning outcomes. There is also a concerted effort to ensure clear alignments between course outcomes and course learning activities. As such, there is a link between supported student learning activities and student learning outcomes.



Outcomes assessment processes are useful in that data obtained assists faculty and staff in making decisions in improving programs, refining course objectives, and allocating resources that support student learning. Assessment processes are purposeful and prospective in its planning to ensure that: (1) there is a clear alignment among institutional, program, and course-level outcomes, and supported student learning activities and (2) there are ongoing, organized, and sustained assessment activities. The process to ensure accuracy and truthfulness is achieved by using a myriad of assessment tools (i.e., direct and indirect assessments, and formative and summative assessment) to assess learning outcomes. Ultimately, assessment yields institutional renewal (See Figure 2).



Student learning is the primary indicator of academic effectiveness. Table 2[2], Student Learning Results: Grades, shows a complete listing of student learning outcomes for each program in the Business and Technology Department. The department also collects data from students' achievement of institutional student learning outcomes, as measured through our General Education curriculum.

B2

The results of program assessment is a key component in the development of new programming as well as in the strategic planning process and resource allocation decisions. All business programs have submitted a multi-year assessment plan. Since spring 2012, faculty members have collected data and assessed student performance in the five-year assessment cycle. For benchmarks not achieved, faculty develop a Learning Improvement Plan (LIP) to address the specific Student Learning Outcomes (SLO) not achieved.

The Business and Technology Department uses a combined process for developing and implementing improvement plans for all of its programs. The process begins with the individual program's multi-year assessment plan, which is discussed in more detail below. The second part of the process includes looking at current budgets and making appropriate funding requests that may be necessitated by the improvement plans, such as funds for purchasing new software, necessary training, and hiring appropriate part-time faculty as needed. Department faculty are involved throughout this process.

Data from the Multi-Year Assessment plan is assessed on an annual basis. Each program faculty determines whether the measured results meet or exceed the established benchmark for that particular outcome. If the results do not meet the criteria, faculty evaluate the results and explore options for improvement. If the results do meet the criteria for success, the program faculty evaluate whether the criteria should be made more stringent or if the criteria is representative of the highest reasonably achievable assessment. In instances when benchmarks are not achieved, the Program Coordinator submits a LIP that outlines interventions.

The department continuously reviews current and future business trends and market movement and industry identified performance requirements for its employees, to aid in refining and improving the assessment of student outcomes. All multi-year assessment plans are reviewed annually as part of its academic program advisory committee meetings. At these meetings program coordinators discuss the assessment data with the program advisors to gain their input with regards to student learning goals. This direct feedback from local business leaders and department heads from 4-year institutions have proven beneficial to maintaining an effective focus on the precise direction of student learning needs.

For example, faculty in the Business Administration Transfer program instituted a Capstone assessment project in courses to verify the application of learned skills accumulated through the semester. By fall of 2012, all instructors of the course implemented the capstone assessment. Review of the rubrics from the capstone has led to the implementation of specific learning interventions such as small re-enforcement assignments and offering extra credit that addresses identified problem areas. Success within the individual pieces of the capstone varies from semester; however, student pass rates for the course continue to rise, which is a result of the changes in course presentation. The student performance data showed that 53% of the students in spring 2010, 61% of the students in spring and fall 2011, and 68% of the students in fall 2012 scored 70% or higher on the capstone assessment.

As a result of student-learning data, the Accounting Program created and integrated career and industry relevant projects and assignments into the Accounting course curriculum. To ensure that the General Education core competencies are integrated throughout the program, all Accounting courses include written assignments and or projects that are designed to develop or enhance ethical, analytical, communication and critical thinking skills.

Assessment of Teaching: BCCC uses an online, campus-wide course evaluation instrument. Student feedback is a crucial component in the improvement of classroom learning as well as teaching

effectiveness. As a result, faculty members have access to the results as soon as grades post. Faculty use feedback from students to refine their courses and teaching practices to provide students with better learning experiences.

B3

National Assessments of Student Learning and Student Engagement

Baltimore City Community College participates in the Community College Survey of Student Engagement (CCSSE)^[3] and will be participating in Community College Faculty Survey on Student Engagement (CCFSSE) to track the many facets of students' experiences in academic and student life activities. CCSSE organizes data by student classification, by native and transfer students, and by student engagement benchmark clusters. This data allows comparison to groups of peer institutions in the Mid-Atlantic region and across the nation. CCFSSE data compares data reported by students with similar questions directed toward faculty. The Office of Institutional Research publishes reports on results from the CCSSE and shares data with the associate deans and deans. Insofar as BCCC having participated in the CCSSE process, the rich longitudinal database of student responses has been used to improve practices.

Other Standardized Benchmark Assessments of Learning

In Fall 2012, the Division of Academic Affairs made a decision to begin participating in the ETS Proficiency Profile and Information and Computer Literacy Test as an additional means of assessing student learning. The Assessment office will oversee the administration of the assessment tool to students in the spring of 2014. The Office of Assessment plans to administer this assessment for three consecutive years in order to establish baseline values. Future testing will be on a biannual basis. Over time, the college will use these results in combination with the results from program assessment to provide valuable longitudinal data that measure student progress in critical thinking, analytic reasoning, problem solving, written communication and information and computer literacy.

B4

The process of assessment is reviewed departmentally and college wide. Faculty make recommendations to strengthen areas of weakness in future assessment cycles through the SLOA process. Faculty review and reflect on the assessment process and activities to see what is going well and what areas need improvement. Areas needing improvement are captured on the Outcome Assessment Recommendations Form. There is a College Wide Assessment Council (CWAC) that ensures assessment efforts are ongoing and assessment reports adhere to quality standards outlined by the Office of Academic Planning, Analytics, Accreditation and Systems (APAAS). In the fall of 2013, the APAAS office created an Academic Quality Assurance Assessment Program (AQAAP) designed to provide feedback on the quality of reports for Program Review, General Education, academic administrative units (i.e., schools and department level), and annual course level assessment reports. AQAAP is an annual audit that captures several key areas: learning goals, teaching/learning strategies, assessment methods, and use of results. For each of these areas, each report is rated according to a rubric. These ratings, along with qualitative feedback to ensure that program coordinators (academic program level assessment), associate deans (Department Level Assessment), and deans (School level assessment) can demonstrate continuous improvement in student learning. This program will be implemented Spring 2014.

C

Degree and Certificate programs have learning goals and outcomes that are communicated to students and faculty in several ways. The most common modalities of communication include Syllabi, Course Outlines, advising, program websites, brochures, as well as department and program handouts. In the case of faculty, program-learning goals are communicated during mentoring sessions and one-on-one discussions pertaining to syllabi development, and during the program review process. Following are the student learning outcomes for each program seeking re-affirmation.

ACCOUNTING

The Accounting Profession

- Describe career opportunities in the accounting profession.

Technical Accounting Skills

- Use the steps in the accounting cycle and prepare financial statements from the general ledger (i.e., balance sheet, income statement, cash flow statement, owner equity statement).

Financial Reports

- Produce financial reports in accordance with Generally Accepted Accounting Principles (GAAP) and the International Financial and Reporting Standards (IFRS).

Financial Analysis

- Students will analyze, interpret, and summarize financial statements and apply Managerial Accountants (IMA), American Institute for Certified Public Accountant (AICPA) and academic scholarly research.

Accounting Applications

- Use accounting software applications to record financial statements in real-world settings.

Critical and Ethical Thinking

- Apply advanced accounting concepts and theory by conducting research on accounting topics.
- Articulate and communicate advanced accounting information.
- Comply with accounting regulations.

BUSINESS ADMINISTRATION TRANSFER

Business Knowledge and Skills

- Use business terms and concepts when communicating.
- Analyze data to verify accuracy of conclusions.
- Prepare reports for decision-making and regulatory compliance.
- Explain the financial concepts used in making business decisions.

Interpersonal Interaction and Communication

- Use effective communication skills to promote respect, trust and relationships.
- Practice active listening to enhance the ability to get a clear understanding of difficult situations.
- Involve others in the decision-making process which helps to improve worker morale.
- Practice an awareness of ethical and social responsibilities to multi-cultural, team-oriented, rapidly changing environments.

Information Management

- Utilize information by applying a variety of business and industry standard software and hardware to major business functions (e.g., marketing, accounting, and human resource management).

Business Management and Decision Making

- Select and use appropriate resources to collect business data that will ultimately translate into information for decision making.
- Explain the distribution concepts and processes needed to move, store, locate, and transfer ownership of goods or services.
- Apply pricing concepts and strategies to maximize return on investment and that meet the customers' perceptions of value.
- Use the marketing information management concepts, systems, and tools needed to obtain, evaluate, and disseminate information for use in making marketing decisions.
- Analyze client needs and desires and make marketing recommendations regarding business

decisions.

- Develop, maintain, and improve a product or service mix in response to market opportunities by applying product and service management concepts and processes.
- Practice critical and creative thinking to improve the decision-making process.
- Use appropriate leadership skills and styles to maximize employee productivity.
- Conduct research to identify new business trends and customer needs.
- Identify customer satisfaction as the ultimate goal.
- Use quantitative measurements to solve business problems related to payroll, taxes, percentages, future value of money and to be able to make better business decisions.
- Use knowledge gained in general education courses to advance their ability to get a job or move on to a four-year college.

BUSINESS MANAGEMENT

Business Knowledge and Skills

- Use business terms and concepts when communicating.
- Analyze data to verify accuracy of conclusions.
- Prepare reports for decision making and regulatory compliance.
- Explain the financial concepts used in making business decisions.

Interpersonal Interaction and Communication

- Use effective communication skills to promote respect, trust and relationships. Practice active listening to enhance the ability to get a clear understanding of difficult situations.
- Involve others in the decision-making process which helps to improve worker morale.
- Practice an awareness of ethical and social responsibilities to multi-cultural, team-oriented, rapidly changing environments.

Information Management

- Utilize information by applying a variety of business and industry standard software and hardware to major business functions (e.g., marketing, accounting, and human resource management).
- Use technology and electronic media to keep current customers informed on changes and attract new customers.

Business Management and Decision Making

- Select and use appropriate resources to collect business data that will ultimately translate into information for decision-making.
- Explain the distribution concepts and processes needed to move, store, locate, and transfer ownership of goods or services.
- Apply pricing concepts and strategies to maximize return on investment and that meet the customers' perceptions of value.
- Use the marketing information management concepts, systems, and tools needed to obtain, evaluate, and disseminate information for use in making marketing decisions.
- Analyze client needs and desires and make marketing recommendations regarding business decisions.
- Develop maintain, and improve a product or service mix in response to market opportunities by applying product and service management concepts and processes.
- Practice critical and creative thinking to improve the decision-making process.
- Use appropriate leadership skills and styles to maximize employee productivity.
- Conduct research to identify new business trends and customer needs.
- Identify customer satisfaction as the ultimate goal.
- Use quantitative measurements to solve business problems related to payroll, taxes, percentages, future value of money and to be able to make better business decisions.
- Use knowledge gained from general education courses to enhance communication, decision making, and problem-solving skills.

COMPUTER INFORMATION SYSTEMS

Databases

- Design, implement, manage and use traditional and non-traditional dedicated and multi-user database and applications.
- Create table instances, query, manage and provide database security.
- Use techniques for PL/SQL programming to customize database by implementing data structure management using transaction management techniques while applying PL/SQL in 3GL and Web environments.
- Create forms, reports, and conduct queries and maintain databases.

Networking

- Implement operating systems using LINUX/UNIX and Windows/DOS environment in a single and multiuser platform.
- Configure Windows Server Network Infrastructure which provides in-depth coverage for industrial certification exam objectives and focuses on the skills needed to manage the network system.
- Using commands to navigate through the operating systems from the command prompt.

IT Security

- Implement security measures in computer network settings and identify ways the computer systems can easily be compromised by hackers and attackers including recurring events such as identity theft, virus and worm attacks and success of the criminal attackers which illustrates the weakness in current information technologies are explored along with the need to heighten the security of these systems.

Programming and Application Development

- Develop applications with emphasis on critical thinking approach to programming.
- Diagram application codes and develop step-by-step procedures through appropriate documentation such as pseudo code IPO, TOE, and coupling diagram.

Website Design and Development

- Design, create and publish Websites utilizing HTML and XML tags, MS-Web Expression and Dreamweaver software.
- Use interactive components of the Website using Flash, Fireworks and JavaScript coding.
- Use the database concept to create dynamic websites.

Publishing

- Use desktop publishing applications to prepare professional publications that include promotional documents, flyers, business cards, letterheads, envelopes and Web-based documents.
- Prepare presentation materials with various applications utilizing features such as slide transition and adding multimedia elements such as music, animation, and graphics.

D

See Table 2 – Student Learning Results[2].

E

During this self-study year, the Business and Technology Department had five courses with multiple course sections that were taught in three ways – conventional, hybrid, and Web. The online section of the ACCT 211, ACCT 212, BUAD 100, BUAD 112, CISS 109, were comparable to the conventional delivery. The attached chart (Table 2[2]) shows the retention rates, completer success, and grade point averages for each type.

Evidence

[1] [Comprehensive Learning Outcomes Assessment A Practical Guide](#)

[2] [ACBSP_Table 2](#)

[3] [CCSSE Developmental Education Students](#)[ACBSP 4.1 Figure 1 jpeg](#)[ACBSP 4.1 Figure 2 jpeg](#)[CCSSE-Graphs-Allx1](#)**Criterion 4.2** Program Evaluation**Narrative****A**

A strategic initiative of the College is a commitment to continuous improvement of its programs and services, setting new standards for collaboration and interdisciplinary work, and strengthening community connections that promote academic and cultural activities, as well as economic and human development. The College has several practices to sustain a culture of evidence and maintain academic excellence in an effort to meet the changing needs of the community. BCCC requires a program review for all academic degree programs every five years, multi-year assessment plans, and annual assessment reports. Moreover, there are new quality control mechanisms in place to ensure that reports have quality and useful information.

The Program Review and Evaluation Committee's (PREC) process is extensive and consists of an internal *Self-Study* and peer reviewer. Peer reviewers, faculty representatives from all academic departments, comprise the Faculty Senate Program Review and Evaluation Committee (PREC). This collaborative process brings to bear the judgment of respected colleagues in assessing and improving the quality of academic programs. Tasks include: (1) gathering information about an academic program, (2) reviewing and analyzing this information, (3) synthesizing all available information and making judgments about overall quality and recommendations for improvement, and (4) following up to ensure that the program is fully supported in its efforts to address the outcomes of the review. These emphases ensure that the reviews contribute in a fundamentally important way to the attainment of the campus mission and that warranted recommendations for improvement stemming from them are carried out.

The program self-study must demonstrate how the curriculum supports student-learning outcomes and how outcomes are assessed and used to improve teaching and learning. Other items addressed in the self-study include the quality of faculty teaching, enrollment trends and program demands, and cost-effectiveness of the program. Program review offers an opportunity for faculty to engage in the assessment process. This program review process requires programs under review to identify an action plan to improve practices based on the recommendations of the faculty peer reviewers, including ways progress will be assessed.

B

The B&T Department Faculty are involved in the program evaluation process at every level. This opportunity allows faculty to engage and discuss program standing and effectiveness. The PREC is a faculty committee who serve three-year terms. A member from each department is represented on this committee. In addition to attending Advisory Committee meetings, faculty attend monthly department meetings to discuss curriculum effectiveness, among other topics.

Additional program evaluation activities are initiated by faculty, the department associate dean, and by program advisory committee members, as a result of observed changes in the expectations of potential employers. For instance, degree/certificate conferment and enrollment was used to assess the relative contribution of the accounting program to internal and external stakeholders. Findings revealed that many non-traditional students enroll in accounting, finance courses, and have no interest in obtaining a degree or certificate. The Accounting faculty have been redefining student success to extend beyond degree/certificate completion to include other indicators of success. This conversation

yielded a CPA track for non-degree/certificate seeking students looking to take the CPA examination. CPA License pass rates are now being considered as an indicator of student success.

C

In the Business and Technology Department, the following data are reviewed (when available) to ensure that relevant, timely, and quality programs are provided to students and the community:

1. Program Goals
2. Advisory Committee Meeting Minutes
3. Faculty data: faculty credentials (full and part-time), accomplishments of faculty, Professional development activities of faculty
4. Students Data: breakdown of students by type, numbers served, FTE, registrations, graduates
5. Multi-Year Assessment Plans
6. Grade Distribution Reports
7. Course Fill rates
8. Market share of degree
9. Program and Course level summative and formative assessment data (i.e., capstone projects, exams, etc.).

D

Program evaluation data and information are shared with internal and external stakeholders during bi-annual advisory committee meetings and online through the College website. Enrollment, graduation and retention information are published on the BCCC intranet. The college submits program evaluation data and information to the Maryland Higher Education Commission.

E

Several improvements to Business and Technology programs have been implemented as a result of program evaluation. Recommendations for improvements arise from many different sources, including review of the multi-year assessment plans, and other internal and external feedback. The adjustments to curricula typically fall into the three categories: adjustment to program content/and or sequence, pedagogical adjustment and revision of assessment methodology (i.e., instrument, scoring rubric).

Accounting

1. Accounting Principles I and Accounting Principles II, which were four credits, were modified to three credits, Financial Accounting and Managerial Accounting courses respectively. These courses have been presented to the department for approval to restore the four classroom meeting hours, which would be a combination of lab and lecture hours.
2. Textbooks used in Financial and Managerial Accounting are more appropriate and relevant to the structure and objectives of these classes and, therefore, different from those used in the predecessor Accounting Principles' classes.
3. A new textbook has been adopted for Income Tax Accounting.
4. The following four courses namely Financial Accounting, Managerial Accounting, Cost Accounting and Income Tax Accounting have integrated MyAccountingLab, a publisher (Pearson Prentice Hall) provided platform for completing homework, practice quizzes/exams and or exams. The following two courses Intermediate Accounting I and Intermediate accounting II have integrated Wiley Plus, a publisher (Wiley)provided platform for completing homework, practice quizzes/exams and or exams.
5. The above-mentioned platforms provide students with instantaneous feedback and enables the instructor to make solutions available to students for further review, study and follow up. Furthermore, this platform is accompanied by a plethora of student learning aids and additionally provides the instructor with detailed statistical data and analysis regarding a student's performance.
6. All Accounting courses migrate to new editions of their respective textbooks as circumstances

warrant, in order to keep up with evolving technology and issues.

The following enhancements have been newly developed by the Accounting Faculty:

1. Revisions to the program mission and goals
2. Integration of career and industry relevant projects and assignments into the Accounting course curriculum.
3. Students have access to expanded Accounting Lab hours staffed with qualified tutors who work closely with Accounting faculty to identify student problems and address them
4. A new proposed CPA Qualification track is making its way through various steps of the college's approval process.
5. A new Accounting Technology Certificate has been developed comprised of 18 credit hours is currently on the drawing board that marries Accounting and Technology courses
6. Revisions to the existing Accounting Certificate program are being proposed to make it more streamlined as well as offer students more course choices
7. All Accounting courses have been developed for online delivery making the Accounting Program one of the few programs at BCCC that can be fully delivered online. Blackboard, an online learning platform, has also been integrated in varying degrees into all Accounting courses taught in the physical classroom thus making students more technologically savvy.

In addition, Accounting students engaged in the following activities:

1. Interact with highly qualified professionals both in the classroom and through the activities of the Accounting Club
1. Attend and or participate through presentations in Coppin University Ethics Conference thereby broadening their horizons and understanding of this important trait
2. Generate written assignments and or projects that are designed to develop and or enhance ethical, analytical, communication and critical thinking skills

Criterion 4.3 Student Assessment

Narrative

A

Underprepared students needing academic support services are identified during the recruitment and admissions process. Students are referred to services and programs that address their specific needs based on ACCUPLACER scores. Students are referred to the Testing Center to take the ACCUPLACER exam to determine appropriate placement. If the scores are high (90 in writing, 79 in reading, 45 in math), the student will be referred to an advisor who will set goals and register the student for appropriate College-level coursework. If the ACCUPLACER score is below those levels, students will be referred to necessary developmental or English Language Instruction (ELI) classes.

B

A major premise of the Maryland public higher education system is that a student should be able to progress from one institution of higher education to another without loss of time or unnecessary duplication of effort. High school students who have completed coursework identified in articulation agreements may receive advanced placement and may be exempt from those courses based on verification of competencies by the articulated agreements. Students who have acquired college level learning through work or non-collegiate activities earn BCCC credits for these life experiences. Students may have the option of being exempted from some courses when skills and knowledge have already been attained either through related academic work or through professional experience.

Advanced Placement Courses (AP) – Certain high school courses that qualify as a college-level academic work to prepare students for college coursework. The College Board, a national organization that develops course curriculum, provides training and administers a national standardized exam for each AP course, operates this program. Students enrolled in these courses must take an AP exam, and successful scores on the AP exam may qualify students for college credit and advanced standing.

Dual Credit – A College program that allows high school students to take college courses for which they can simultaneously earn both college and high school credit. With permission from their high schools, qualified students may enroll in college courses that apply toward an associate degree offered by BCCCC. Courses completed as a part of the Dual Credit program become a part of the students' college transcripts as well as their high school records.

College Transfer Credit – Students may receive transfer credit for courses successfully completed at a regionally accredited college or university (See BCCC Transfer Policy).

Experiential Learning – Students may receive experiential learning credit for selected courses.

Tests – BCCC administers a variety of tests that may be used to earn advanced standing. These tests include various Advanced Placement Examinations, Credit by Examination, and the CLEP.

C

Since the last ACBSP Self-Study in 2003 and Quality Assurance Report in 2010, BCCC identified a need for an Intrusive Academic Advising Model to increase student success. Intrusive academic advising has been fully implemented. The need for the Intrusive Advising program was based on research, which showed that a significant number of students earned more than 60 credits but were not eligible for graduation.

The Intrusive Advising Model requires that students meet with their assigned advisor at least twice per semester to help keep them on track until graduation. This includes utilizing the faculty and student portal to monitor when students reach critical 15-30-45 credit milestones to ensure that their education plan is up to date in preparation for graduation. Comprehensive advising resources are also available on the Faculty Portal, including immediate access to Student Inquiry, Educational Plans, and General Education Requirements. The model also integrates Departmental Advisor Liaisons in the faculty departmental meetings to discuss ongoing advising issues and advising training needs.

D

One of the key barriers to persistence is the extensive number of developmental courses that many students are required to complete based on their placement test scores, especially in mathematics. The College is committed to improving retention rates, as reflected in [Goal 1 of the 2013-2018 \[1\]](#) Strategic Plan. Significant steps have been taken to streamline the developmental education process. The College has been working to address this barrier within the admissions process. BCCC fully expects that such initiatives will increase passing rates in math and reduce the negative impact of math on fall-to-fall retention rates for developmental students in the fall 2012 cohort.

The Testing Center offers review sessions for preparation for the ACCUPLACER placement test. Past reports have shown that at least one third of the students who took the review session and then retested moved up one developmental level. The more quickly students are able to undertake college-level courses, the more likely they are to undertake the studies that they desire.

E.

Table 3 - Organizational Performance Results[2] shows each business program's results tracked for the last three years.

Evidence

[1] [Strategic Plan - Four Goals](#)

[2] [Organizational Performance Results](#)

Summary 4 Summary of Standard 4 - Measurement, Analysis, and Knowledge Management**Narrative****Strengths**

Sustaining a culture of evidence through the measurement, analysis and use of student learning outcome data to improve teaching and learning presents both challenges and opportunities for Baltimore City Community College. Student learning outcome assessment and its process is faculty driven. A taskforce convened by the Faculty Senate, developed an outcomes assessment process for degree and certificate programs and general education to ensure that all programs are engaged in assessment to improve to teaching and learning and overall institutional effectiveness. A culture of evidence is evolving at the College with a new academic unit, APAAS, designed to support educational effectiveness and yield institutional renewal has been established.

The Business and Technology Department consistently engages in assessment and uses varied methods and metrics to capture educational effectiveness. The new assessment process for academic affairs yielded a more formal team approach to assessment for each discipline. This team, known as the Faculty Assessment Team (FAT), is a collaborative group effort in which faculty come together and discusses assessment activities. Through program assessment, program and course level student learning outcome assessment informs curriculum rigor, relevancy, and effectiveness. BCCC program evaluation provides an opportunity for reflection through a self-study and peer review process and informs academic renewal. New programs, certificates and concentration tracks manifest through this process as evidenced by new program proposals for cyber security and a CPA track. These initiatives are poised to increase enrollment and offer alternative options for non-degree seeking students who wish to meet professional standards for career advancement.

The arrival of the Dean of Special Projects, who oversees academic planning, assessment and accreditation, in fall 2013, provides a strong leadership team that will continue to address assessment as a high priority and offer faculty support in the development of new academic programs that meets the needs of the students and community.

Opportunities

The long vacancy of leadership in the Office of Accreditation and Assessment, the instability in the leadership in the Office of Academic Affairs for several years, and the vacancy of an associate dean for the Business and Technology Department affected efforts to develop a coherent comprehensive assessment plan that included regularly published assessment reports and tracked improvement practices based on data gathered from reports.

The completion of program review and evaluation of degree and credit programs is not consistently completed. Programs in the Business and Technology Department have not undergone a PREC evaluation in more than seven years. The business programs are slated for review in fall 2014. The assessment office will be helpful to the Business and Technology Department in this evaluation process.

STANDARD 5 FACULTY AND STAFF FOCUS

Criterion 5.1 Human Resource Planning

Narrative

Baltimore City Community College (BCCC) defines and publishes policies regarding employment of faculty and staff. These policies and procedures are consistent with applicable federal and state laws and regulations. Faculty members are hired through a multi-step process, based on academic planning processes and strategic goals. The Vice President of Academic Affairs makes a hiring recommendation and Human Resources follows the Standard Operating Procedure (SOP) – New Hires, which was approved in 2008. The College advertises in diverse publications, as it is a College priority to employ faculty who parallel the diversity of BCCC students. According to BCCC's 2012 – 2013 Cultural Diversity Report Update 7-16-13, page 7, in fall 2012, minorities constituted 63 percent of full-time faculty, 71 percent of full-time administrators, and 67 percent of other full-time professional staff. The fall 2012 student enrollment had 91 percent minorities.

Hiring Process

BCCC's Human Resources department publishes information related to job vacancies, the employment process, submission of application, and required application materials on the College's Web site (Employment Opportunities). BCCC Procedures and policies define the College's major hiring processes, including the recruitment, interview, selection, and approval of candidates. External and internal job announcements provide evidence that the Human Resources department adheres to these guidelines when advertising positions.

Baltimore City Community College has specific guidelines for the full-time faculty employment process. The B&T Department follows these guidelines when hiring a new full-time faculty member. Faculty are recruited based on their degrees in the field of specialty, as well as their teaching experience. A Master's degree in their teaching field is the primary concern. Teaching experience of three to five years is also required and experience with exposure to a diverse student body is preferred.

When a position becomes available, ads are placed in regional and local publications, and on the College network. Interested parties are asked to respond to the Office of Human Resources. The Associate Dean is responsible for insuring the establishment of a search committee and in some cases chairs the committee. The search committee is composed of at least five members, including: faculty who are related and not related to the program and members from across other disciplines. An additional member representing the administration attends the candidates' interviews. The search committee screens the applications, conducts interviews, and recommends three qualified candidates to the Dean of the Business and Technology Division and the Vice President for Academic Affairs. The Vice President for Academic Affairs makes the final recommendation to the President of the College, who makes the final decision.

Full-time employees, with Personnel Identification Numbers (PINs) at the College are categorized as follows: faculty (four ranks, nine steps within each rank), administrators and professional staff (seven grades, 20 steps within each grade) and skilled services staff. In addition, the College also hires contractual employees.

At BCCC, only instructional faculty in the Division of Academic Affairs are categorized as full-time faculty. Administrators and professional staff are full-time employees who are not classified as skilled service by the Maryland Department of Personnel, and therefore are not considered full-time faculty. Full-time faculty are employed under the Faculty Contract System; they work under rolling contracts rather than a tenure system. After an initial probationary period with annual evaluations of "good" or "better," a faculty member is offered a three-year contract, which will continuously be renewed under the condition that evaluations remain at this level. Additional information regarding distribution of

full-time employees by category and rank is provided in Table 5.1. Information pertaining to BCCC's Human Resource policies and procedures can be accessed through the College Web site (www.bccc.edu).

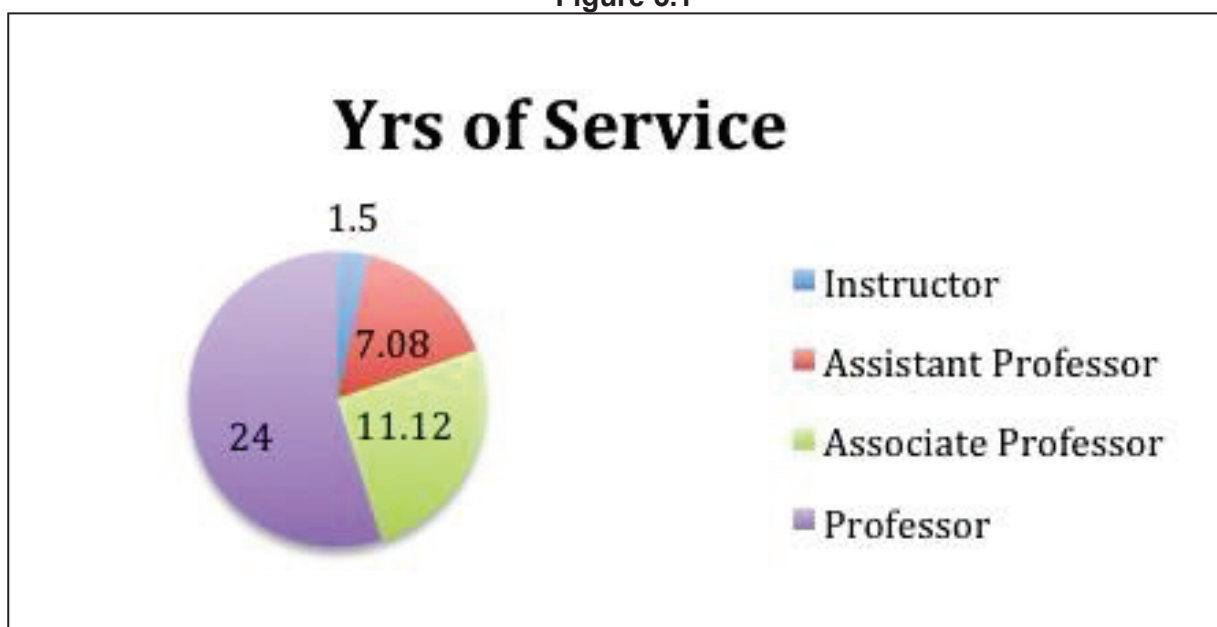
Adjunct faculty members are recruited through newspaper advertisements and business contacts. Any person who is qualified and interested in part-time teaching is invited to attend the Adjunct Faculty Development Day. Their resume is reviewed and the application process may be completed. During the selection of adjunct faculty, special considerations may be given to candidates who have valuable expertise through licensure or professional continuing education in the field, when candidates do not fulfill the minimum ACBSP standards. With the addition of the Assistant Dean of Adjunct Faculty, all prospective candidates are interviewed by a committee and recommended to teach.

B

BCCC is committed to being a premier community resource for learning through its relevant curriculum and most valuable resource, faculty. BCCC recruits high performing faculty by providing an atmosphere that promotes civility, academic freedom and excellence, career progression and professional development.

Work Environment - The Business and Technology Department makes a concerted effort to foster an environment that not only attracts highly qualified and motivated faculty but also retains them through faculty incentives and recognitions. Doing so has promoted a spirit of collegiality and academic excellence and an atmosphere conducive to academic pursuits, cooperation and freedom. This culture has yielded department loyalty through high lengths of service. The average length for all faculty is 10.93 years. For the business and Technology department, the average length is 19 years. The following chart depicts the distribution of periods of service among full-time faculty in the division, relative to the school and other areas.

Figure 5.1



Compensation

BCCC recognizes that offering faculty compensation that is comparable to other local colleges is a key component in faculty retention. The last comprehensive, full-time employee salary study was completed in 1999. The Interim President, Dr. Carolyn H. Anderson, has submitted an RFP for \$125,000 to fund an outside vendor who will conduct the salary study for all employees of the College, including faculty (Board of Trustees Minutes, May 2013[1]). Concerning adjunct faculty compensation, according to postings on local colleges' websites, the Community College of Baltimore County (CCBC), Harford Community College (HCC), and Frederick Community College (FCC) pay adjunct faculty at a

higher rate than BCCC at the two salary levels (new hires and highest level). As the Compensation Table illustrates, the difference is greatest at the entry point, with the gap diminishing significantly over length of service.

Compensation Table

Comparison of Adjunct Faculty Compensation New Hire Adjunct Pay			Highest Salary Adjunct Pay: 10 or More Years of Service		
College	Rate Per Credit Hour	Difference	College	Rate Per Credit Hour	Difference
CCBC	\$710.00	\$116.90	CCBC	\$827.17	\$81.97
HCC	\$771.03	\$177.93	HCC	\$773.52	\$28.32
FCC	\$663.00	\$69.90	FCC	\$764.58	\$19.38
BCCC	\$593.10		BCCC	\$745.20	

Career Progression

Faculty promotion in rank is described in the Faculty Handbook[2], which provides a summary of the policy and procedures. Each year by the beginning of March, the Academic Rank and Promotion Committee (ARP) initiates the promotion process by sending a notice via e-mail to all full-time faculty. Attached to the notice are promotion procedures, criteria for promotion and a copy of the procedures.

Only those faculty members receiving ratings of "Excellent," "Very Good," or "Good," in the year of application may apply for promotion. Faculty may apply for promotion to the next highest rank only. Faculty members applying for promotion will complete an application form drawn up by the Academic Rank and Promotion Committee. In order to promote faculty development, the policy of the ARP, upon conclusion of its deliberations, is to notify candidates of the disposition of their application, noting specific areas in need of improvement. After several years of no promotions, eleven faculty members were promoted in 2013. Since our last reaffirmation of accreditation in June 2003, four B&T faculty members in the programs to be reaffirmed were promoted - one promoted to Associate Professor and three to Full-Professor.

Workload Assignments

A full-time teaching assignment is 30 Teaching Assignment Units (TAUs) per academic year. The typical assignment is 15 TAUs per semester, but the assignment may be modified by mutual, written agreement among the faculty member, associate dean, division dean, and Vice President for Academic Affairs. Assignments may include teaching courses, laboratory responsibilities, program or discipline coordinators, Associate Dean responsibilities, and/or other special assignments. Provisions exist for overload assignments. A part-time instructor may teach a maximum of three courses, or nine TAUs, in one or more departments. The Vice President for Academic Affairs must approve exceptions.

Each full-time faculty member shall officially schedule and be available a minimum of five hours per week for office hours. These office hours are scheduled on not fewer than two days of each week. Each program coordinator shall officially schedule and be available a minimum six hours per week (double three release hours) in addition to the five faculty office hours. Further information can be found in the Faculty Handbook that will be available in the team's room for review.

C

The Business and Technology Department's work environment supports a climate that contributes to the well-being, satisfaction and motivation of faculty and staff through multiple channels and collaborations. The on-boarding process for the department begins upon hiring. Faculty are provided information about the organization and resources available to assist in their transition to BCCC.

Optimal work and learning space strengthens productivity. Each faculty has a private office to ensure advising sessions with students is done in complete confidence. Also, adjunct faculty members are provided workspace with computers. The B&T Department also hosts informal gatherings for personal events such as promotions, off-site gatherings for birthdays, and retirements. The Annual Faculty Holiday Celebration ended in 2006. This event was chaired by a B&T faculty member for 13 years.

The College supports its faculty in their pursuit of learning through professional development funds and tuition remission, and, thereby, enhances the ability of faculty to pursue their goal of lifelong education. The College also permits flexibility in the scholar's work schedule whenever possible. BCCC is the safest campus in Maryland, according to the Cleary report. BCCC provides law enforcement and protection for the campus community. The department employs a staff of sworn officers and security guards. The Department promotes a community-oriented policing philosophy by engaging the campus community as partners in keeping the campus and off-campus sites safe. In response to any crisis situation, the department can activate a college-wide emergency alert system, which uses text messaging to notify faculty, staff and students.

D

BCCC regularly evaluates the satisfaction of faculty and staff using the BCCC Climate Survey. BCCC faculty and staff illustrate their satisfaction with the college through their volunteer initiatives that extend beyond contractual obligations. Many faculty in the department volunteer their time and talent to Kappa Beta Delta, Granville T. Woods Honors program, Faculty Senate and Senate committees and the Student Clubs.

Evidence

- [1] [Board of Trustees - Min - May 2013](#)
- [2] [Faculty Handbook 2013-2014 Revised 11-13-13](#)
 1 - MHEC Approved Program Degrees and Certifications
 [chart figure 5.1 jpeg](#)

Criterion 5.2 Faculty Qualifications

Narrative

5.2

Employee qualifications and credentials are a critical foundation for business success. Qualified faculty members should be able to teach all courses taught within the business unit. Faculty qualifications in the business unit are defined as Master's or Doctorate Degree Qualified, Professionally Qualified, or as Exceptions. See Table 4[1].

Evidence

- [1] [Table 4](#)

Criterion 5.3 Faculty Composition

Narrative

The Business and Technology Department relies on college-wide measures of assessing the availability of qualified full-time faculty members. To ensure that the number of full-time faculty members is adequate to meet its needs, the College monitors a number of indicators, including average class size, the student/faculty ratio, and the full-time/adjunct faculty distribution. The faculty composition, as illustrated by Table 5[1], outlines the faculty faculty's credentials and FTE teaching-load distribution.

BCCC employs an adequate number of full-time faculty members to ensure that a sufficient number of its course offerings are taught by full-time faculty. Sixty-five percent of all faculty members at BCCC hold advanced degrees. Additionally, the College has aggressively pursued its Affirmative Action goals in support of its strategic initiative promoting faculty and staff diversity. These efforts resulted in an outstanding performance during 2012-2013. For those years the College ranked highly among all state higher education institutions, and high among state agencies with 501-1,000 employees. When considering the hiring of adjunct faculty members, BCCC aggressively advertises and holds job fairs to attract the most qualified and experienced candidates, using an online job application to begin the hiring process.

The normal teaching load for full-time faculty at BCCC is 15 "Teaching Assignment Units" (TAUs) per semester. Faculty are contracted to work the equivalent of 30 TAUs each academic year. One TAU equates to one hour of instruction. The workload of a full-time faculty member is not limited to instructional activities, but may also include program or discipline coordinators, division and/or college committee work, and other special assignments.

When more than 15 TAUs are assigned to an individual faculty member, it is generally considered overload and that faculty member receive extra compensation. Acceptance of overload is entirely the choice of the faculty member. However, overloads are generally limited to the value of two courses per semester and preparations cannot exceed three, unless otherwise noted.

The maximum workload for adjunct faculty is limited to nine TAUs per semester. Teaching assignments over 10 TAUs require approval by the Vice President for Academic Affairs. The hiring process for adjunct faculty in the Business and Technology Department is essentially the same process used for hiring full-time faculty. Potential applicants are interviewed by a search committee, consisting of members from the department, the program coordinator, and possibly the Associate Dean, up to six or seven members.

The Business and Technology Department has paid particular attention to faculty credentials as a means of ensuring that department programs emphasize business practice as well as business theory. By hiring faculty with an obvious depth of work experience coupled with appropriate educational credentials, the programs and courses in the division comprise a curriculum that is based on current practice and theory, providing students with a meaningful education that enables a rapid integration into the workplace.

Evidence

[1] [Table 5](#)

Criterion 5.4 Faculty Deployment

Narrative

The Business and Technology Department, by its use of program coordinators, meets the criterion of having one full-time professionally qualified faculty member in each program. Full-time faculty teach in all degree programs and certificates offered in the division. Where adjunct faculty are employed to teach any course sections, the course has been developed and possible taught by a full-time faculty member. The program coordinator is charged with managing the program objectives and all course details, and is listed, with contact information in the course outline. This practice ensures that students can contact the coordinator of the program directly even if they are being taught by an adjunct instructor.

All courses and sections are online enhanced. Online enhancement makes available such course resources as instructor-supplied materials, syllabi, course outlines, emails, discussion postings, FAQ's, etc. for every section of a course on a 24/7 basis. As a result, faculty and students have available a

means of immediate and direct communication, leading to significantly better interaction. Also, the course materials are presented consistently to all students through delivery by the online course management system, Blackboard. This online process is set up for all course delivery methods whether on- or off-campus, day or night, weekday or weekend, or online, in-class, or mixed mode. As a direct result, the program coordinator and/or Associate Dean can remain in contact with all adjunct faculty members and provide guidance whenever needed. It also guarantees that the same resources are available across all sections of every course.

A

For the self-study year, there were no B&T programs that did not have one full-time faculty member. BCCC policy, as spelled out in the Faculty Handbook, places a strict limit on the maximum overload allowed for full-time faculty members: overloads for full-time faculty may not exceed two overloads per semester. This policy serves to help maintain a high quality of instruction and department productivity goals.

Faculty Release Time

Faculty members may receive release time from their normal teaching duties for a variety of reasons. In addition, as directed by BCCC policy, teaching faculty may be released from part or their entire teaching load to perform instructional-related administrative assignments. Such assignments are considered temporary and reappointments are made every academic year. Faculty members may be given release time for the development of new courses, for participation in administrative duties requiring extended time commitments, and for special projects.

Adjunct faculty do not receive release time per se. However, they may be compensated for course development, course management and necessary training outside their normal duties as part-time instructors. Adjunct faculty members do not have official advising assignments, but often assist in course and career counseling. For example, they are often asked by their students for career guidance, since many part-time faculties are currently employed in the field in which they are teaching.

Course Delivery Mode

The faculty position description specifies that teaching performance and instructional development duties apply to "traditional and/or distance delivery," indicating that the faculty member must be ready to handle instructional duties in various formats to include day/evening/weekend delivery and via full electronic/Internet communication. BCCC faculty members are expected to teach at a variety of locations. The College employs qualified faculty sufficient to plan, design and teach all of its courses and programs, regardless of instructional method.

During the self-study year, the Business and Technology Department recorded several instances of faculty members exceeding the maximum teaching load. In one instance a full-time professor was called upon to take on an additional class due to the resignation of an adjunct faculty member in the middle of one semester. The full-time instructor assumed the duties of teaching the course in order to minimize any disruption to the students in the class. Another instance of a full-time instructor exceeding the maximum teaching load resulted during the course of the Middle States Commission on Higher Education self-study. Since this involved only administrative duties, the Associate Dean considered the overload duties relatively inconsequential.

B&T Faculty Distribution Assignment Table

Programs	Traditional Day		Traditional Evening		Online		Hybrid	
	Full Time	Part-Time	Full Time	Part-Time	Full Time	Part-Time	Full Time	Part-Time
Accounting	6		6	3	8	0	0	0
Business Administration	14	10	8	6	8	2	0	0
Business Management	13	9	7	6	7	0	0	0
Computer Information Systems	22	3	23	2	4	0	0	0

B Not Applicable

Criterion 5.5 Faculty Load

Narrative

The Business and Technology Department considers the management of every faculty member's workload to be of paramount importance since an excessive load might impact a professor's effectiveness. The Department starts by observing the guidelines which define the teaching assignment, work week and teaching load requirements for full-time faculty members. The work week for BCCC full-time faculty is 15 hours of instruction, five office hours, and meetings as required. The faculty member must teach 30 hours per academic year.

Associate Deans monitor faculty loads with regard to class size, number of preparations and delivery mode, to ensure an equitable distribution across the department. BCCC's procedures also identify the circumstances under which faculty teaching load can be adjusted for both administrative and teaching faculty.

Teaching loads may be adjusted for budgetary or productivity considerations. The number of course preparations per semester is generally limited to 3, since it is recognized that the added management and development for disparate courses can add greatly to faculty load, especially if the class size is above average. In the case where a faculty member is called upon to assume a teaching load beyond the normal load, department heads carefully apply overload policies spelled out in the BCCC Faculty Handbook.

The workload of a faculty member is not limited to instructional activities, but may also include program or discipline coordinatorships, division and/or college committee work, and other special assignments.

Full-time faculty members are responsible for maintaining five office hours for student advisement during each semester, and 15 hours of combined Arena Registration (9 hrs.) and office hours (6) during registration. Faculty members are allowed to set their own office hours around their teaching assignments. Faculty members also serve on a number of college committees. Service to the discipline, department, division, and college is one of the criteria for faculty to receive a good or above annual evaluation. Furthermore, in order for a faculty member to be successfully promoted, they are required to serve and chair various committees.

Criterion 5.6 Faculty Evaluation

Narrative

A

BCCC regularly evaluates the effectiveness of each full-time and adjunct faculty member in accordance with published criteria, regardless of contractual or tenured status. Full-time faculty are evaluated using the [Faculty Evaluation Information and Instrument\[1\]](#) as outlined through Appendices B - E of the 2013-2014 Faculty Handbook[1]. Multiple methods, including the input of students, are used to evaluate the effectiveness of each faculty member.

Full-time faculty members receive an annual evaluation from the Associate Dean. The primary purpose of evaluation is to increase the overall efficiency of the College by helping faculty members improve their performance. The entire process is used to help faculty provide the highest quality instruction to their students while still maintaining academic freedom and supporting professional responsibility within the department and division.

The evaluation instrument details the employee's job duties and success criteria based on the position description. The College publishes position descriptions for academic Deans, Associate Deans, Academic Program Coordinators and Faculty positions.

The Associate Dean completes the evaluation in two stages; the planning stage and the evaluation stage. The Associate Dean and the faculty member complete the planning stage document together for the upcoming evaluation period. The reviewer (typically the Dean) reviews the planning document, which is then signed by the Associate Dean, the Dean and the faculty member.

At the end of the assessment period, the Associate Dean uses the planning stage document as a framework for completing the evaluation of the faculty member. As part of the evaluation, the Associate Dean takes into consideration the results of classroom observations and student evaluations, described below. The Associate Dean notes the faculty member's strengths and weaknesses, and identifies areas for improvement, including how the College can contribute to this improvement. The Associate Dean submits the evaluation to the Dean for consideration and approval. The Associate Dean then reviews the evaluation with the faculty member. The faculty member has the opportunity to respond to the evaluation in writing. The evaluation results are signed by the Associate Dean, the Dean, the Faculty member, and the Vice President of Academic Affairs.

BCCC requires that all permanent employees holding faculty positions be evaluated annually. Data from the College's Human Resources office verifies that all full-time faculty members received an evaluation within the last calendar year.

All faculty members, regardless of employment status, are subject to periodic evaluation of their teaching performance. The evaluation consists of two modes: direct observation during an actual class meeting and assessment derived from the Student Evaluation of Course and Instructor instrument.

B

As specified in the Faculty Handbook, Academic Deans and Associate Deans must ensure that all instructors in their areas are evaluated in a teaching setting at least once per academic year. adjunct faculty members have a classroom observation during their first semester teaching for the College and at least annually thereafter. Evaluation forms for both the traditional and online settings assess the faculty member on planning, presentation and learning assessment. The traditional evaluation includes the category "Learning Activities and Teaching Methods," and the online evaluation includes "Communication Methods."

One of the College's most significant tools used for improvement is the Student Evaluation of Course and Instructor (SECI) system for collecting and analyzing student evaluations of both courses and instructors. Each semester, BCCC administers this evaluation to all instructors, both full-time and part-time, for use in all course sections.

The evaluation form requires students to respond to items related to the quality of the course and to instructor performance. Students also are encouraged to include personal comments regarding any aspect of the course or instructor. Associate Deans share the results of these evaluations with faculty members and discuss ways in which they can improve their teaching performance.

The Institutional Research office compiles SECI results and prepares reports for deans and department heads. After the semester ends and all grades are posted, Institutional Research submits these reports to the appropriate Associate Dean for review and distribution to instructors. On-line evaluations may be accessed by the professor via Blackboard.

As described in Section A, all faculty, both full- and part-time, are involved in a continual performance improvement loop. Feedback through multiple sources streams to each faculty member, whether it is supplied via student response using the SECI instrument, or verbally when the evaluator and faculty member meet to discuss strengths and weaknesses. SECI evaluations are reviewed by the Dean and Associate Dean and forwarded to each instructor for review and discussion.

C

As described in Section A, faculty, both full-time and adjunct, are involved in a continual performance improvement loop. Feedback through multiple sources streams to each faculty member whether supplied via student responses using the SECI instrument or verbally through the evaluation processes. SECI evaluations are reviewed by the Dean and Associate Dean then forwarded to each instructor for review and discussion.

Faculty evaluation provides key information not only to assist the faculty member, but also to inform administration of areas needing improvement. First, the evaluation determines whether or not a new faculty member will move from probationary status to permanent status. Second, the evaluation is used by the Associate Dean and faculty member to identify strengths and areas for improvement to help the faculty member become a more effective teacher and employee. And lastly, the data are used to determine departmental and divisional plans for increased effectiveness, needed training and continuous improvement. The entire process is a mentoring tool, used to help faculty provide the highest quality education to their students while still maintaining academic freedom and supporting professional responsibility within the department, the division, and the College.

The College employs 117 full-time faculty members. Of the 117, fifteen (15) are Business & Technology Department Faculty members. The minimum degree required for faculty members is a Master's degree. Thirty of the faculty members currently hold Doctorates. Three faculty with Doctorates teach in the B&T Department and one additional B&T faculty member is working on a doctorate. The proportion of full-time faculty in relation to full-time staff and administration has remained consistent since the 2008 Periodic Review Report despite fluctuations in the actual number of full-time faculty members, as seen in the table below.

BCCC FULL-TIME EMPLOYEES BY CATEGORY

	Fall, 2008		Fall, 2009		Fall, 2010		Fall, 2011		Fall, 2012	
	N =	%	N =	%	N =	%	N =	%	N =	%
Full-time Credit Instructional	133	28.0%	128	29.0%	123	29.0%	117	28.4%	117	27.5%
Remaining Full-time Staff	342	72.0%	313	71.0%	301	71.0%	295	71.6%	308	72.5%

All headcounts as of September 30th of the academic year

Performance evaluations of full-time and adjunct faculty members occur annually, based on teaching excellence and service to the respective department, the College, and the community. Teaching excellence is weighted most heavily. Teaching excellence includes the results of student ratings of instruction, a classroom observation, achievement of individual goals, a self-assessment, and an instructional materials packet. Professional growth is encouraged through the establishment and assessment of annual goals, which also enter into the faculty-evaluation process. Each full-time faculty member includes at least one goal that must address improved student learning outcomes and assessment. Student Learning Outcomes analysis was added as a component in 2009 to support the College's transition to a culture of assessment. Annual evaluation criteria also include a College-wide professional development component. All staff are required to attain 40 professional development hours per year.

The Associate Dean provides a pre- and post-evaluation conference. During the pre-evaluation conference, the faculty members' packet is reviewed to determine if any changes need to be made. Once the evaluation is complete, the post conference meeting is scheduled to review the rating. The faculty member is asked to acknowledge that the conference occurred by signing the evaluation. An appeal process is in place if the faculty member does not agree with the evaluation.

Associate Deans issue faculty ratings. The evaluation process also requires the respective Dean (One-over Supervisor Model) and the Vice President for Academic Affairs to review the faculty's evaluation packet to eliminate bias and maintain an atmosphere of fairness. Faculty may appeal the rating by following the established appeals process. The Faculty Senate and Board of Trustees approved the evaluation process and documents January 1991.

The Faculty Annual Review Policy^[2] has been in place since originally approved in January 1999. As the need for changes become apparent, minor process modifications are made with Faculty Senate approval. Major modifications, however, require Board of Trustees approval.

The spring 2013-2014 Middle States Self-Study (Faculty Part II - Question 19^[3]) revealed that 46% of respondents "strongly agreed" or "agreed" that faculty evaluation are preformed according to published policies and procedures, and 38% through that the faculty evaluation process promotes excellence, service, and growth ("strongly agree" or "agree").

The annual faculty evaluation instrument also weighs heavily in the promotion process for full-time faculty. Student evaluations, the classroom observation, the evaluation of goals and the progress made on achieving them, the rating given by the Associate Dean and the written comments speak to instructional effectiveness and are used to improve instruction.

Additionally, the annual faculty evaluation instrument further guides the promotion process for full-time faculty. Faculty promotion procedures require that members applying for promotion complete an application drawn up by the Faculty Promotion Committee. Faculty submit the application, which includes the current and previous two years' evaluations. Only those members rated Good, Very Good, or Excellent may apply for promotion. The list of faculty members is submitted to the VPAA for recommendation to the President.

Faculty members who receive an evaluation from the Vice President that results in a recommendation of contract non-renewal may appeal the process *and the specific facts* that led to the rating in accordance with the steps below.

1. The faculty member must appeal the rating to the President, in writing, within ten working days of the receipt of the rating. The President will acknowledge receipt of the request, in writing, within five working days of the receipt of the written appeal.
2. The President will take the following action with respect to the appeal: Review the process which led to the rating and render a decision regarding it to the faculty member, in writing, within twenty working days of acknowledging the receipt of the appeal (See Faculty Evaluation Process and Documents^[2]).

Adjunct Faculty

Adjunct faculty members are evaluated yearly, based upon a classroom observation, an instructional materials packet, student surveys, and performance of required duties as outlined in the [Adjunct Faculty Handbook](#)[4]. Adjunct faculty have an office and Assistant Dean devoted to their needs and website that was added in spring 2012. All adjunct faculty have a master's degree in the respective area except for certain applied areas. There is a standard hiring process for adjunct faculty that is managed by the Assistant Dean of Adjunct Faculty. The Assistant Dean of Adjunct Faculty was added in 2012.

Evidence

- [1] [Faculty Handbook 2012-2013 - 11-13-13](#)
- [2] [FACULTY EVALUATION INSTRUMENT](#)
- [3] [MS Self Study Survey 2013 - Faculty II](#)
- [4] [Adjunct Faculty Guidebook_Final-2013](#)
[Faculty Handbook 2013-2014 - 11-13-13](#)
[MS Self Study Survey 2013 - Faculty II](#)

Criterion 5.7 Faculty and Staff Professional Development and Scholarly Activities

Narrative

A

The College provides a myriad of opportunities for professional development through a variety of programs, including the following:

- Prior to the start of each semester, faculty attend the College Forum, an all-day meeting that provides information regarding college-wide operations.
- A second day is scheduled prior to the start of each semester, called Faculty Academy. During this day, information specific to academic affairs is provided. Guest speakers provide information on a variety of topics, and divisional and departmental meetings are scheduled to inform, renew, and reaffirm before the start of the semester.
- On-campus, in-service workshops and other training is offered throughout the year, sponsored by Human Resources
- Faculty and Staff may take classes for college credit to obtain up to a terminal degree at no cost.

B

The Professional Development Report[1] captures participation of the Business unit faculty and staff in professional development and scholarly activities.

C

The College's Professional Development opportunities have yielded three doctoral degrees for three of the Business & Technology Faculty members.

Evidence

- [1] [Professional Development Report](#)

Criterion 5.8 Faculty Instructional Development

Narrative**A**

Full-Time Faculty Orientation

The College's commitment to the instructional development of its faculty is apparent at the time of hire. New faculty members participate in a structured orientation that provides training and information required to perform all job duties and assume their responsibilities to the College. The course agenda documents a broad range of topics which answers many of their questions as they develop and teach their course work. Part-time faculty are also included in college-wide training sessions including training specific to course software and publisher-provided training. All faculty are required to enroll in a semester-long training class before they can teach online classes.

Academic Affairs Meeting

Every year the Vice President for Academic Affairs schedules the Faculty Academy before the fall and spring semester begins. It is generally scheduled the day after the College Forum. The day's activities provide an excellent opportunity for the Vice President to welcome back returning faculty and introduce newly hired faculty members, to refresh all faculty about instructional policies and practices, and to introduce and explain innovative instructional projects, such as Complete College America initiative and Senate Bill 740.

B

Curriculum development in the Business and Technology Department is a topic that is seldom left off the agenda for any department or division level meetings. The Dean and Associate Dean constantly instill in faculty members the overarching goal of maintaining programs at the leading edge of instructional development. This emphasis on advancement means that course developers are constantly considering new courses or updates to existing courses based on the latest modern technology and practices. Unfortunately, the immediate past administration thwarted the development of courses and programs. Therefore, the B&T Department looks forward to rebuilding with reinstating some programs and developing new ones. The department's emphasis on continuous improvement of course curricula has resulted in concomitant advancement of faculty learning and overall improved performance. At the same time, all course developers are aware that new courses and course updates need to be carefully considered and coordinated with other faculty and departments that may be affected by the changes. Accordingly, the department follows a strict policy on the review of major curriculum changes by the College's Curriculum and Instruction Committee and through its Academic Advisory Committees.

Curriculum and Instruction Committee (CIC)

At each stage of the curriculum development process there are checks to ensure that program requirements are clear and appropriate. The CIC, comprised of faculty and staff members, examines each proposal for a new program or program revision and recommends curriculum changes to the Vice President for Academic Affairs. Committee members consider the coherence of the curriculum, its relevance to the program and to the institutional mission, program and course objectives and the need for each change in light of demands from business/industry and university transfer requirements.

Academic Advisory Committees

A major factor in considering updates to the curriculum is the advice from each program's Academic Advisory Committee members. This group of business and industry employers/leaders provides important guidance to program managers on industry trends and emerging technologies. Meeting twice a year, the advisory committee reviews program curricula, equipment needs, and critical skills needed

to maintain a strong workforce. The Academic Advisory Committee Member Handbook outlines the roles and responsibilities of these committees.

Other factors that contribute to the high level of knowledge and success in instructional development among faculty members include the following:

- ACBSP: Guidelines from the Accreditation Council for Business Schools and Programs (ACBSP) help BCCC faculty adjust degree programs for quality and currency. When a program is due for an accreditation self-study and site visit, program faculty draft a comprehensive self-study, which is then reviewed by the Vice President of Academic Affairs. The self-study and the results of the site visit help faculty in determining priority budget requests and any necessary program revisions. The College Catalog identifies the BCCC programs accredited by state and national accrediting agencies.
- Any BCCC program which is offered through distance learning is also offered through traditional classroom instruction. The curriculum for any program offered through distance learning is identical to the traditional curriculum. All degree requirements are published in the catalog, available in both hard copy and online, and is updated annually to reflect curriculum revisions.

Criterion 5.9 Faculty Operational Policies, Procedures, and Practices

Narrative

A

The revised 2013-2014 Faculty Handbook^[1] is the vehicle that provides procedures, policies, and practices for the management and professional growth of faculty members. This information is available to faculty via the College's intranet and Blackboard. It includes explanations and descriptions of the following:

- Faculty Development (Pg. 40)
- Tenure and Promotion Policies (Pg. 20)
- Evaluation Procedures and Criteria (Appendix B-E)
- Workload Policies (2.8.4-2.8.14.2)
- Service Policies (Appendix I)
- Professional Expectations (Pg. 31)
- Termination Policies (Appendix I)

B

A hard copy of the Faculty Handbook is available in the ACBSP Resource Center. The document may also be accessed via Blackboard.

Evidence

[1] [Faculty Handbook 2013-2014 Revised 11-13-13](#)

Summary 5 Summary of Standard 5 - Faculty and Staff Focus

Narrative

Strengths

The Business and Technology Department faculty and staff are well-qualified based on education and work experience criteria. The faculty are flexible on the variety of courses in their specific programs that they are qualified to teach. The faculty and staff are quite stable regarding longevity in the department, several over 38 years.

Professional development activities necessary to stay up to date in the fast-paced business and computer fields are strong components of the faculty's commitment to the programs. Several

department faculty and staff received awards from the College and/or professional organizations in recognition of teaching, innovation, and community service.

Opportunities

Qualified adjunct instructors' availability continues to be a major concern for daytime classes. The timeliness of approving new initiatives is an area needing improvement.

STANDARD 6 PROCESS MANAGEMENT

Criterion 6.1 Curriculum

Narrative

A

The B&T Department follows established procedures for managing key processes for design and delivery of its educational programs and offerings. Courses and academic programs are developed and reviewed through the process established and approved by the Curriculum and Instruction Committee (CIC). The CIC's role is to "approve all new courses and curricula offered by the College for submission to the Maryland Higher Education Commission.

The CIC closely examines courses to determine whether prerequisites are appropriate and whether course objectives are clearly stated and measurable. The CIC examines the role of the course and curricula and considers whether it is part of a career or transfer program. Modifications to programs are processed through CIC, reviewed by the Faculty Senate Executive Committee, the Office of the Vice President for Academic Affairs, and if necessary, submitted to the Maryland Higher Education Commission for review and action. The CIC also approves the deletion of obsolete courses and curricula, and approves major changes made to existing courses.

When a course or program is revised or newly proposed, the originator submits the proposal to the discipline for approval. If approved by the discipline, the proposal is presented to the department for approval. If approved, then it is presented to the CIC. If approved, the proposal goes to the Senate Executive Committee for approval. If approved, it is forwarded to the VPAA for approval and MHEC, if necessary.

B

The department ensures that courses taught by both full-time and adjunct faculty are of comparable quality and consistency. All courses have the same requirements, as described in the Master Syllabus, whether taught by full- or part-time instructors or through whatever modality. Quality and consistency are ensured through the completion of SLOAs. At the end of the semester, program coordinators collect SLOAs from all instructors teaching the same course. This information is analyzed and charted by the department's assessment Discipline Liaison to determine if any changes are needed or if objectives have been met or need to be changed.

Criterion 6.2 Professional Component

Narrative

A

All programs meet the 25 percent standard. See Curriculum Summary Tables for Accounting[1], Business Administration[2], Business Management[3], and Computer Information Systems[4].

B

Not applicable.

Evidence

- [1] [Curriculum Summary Table Accounting](#)
- [2] [Curriculum Summary Table Business Administration](#)
- [3] [Curriculum Summary Table Business Management](#)

[4] [Curriculum Summary Table CIS](#)

Criterion 6.3 General Education Component

Narrative

A

All programs meet the 25 percent standards. See Curriculum Summary Tables for Accounting[1], Business Administration[2], Business Management[3], and Computer Information Systems[4].

B

Not applicable.

Evidence

- [1] [Curriculum Summary Table Accounting](#)
- [2] [Curriculum Summary Table Business Administration](#)
- [3] [Curriculum Summary Table Business Management](#)
- [4] [Curriculum Summary Table CIS](#)

Criterion 6.4 Business Major Component

Narrative

A

All programs meet the 25 percent standard. See Curriculum Summary Tables for Accounting[1], Business Administration[2], Business Management[3], and Computer Information Systems[4].

B

Not applicable.

Evidence

- [1] [Curriculum Summary Table Accounting](#)
- [2] [Curriculum Summary Table Business Administration](#)
- [3] [Curriculum Summary Table Business Management](#)
- [4] [Curriculum Summary Table CIS](#)

Criterion 6.5 Off-Campus Operations and Unique Items

Narrative

Not applicable. All business program academic activities that generate a student credit hour occur on the main campus.

Criterion 6.6 Minimum Grade Requirement

Narrative

A

BCCC has a minimum grade point average policy. Associate degrees are awarded to students who meet all requirements as spelled out in the College Catalog.

B

An Audit Advisor in Records and Registration completes a thorough review of the student's courses, grades, discipline requirements, general education requirements and college requirements. At the end of the semester, the Program Coordinator is contacted to confirm the Audit Advisor's findings.

Criterion 6.7 Learning and Academic Resources**Narrative****A**

Business and Technology faculty have not participated in the library's acquisition program in any meaningful way in the last two years. In fall, 2013, Associate Dean Bryant Evans met with the Library staff, and as a result, the Library Director and the Coordinator of Collection Services presented information about the Library's collections at the fall 2013 department meeting. Library representatives indicated that more collaboration between the Library and the Business and Technology Department faculty is needed. Previously, the Associate Dean solicited recommendations from the faculty regarding the Library's collection. Prior to 2012, the Associate Dean ensured participation via instructing the program coordinators to submit recommendation individually. Textbooks for all accredited BCCC classes are housed in the Library's Reference area allowing students use of textbooks for a limited time while in the Library. Updates to the course syllabi provide updates to reference books. These references have to be approved by the Coordinator of Collection Services, Sherry Roxbury.

B

Off-campus students have access to the same research and reading assignments as do on-campus students. Students and faculty have access to digital collections of Library materials on a 24/7 basis through the Library tab on Blackboard. In addition to the two large general databases, Academic One File (Gale) and Academic Search (Ebsco), the Library provides access to the following electronic databases which support the programs within the Business and Technology department:

- Business Source Premier -(EBSCO) Index of business and trade magazines and journals
- Hoover's Online Business Network--Directory of business information Journal of Accountancy Online
- 1996-Lexis-Nexis Academic Universe--Articles from Business journals, newspapers, and legal sources, including court decisions. This is available on campus only due to licensing restrictions
- Regional Business News--Articles from local business newspapers and magazines. Includes the Baltimore Daily Record
- Small Business Resource Center--For those starting or running a small business; includes sample business plans, how to guides, articles and websites
- Wall Street Journal--Articles from 1982 to the present, from the respected business daily
- WWD--Women's Wear Daily
- Online reference materials in Business are available through the Credo Reference Database
- Interlibrary Loan is readily available through MARINA, the state-wide interlibrary loan system.
- Baltimore City Community College is a subscribing member of MARINA.
- In addition to providing phone and e-mail reference services, the Library is a participating member of AskUsNow, a national consortium providing 24/7 online reference services.

Blackboard is also a way students have access to the same research and reading assignments as on-campus students. Data shows an average of 83,581 page views per day for June 2012 through May 2013. Students enrolled in off-campus locations, which include the Life Sciences Institute at the University of Maryland BioPark, the Maryland Center for Construction Technologies, and the Reisterstown Plaza Center, now have access to the student support services that are available to on-campus students.

C

The College offers many free computer-related services to students and faculty. Registered students receive their own e-mail account which can be accessed from computers in the library and at the open computer labs. Knowledgeable staff members at these labs offer students technical assistance.

IT and ITC actions have led to the addition of multiple student labs (approximately 1,200 computers), in the last five years, located at all campus locations. BCCC has instituted state-of-the-art multi-user and microcomputer-based applications utilizing various systems. Nearly all of the College's existing computer labs have Internet access and connectivity to the College's data center through high-speed fiber optics cabling. The Open Computer Lab, located in Liberty Main 053-055 has 62 Pentium IV computers and is available Monday-Thursday, 8 a.m. to 9 p.m.; Friday, 8 a.m. to 7 p.m.; and Saturday, 9 a.m. to 2 p.m.

Criterion 6.8 Support Services**Narrative****A**

Baltimore City Community College and the Business and Technology Department provide for a wide range of institutional support services that assist in the delivery of a high quality instruction. These services include facilities essential to the preparation and delivery of course content, training that assists faculty and staff in mastering and employing the latest technology, and policies that ensure faculty have the academic freedom and support to advance their own level of knowledge and that of their students. A summary of the various facets of these support services is explained below.

College Facilities and Agencies

- Public Safety - This unit ensures the safety and security of all College faculty, staff and students. BCCC has one of the lowest rates of security incidences in the state of Maryland.
- Emergency Alert System (EAS) - This system is used to communicate vital information to faculty, staff and students as quickly as possible before, during and after a campus emergency. It is also used in the event of inclement weather.
- Learning Resources Centers – The LRCs provide a wealth of library and information resource support to everyone at the College. This support includes three well equipped learning centers at the three primary locations, as well as innumerable resources accessible online.
- Facilities Management – This unit manages the upkeep of all College facilities and ensures that all buildings, classrooms etc. are in good working order at all times.
- E-Learning - Manages the online learning system and provides training to all online faculty in how to use the blackboard online system. It also offers valuable assistance to faculty in the areas of curriculum development. IT Manages the College's central web site to provide current and accurate information to its students, faculty, and staff. It also provides instructional materials design and development, and in various methodologies of curriculum delivery.
- Human Resources Department - Helps employees develop and improve their professional and technical skills through a variety of formal professional development training sessions and a mix of one-on-one training, including both hardware and software training sessions.
- Information Technology Services - Provides hardware and software support for all of the College's computer systems, both in office settings and in all of TTC's labs and master classrooms.
- Institutional Advancement, Marketing Research - It provides information for institutional planning, decision-making, and continuous improvement. The department maintains documentation and provides reports and information to internal users and to local, state and federal agencies. It is also responsible for marketing the programs.
- Administrative Assistance - The Academic division has both full-time and part-time administrative assistance that provide support sufficient to handle all of the requirements to manage a large

academic division composed of a variety of departments.

Policies Supporting Academic Advancement

- Flexible Work Week - The division allows each faculty member a wide degree of latitude in scheduling office hours during each semester, which provides the freedom to schedule academic pursuits as well as off-campus training opportunities.
- Release Time - In addition to a flexible work schedule, full-time faculty members may receive release time for a variety of reasons, including requirements for training and in support of instructional-related administrative assignments.
- Program Coordinators/Course Facilitators - BCCC has a program coordinator and course facilitator policy. The Business and Technology Department relies on experienced faculty program coordinators to support and advise other faculty in the development of course materials. The program coordinator is charged with managing the program objectives and all course details along with contact information listed in the course outline. This practice ensures that every course is offered in a standardized format to all students, whether taught by the course developer, another full-time faculty member, or a part-time instructor. The policy reduces the preparation time required by other instructors and provides a consistent interface for all students taking the course.
- Professional Development Funds - The division supports the many academic efforts of its faculty by pursuing and providing significant support in terms of professional development funds, grants and other resources. In addition, the College Foundation encourages and supports all faculty in their pursuit of learning through its tuition remission/assistance programs. These funds provide financial assistance for tuition and books, and thereby enhance the ability of faculty to pursue a goal of lifelong education.
- Academic Program Advisory Committees - This group of business and industry employers/leaders provides important guidance to program managers on industry trends and emerging technologies. Meeting twice a year, each advisory committee reviews program curricula, equipment needs, and critical skills needed to maintain a strong workforce. The result is a curriculum that stays on the cutting edge of technology and provides the most suitable education for all division students, no matter their area of interest and career goals.
- Counseling - The College offers professional counseling services that specialize in workplace issues. This service provides employees with a confidential, comprehensive and free resource for resolving personal issues.

B

The Business and Technology Department's curricula is designed to meet the express desires of local business leaders, workforce competencies, and is delivered in a variety of formats that allow students to fit courses into a busy work schedule. The College has experienced an enrollment decline over the past several years. The Business and Technology Department has been especially interested in increasing the number of programs offered fully online. With the expert aid of many other departments, the B & T Department offers Accounting and Business Management fully online. The department is working in collaboration with other college divisions and departments, including: Distance Learning, Center for Teaching Support, Information Technology Services, and the Learning Centers to expedite offering all programs fully online. With this team effort, the division will succeed in making its entire curriculum available to any interested student with access to the Internet.

Available to B&T students are appropriate labs where students can get hands-on experience with hardware and software relevant to their field of study. In addition, each lab is loaded with the latest version of software packages, in order to ensure that students gain experience with state-of-the-art programs. The department values the support and guidance provided by the Academic Program Advisory Committee members. BCCC, as well as the B & T department, know that an important gauge of the relevance of a student's knowledge is the opinion of the employers who will interview, consider hiring the students, and actually hire our students. Accordingly, every meeting with the advisory

committee members is planned carefully to gain the most appropriate feedback on the present state of the curriculum, and to seek important suggestions on how to tailor curriculum content to satisfy the needs for today's workforce. Implementing advisory committee suggestions into practice is considered the best way to prepare students for success in finding employment after graduation.

Criterion 6.9 Educational Innovation

Narrative

A

The department as well, as the College, knows that if the appropriate tools are provided the faculty will respond with the requisite theory to keep the department on the forefront of educational innovations. Several principles guide the department's efforts to encourage innovation. One is that employees know that they have the freedom and support to pursue educational interests offered either by the College or by outside institutions. The college has historically provided a great deal of support for professional development through the use of the professional development funds. Further, both faculty and staff receive the benefit of flexible work scheduling, providing them the open time to pursue their educational goals. While encouraging constant upgrades in all curricula, the Dean also recognizes that these updates cannot be accomplished in a vacuum, in that seemingly small updates in one program can have significant impact on other programs of study, both within and outside of the division. Accordingly, the curriculum committee for each program includes members of multiple departments who cooperate to study the potential effects on both the student population and other departments' programs. This policy accomplishes two purposes: first, the cross-department cooperation helps to minimize such impacts; and very importantly, the synergy achieved by combining department efforts serves to encourage creativity and innovation during the development of program revisions.

B

The Business and Technology Department has initiated a wide variety of innovations in its quest to stay at the forefront of technological advances. Many of these advances have become standards used throughout the College. The following will summarize the most significant advances made in recent years.

Online Programs - As noted in section 6.8B the department is nearing a milestone of providing 100% online access for all of its students.

Course Facilitator - The Course Facilitator is a full-time faculty member who reports to the Associate Dean of the department. This facilitator is responsible for planning, developing, delivering and evaluating a course. In addition, the facilitator takes the lead in constructing and supervising student learning outcomes.

Academic Advising Checklist - A Business and Technology faculty member, recently helped to develop a comprehensive advising checklist in an effort to improve the quality and consistency of academic advising, and then piloted its use. As a result of that successful pilot project, BCCC now employs the checklist as an advising tool college wide. This tool also assists the program coordinators to monitor the student's Goal Achievement Plan (GAP).

Student Tutoring - Standard 3 has illustrated the support provided by a variety of student organizations sponsored by the division. As students offer their time to assist the College and the surrounding community, the department has also considered it important to invest some of this time and effort in assisting their fellow students. Accordingly, B & T student organizations often set up tutoring sessions for students who need assistance, and this practice has proved successful in adding to student satisfaction, success, and retention.

Criterion 6.10 Articulation and Transfer Relationships

Narrative

A

BCCC maintains general transfer agreements with many Maryland colleges and universities, as well as some specialty transfer agreements. The College Transfer Center is where students may meet with representatives from area colleges and universities. "Transfer Day," sponsored by Student Affairs, provides a day when local colleges visit BCCC to discuss transfer options and requirements. Although many other colleges participate, the following is a list of colleges and universities published for students considering transfer from the B&T programs.

College/University	Program
Morgan State University	Business Administration
Strayer University	Accounting, Business Administration, Computer Information Systems
University of Baltimore	Joint Admissions (Business, Accounting)
Coppin University	Accounting, Business Administration and Management

B

Baltimore City Community College has signed articulation agreements with several colleges and universities. These agreements ensure that students who complete the Associate degree can transfer with full junior standing into programs at the transfer institution. The previous Business and Technology Department Associate Dean and faculty members were involved in the enhancement of articulation agreements with Morgan State University, the University of Baltimore, University of Maryland University College and Coppin State University. Students completing the business and technology programs have the opportunity to continue a Bachelor's degree at four-year institutions. The B&T Department previously worked closely with Baltimore City Public School System (BCPSS) through Tech Prep initiatives to develop articulation agreements for courses in Accounting, Computer Information Systems, and Administrative Assistant. This initiative has ended. The Articulation agreements are available in the team's work room for review.

C

BCCC awards transfer credit for coursework completed with a grade of C or better from regionally accredited colleges and universities (See BCCC Transfer Policy[1] and Transfer Procedures[2]). The Transfer Policy addresses the transfer and acceptance of credits from and to other colleges, universities, and other approved agencies for the purpose of assisting students transferring to and from BCCC. The policy permits students who have successfully completed courses at a regionally accredited college or university to receive credit toward a certificate, Associate degree, or an exemption from the appropriate Associate Dean and the Admissions Office. If the course description and credit hours match, transfer credit will be awarded for an equivalent BCCC course. If there is no course equivalent, they may receive non-equivalent transfer credit. BCCC does not award transfer credit for courses considered developmental or remedial.

The College Transfer Office at BCCC provides a myriad of information for students including: articulation agreements, academic advisement, transfer activities, scholarship information, applications, reference materials and transfer seminars. The College Transfer Center and academic departments have access to ARTSYS (University of Maryland State Articulation System), which is a computerized data information system that allows students and advisors at community colleges to ascertain the transferability of individual community college courses. It indicates whether the course is transferable

and, if so, indicates the four-year institution's equivalent course number. Using community college course numbers, ARTSYS also provides the recommended courses for transfer to specific programs of study at participating four-year institutions.

The Maryland Higher Education Commission has developed Statewide Transfer Regulations for community colleges and four-year public colleges and universities. These regulations are designed to ensure that students can progress from a community college to a four-year institution without loss of time or unnecessary duplication of effort.

BCCC has articulation agreements through the ARTSYS system with the following colleges:

- Bowie State University
- Coppin State College
- Frostburg State University
- Hood College
- Morgan State University
- St. Mary's College
- Towson State University
- University of Baltimore
- University of Maryland, Baltimore County
- University of Maryland, College Park
- University of Maryland, Eastern Shore
- University of Maryland, University College

D

BCCC welcomes transfer students and has agreements to encourage and aid students in their efforts to pursue appropriate coursework prior to transfer. The Admissions Office evaluates all courses that are applicable for an Associate in Arts Degree or Certificate. Credits transferred must be applicable to the student's programs of study at BCCC.

After discussing educational goals and career options, faculty advisors direct students to the College's Transfer Office when students are seeking to transfer to a four-year college or university. A full-time transfer coordinator is available to assist the student in understanding transfer policies and procedures, which are in operation at all public educational institutions in the State of Maryland. Approved transfer credits are placed in the Student Information System for the program advisor to review. The advisors follow the College's Academic Advising Checklist and check the student's academic record for approved transfer credit and information is taken into account when building the student's academic schedule.

The College explains the process for requesting advanced standing credit on its web site. Additionally, students have immediate access to information concerning academic standing, approved course credit, grades, etc. through the Student Portal, a secure application that allows students to view important records and complete many transactions online (i.e., applications, registration, and payment).

The business faculty are knowledgeable of articulation agreements and transfer requirements to advise students on the transferability of business coursework. Students who make appointments to see their assigned advisors during the preregistration period are counseled on the coursework that they need to complete for articulation agreements and transfer equivalencies at other colleges. All articulations and agreements are on the college's website. The college's Advising Center is available year-round. The program faculty advisors are available during their office hours or by appointment to provide additional guidance and to help students with selecting course work that is appropriate for their situation.

Evidence

[1] [Transfer and Advance Standing Policy](#)

[2] [Transfer and Advance Standing Procedure 1-10-14](#)

Summary 6 Summary of Standard 6 - Process Management

Narrative

Strengths

The Department of Business and Technology works with all College departments and support services to provide a high-quality education for its students and to continuously assess where improvements might be necessary. The department plays a leadership role in its involvement with College initiatives and campus-wide activities. The B&T Department has established a reputation for proposing innovative ideas toward improving educational innovations to the extent that when the College seeks to test any new procedures or initiatives, the Business and Technology Department is normally the place where these initiatives are put to the test and tweaked for perfection. For example, the department developed the goal of providing 100% online access for all students long before any other academic unit thought it was feasible. To help make that goal a reality, the department introduced the course facilitator concept, so that all online courses presented a relatively standardized interface to all students rather than a patchwork of class designs that might confuse students with little online experience. Other innovations introduced by the Business and Technology Department include a much-needed guide for student advising that ensures that students get all the information they need to manage their course plans successfully, a critical management tool that guarantees that all the right software will be loaded into each of the College's labs before the start of every semester, and a tool for program coordinators to use in monitoring the progress of the students in their programs.

Opportunities

The College's purchase of the South Pavilion, across the street in the local community, provides an opportunity for growth. However, given ever-tightening state budgets, this purchase also poses a significant challenge to every academic and non-academic unit soliciting the use of the new location. In order to offer the depth of programs and certificates that the local citizenry will surely expect, the division will need to seek additional budgetary help and perhaps tap into other funding sources to hire the additional professors necessary to provide the same quality education available for all programs.

The ever-changing world of technology demands that any academic unit with the word "technology" in its title keep pace with the current level of technology at a minimum, and if at all possible, lead. For this reason, the subject of better, more innovative methods of delivering course materials and stimulating student interests in technological advancements is always on the agenda for college-level and department-level meetings. The Dean and Associate Dean will continue to seek ways to motivate all professors to continue the excellent level of teaching.

SUMMARY SELF-STUDY SUMMARY

- 1 Provide a brief summary of the self-study that includes an overview of the strengths and opportunities for improvement identified at the end of each standard.

Narrative

Strengths

The Department of Business and Technology is widely recognized for its success in keeping its curricula dynamic, up-to-date and focused on the leading edge of technology. These results are achieved through the diligent efforts of one of the most diverse and qualified group of faculty members in any College. As designated earlier, 100 percent of department's faculty members have Masters or Doctorate Degrees. The Dean and Associate Dean take full advantage of the talent on hand by challenging the faculty to lead the College in the adoption of new technology, enhanced instructional design, professional development and innovative thinking. The department was the first unit at the College to fully embrace and implement online course technology and currently provides a dynamic and robust list of course offerings using the latest in computer, audio, virtual, and video technologies.

As a leading department within the College, the Business and Technology Department is a source of innovation for college-wide projects. Recent projects spearheaded by the department include the selection of online course management software; new teaching strategies, including the development of training videos in the use of the online course management system and the implementation of course delivery in an online virtual campus environment; and piloting new academic advising techniques.

The College supports leadership development in all departments. As pointed out earlier in this document, the Business and Technology Department is heavily involved and engaged in several college-wide committees. Additionally, the College has promoted a number of other leadership development programs in the last several years.

Career progression within the department, and from the department to other positions of leadership and responsibility within the College, has long been a major goal of the Business and Technology Department. In recent history, faculty members have shown a remarkable progression from part-time to full-time status, to program coordinator, to Associate Dean, to Dean, and currently, the Vice President of the Faculty Senate. These advancements have been the direct result of the constant striving for academic excellence, scholarly advancement, and leadership development.

Besides the pursuit of academic excellence, student success and the advancement of technology throughout the College, the Business and Technology Department continues its strong partnerships with local industry and government. These connections serve to strengthen ties that allow faculty and staff to advance one's own education, and in turn apply that learning to efforts in providing the most rewarding education for all of students.

Opportunities

One key area that the department has already begun to address in earnest concerns the depth and breadth of involvement of its adjunct faculty. By its very nature, the involvement of adjunct time faculty presents a challenge due simply to the fluid nature of faculty assignments from semester to semester. Nevertheless, the department has a responsibility to address needs and engage adjunct faculty in as many of the division activities as possible.

- 2 Explain circumstances that prevent compliance with any standard such as state or local laws or bargaining agreements. Include a request for an exception or waiver of compliance with an appropriate justification.

Narrative

There are no circumstances that prevent compliance with any standard.

- 3** Explain how student achievement will be made public.

Narrative

The College publishes "The Daily News," a publication that is posted on the BCCC website. This publication sites student achievement and is accessible internally and externally. Also, the department recognizes student achievement via Kappa Beta Delta. The local newspapers, including the Baltimore Sun publishes articles relative to student achievements. Another avenue are employers and staff who work with our Interns. A premier activity that show cases student achieve is the annual Student Award Banquet. This catered dinner event-program is held every year at one of Baltimore's famous catering facilities. Students are honored with citations, awards, and plaques for a variety of accomplishments. Business students are well represented for receiving awards. Finally, the student representative on the Board of Trustees is a business major.
