



Baltimore City Community College

Dr. Debra L. McCurdy
President

Board of Trustees Open Session

Mr. Kurt L. Schmoke
Chair

WEDNESDAY | JUNE 17, 2020



BOARD OF TRUSTEES
BALTIMORE CITY COMMUNITY COLLEGE

Open Session

BOARD OF TRUSTEES

Kurt L. Schmoke, Esq.
Chair

Leonor Tannhauser Blum

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PRESIDENT

Debra L. McCurdy, PhD



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TAB 1 | Approval of the June 17, 2020 Agenda



BOARD OF TRUSTEES

BALTIMORE CITY COMMUNITY COLLEGE

Open Session Agenda | June 17, 2020 (Virtual Zoom Meeting)

<https://us02web.zoom.us/j/83136547703>

I. Call to Order	Mr. Kurt L. Schmoke, <i>Chair</i>
Adoption of Agenda	Mr. Kurt L. Schmoke, <i>Chair</i>
a. Approval of the June 17, 2020 Agenda (Tab 1)	
II. Board Actions / Consent Agenda	Mr. Kurt L. Schmoke, <i>Chair</i>
a. Approval of the May 20, 2020 Minutes (Tab 2)	
b. Student Government Association Report (Tab 3)	
c. AFSCME Local #1870 at BCCC Report (Tab 4)	
d. Faculty Senate Report (Tab 5)	
III. Items Removed from the Agenda (Tab 6)	Mr. Kurt L. Schmoke, <i>Chair</i>
a. AFSCME Local #1870 at BCCC Report (Tab 4)	
IV. New Business (Tab 7)	Dr. Debra McCurdy, <i>President</i>
▪ Mayor's Scholars Program & Enrollment Update Report (Information)	Dr. Debora Johnson-Ross, <i>Director, MSP</i>
	Dr. Stanley Singleton, <i>VP Student Affairs</i>
▪ Information Technology Plan Update (Information)	Mr. Stephan Byam, <i>Chief Information Officer</i>
▪ Cultural Diversity Report (VOTE)	Dr. Stanley Singleton, <i>VP Student Affairs</i>
V. College Policies (Tab 8)	Mr. Kurt L. Schmoke, <i>Chair</i>
▪ Sexual Misconduct Policy (VOTE)	Ms. Maria Rodriguez, <i>General Counsel</i>
VI. Presentations (Tab 9)	Dr. Debra McCurdy, <i>President</i>
▪ None	
VII. President's Report (Tab 10)	Dr. Debra McCurdy, <i>President</i>
a. Cabinet Division Reports (Information)	
b. Realignment Tasks Update (Information)	
	Dr. Stanley Singleton, <i>VP Student Affairs</i>
c. College Enrollment Report	
VIII. Active Search Listing (Tab 11)	Mr. Kurt L. Schmoke, <i>Chair</i>
IX. Motion for Adjournment	Mr. Kurt L. Schmoke, <i>Chair</i>



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BOARD ACTIONS / CONSENT AGENDA

TAB 2 | Approval of the May 20, 2020 Minutes

TAB 3 | Student Government Association

TAB 4 | AFSCME Local #1870 at BCCC

TAB 5 | Faculty Senate Report



BOARD OF TRUSTEES
BALTIMORE CITY COMMUNITY COLLEGE

TAB 2 | Approval of the May 20, 2020 Minutes



BOARD OF TRUSTEES

BALTIMORE CITY COMMUNITY COLLEGE

Open Session Minutes | May 20, 2020 (Virtual Conference Call Meeting)

Board Members Present: Chairman Kurt L. Schmoke, Esq., Dr. John Brothers, Mr. John D. Lewis, Ms. Leila F. Parker, Esq., Mr. Jason Perkins-Cohen, Dr. Rachel Pfeifer, and Mr. J.C. Weiss, III

Board Members Absent: Ms. Lenor Tannhauser Blum

I. CALL TO ORDER

Chair Schmoke called the May 20, 2020, Open Session Board Meeting to order at 4:11 p.m.

ADOPTION OF THE AGENDA

A. Adoption of the May 20, 2020 Agenda

Chair Schmoke called the May 20, 2020 meeting to order and motioned for the Board to approve the agenda. Trustee J.C. Weiss motioned for the approval of the agenda and Trustee Jason Perkins-Cohen seconded the motion. All Trustees were in favor.

II. MOTION FOR ADJOURNMENT

Chair Schmoke requested a motion, under the States' Open Meeting Law to adjourn the May 20, 2020, Open Session Meeting at 4:18 p.m., and to reconvene for the Closed Session. Trustee J.C. Weiss motioned for the adjournment of the May 20, 2020, Open Session Meeting and Trustee Jason Perkins-Cohen seconded the motion. All Trustees were in favor.

III. NEXT MEETING: June 17, 2020.

Attendance:

Dr. Debra L. McCurdy, President
Ms. Becky Burrell, VP of Institutional Effectiveness and Planning
Mr. Donal Christian, VP for Finance and Administration
Dr. Stanley Singleton, VP of Student Affairs
Dr. Liesl B. Jones, VP of Academic Affairs
Mr. Michael Thomas, VP of Workforce Development and Continuing Education
Ms. Dawn Kirstaetter, VP of Advancement and Strategic Partnerships
Mr. Stephan Byam, Chief Information Officer
Ms. Maria Rodriguez, Esq., General Counsel
Mr. Kevin Large, Special Assistant to the President/ Dir. of Government Relations
Ms. Lyllis Green, Chief Internal Auditor
Ms. Michelle Williams, Director of Human Resources
Dr. Debora Johnson-Ross, Director of Mayor's Scholars Program



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TAB 3 | Student Government Association Report

Baltimore City Community College

CABINET UPDATE

Board of Trustees, June 17, 2020

Student Government Association (SGA)

May 7th – The last virtual SGA meetings of the semester were held in two time slots 12 – 1 pm and 2:30 – 3:30 pm. At the later afternoon meeting, Dr. McCurdy, BCCC President and Dr. Singleton, Vice President for Student Affairs were present. During the meetings, the following topics were discussed:

- Scholarships for students;
- Commencement;
- Updates on whether students will be receiving refunds on tuition and fees due to COVID-19;
- How will withdrawing from a class effect students that are veterans;
- Scholarships for International Students;
- Information on resources for students i.e., technology and computers;
- Work Permits for International Students;
- Transcripts;
- Accommodations for students by faculty;
- Activities and events.

Other staff members present at the meetings were Jeff White, Director of Student Life and Engagement, Valerie Grays, Student Life Advisor, Michele Spears, Administrative Assistant, Dr. Boyd M. Servio-Mariano, Associate Professor of Sociology & Anthropology and Rebecca Johns-Hackett, Associate Professor of History.

May 14th – 1st Informal SGA meeting- Although the semester is over, the SGA decided to still have two additional informal virtual meetings during the month of May for students to address their concerns and to share information from the college. The first informal meeting was held from 2:30 – 3:30 pm. Student concerns/feedback from the meeting are below:

- Incomplete work – Process to request an incomplete from professors;
- Computer issues and taking exams;
- Withdrawing from courses.

May 21st – 2nd Informal SGA meeting – The second informal SGA meeting was held 2:30 – 3:30 pm. In addition to the regular Student Life and Engagement staff, present at the meeting were club advisors Daniel Izume (International Students Club) and Ricardo Quinteros (Latinx Uni2 Student Club). Student concerns/feedback from the meeting are below:

- Records and Registrations received KUDOS for being very helpful;
- Some students at the meeting are interested in running for SGA President and Vice President;
- Students present were proud to have successfully completed the semester with all online classes;
- Some students are still interested in continuing their contractual positions on campus or will BCCC;
- Some students have been overwhelmed but they are working hard to be successful;
- Some students have been stuck in other states due to the COVID-19.

Activities and Events

May 1st - Let's Talk Series - The Office of Student Life and Engagement and the Student Government Association held its second virtual session of the "Let's Talk" series from 12 – 1 pm. This series started earlier in the spring semester when students were on campus and they were scheduled to take place monthly. Since going to all online classes, it was decided to have the series weekly on Fridays. It was created so that students could have a safe space where they could speak freely without any judgment. The first co-sponsored virtual session was held on April 24, 2020.



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TAB 4 | AFSCME Local #1870 at BCCC Report

- No Report Submitted



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TAB 5 | Faculty Senate Report

BALTIMORE CITY COMMUNITY COLLEGE

Faculty Senate President's Report to Board of Trustees

Prepared by Prof. Edward Ennels, President

June 16, 2020

Introduction: Good Day BCCC Board Chair Mr. Kurt L. Schmoke, Esq. and fellow Board members. My name is Edward Ennels, Professor of Mathematics and the newly elected Faculty Senate President for 2020 to 2022. This November 2020 will mark my 15th year as a full-time employee at BCCC. I have served in a number of roles during this time including coordinator for the Alternative Diploma Programs under the Workforce and Continuing Education Division for 3 years, Grant Writer/Program Developer (\$485,000 in total grants during my tenure), Coordinator for BCPSS-BCCC Summer STEM Program for the three consecutive summers, and Coordinator for the Developmental Math Program for 4 years where I also Co-Chaired the Developmental Education Task Force. My past work with the Faculty Senate includes Faculty Senate President (2016-2018), Faculty Senate Vice President (2014-2015), Faculty Senate Secretary (2012-2014). I also Chaired the Committee on Institutional Ethics and Integrity (2019).

I look forward to working with students, faculty, staff, administrators, and Board members to bring to fruition a "shared vision" of a Baltimore City Community College that Baltimore City and the surrounding communities deserve.

Faculty Senate Election and New Faculty Senate Administrative Team

The Faculty Senate held elections for the 2020-2022 Faculty Senate President and Faculty Senate Secretary on May 1, 2020 with 90 out of 104 full-time faculty voting (or 87% turnout). I was elected Faculty Senate President and Dr. Denise Holland, Assistant Professor for Cyber Security Program, was elected Faculty Senate Secretary. Elections for two faculty department representatives to serve on the Faculty Senate Executive Committees (SEC) also took place. Our new Faculty Senate administration began work on May 15, 2020. During our first SEC meeting, Dr. Edna Street-Jones, Professor for the Dental Hygiene Program, was elected by the Senators to serve as Faculty Senate Vice President.

The theme for this new administration will be: **Be Positive! Be Efficient! Be Purposeful!** I am encouraging all faculty to:

- approach everything we do with a *Positive* attitude:
- work smarter not harder by being more *Efficient* in our work and the use of our time:
- live a life that is *Purposeful* knowing that each of us has an important role to play in moving the College forward.

The Faculty Senate Executive Committee met on May 15, 2020 and May 29, 2020 to address unresolved faculty issues and concerns with the administration.

Ongoing Discussions with BCCC Administrators

Since this new Faculty Senate administration took office on May 15, 2020, we have followed up on a number of key issues of faculty concern including:

- Outstanding Fall 2019 and Spring 2020 Faculty Contracts
- End of Year Payouts
- Finalization of Summer and Fall Course Schedule
- Faculty Course Assignments for Summer and Fall
- Outstanding Faculty Evaluations
- Annual Faculty Contracts

I am pleased report to the Board of Trustees productive ongoing discussions with President Dr. McCurdy and Vice President for Academic Affairs Dr. Jones. On Tuesday, May 19th, I was invited by Dean Brooks to sit in on the School of Arts and Social Sciences Meeting and given an opportunity to address the group. I was given the same opportunity by Dean Iweha for the School of Business, Science, Technology, Engineering, and Mathematics on Thursday, May 21st. I thanked both administrators for their support, cooperation, and transparency.

Celebrating Faculty Retirees

The Faculty Senate honors the following faculty members who have moved on or retired this academic years:

- Dr. Kathleen Berlyn (Natural and Physical Sciences)
- Dr. Adewale Laditan (Natural and Physical Sciences)
- Dr. Fekadu Folle (Natural and Physical Sciences)
- Prof. Dariush Kochesfahani (Math and Engineering)
- Dr. Shawn Lane (Business and Technology)
- Prof. Cortez Walker (Business and Technology)
- Professor/Associate Dean Theron Coleman (English, Humanities, Visual and Performing Arts)

We hope to have a proper celebration for these outstanding faculty members at some point in the fall, perhaps during our BCCC Annual Education Week celebration event

Looking to the Future

As we look to the future, we must prepare for further challenges facing the Academy that the Faculty Senate stands ready to work proactively with the administration to address. These include:

- The impact of the COVID19 on our Fall 2020 and Spring 2021 enrollment. Enrollment should be going up not down as hundreds of thousands of unemployed individuals are seeking to retrain for new jobs. We should look to the labor statistics to see what employment sectors in Maryland have been impacted and how BCCC can provide support. This data should feed into a comprehensive Marketing Strategy and Enrollment Management Strategic Plan.

- The budget deficit the College is experiencing within this fiscal year and for the 21' fiscal year due to COVID19 will require a realignment of college resources. CARES Act funding will provide some institutional and student support but we must launch an aggressive effort now to increase funding through grants, contract partnership, etc. What resources can we leverage with our community partners to offset cost?
- Program enhancement and development must be an institutional priority to meet the demands of Baltimore and the surrounding community. Given our new norm, we must begin to re-envision how our programs will function at maximum capacity through hybrid and online learning
- Our College enrollment over the last few years has been up and down but appeared to be leveling off through the enrollment boost from our connections with the school system and programs like the Mayor's Scholar Program, Year Up, P-Tech, and Dual Enrollment. Issues impacting the school system will ultimately impact us. Effective communication is key to a solid plan of action that will produce positive results.
- The College is now forced to maximize its use of a technology that is severely outdated and, as we have seen, unable to sustain the demands of the college community as we work, teach, and learn from home. I fear this issue may get worse without immediate upgrades to the existing technical infrastructure. The College has gone as far as it can go with the current legacy system and more has been done under this current administration than has been done in the last 20 years with Enterprise Resource Planning (ERP) System. There is currently a Request For Proposal (RFP) that went out in April so there most certainly will not be anything in place within the upcoming academic year to address our immediate technology needs. We look forward to the consistent update of planning with regards to the ERP modules.

When we consider all that I am sharing, there is a call to action for every member of the BCCC community. It is imperative that we maintain a high standard of professionalism in of our work and hold each other accountable where there are shortfalls and provide support when needed. We must adopt a new cultural mindset at BCCC given the current demands from within and outside of the institution. I think a community wide Strengths, Weaknesses, Opportunities, Threats (SWOT) Analysis may be helpful in shaping that new mindset.

Respectfully Submitted,

Prof. Edward Ennels
President of the Faculty Senate



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TAB 6 | Items Removed from the Agenda

- AFSCME Local #1870 at BCCC Report



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TAB 7 | New Business

- Mayor's Scholars Program & Enrollment Update Report
- Information Technology Plan Update
- Cultural Diversity Report



2020 Joint Chairmen's Report

Baltimore City Community College

Enrollment and the Mayor's Scholars Program Report

**Dr. Debra L. McCurdy
President
Baltimore City Community College**

June 15, 2020

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June 15, 2020

The Honorable Guy Guzzone
Chair, Budget and Taxation Committee
Maryland State Senate
3 West Miller Senate Office Building
11 Bladen Street
Annapolis, MD 21401

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

RE: 2020 Joint Chairmen's Report - Baltimore City Community College – Enrollment and the Mayor's Scholars Program (MSP)

Dear Chairman Guzzone and Chairwoman McIntosh:

The *Joint Chairmen's Report on Fiscal Year 2020 State Operating Budget* (page 200) directed Baltimore City Community College (BCCC) to submit to the budget committees a report titled "Enrollment and the Mayor's Scholars Program." Updated information was requested on "MSP for the 2019-2020 academic year." A second report, due to the legislature on November 30, 2020, will include additional information on the MSP.

In 2017, the Maryland General Assembly gave BCCC an ambitious mandate to realign its strategies and operations to better serve students, employers, and the community. The College has made considerable progress and it is reflected in our enhanced services and enrollment growth. The Realignment Plan included Task #3 – *Improve student pathways to success, including remedial education, attainment of a degree or postsecondary certificate, and transfer to four-year institutions of higher education.* The MSP continues to have a notable impact on enrollment at BCCC. The MSP enrollment target of 250 students has been exceeded for the past two years.

Enclosed is the formal response from Baltimore City Community College on Enrollment and the Mayor's Scholars Program.

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

Sincerely,

Debra L. McCurdy, PhD
President



cc: The Hon. Bill Ferguson, President, Senate of Maryland
The Hon. Adrienne A. Jones, Speaker, Maryland House of Delegates
Ms. Sarah Albert, Library and Information Services, Department of Legislative Services
Mr. Ian Klein, Budget Analyst, Department of Legislative Services
The Hon. Kurt L. Schmoke, Esq., Chair, BCCC Board of Trustees
Kevin Large, Special Assistant to the President/Director of Government Relations, BCCC

Baltimore City Community College
REALIGNMENT TASKS UPDATE
State of Maryland, June 15, 2020
Dr. Debra L. McCurdy, President

Realignment Task #3

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

Office of Academic Affairs

Introduction

This report provides an update to the Joint Chairmen’s Report on Enrollment and the Mayor’s Scholars Program (MSP) dated November 21, 2019 and the Addendum to the report, dated January 7, 2020. The initial report addressed the decrease in enrollment per full-time equivalent (FTE) and identified the Mayor’s Scholars Program’s impact on FTE enrollment. This update includes information from the Fall 2019 and Spring 2020 semesters on enrollment activities for specific student subpopulations and an update on MSP for the same time period. The activities in the enrollment report have been designed to improve student enrollment. These initiatives and strategies are organized by targeted student subpopulations that were specifically identified in the last report and serve as a precursor to the institution’s forthcoming work on the Strategic Enrollment Management Plan. The groups are:

1. Currently Enrolled Students/Retention;
2. Dual Enrollment;
3. Near Completers and Complete College Baltimore;
4. LatinX;
5. Veterans and Military Students;
6. International Students;
7. Year Up;
8. Workforce Development and Continuing Education;
9. Promise Academy; and
10. Granville T. Woods Scholars Program

Over the past five years, BCCC has experienced changes in enrollment across the subpopulations. Table 3.1 shows the 2015-2019 fall credit headcount by student population.

Table 3.1 Fall Credit Headcounts by Population

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Total Headcount	4,726	4,409	4,188	4,523	4,909
Special Populations: Student Characteristics					
Veterans (Includes active duty, reserve military, veterans, and spouse/dependents)	134	101	87	124	65
LatinX	155	142	131	190	241
Hispanic or Hispanic Multi-Race (Excluding White)	124	116	103	158	198
Hispanic-and-White or Hispanic-and-White with Other Races	31	26	28	32	43
Dual Enrollment	117	102	139	172	245
Non-U.S. Citizen (Student Visa or Other Non-Citizen Status)	457	455	470	845	723
Source: BCCC fall Enrollment Information System files submitted to the Maryland Higher Education Commission.					

While there has been a decrease in students who have identified as veterans or military, the College has witnessed progressive and steady growth among dual enrollment and LatinX students. The following sections of the report detail the initiatives for the subpopulations noted in table 3.1 as well as others that BCCC has identified for strengthening enrollment.

ENROLLMENT REPORT

1. Currently Enrolled Students/Retention

Initiative

Like all other institutions of Higher Education, BCCC was forced to modify the way services are delivered to students due to the COVID-19 pandemic. In March 2020, the campus converted all instruction to completely online. The campus closed and provided support to students remotely. Despite the interruption in normal operations, BCCC was still able to maintain engagement with students who were enrolled throughout the semester. This engagement included the following:

The Division of Student Affairs, in collaboration with the Division of Academic Affairs, Student Accounting, and Information Technology, transitioned all student services to virtual support. The Records and Registration Office collaborated with the Admissions Office and the Student Success Center for virtual registration of students. In order to make the online registration process easier for students, BCCC has relaxed practices that formerly made it difficult for students to complete the online registration process by removing selected stop codes from the student information system. The offices have worked to identify and resolve barriers for students desiring to register online. The process involves “triaging” students who experienced difficulty registering online. “E-advising” activities have included both group and individual Zoom advising meetings, virtual workshops, sharing of campus-wide virtual activities, connecting students to instructors, and advising students for summer registration.

To prepare for supporting students remotely, the staff within the Division of Student Affairs have been continuously engaged in workshops, seminars, webinars, and meetings designed to extract and apply best practices at BCCC. Some of these staff development/training opportunities have included:

- Zoom Training;
- Skype for Business Video Training;
- Advising Webinar “Best Practices for Serving Students Remotely”;
- Virtual Student Programming;
- Council for Opportunity in Education Webinar (TRIO); and
- BCCC Online Registration Training.

BCCC is fully committed to serving the students who have chosen to attend the institution. Initiatives to promote student success and retention are more important than ever in a remote instruction environment. Table 3.2 provides an update on strategic engagement initiatives designed to promote retention at the College.

Table 3.2 Currently Enrolled Students/Retention Initiatives

Strategy	Strategic implementation	Primary Department	Supplemental Departmental Support	Outcome/Update
Increase engagement of 1 st year students	PRE 100 classroom outreach engaging 1 st Year students	Student Success Center	<ul style="list-style-type: none"> • PRE 100 Coordinator • Academic Affairs (faculty) 	All first-year students enrolled in PRE 100 courses were visited by advisors from the Student Success Center, Judicial Affairs

			<ul style="list-style-type: none"> • Judicial Affairs and Title IX • Student Support and Wellness Services 	and Title IX, along with the Student Support and Wellness Services departments
Increased touchpoints	Academic advisors tracked and monitored student progress through establishing three touch points with students throughout the semester	Student Success	<ul style="list-style-type: none"> • Academic advisors • Student Accounting • Student Success Center 	The utilization of the caseload management model for first year and academic probation students has increased the touch-points of activities between advisors and students
Eliminated <i>automatic</i> drop for non-payment	<ul style="list-style-type: none"> • Identified students who had not selected a method of payment; • Directed employees to reach out to students via Canvas, email, telephone calls, classroom announcements, campus signage, classroom visitation, and on campus appointments; • Promoted the completion of FAFSA; • Informed students of the various payment options and due dates; • Notification to students by Academic Affairs that their courses could be dropped for non-payment; 	Division of Student Affairs	<ul style="list-style-type: none"> • Division of Academic Affairs (faculty) • Student Accounting 	More than 1,500 students were able to remain enrolled based upon the outreach by the staff and faculty from BCCC
Institution-wide Collaboration triage support of students during online instruction period (post COVID-19)	The divisions within BCCC collaborated to implement a virtual registration process that allowed students who were unable to complete online registration and other online services virtually.	Division of Student Affairs	<ul style="list-style-type: none"> • Division of Information Technology • Division of Academic Affairs 	<p>Suspended stop codes for students who needed to complete the online registration process</p> <p>Offered division-wide professional development</p>

	Devised workshops via Zoom and telephone meetings to assist students with navigating the online instruction, registration processes, financial aid processes, and general student support services.			<p>opportunity for all staff detailing the processes for online and virtual registration</p> <p>Provided division-wide training to staff on assisting and supporting students in the virtual environment</p>
Remote Departmental Frameworks (post COVID-19)	Each department is developing and accessing drafts of frameworks to ensure that services from that department are available to students remotely.	Division of Student Affairs	Institution-wide	Preliminary frameworks are currently in development to improve support services to students
Improve student access to Institution online services (post COVID-19)	Remove and suspend stop codes that are negatively impacting students' ability to maximize online registration and services.	Division of Student Affairs	<ul style="list-style-type: none"> • Division of Student Affairs • Division of Academic Affairs • Division of Information Technology 	To date, the number of students registered for the summer 2020 sessions has increased (summer session I headcount is up by 23/5% compared to summer 2019; summer session II is up by 11.5% by comparison to summer 2019)
Communication to student-body during COVID-19 pandemic	<p>Increased communication regarding operations at the College were disseminated to students via direct email and posting on the BCCC website.</p> <p>Two virtual Student Town Hall meetings held for the student body to engage with BCCC President and Cabinet members.</p>	BCCC Cabinet	<ul style="list-style-type: none"> • Student Body • Student Government Association 	Town hall meetings were well attended. Many students were able to submit questions/concerns in advance as well as ask questions during the programs.
Provided Community Resources to support	BCCC has provided updated community resources to support students. These resources included but were not	Student Wellness and Support	Institution-wide	There was an increase in student call volume to the call center in addition to an

students (post COVID-19)	limited to: Internet providers, food resources, mental health resources, and general wellness resources in the Greater Baltimore Metropolitan area.	Student Life and Engagement		increase in students taking advantage of wellness programing and counseling provided by the Student Support and Wellness Services department.
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2. Dual Enrollment

Initiative

Maryland's College and Career Act of 2013 recognized the potential of dual enrollment opportunities and called for expansion of dual enrollment in the state. Through the partnerships with local school systems, BCCC has been able to provide assistance to students in 9th -12th grade enrolled in a Maryland public or private high school, or in a home schooling program. The dual enrollment program is designed to provide high school students with an opportunity to dually enroll at BCCC. Its purpose is to give students a measure of confidence by demonstrating that they are capable of doing college-level work. The Dual Enrollment Program enables students to take college level courses and earn college credits while they are still enrolled in high school. Students who meet the Early Enrollment Scholarship requirements may qualify for up to \$1,000 per academic year toward the cost of tuition, fees, and books.

Although many spring and summer 2020 plans had to be altered due to the COVID-19 pandemic, leadership and key staff from BCCC and Baltimore City Public Schools worked collaboratively to begin the development of a preliminary framework for dual enrolled students. The framework is being developed to build a sustainable infrastructure to best design a successful Dual Enrollment model. As a demonstration of its commitment to the dual enrollment program, BCCC has developed a new staff position, Associate Director of Admissions for Dual Enrollment, to focus and grow the program. This position is expected to be filled in summer 2020.

3. Near Completers and Complete College Baltimore

Initiative

BCCC has a large number of students who have successfully completed 75% of the work toward their degree or certificate, but have left the institution without completion. The Near Completers Initiative emphasizes the need to re-engage, re-enroll and graduate students by providing 1) financial assistance, 2) customized student support, and 3) dedicated staff to incentivize their return and increase the degree/certificate attainment rates for the college and the state of Maryland. Students returning as near completers benefit from having one point of contact and other support systems in place to help facilitate the re-enrollment process on through to graduation. The institution benefits from improved enrollment and graduation rates as well as an increased alumni base. Securing external funding will further extend the benefits that can be offered to near completers.

In May 2020, the college applied for the One Step Away Grant through the Maryland Higher Education Commission to further extend the benefits that can be offered to near completers. The funding, if received, will be used to purchase much-needed degree auditing software that will expedite the assessment of progress toward completion of major requirements and college general education requirements. Additionally, BCCC would use grants funds to pay for the first course for eligible students once they return. A dedicated staff will also be assigned to work with each student to provide support with re-enrollment, graduation, and transfer.

4. LatinX

Initiative

LatinX college students are the fastest growing population in the United States. However, when compared to other ethnicities, educational attainment for this group falls short. BCCC, like many other institutions in the country, has to create focused efforts to target this special population to support degree attainment and to further educational opportunities. LatinX students may include, but are not limited to: Hispanic, students who disclose/self-report that they are members of the LatinX community, students who qualify for DACA, members of communities that identify as Spanish speaking, Dreamers, ESOL, and students who need English Language services. The percentage of Hispanic /Latino population at Baltimore City Public Schools is 13.5% for 2019/2020 school year. Table 3.3 provides an update on engagement with this subpopulation.

Table 3.3 LatinX Initiatives

Strategy	Strategic implementation	Primary Department	Supplemental Departmental Support	Outcome
Targeted High school recruitment	<p>BCCC hosted informational sessions, orientations, College Fairs, MD DREAM Act and application days specifically at high schools that had high concentrations of ESOL, undocumented, or native Spanish speaking students. The schools with highest concentration of Spanish speaking students in Baltimore City are:</p> <ul style="list-style-type: none"> • Digital Harbor High School; • Patterson High School; • National Academy Foundation; • Forest Park Senior High School; • Reginald F. Lewis High School; and • Benjamin Franklin High School. <p>Participation in “Mi Futuro” The 6th Annual College Fair for LatinX Students – hosted by Latino Providers Network at Community College of Baltimore County.</p>	Admissions	<ul style="list-style-type: none"> • Student Life and Engagement • Mayor’s Scholars Program (MSP) • Advancement and Strategic Partnerships 	Increased enrollment of LatinX students from high school, particularly in the MSP program. The reported headcount from fall 2018 to fall 2019 increased from 190 students to 241.
Community Partnerships	<p>BCCC joined the Latino Providers Network and created relationships with several other organizations who work closely with the LatinX community. The organization hosts monthly meetings.</p> <p>BCCC hosted a Mayor’s Scholars information session for 83 community leaders at the invitation of the Latino Providers Network</p> <p>The Latino Providers Network donated \$2,500 towards the LatinX Student club scholarship.</p> <p>The Latino Racial Justice Circle hosts a community fair where the BCCC admissions staff engage with Latino community members.</p>	Admissions Workforce Development	<ul style="list-style-type: none"> • Financial Aid • Student Affairs • Academic Affairs • Student Support and Wellness • Mayor’s Scholar’s Program • Advancement and Strategic Partnerships 	<p>Organizations have been able to provide support and resources not available at the college such as tax assistance, legal counsel, etc.</p> <p>Our BCCC LatinX Scholarship has been able to raise \$3,236.93 due to the good relationships our admissions staff and LatinX</p>

	<p>BCCC partnered with the Latino Education Advancement Fund to offer a Dual Enrollment information session during their annual student/parent conference.</p> <p>BCCC partnered with the office of the Comptroller of Maryland to help facilitate students' access to obtain their MD Certified taxes during the closures due to COVID-19. BCCC helped establish direct communication to a specific individual for BCCC students to work with for assistance with expediting their taxes. The contact is Spanish speaking and can assist LatinX students.</p> <p>Admissions participated in the first Hispanic Taxpayer Outreach Summit hosted by the Comptroller of Maryland. The event was attended by community leaders to help spread the word about their bilingual services.</p> <p>BCCC admission, financial aid and MSP staff participated in MSFAA training provided by CASA de Maryland. During the workshop, training staff assisted BCCC LatinX students to help them fill out their MSFAA.</p> <p>BCCC also participated in a community MSFAA/Financial aid event hosted by CASA de Maryland at a local Baltimore City Library. Most of the attendees were Hispanic families.</p> <p>BCCC partners with University of Baltimore legal Immigration clinic to provide our students free services.</p>			<p>students have developed with these organization. LatinX students are eligible to apply for and receive these funds if they do not qualify for FASFA.</p>
<p>On Campus Engagement</p>	<p>The students of BCCC established a student club named "LatinX Uni2" giving students a voice in the student experience on campus. The club has held cultural events, social justice forums, and participated in civic discourse around DACA and immigration policies. The club also established a scholarship to help</p>	<p>Student Life and Engagement</p>	<ul style="list-style-type: none"> • Division of Student Affairs • Student Life and Engagement • Advancement and Strategic Partnerships 	<p>Established scholarship with the BCCC Foundation and awarded two \$1,000 awards to LatinX students for</p>

	<p>provide additional financial support for enrolled LatinX students.</p> <p>BCCC offers Campus tours and information sessions with Spanish speaking tour guides when requested.</p> <p>BCCC offers one on one appointments via Zoom or phone appointments in Spanish.</p> <p>BCCC partnered with MHEC, CASA and the Maryland Comptroller's office to provide information on MSFFA, MD DREAM ACT and tax services for Spanish speaking students.</p>			<p>fall. Fall 2021 scholarship application opened on 2/3/2020. The committee will make decisions over the summer regarding awards. Total amount to be awarded \$3,236.93.</p>
<p>Marketing and Promotion</p>	<p>BCCC used media outlets and print materials to promote the Mayor's Scholars program to the Spanish speaking community.</p> <p>Admissions has joined an online newspaper show to talk about the MSP program to the Spanish followers for "Somos Baltimore Latino" Our LatinX members have also shared their experiences at BCCC.</p> <p>Pachanga online Radio Station is a radio station our LatinX club uses to promote BCCC LatinX Community Events. They share BCCC events flyers on their social media platforms.</p> <p>The LatinX UnI2 Club has a Facebook page where information is shared in Spanish.</p> <p>BCCC staff and students participated in Baltimore City Parade with Nuestra Raices Inc. The event consisted of over 40 folkloric groups targeted towards hundreds of LatinX community members.</p> <p>Two (2) fully bilingual Recruiters/Advisors help in marketing and promoting programs to future BCCC in the LatinX community.</p>	<p>Division of Advancement and Strategic Partnerships</p> <p>Mayor's Scholar's Program</p>	<ul style="list-style-type: none"> • Admissions • Division of Student Affairs • Student Life and Engagement • Student Support and Wellness • International Student Services 	<p>The Baltimore City LatinX community is familiar with Baltimore City Community College and all its services due to the g outreach its admission recruiters have established. Some of these efforts have led to increased enrollment of LatinX students from high school, particularly in the MSP program. The reported headcount from fall 2018 to fall 2019 increased from 190 students to 241.</p>

5. Veterans and Military Students

Initiative

BCCC supports veterans, service members, and military families by offering educational opportunities for them to continuously enhance their existing skillsets. This subpopulation of students includes active duty, National Guard, Reservists, Veterans (prior military service), dependents spouses or children, and survivors. BCCC supports veterans and military personnel enrolled at the institution with several initiatives, such as a dedicated Veteran certifying official on campus, one-on-one assistance, counseling services through Student Support and Wellness, and dedicated priority registration.

Table 3.4 Veterans and Military Students Initiatives

Strategy	Strategic implementation	Primary Department	Supplemental Departmental Support	Outcome
Veterans' Treatment Court (VTC) Outreach	A program for Veterans who have legal cases overseen by the MD District Circuit Courts. This program pursues alternative avenues of treatment- i.e. enrolling in College to gain employment/degree. The MD Judiciary's Office of Problem-Solving Courts is the entity who is funding the VTC program.	Admissions	<ul style="list-style-type: none"> • Division of Student Affairs • Workforce development 	Attend bi-weekly court dockets (Twice a month - every other Tuesday) Assist enrollees with admissions, securing VA educational benefits, and financial aid. Providing information about BCCC's gainful employment opportunities. Providing prospective enrollees with Information on programs offered at BCCC. Update: All dockets have been postponed, rescheduled, or heard by presiding Judge and defendant via video conference.
Town Hall Meetings with MCVET residents (MD Center for Veterans Education and Training)	MCVET is an organization that provides housing and support services such as health care, counseling and employment and education assistance.	Admissions	<ul style="list-style-type: none"> • Division of Student Affairs • Student Life and Engagement • Student Wellness Services • Tutoring Center 	Attend MCVET's monthly town hall meetings to discuss educational opportunities at BCCC. Recruit new and returning Veterans. Assist with securing VA

				educational benefits. Update: Monthly Town Hall Meetings have been postponed due to COVID-19.
Partnership with University of Baltimore - Bob Parsons Scholarship	A virtual information session took place on June 3, 2020. The scholarship is open to a wide-variety of community college students, with a focus on veteran-related students.	Admissions	<ul style="list-style-type: none"> • Division of Student Affairs • Academic Operations and Services 	Build a partnership with UB's Veteran population.
Renewal/update of the VAOnce and DoD MOUs	<p>The DoD is a Voluntary Education Partnership Memorandum of Understanding (MOU) through which the college receives tuition assistance funds for active service members.</p> <p>VAOnce MOU is an agreement between BCCC and the VA to use this service to certify the courses that Veterans and their beneficiaries are enrolled in.</p>	Admissions	<ul style="list-style-type: none"> • Division of Student Affairs • Division of Business and Finance 	In Spring 2020, BCCC renewed both of these agreements to commit to continued service and support to the Veteran population and to be eligible to receive educational funding to promote and foster that support.

Due to the COVID-19 pandemic, most in-person recruitment activity has been suspended. However, services offered to veterans, service members and their families has continued remotely. Some of these activities have included the following: 1) Virtual registration session held on May 20th to inform Veterans and beneficiaries about the registration process, documents needed for submission to VA, and general overall inquires; and 2) Virtual “VA – Check-in” was held on May 6th to gather information from Veterans and beneficiaries about switching to online instruction, end of semester concerns, pre-registration / summer session concerns, COVID-19 information, and general overall engagement of that population. Additional strategies are outlined in Table 3.4.

6. International Students

Initiative

More than 85 countries are represented at BCCC among students, faculty, and staff. The College assesses the needs of international students, providing thorough information on immigration regulations and procedures to advise international students effectively, orient students to the policies and expectations of the institution, its culture, and the U.S. educational system. On an annual basis, BCCC sponsors workshops on travel, graduation and transfer, employment, and New International Student Orientation. In the fall of 2019, the College established membership in the Maryland International Education Consortium to increase the college's international presence and to better maximize the resources of partnering with the consortium. This membership helps to increase the institution's exposure to international communities. BCCC also engages this subpopulation of students by hosting weekly club meetings and co-sponsoring cultural activities for students.

Since the COVID-19 pandemic, BCCC has been working with this subpopulation of students very closely. International Student Services maintains regular communication with this group of students and communicates regulations and changes. Some of this communication has included advisory warning from the United States Department of Health and Human Services, The World Health Organization, and immigration laws regarding travel. Other communications have included providing these students with local resources that can help them during these uncertain and stressful times. Some of these resources have included partnering with Student Support and Wellness Services, Business and Finance, the Student Success Center, and other off-campus resources, such as low-cost internet providers, counseling services, and food services. Table 3.5 provides an update on some activities regarding this subpopulation.

Table 3.5 International Student Initiatives

Strategy	Strategic implementation	Primary Department	Supplemental Departmental Support	Outcome
New International Student Orientation	International student advisers welcome new international students, and introduce them to staff from various BCCC offices, particularly Student Affairs & Public Safety.	Admissions	<ul style="list-style-type: none"> • Bursar’s Office • Public Safety • Health & Wellness • Student Success Center • ESL • Title IX & Judicial Affairs • Office of Student Life & Engagement 	<p>New international students are guided through F-1 visa regulations, BCCC culture, enrollment strategies, coping mechanisms for culture shock.</p> <p>Sessions held at beginning of fall 2019 and spring 2020 semesters, with 100% positive student responses from attendees. International student advisers are redeveloping orientation materials to present to students who may be taking courses online in in a hybrid format during the fall 2020 semester (in conjunction with other BCCC departments).</p>
Online engagement	International student advisers post a range of announcements to a Canvas course they created, “Office of International Student Services,” to alert students to certain campus events, immigration and class registration deadlines, scholarships and	Admissions	<ul style="list-style-type: none"> • Division of Academic Affairs • Division of Student Affairs 	Ongoing engagement of F-1 students in programming catered to them, retention initiatives, and F-1 regulation reminders beyond the initial international

	internship opportunities, workshops offered for F-1 students in particular, or BCCC students in general.			student orientation. I International staff have completely updated workshops on employment, transfer, travel, and graduation. Since February 26 th , staff posted dozens of announcements regarding pandemic with school, immigration, and health resources information.
On Campus Engagement	The International Student Club hosts a variety of events and activities on campus. Each year BCCC participates in International Education Week to broaden awareness of international diversity at BCCC.	Admissions	Student Life and Engagement	Surveys show consistently greater appreciation for international diversity at BCCC. International Education Week 2019 was best attended in history of College, featuring six events over five days. Students brought in cultural displays and food. Record-setting attendance by campus community and some community members. Images from the event were used in marketing to current and prospective students, including on College's social media platforms.
On Campus Engagement	The International Student Club hosts a variety of events and activities on campus. BCCC has held three symposia entitled "Home is Home" an event	Admissions	Student Life and Engagement	Each symposium has been well-attended by students, staff, and faculty, who consistently report

	designed to engage the BCCC community in a dialogue about cultural differences across the African Diaspora.			greater appreciation of the diversity at BCCC. Due to the COVID-19 pandemic, some programming was cancelled or postponed. A web-based meeting was held on April 30 th for F-1 visa students to share concerns, receive campus updates, health resources, and immigration changes.
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7. Year Up: Baltimore City Community helps Year Up Baltimore with completing the Admissions, Advising, and Financial Aid processes.

Initiative

Year Up’s Professional Training Corps (PTC) in Baltimore launched in 2010 at BCCC. Year Up’s PTC offers an intensive, one-year program for college students, ages 18-24, combining professional coaching, hands-on skill development, and internships at some of America’s top companies. As college students, participants in Year Up have access to the library, tutoring resources, and other services offered by BCCC, in addition to the services offered by Year Up. As students work toward completing a degree at BCCC, Year Up PTC provides them with professional development and work experience, preparing graduates to launch a meaningful career. Requirements to participate in Year Up include: being a high school graduate or GED recipient, of low to moderate income, US citizen, permanent resident, or have employment authorization. On a regular basis, the program hosts events such as monthly mentor orientation to additionally support students as they grow educationally and professionally.

After eleven years of partnership, the Year Up organization has made the decision to collapse and consolidate programs around the country. Current students in the January 2021 graduating class will be the last cohort of students hosted by BCCC. Students seeking to enroll in September 2020 will have to apply for participation at Year Up’s Arlington, Virginia campus with internships available in Baltimore.

8. Workforce Development and Continuing Education

Initiative

The BCCC Adult Basic Education (ABE) Department housed within the Workforce Development and Continuing Education Division (WDCE) is a leader in helping adults achieve functional literacy and important life skills and is the largest provider of literacy services in Baltimore City. By combining modern teaching technologies and a committed and innovative professional staff, the department has achieved notable success in helping adults learn. Courses are either affordable or at no cost and can be customized for businesses, government agencies, nonprofits, schools, churches, and community organizations either onsite, or at the downtown Harbor Campus, Liberty Campus, or Reisterstown Plaza Center. The Adult Basic Education Department offers six course levels from basic literacy to GED® test preparation, as well as alternative diploma options programs.

Table 3.6 Workforce Development and Continuing Education

Strategy	Strategic implementation	Primary Department	Supplemental Departmental Support	Outcome
<p>Adult Basic Education/GED® Test Preparation</p>	<p>ABE/GED® Test Prep classes provide classroom instruction in basic reading, writing, and math, as well as basic life skills. Courses are offered to adults on campus and at more than 30 sites throughout Baltimore City.</p>	<p>Workforce Development</p>	<ul style="list-style-type: none"> • Adult Basic Education • Division of Academic Affairs • Division of Student Affairs 	<p>To assist and support local residents in earning their GED.</p> <p>Update: the Admissions staff is continuing to work with the division to improve the enrollment in these program. Most notably by marketing both credit and noncredit programs to students applying for the Mayor’s Scholar’s Program</p> <p>Update: In February, representatives from the division accompanied admissions representatives in a presentation at the Latino Provider’s Network to market programs for both credit and noncredit courses from BCCC.</p>

9. Promise Academy

Initiative

The Promise Academy serves as a comprehensive learning community which provides students with the necessary tools for success in their first level developmental coursework. It offers various support services central to student achievement paving a pathway for continuous matriculation and college completion. The expansion of the Promise Academy will gradually ensure wrap-around services and academic support services that are coordinated with the students' needs. It will additionally provide innovative professional development opportunities to faculty and staff to include relevant pedagogy that meets student academic and demographic needs. In realizing the goals of the Academic Master Plan, it is vital that the Promise Academy carries on its communication and collaborations with other college departments; for instance, First Year Advisement, Financial Aid, Admissions, the Athletic Department, Business, and Continuing Education as well as Office for Institutional Research.

Students who enter BCCC at the lowest level (MAT 86 and RENG 91) face various challenges that are academic, social, or personal in nature. There are an abundance of reasons students come to BCCC with challenges that may include lapse in matriculation, changing career path, learning disabilities, living situations, or a lack of initial support and encouragement as they move toward graduation. For these reasons, a subpopulation of BCCC students may be considered "at-risk" (in terms of completion). At-risk college students are in need of mentoring ("intrusive advisement") throughout their developmental track in college. The reluctance of such students to seek mentors, tutoring and/or other college resources delays this population as they attempt to graduate from BCCC. Wraparound services will address multiple matriculation domains including academic, social, financial, and personal. It is the Promise Academy's intent to address these challenges by offering wraparound services to students as well as professional development in the area of developmental education; subsequently, creating both a student learning community and a professional learning community in developmental education.

Since online instruction began after the COVID-19 pandemic, staff in the Promise Academy has communicated with faculty and students through phone calls and emails to monitor progress, to identify challenges, and devise intervention strategies.

Table 3.7 The Promise Academy

Strategy	Strategic implementation	Primary Department	Supplemental Departmental Support	Outcome
Advertise program to students	Discuss program with advisors, including MSP program, and testing center for student recommendations.	Promise Academy	<ul style="list-style-type: none"> Assessment and Testing Student Success Center Mayor's Scholar's Program 	Retention of students to matriculate to college-level courses
Conduct two mandatory interviews with students during the semester	Students meet with the program coordinator for mid-semester interview and early registration. Since going remote, the program coordinator contacts students through phone and email.	Promise Academy	Academic Operations and Services	Further support students as they to move forward in their educational journey
Communication with professors and embedded tutors	Discuss students' progress and intervention strategies by email.	Promise Academy	Faculty	Provide interventions and wraparound services as necessary

10. Granville T. Woods Scholars Program**Initiative**

Participants in the Granville T. Woods (GTW) Scholars Program receive a full scholarship to pay for tuition, fees, and textbooks. A state-of-the-art notebook computer will be loaned to scholars to keep during their participation in the program. Upon completion of the program, the computers are awarded to graduates. During the summer months, scholars participate in study abroad activities and participate in research internships. Applicants must have earned a least a 3.0 cumulative grade point average.

One of the greatest assets of this program are the alumni (GTW Scholars who have graduated from BCCC and local high schools) who often serve as stellar examples to students currently in the program. Many alumni transfer to various four-year institutions and represent a multitude of degree programs. On a regular basis, scholars in the program have the opportunity to participate in events such as alumni game night and the GTW induction ceremony. In addition to the recognition of being a GTW Scholar, the participants meet on a weekly basis as members of the club. The student club, bearing the same name, serves as a peer resource group for positive support and interaction. The Student organization is advised by the Director of the Student Success Center.

Table 3.8 Granville T. Woods Scholars Program

Strategy	Strategic implementation	Primary Department	Supplemental Departmental Support	Outcome
Increase Enrollment of GTW and BCCC students	<ul style="list-style-type: none"> GTW Sponsored Events Targeted High School recruitment 	Student Success Center	<ul style="list-style-type: none"> Admissions Division of Student Affairs 	Complete Associates degree and Transfer to a 4-year college or university to pursue at minimum a bachelor's

				degree. The graduating class are exploring transfer opportunities to Morgan State University, Coppin State University, and Johns Hopkins University among other schools.
Internal recruitment	Identify BCPSS students who meet the criteria to apply	Student Success Center	<ul style="list-style-type: none"> • Financial Aid • Division of Academic Affairs • Division of Student Affairs 	Many advisors, faculty, and staff can refer students to the program and to encourage them to apply.
Community Partnership	Internship opportunities	Student Success Center	<ul style="list-style-type: none"> • Division of Academic Affairs • Advancement and Strategic Partnerships 	Many students have participated in summer internships with The Washington Center in the past. Due to COVID-19, no students will be able to participate in these programs this summer.
Study Abroad	Offer students the chance to take courses at another institution abroad. The courses are coupled with cultural activities.	Student Success Center	Academic Affairs	All study abroad experiences have been indefinitely suspended due to COVID-19.
Student Engagement	Students in the Granville T. Woods meet twice monthly during the academic year.	Student Success Center	Division of Student Affairs	<p>Continuity of services to enrolled GTW has included helping this group continue to feel connected.</p> <p>The group met virtually three times since the COVID-19 pandemic: on March 27th, April 17th, and May 8th via zoom. Some program alumni joined the session on April 17th to</p>

				share with current students the transition to 4-year institutions and their current professions.
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Additional Enrollment Activities and Updates

- With the onset of COVID-19 in Maryland, many organizations began cancelling scheduled recruitment events prior to March 17th. As of March 17th BCCC, moved all operations to remote delivery. Since then, the Admissions team has continued outreach via telephone, email, Zoom, and other social media platforms.
- In April, the Office of Admissions implemented the usage of Booking via Microsoft 365 to host one-on-one meetings with students and began hosting virtual webinars via Zoom to check in with target populations such as International Students and Veterans.
- Although there has been a transition from on campus engagement of prospective students, the Office of Admissions has continued to provide support from prospect to enrollment, engaging with an average of eighty (80) new applicants each week and processing documentation electronically.
- The Testing Center has been preparing to offer virtual proctored testing as an alternative to in-person testing. In the interim, students who contact the office for the purpose of testing are being tracked and communicated with regularly.
- Academic advisors in the Student Success Center and the Mayor’s Scholars Program are also engaging continuing students about registration for both summer sessions and fall semester.
- The Office of Admissions has been actively engaged in the recruitment of students from Baltimore City Public Schools for the Mayor’s Scholars Program. On April 23rd representatives from the Division of Student Affairs, The Division of Academic Affairs, and The Division of Workforce Development participated in a webinar with guidance counselors from City Schools.
- Staff at the College have been communicating with formerly enrolled students who have left the institution. These previously enrolled students, who were in good academic standing at the time of departure and have no billing obligation, are encouraged to complete their degree program.
- The Admissions department identified 1,304 BCCC applicants who may qualify for participation in the MSP program. BCCC has reached out to these Baltimore City High School seniors who have expressed interest in the Mayor’s Scholars Program (MSP) to encourage them to apply. Additionally, these students were assigned to the admissions recruiters for further individualized follow up. The Director of Admissions, along with the Director of the MSP program have worked together to set up MSP information sessions with College Bound counselors and other guidance counselors at various high schools.
- BCCC is promoting the Maryland Promise Program by continuing to work with the Maryland Association of Community Colleges (MACC). MACC has provided BCCC with the names and contact information of prospective students who expressed interest in the Maryland promise campaign. The admissions staff has engaged this group of students over the spring 2020 term and will continue throughout summer 2020. Some of these students may also qualify for admission into the Mayor’s Scholars Program.
- As this is a rebuilding year for the Department of Athletics, the Athletic Director, along with the Women’s and Men’s coaches are working together to finalize the full recruitment process for student athletes.
- In February 2020, the Office of Admissions, in collaboration with the Office of Financial Aid, sponsored a Maryland State Financial Aid Application (MSFAA) workshop on campus. This workshop was designed to assist students and prospective students with an alternative to federal funding that they may not be eligible for. The MSFAA allows children of undocumented immigrants to qualify for in-state tuition. The MSFAA is a valuable resource that will be extremely helpful when engaging the community, particularly for LatinX outreach.
- Some of the virtual outreach programming that has taken place thus far is also listed in Table 3.9.

Table 3.9 Online/Virtual Presentations

Event	Target Group	Date and Time
BCCC Info Session	Prospective Students	May 6 th at 3pm
BCCC Info Session	Prospective Students	May 12 th at 10 am
BCCC Info Session	Prospective Students	May 13 th at 4pm
Admissions Application Next Steps	Applicants	April 29 th at 2pm
Admissions Application Next Steps	Applicants	May 14 th at 11am
Admissions Application Next Steps	Targeted Groups	Scheduled as needed
International Student Check-in	International Students	April 30 th at 3pm
Veteran Student Check-in	Veterans	May 6 th at 2pm
Veteran Student Check-in	Veterans	May 20 th at 2pm
International Student Summer Orientation	International Students	May 21 st at 12:30pm

THE MAYOR'S SCHOLARS PROGRAM

Background

The Mayor's Scholars Program (MSP) was developed during a time that many colleges nationwide committed to making higher education more accessible and affordable to students who might otherwise not see college as an option. Colleges were supported in this initiative by government, nonprofit, and private partners. According to the College Promise Campaign, there are over 200 "promise programs" in 41 states, including Maryland. The MSP is unique in its wide access, with few enrollment requirements and coverage of credit and non-credit programs at BCCC. In addition to holistic student support service, Mayor's scholars receive last-dollar scholarships that cover the tuition and fees that remain after financial aid has been applied.

The Program is a partnership between Baltimore City Community College (BCCC), the Baltimore City Mayor's Office and Baltimore City Public School System (BCPSS). BCCC, the academic hub, provides instruction, academic support, student services support and core funding for the program. The Mayor's Office contributes tuition and fees for eligible students for the Fall and Spring semesters. The Baltimore City Public School System provides opportunities to network with principals and guidance counselors and is a major source of students.

MSP Programmatic Model

Program Operations and Staffing

The Mayor's Scholars Program implements a student-centered, data-informed model. Based on lessons learned, best practices and data, the MSP staffing model was restructured at the end of the Fall 2019 semester to accomplish two goals. First, to better integrate the Program into the fabric of the College by utilizing other College resources. Second, to institutionalize a core staff including a Director, Administrative Coordinator and Academic Advisor who work closely with Academic Affairs and Student Affairs to support the Mayor's Scholars. Academic advising is supported by the Student Success Center's staff of Academic Advisors and services such as tutoring, counseling, disability support services, and student life and engagement will be provided by the assigned offices. Academic Affairs ensures that the curriculum is appropriately structured and that academic support is provided in multiple modes – face-to-face and virtual, synchronous and asynchronous – to meet the varied needs of students. Comprehensive integration allows the College to achieve economies of scale by serving all students with skilled, dedicated and effective staffing.

High-Level MSP Program Design

Exhibit 3.1 summarizes the major elements of the MSP program design, along with an assessment of implementation progress to date. Program elements are grouped by the core program principles that best practices has shown are important to student success.

Exhibit 3.1. MSP Program Design

Core Principle	Design Element
Academic Momentum	<ul style="list-style-type: none"> •Summer Bridge: Begin college readiness, developmental progress & credit accumulation •Cohort implementation: Group MSP students together in classes, especially developmental – Enables tailored instruction and ability to push into classes •Mandatory tutoring for students in developmental courses, those who have failed a credit course or have been identified as struggling •<i>Class schedules that enable students to balance other life demands</i> •Mandatory success coaching advising with MSP-dedicated advisors that students stay with through graduation
Integration and Belonging	<ul style="list-style-type: none"> •Summer Bridge & Academic Year Cohort models •MSP-specific Orientations: New students in Spring, Returning students in the Fall •Programming and Cohort meetings throughout the academic year •Build & leverage student leadership
Timely & relevant student support services	<ul style="list-style-type: none"> •Intrusive, needs-based and data-driven advising: Tier supports, Teach college readiness & self-advocacy, Provide academic and social-emotional support •Additional financial assistance for books, transportation and laptops. Could include incentives for taking advantage of tutoring and coaching. May also present an external funding opportunity. •<i>Dedicated job and career advising</i>
Use of data & technology	<ul style="list-style-type: none"> •Attendance to be taken in all MSP-cohorted classes: Track & act upon attendance •Student performance monitoring throughout semester •Utilize technology to reach students where they are: Text, Cell phones •<i>Build data structures that enable timely data to deploy intrusive student support</i>

Key:

Green - Fully implemented (includes elements implemented within limitations of current infrastructure)

Blue - Partially implemented

Red - Not yet implemented

MSP Enrollment Criteria and Student Demographics

Scholar Eligibility

The intent of the MSP is to enable more Baltimore City high school graduates to earn a post-secondary credential, as reflected in the scholarship criteria below. Unlike many other promise programs nationwide, MSP has no high school grade point average (GPA) requirement, no income restrictions, and allows students the flexibility to choose academic, workforce or English language learning pathways. It funds up to

150% of a student’s selected program length.¹ Students may enroll regardless of citizenship status or eligibility for federal financial aid. The MSP’s scholarship support for undocumented students is exceptional, as most other promise programs in Maryland and nationwide do not include these students.

Cohort I was only open to the Baltimore City Public School System graduates who resided in Baltimore City and who enrolled at BCCC directly after high school graduation in the MSP Summer Bridge. Eligibility for Cohort II was expanded to residents of Baltimore City who graduated from any high school, completed homeschooling or who earned a GED and enrolled in the MSP Summer Bridge directly after graduation or GED attainment (See Exhibit 3.2).

MSP applicants must complete the Free Application for Federal Student Aid (FAFSA) to establish their level of financial need and, therefore, the amount of scholarship they would receive.² Some workforce development programs are not eligible for federal aid, so MSP funds the full cost. This broad eligibility sets MSP apart, as most promise programs nationwide do not allow students to enroll in programs that are not Pell-eligible. The MSP last-dollar scholarship does not fund books, transportation, technology or other education-related costs. During the academic year, the College provides 20 bus passes per month to supplement the scholarship. These are distributed based on need as confirmed by the Financial Aid Office.

In addition to receiving the last-dollar scholarship, students may apply to partner programs, YouthWorks and We are CASA (CASA), to receive stipends for Summer Bridge participation. YouthWorks, a program of the Mayor’s Office of Employment Development (MOED), is open to students who are eligible to work in the United States. CASA provides scholarships for students who are not eligible to work in the US. Both partnership opportunities are voluntary and students are encouraged to apply.

Exhibit 3.2. MSP Eligibility Criteria

Eligibility Criteria	Requirement
Graduation Year	Students must enroll directly after high school completion.
FAFSA	Students must complete the FAFSA if eligible to receive federal aid.
City Residency Requirement	Students must be City residents ³ during their senior year of high school and throughout their BCCC attendance.
Citizenship Status	All immigrants are eligible regardless of status.
Individual Dollar Cap	No cap on individual student scholarship amount. The scholarship is available for 150% of the selected program length.
Academic Qualification	No minimum high school GPA or other academic qualification.
BCCC Enrollment Status	Students must be enrolled full-time at BCCC. All BCCC programs, including Associate, Certificate, ESL/ELI, and Workforce Development are eligible.

¹ Measuring graduation rates at 150% of program length, or 3 years, is standard (see the [National Center for Education Statistics](#)). Students have time to complete developmental coursework, then pursue the degree.

² Beginning with Academic Year 2020-2021, students who are not FAFSA-eligible will be required to complete the Maryland State Financial Aid Application (MSFAA).

³ Only graduates of Baltimore City Public School System were eligible for Cohort I. Beginning with Cohort II, any high school graduate (including GED earners) living in Baltimore City was eligible for the MSP.

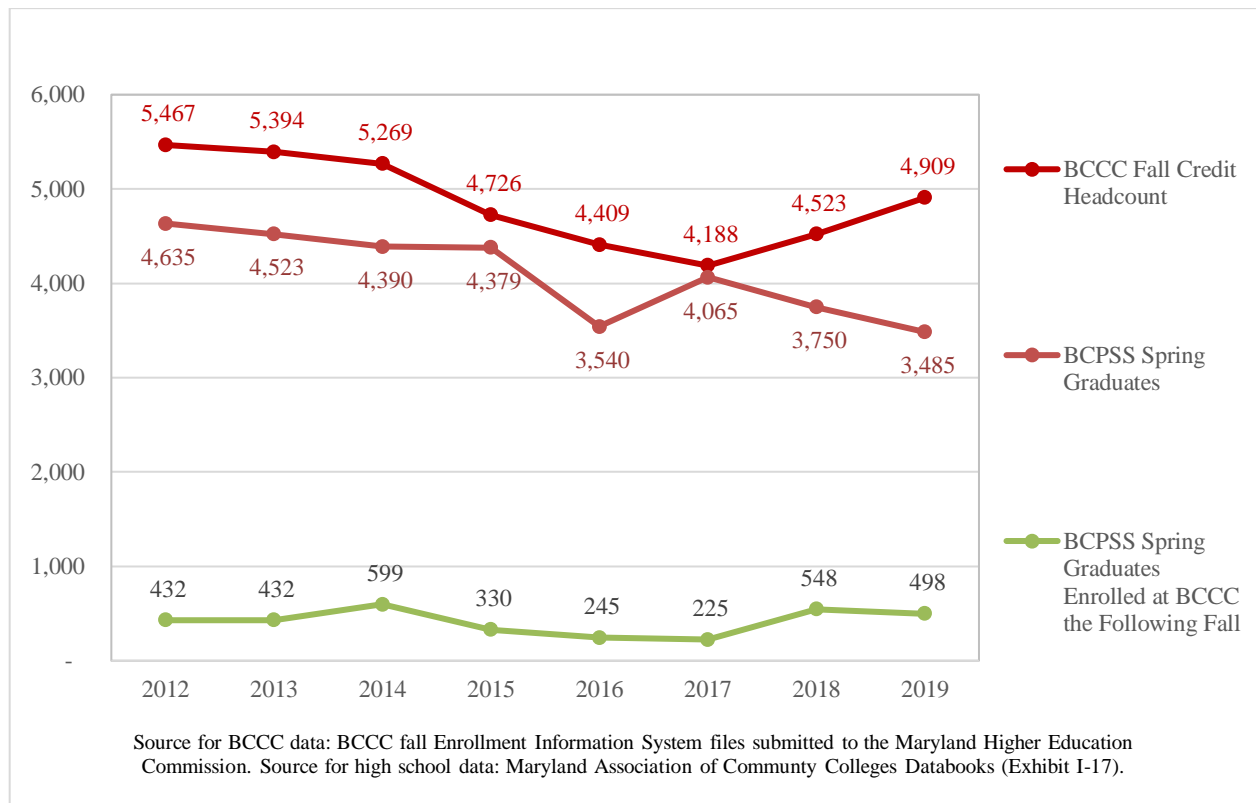
BCCC Student Standing: Academic, Other Qualification	Students must make Satisfactory Academic Progress in accordance with BCCC and federal Pell requirements.
Summer Bridge Program	All students are expected to participate in the Summer Bridge. Students can appeal to the MSP Program Director for an exemption due to hardship.

Source: BCCC Institutional Records and MSP MOU

BCPSS and Enrollment

The Baltimore City Public School System (BCPSS) is the major source of first time, full time BCCC students. The proportion of BCPSS students who choose to attend BCCC has increased with the option of the MSP as illustrated by Exhibit 3.3.

Exhibit 3.3 Recent Baltimore City Public School System (BCPSS) High School Graduates Enrolling at Baltimore City Community College (BCCC) the Next Fall Semester



An analysis of the data from 2017 through 2019 (see Exhibit 3.4) illustrates the impact of MSP on enrollment of BCPSS students at BCCC. In 2017, the year prior to MSP’s beginning, 6% of BCPSS graduates enrolled at BCCC the fall after graduation. The percentage increased to 15% in 2018 and of those, 61% were MSP scholars. In 2019, 14% of BCPSS graduates enrolled at BCCC, with 72% choosing MSP (See Exhibit 3.4). A complete FTE analysis will be provided in the November 2020 report.

Exhibit 3.4 BCPSS Graduates Enrolled at BCCC and MSP, 2017-2019

	2017	2018	2019
BCPSS Graduates	4,065	3,750	3,485
BCCC students	225 (6%)	548 (15%)	498 (14%)
BCPSS Graduates enrolled in MSP	--	332 (61%)	361 (72%)

Several BCPSS high schools (HS) have been consistent in sending students to MSP. Baltimore City College HS, Baltimore Polytechnic Institute, Carver Vocational Technical HS, City Neighbors HS, Digital Harbor HS, Mergenthaler Vocational Technical HS, Patterson HS and Western HS have sent ten or more students to the Program in 2018 and 2019 (See Exhibit 3.5).

Exhibit 3.5 BCPSS High Schools sending 10 or more Students to MSP

Cohort I 2018	# Students	Cohort II 2019	# Students
Mergenthaler Vocational-Technical High School*	29	Patterson High School*	36
Forest Park High School	25	City Neighbors High School*	25
Digital Harbor High School*	24	Carver Vocational Technical High School*	21
Edmondson/Westside High School	23	Paul Laurence Dunbar High School	19
City Neighbors High School*	19	Digital Harbor High School*	18
Baltimore Polytechnic Institute*	18	Western High School*	17
Western High School*	18	Baltimore Polytechnic Institute*	16
Patterson Park High School*	16	Mergenthaler Vo Tech*	15
Acad For College & Career Exploration	15	Frederick Douglass HS	13
Carver Vocational Technical*	14	REACH Partnership School	13
Baltimore Design School	13	Baltimore City College High School*	12
National Academy Foundation	13	Renaissance Academy	11
Baltimore City College High School*	10	Augusta Fells Savage Institute	10
New Era Academy	10		
*The school is on the 2018 and 2019 list.			
Source: MSP records and BCCC SIMS. BCCC OIR - October 2019			

Student Demographics and Profile

There have been no changes in student demographics and profile since the November 2019 report, however Appendices A and B (Selected Demographics and Characteristics of MSP Cohorts I and II) are attached for informational purposes. Comprehensive demographic data, including Cohort III, will be provided in the forthcoming November 2020 report.

MSP Scholars Federal Financial Aid Awards

The scholarship provided through MSP is last-dollar, covering tuition and fees after the application of federal, state and other third-party scholarships. As illustrated in Exhibit 3.6, Cohort I students received an average Pell grant of \$2,574 in the Spring 2020 semester and the Cohort II average grant was \$2,418. As of May 30, MSP scholars received a total of \$1,371,787 in federal Pell grants for the 2019-2020 academic year.

Exhibit 3.6 Federal Financial Aid Awards

	Cohort I Fall 2018	Cohort I Spring 2019	Cohort I Fall 2019	Cohort I Spring 2020	Cohort II Fall 2019	Cohort II Spring 2020
# Students	306	250	150	113	410	280
# Students Awarded	167	118	57	54	224	183
Total \$ Awarded	\$472,448	\$323,711	\$165,554	\$138,992	\$624,720	\$442,521
Average \$ Award	\$2,829	\$2,743	\$2,904	\$2,574	\$2,789	\$2,418

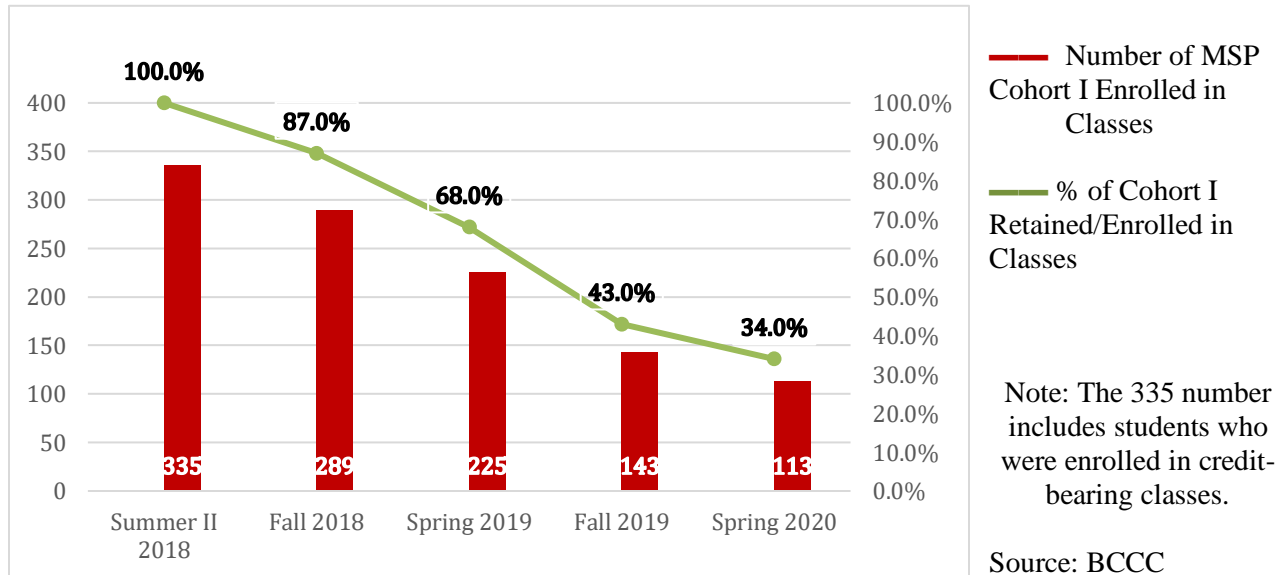
Source: BCCC Financial Aid Records

Retention

Credit Retention

Semester to semester retention for Cohort I is 87% (Summer to Fall 2018), 68% (Fall 2018 to Spring 2019), and 43% (Spring 2019 to Fall 2019) 34% (Fall 2019 to Spring 2020). For MSP credit students, Fall-to-Fall 2019 retention is 43%.⁴ This retention rate is consistent with the College’s first-time, full-time rate but higher than the 37% Fall-to-Fall retention rate for a similar student population – all first-time cohorts of Pell grant recipients and developmental students, including full-time and part-time students (See Exhibit 3.7). We can conclude that Cohort I Mayor’s Scholars are being retained as expected. A more complete analysis of Cohort II’s retention is forthcoming.

Exhibit 3.7 MSP Cohort I Enrollment & Retention of Students Enrolled in Credit Courses



Source: BCCC Institutional Research

English Language Learners Enrollment and Persistence

There were 40 Cohort I English language learner students who enrolled in either English Language Instruction (ELI) courses (credit-level and eligible for federal financial aid) or English as a Second Language (ESL) courses (non-credit continuing education courses and not eligible for federal financial aid) starting in the 2018 Summer Bridge. During Summer Bridge 2018, 71% of English language learners advanced at least one level, exceeding the goal of 60%. Beginning in Fall 2018, there were 27 ELI (credit level) registrations. In Spring 2019, 3 ELI students moved into 100-level credit classes, so are counted in the AA & Certificates data in Exhibit 3.6 starting in Spring 2019.

⁴ MSP students’ first credit enrollment at the College is in the Summer II session and is therefore reported as Fall-to-Fall retention by BCCC Institutional Research.

Of non-credit ESL, 13 students enrolled in Fall 2018. Two (15.3%) stopped attending that semester and ten completed the Fall semester. Eight (62% of Fall enrollees) returned in Spring 2019; and six (46% of fall enrollees) returned in Fall 2019. Overall, 82% of English language learners who began the MSP persisted through Fall 2019.

Workforce Development/Job Training Enrollment and Completion

Job training programs can be an attractive option for students who wish to begin working quickly. There were 22 Cohort I students who enrolled in job training Workforce Development programs over the course of the Academic Year 2018-19. Of these, 17 (77%) completed their programs and 8 (36%) earned a licensure or certification and 8 worked in their fields for 90 days or longer. Licenses and certifications were earned in CompTIA A+, Network +, Diesel Mechanics, Multi-Skilled Medical Technician, Pharmacy Technician, or Construction Core.

Academic Outcomes

A complete analysis of academic outcomes for the academic year 2019-2020 is forthcoming. At this writing, final grades are being processed.

Summer Bridge 2020

Planning for Summer Bridge 2020 is underway. Program offerings and support will be substantially different than the first two summers. In the current COVID-19 climate, the entire program will be offered virtually. All classes, tutoring, support services and co-curricular activities will be provided online. The College is anticipating several challenges, including ensuring that students have access to appropriate devices, technology, and internet service.

Students will take developmental or college-level courses depending on placement results. Exhibit 3.8 lists the courses to be offered. The variety of courses provides an opportunity for students to take courses that either lead to or are a part of the general education curriculum. Those who are college-ready will earn credits. Some students have already taken college courses through dual enrollment. This set of courses allows them to continue to accumulate credit over the Summer.

Exhibit 3.8 Summer 2020 Course Offerings

Credit Courses
Pre-100, Preparation for Academic Achievement
Math 92, Intermediate Algebra
Math 107, Modern Elementary Statistics
RENG 92, Composition Skills II
Eng 101, English Writing
Psy 101, Introductory Psychology
Soc 101, Introduction to Sociology
MSPE, English Boot Camp for Speakers of Other Languages
CLT 100, Computer Literacy
Non-Credit
Career Development, Workforce Preparation Boot Camp
MSPE, English Boot Camp for Speakers of Other Languages

Academic and Student Support

An embedded tutoring model will be used. A lead tutor will be integrated in classes, coordinate with the instructor, and provide guidance to the tutoring staff regarding the topics and issues that students need help with. In addition to tutoring, students will work with academic advisors and student support staff on a regular basis. During the Summer Bridge a variety of mandatory and optional workshops and activities will be provided. A critical orientation workshop is Successful Online Learning which introduces students to the requirements and expectations for online classes in a college context. Test anxiety, time management, financial literacy and coping with online learning are topics to be offered within the broader themes of academic skill building, wellness and personal growth, and community building. A weekly social event such as a virtual dance party will be planned along with opportunities to participate in complementary

activities like virtual yoga and Kahoot.⁵ Each component of the Summer Bridge will be evaluated and assessed with the goal of learning and improving Program delivery in the future.

MSP Funding and Sustainability

Funding for the program lies primarily with the College as it covers the cost of personnel, instructional and program support costs. The City of Baltimore contributes last dollar scholarships for eligible students during the academic year. For the academic year 2018-2019, the City contributed \$522,857 for tuition and fees for Fall 2018, Fall 2019 and a \$25,000 contribution toward Summer bus passes. The Middendorf Foundation granted \$25,000 for textbooks for the academic year 2019-2020. The College incurs the greatest portion of program costs (personnel and Summer Bridge). The College is seeking funding through external sources and is realigning to use existing resources to a greater effect.

Summer Bridge Funding Sources

Baltimore City Community College funded 90% of the cost of the 2018 Summer Bridge and 100% of the 2019 Summer Bridge. During 2018, the City authorized BCCC to utilize funds that had been designated for transportation assistance to be used as a general contribution to the Summer Bridge, since students could utilize their YouthWorks compensation to purchase discounted bus passes. Baltimore City Public Schools contributed to the cost of BridgeEdU. (See Exhibit 3.9, MSP Summer Bridge Funding Sources.)

MSP students received support from YouthWorks and We Are CASA (CASA), however those funds did not directly impact the College. YouthWorks paid students a total of \$352,866 in Summer 2018, while CASA scholarships totaled \$42,000. YouthWorks paid MSP students \$307,596 in Summer 2019 and CASA scholarships totaled \$37,200. Both YouthWorks and CASA provided an incentive to students to attend the Summer Bridge by replacing income they likely would have earned from other summer jobs. It is possible that MSP students would have been employed by YouthWorks in other jobs if their placement had not been with MSP.

Exhibit 3.9 MSP Summer Bridge Funding Sources

Summer Bridge Funding Sources	2018	2019
Baltimore City Community College	\$459,735	\$378,365
City of Baltimore	\$25,000	\$0
Baltimore City Public Schools	\$25,000	\$0
Total Summer Bridge Funding	\$509,735	\$378,365

Source: BCCC Institutional Records

Summer Bridge Expenses

Although the Summer Bridge is an integral part of the MSP, the associated expenses are borne by the College. Students do not pay tuition and fees for Summer courses, therefore, the cost of tuition and fees are considered an expense in addition to other expenses because the student tuition charges represent lost revenue to the College. See Exhibit 3.10 for an accounting of Summer Bridge expenses.

⁵ [Kahoot](#) is an interactive and engaging learning game used in educational and professional development settings.

Exhibit 3.10 MSP Summer Bridge Expenses

Summer Bridge Costs	2018	2019
Tuition and Fees	\$169,407	\$122,345
Faculty	\$105,507	\$187,278
Textbooks and Course Materials	\$103,717	\$4,355
Student Support Services Contractor	\$75,000	\$0
MSP Staff	\$29,930	\$48,210
Events	\$12,854	\$10,460
Bus Passes	\$8,000	\$0
Marketing Allocation	\$5,320	\$5,717
Total Summer Bridge Cost	\$509,735	\$378,365

Source: BCCC Institutional Records

The cost of the six-week 2019 Summer Bridge was 26% lower than the seven-week 2018 Summer Bridge due to a significant reduction in the cost of textbooks and personnel. The College provided textbooks for both the 2018 and 2019 Summer Bridge, since students did not receive financial aid and their first YouthWorks/CASA incentives were paid more than two weeks after the program started. Nearly \$100,000 was saved in the 2019 Summer Bridge through better textbook planning by faculty and the use of online course materials. BridgeEdU, the contractor who supported Summer Bridge 2018, offered their services at a discounted rate.

Based on the 335 students who matriculated in the 2018 Summer Bridge, the seven-week 2018 Summer Bridge cost \$1,522/student or \$43/student/day. For the 387 students who registered for classes in the 2019 Summer Bridge, the six-week program cost \$978/student or \$33/student/day.

The Abell Foundation funded a consultant to facilitate the MSP Launch Team and provide program support through the beginning of the Fall 2018 semester. BCCC then funded the consultant through Summer 2019.

Academic Year 2018-19 Expenses

Most of the academic year expenses associated with MSP cannot be disconnected from college operational and ongoing expenses, such as faculty salaries. The identifiable academic year expenses at BCCC totaled \$571,814, which included MSP staff, placement testing, marketing and bus passes. MSP staff represented 94% of this expense. Expenses for Academic Year 2019-2020 will be analyzed in a subsequent report.

Conclusion

The majority of the College’s executive leadership team has been in place for a short period – including the President, the Vice President of Academic Affairs, the Vice President of Student Affairs, the General Counsel and the Vice President, Institutional Effectiveness, Research and Planning, and the Mayor’s Scholar’s Program Director. The Vice Presidents of Workforce Development and Continuing Education and Advancement and Strategic Partnerships are the only executive leadership team members who have been at the College longer. This administration has directed a new sense of collaboration and innovation toward the work of the College.

This update summarizes information from the Fall 2019 and Spring 2020 semesters on enrollment activities for ten (10) specific student populations – Currently Enrolled Students/ Retention, Dual Enrollment, Near Completers and Complete College Baltimore, LatinX, Veterans and Military Students, International Students, Year Up, Workforce Development and Continuing Education, Promise Academy, Granville T. Woods Scholars Program, and the Mayor’s Scholar’s Program. The strategies and initiatives outlined in this report provides greater detail regarding what BCCC has adopted to strengthen enrollment and to increase FTEs. Like many other institutions, the college has had to modify its normal operations due to the COVID-19 pandemic. Although BCCC has had to integrate safer practices to maximize the safety of students and employees, educating students remains paramount. Improving outcomes in recruitment and outreach remain

critical at the institution. Led by the Office of the President, measures are being taken to develop a comprehensive Strategic Enrollment Plan (SEM).

Aside from continuing students, of all the subpopulations noted in this report, the Mayor's Scholar's Program (MSP) has had the most notable impact on BCCC's FTEs. This program has demonstrated its impact on FTEs, significantly increasing the number of first time, full time students, almost entirely from Baltimore City Public Schools. The enrollment target of 250 students has been exceeded for the past two years. Retention for MSP (Fall-to-Fall 43%) has surpassed the 37% Fall-to-Fall retention rate for the College's Pell-eligible and developmental student populations. Experience with Cohorts I and II has allowed the institution to identify and address challenges and pilot new programs. Looking forward, MSP will continue to serve as an important conduit for BCCC recruitment and student success. Partnering with Baltimore City's Mayor's Office, Baltimore City Public Schools, and organizations such as YouthWorks, We are CASA and the CollegeBound Foundation will help to secure BCCC's position as Baltimore's community college. The new administration is committed to strengthening the program as Baltimore City Community College continues on a path to achieve its full potential.

Appendices

- Appendix A Selected Demographics and Characteristics of MSP Cohort I (2018)
Participants
- Appendix B Selected Demographics and Characteristics of MSP Cohort II (2019)
Participants

**Appendix A. Selected Demographics and Characteristics of MSP Cohort I (2018)
Participants**

Total = 335 Participants Attended At Least One of the Two Credit Courses for Which They Registered		
Gender	Number	Percentage
Female	212	63.3%
Male	123	36.7%
Age		
Mean	18.5 Years of Age	
Mode	18 Years of Age	
Ethnic Background		
Black/African American	259	77.3%
White	6	1.8%
Multi-Race	17	5.1%
Asian	2	0.6%
American Indian/Native Alaskan	2	0.6%
Hispanic	37	11.0%
Native Hawaiian/Pacific Islander	0	0.0%
Other/Unknown	12	3.6%
High School Category		
Baltimore City Public School System	332	99.1%
GED	1	0.3%
Not reported	2	0.6%

Source: MSP records and BCCC Student Information System.

**Appendix B. Selected Demographics and Characteristics of MSP Cohort II (2019)
Participants**

Total = 381 Participants Attended At Least One Credit Course		
Gender	Number	Percentage
Female	243	63.8%
Male	138	36.2%
Age		
Mean	18 Years of Age	
Mode	18 Years of Age	
Ethnic Background		
Black/African American		83%
White		1%
Multi-Race		3%
Asian		1.0%
American Indian/Native Alaskan		0.0%
Hispanic		12.0%
Native Hawaiian/Pacific Islander		0.0%
Other/Unknown		0.3%
High School Category		
Baltimore City Public School System	361	94.8%
GED	9	2.4%
Home-schooled	1	0.3%
Foreign High School	1	0.3%
Maryland, not BCPSSS	15	3.9%
Unknown	4	1.0%
Source: MSP records and BCCC Student Information System.		



2020 Joint Chairmen's Report
Baltimore City Community College
Information Technology Program Report

Dr. Debra L. McCurdy
President
Baltimore City Community College

June 17, 2020

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Baltimore City Community College

INFORMATION TECHNOLOGY UPDATE (PRELIMINARY)

Joint Chairmen's Report 2020, July 6, 2020

Mr. Stephan Byam, Chief Information Officer

OVERVIEW

Baltimore City Community College (BCCC) has been requested to report on the “status of the implementation of the IT infrastructure renovation, including if the internal timelines were met and if cost estimates were correct, as well as any additional findings that occurred as a result of the upgrade process.” The Joint Chairmen’s Report sites BCCC facing “numerous difficulties in updating its information technology (IT) infrastructure. This has resulted in many IT shortcomings for BCCC, including but not limited to, being able to procure a new Enterprise Resource Planning [ERP] system, being able to properly safeguard student data, and not adequately providing malware protection for its computers.”

Baltimore City Community College (BCCC) has made significant progress in updating its information technology (IT) infrastructure, and continues to meet timelines for the additional improvements, to support:

- 1) the introduction of a new Enterprise Resource Planning System (ERP),
- 2) safeguarding student data, and
- 3) providing malware protection for its computers

INFRASTRUCTURE RENOVATION

Infrastructure

To date, the College has updated its entire Local Area Network (LAN) infrastructure in support of a new Enterprise Resource Planning (ERP) system and is currently subscribing to the State’s high-speed internet service, NetworkMD™.

Network:

The next phase of the network infrastructure work for the Realignment Task is to address the wireless augmentation of the Main building and to evaluate the Hardware Infrastructure. The College’s IT group is currently re-evaluating the current need for the wireless augmentation and impact of cost to the College.

Additionally, ITS is meeting with key stakeholders to determine the level of Wide Area Network (WAN) redundancy that will be required for the College. Identifying the level of tolerance for outages is critical in the next phase of infrastructure readiness so that the College can invest in the appropriate level of services and hardware to provide the sufficient level of redundancy.

Systems/Data Center:

There are several hardware systems presently in use that are no longer under vendor support; however, in the interim, short-term third-party maintenance contracts are being leveraged to ensure the College has support for the existing hardware infrastructure. Future plans include the retirement and replacement of obsolete hardware as the new ERP is implemented; and the consolidation of the College’s data center activity to a single location.

Telecommunications:

The College is undertaking the consolidation from several separate Cisco phone systems into a single Microsoft Cloud system.

Enterprise Resource Planning (ERP) Project



In September of 2019 a core ERP Project Team led by the new Chief Information Officer and consisting of the President and select cabinet members was convened. The main purpose of this group was to drive the work required to implement an ERP. (See Appendices 1 & 2)

In October 2019, the group began meeting weekly with Maryland's Department of Information Technology's (DoIT) Project Management Office and developed 30/60/90 and 120-day milestones, with the submission of a Request for Proposal (RFP) being one of the key milestones. DoIT improved the status of the ERP initiative to "Green" in December of 2019, which indicated that the College met the time-sensitive milestones, had enough BCCC leadership and oversight, and mitigated risks to the project.

On April 8, 2020, an RFP was released to eMaryland Marketplace (the State's Procurement site) for a Software-as-a-Service (SaaS) ERP system. The College has elected to pursue a SaaS product in order to expedite the timeline for implementation and minimize capital costs that are usually associated with Commercial Off the Shelf (COTS), on premise solutions.

The College received responses, in the form of official proposals, from two recognized vendors in the Higher Education ERP industry. One of the two proposals need "curing" and the College has granted the vendor the opportunity to "cure" the proposal by June 9, 2020 to be considered as an "offeror." Other vendors have indicated that they would not be participating in the bidding process, therefore the College's Evaluation Committee will be reviewing two proposals, at most.

Review of the proposals are scheduled to begin on June 11, 2020. After the proposals are reviewed by the evaluation committee, the oral presentations will be scheduled, whereby the Evaluation Committee will have the opportunity to ask additional questions of the "offerors" in the event any area of the RFP needs further clarification.

To date, the College has utilized 50% of the overall projected costs for the combined infrastructure, Financial Aid Management and Core Business System (ERP), and is awaiting best and final offers (BAFOs) from offerors to determine if the cost estimates were correct.

SAFEGUARDING STUDENT DATA

BCCC has maintained a legacy Student Information System far beyond its useful life and as a result has been faced with the challenges of using a system that requires Personally Identifiable Information (PII) as the primary identification for students. With a new, modern, ERP system, the College can transition to another means of identification for students to safeguard student data. In the interim, the College is making improvements through customization of the existing legacy system. To date, the College has made modifications that "masks" portions of PII that were typically visible on printed reports and displays; and the College is developing a project that will eliminate the need to use PII in interactions with students.

MALWARE PROTECTION

Since the last Office of Legislative Affairs Audit, the College has retired obsolete desktop systems (Windows 7 and older) and deployed the latest versions of desktop operating systems with modern antivirus/antimalware capability. The College has also deployed specialized antivirus products specifically to protect obsolete systems that cannot be upgraded due to the legacy applications they support. One the more modern ERP system is in place the College will be able to retire the obsolete systems.



Appendix 1 – January 2020 BCCC Board Presentation



BCCC

Enterprise Reporting Project (ERP)

January 15, 2020

Stephan A. Byam, Chief Information Officer

1



ERP Purpose

Enterprise resource planning (ERP) is defined as the ability to deliver an integrated suite of business applications. ERP applications automate and support a range of administrative and operational business processes across multiple industries, including line of business, customer-facing, administrative and the asset management aspects of an enterprise.

-www.gartner.com¹

The purpose of an ERP at BCCC is to facilitate the flow of information among all business functions inside the College's boundaries and to manage the connections to external stakeholders and third -party systems (State, Federal, special agencies, and others).

¹ <https://www.gartner.com/en/information-technology/glossary/enterprise-resource-planning-erp>

2



Project Vision

The vision for the project is through the acquisition and implementation of an ERP solution the College will benefit from:

- improved customer service to its students
- strengthened compliance
- increased operational efficiencies

This will allow for an environment that supports positive student learning experiences, aid leadership in capturing, and acting on, meaningful and comprehensive data points and metrics, and allow the college the foundation to exert more effort on recruiting, retaining and graduating students.

3



BCCC Realignment

Realignment Task #9: "Address the information technology (IT) and infrastructure needs of BCCC, including whether oversight by the Department of Information Technology is advisable. "

The ERP project will provide a solution to one of the infrastructure needs of the College, which are as follows:

- Infrastructure
 - Network
 - Data Center
- Core Business Systems ✓
 - Enterprise Resource Planning (ERP)

Addressing these needs will provide the basis for:

- improved student experience
- improved faculty, staff, administrative work experience
- addressing current operational needs and provide for future growth and innovation

4



ERP Project Outcomes

The main objectives of this project is to acquire a solution that will allow BCCC to:

- **Protect Personally Identifiable Information** (and address related audit findings)
- **Integrate platforms** –opportunities to create and leverage operational and strategic data that can be used for managing outcomes at multiple levels
- **Improve workflows** – workflows via automation can improve BCCC’s service-levels and capture necessary data for driving further improvements
- **Eliminate extraneous databases**

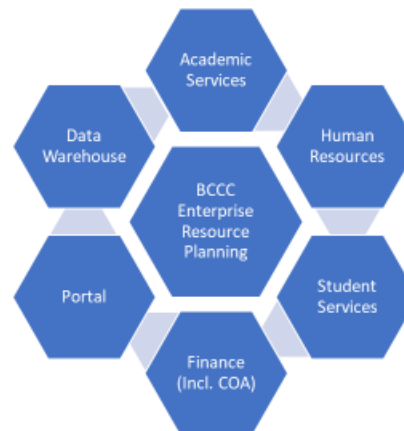
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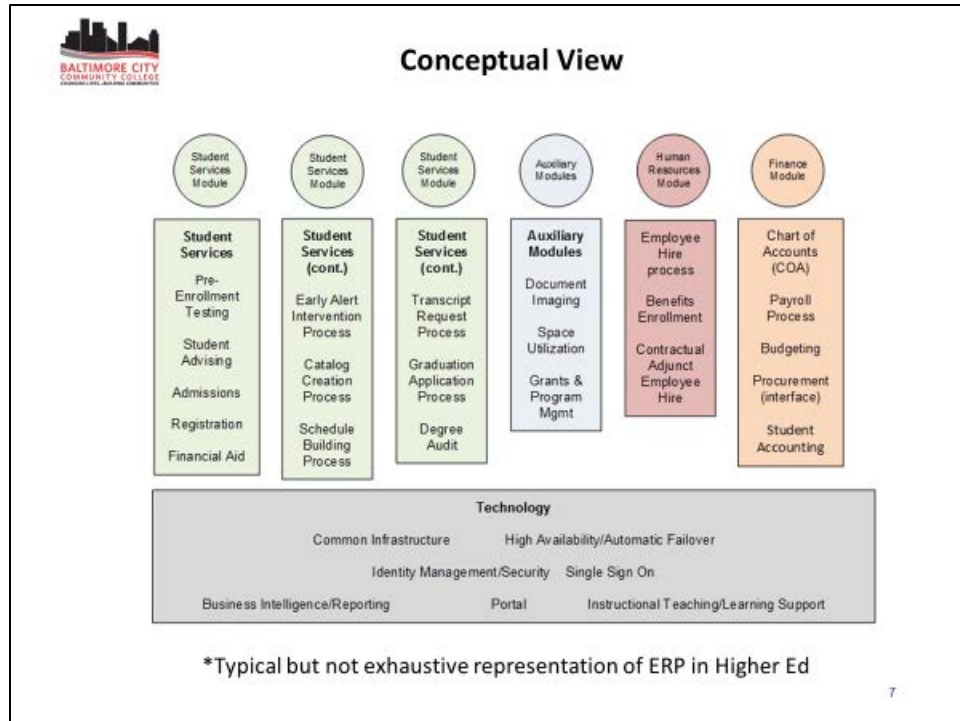

Project Scope

The scope of the ERP project will include the following:

- Academic Services
- Student Services
- Human Resources
- Finance
- Data Warehouse
- Portal



6

Project Updates

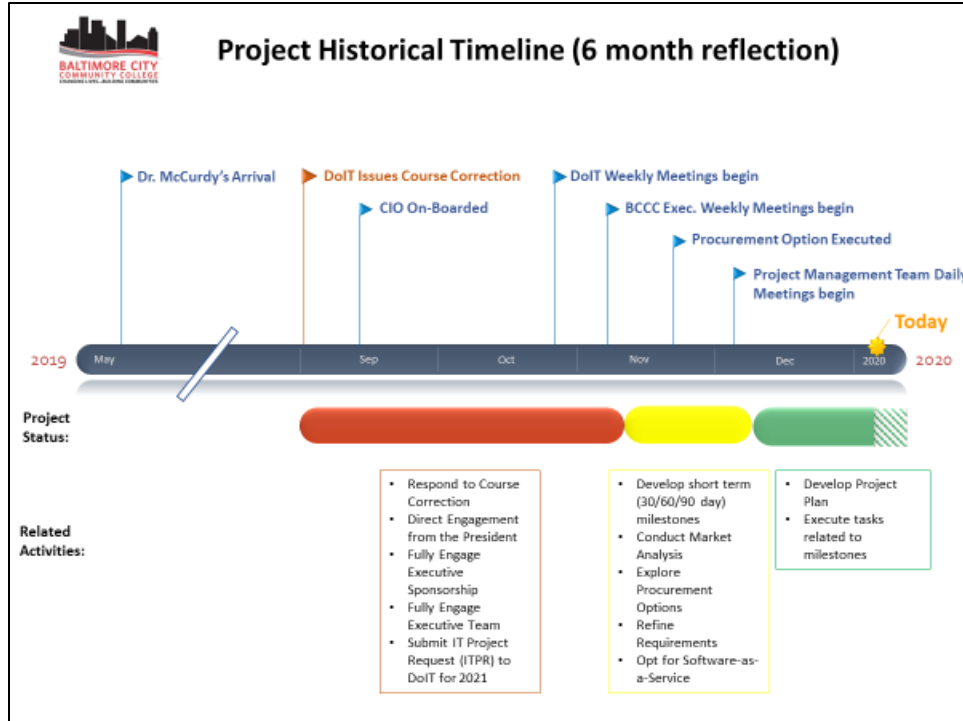

The College received a **RED** status from the State's Department of Information Technology (DoIT)

Under the leadership of Dr. McCurdy, a Core ERP Project Team has been re-established and is meeting weekly with DoIT:

Core Team:

- President McCurdy
- Becky Burrell
- Stephan A. Byam
- Sherida Studwood
- Maria Rodriguez
- Kemberly Henderson
- Donnell Josiah (DoIT)

The project's status has recently been elevated to a **GREEN** status as of December 2019

Challenges

In addition to the executive leadership commitment and engagement, BCCC overcame other challenges that posed a risk to the project. These include:

Technical Limitations:

- Aged and unsupported networking infrastructure remedied by the investment in Wide Area Network (WAN) and Local Area Network (LAN) infrastructure

Human Capital:

- Key leadership roles required to drive enterprise-wide change were vacant and are now filled: VP for Academic Affairs, VP for Student Affairs, Chief Information Officer, and the VP for Finance and Administration

10



High Level Project Milestones

The College is on track to select an ERP solution by May 2020:



Related Activities:

- Continue Weekly DoIT Meetings
- Continue Project Management Daily Meetings
- Continue to Engage Executive Leadership
- Continue to drive meeting project milestones
- Ensure ERP remains top priority for Cabinet and Executive Leadership and ensure accountability at Cabinet Level



Summary

To remain competitive in serving the community, the College has to take measures to ensure a more efficient means to provide quality educational student experiences.

The College recognizes, appreciates and strives for integrated, secure and agile administrative operations, which can be achieved with the implementation of the ERP.

As such, the College:


- has ensured ERP remains a priority
- maintains direct Presidential engagement and oversight
- has executive leadership buy-in and accountability
- continues to collaborate with, and is responsive to, DoIT



BCCC
Enterprise Resource Planning (ERP)
Project Update #2

February 19, 2020
Stephan A. Byam (Chief Information Officer)
Dr. Donnell Josiah (DoIT)

1



Project Status

The College maintains a **GREEN** status from the State's Department of Information Technology (DoIT)

The Core ERP Project Team has been expanded to include the new VP for Finance and Administration:

Core Team:
Dr. Debra McCurdy (President)
Becky Burrell (V.P., Institutional Effectiveness, Research and Planning)
Stephan A. Byam (Chief Information Officer)
Sherida Studwood (Procurement Chief)
Maria Rodriguez (General Counsel)
Kemberly Henderson (Information Technology Project Manager)
Dr. Donnell Josiah (DoIT)
Donal Christian (V.P., Finance and Administration)

2



Prior Month Activities

Peer Institution Visits/Market Research

A delegation of 20 BCCC staff visited with the Community College of Baltimore County (CCBC) and is coordinating visits to the University of Baltimore and Howard Community College¹.

This value of these visits include:

- Documenting lessons learned from prior implementations (e.g. Vendor utilization & management; internal organizational structure; project sponsorship etc.)
- Increasing awareness and enthusiasm around the prospect of the ERP Project
- Familiarization with a modern ERP solution
- Acceptance of the notion that the project is an institutional venture as opposed to an IT venture

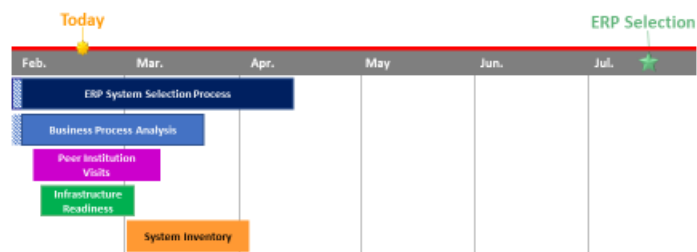
In addition, the College, through the Maryland Community College Technology Officers (MCCTO), has polled the other 15 Maryland community colleges to determine current ERP applications

¹ Virtual Meeting



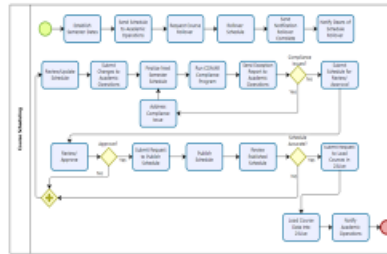
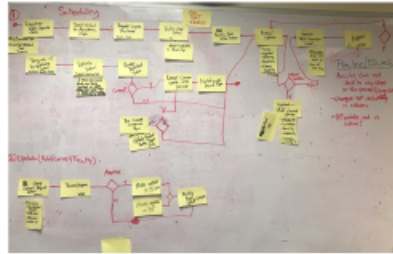
Current Month Activities

The project team is undertaking a significant amount of work in order to prepare for the ERP's implementation. Work includes ERP System Selection Process; conducting Business Process Analysis with various departments on campus; Peer Institution Visits and Infrastructure Readiness.



Business Process Analysis (BPA)

The ITS team engages the functional areas (e.g. Academic Affairs, Student Affairs and Finance) and documents, both graphically and through narrative, business processes pertinent to each department's functioning:



This process aids in:

- Capturing and documenting the “as-is” business processes; and
- Identifying process gaps in the new ERP or areas for process improvement.

Infrastructure Readiness Assessments

ITS is in the process of gathering information about our network, and its usage, to determine if any major changes need to be made either internally (Local Area Network (LAN)) or with the State's externally facing network that provides the College internet connectivity with NetworkMD.

Example areas of focus:

- Speed between buildings, server rooms, internet etc.
- Bandwidth utilization of the College during peak times
- Network redundancy and availability



DoIT Oversight Summary

DoIT is responsible to oversee the planning and implementation of all Major IT Development Projects, under State Finance and Procurement statute, article 3-301.

Oversight ensures that development, maintenance, IT policies, and procedures are adhered to and appropriate documentation prepared for the project's execution.

MITDPs are determined based on three assessment measures:

1. The estimated project cost exceeds \$1M;
2. The project supports a critical business function in an executive State agency; and
3. The Secretary makes determination based on significance, benefits, risks, visibility.

OPMs therefore provide:

- Guidance regarding adherence to the State's System Development Life Cycle;
- Frequent monitoring of project milestones consistent with value driven execution;
- Guidance to promote lean principles and cost containment; and
- Stage-gate reviews that promote projects from planning to implementation.

Summer 2020

Annual Cultural Diversity Report

2019-2020

DRAFT

Baltimore City Community College

Preface

Baltimore City Community College (BCCC) is committed to seeking academic excellence while striving continuously to be a welcoming, inclusive and diverse environment for all. The College community aspires to provide educational opportunities that embrace and support differences, all while fostering respect that extends beyond the classroom to all college spaces and to the local community. BCCC is intentional about supporting the learning environment so that students, faculty and staff are supported through challenges, accomplishments are celebrated, and perspectives of various groups of people are accepted. Being intentional about understanding differences makes members of our community able to engage in conversations spanning differences and commonalities.

About BCCC

BCCC meets students where they are through personal attention with the support of dedicated faculty and staff. In fiscal year (FY) 2019, we educated nearly 14,000 students from Baltimore City, the State of Maryland, and the world.

BCCC is a State-sponsored, comprehensive, degree-granting community college with five learning sites in Baltimore City. We offer 38 associate degree programs and 17 certifications in high-demand fields, affordable tuition and flexible classes scheduled to meet students' needs. Students receive a quality education and specialized training critical to get good jobs, to transfer to four-year institutions and to upgrade or acquire new skills to stay competitive in today's changing marketplace.

The College's Workforce Development and Continuing Education Division served more than 8,000 students seeking new skills and personal growth. BCCC offers General Educational Development for students seeking high school diplomas, English as a Second Language instruction and Adult Basic Education to strengthen literacy skills. BCCC welcomes students who want to enrich their lives through education and the pursuit of new skills.

Mission

BCCC provides quality, affordable, and accessible education meeting the professional and personal goals of a diverse population, changing lives, and building communities.

Vision

BCCC is an innovator in providing quality career pathways and educational opportunities for a diverse population of learners to exceed the challenges of an ever-changing competitive workforce and environment.

Core Values

These core values represent the most important underlying principles and beliefs that are the basis for the vision, strategies, plans, policies, and actions of BCCC.

Integrity – Unwavering adherence to a strict moral and ethical standard.

Respect – Showing genuine concern and regard for the dignity of others while practicing civility, accepting, appreciating, and supporting individual differences.

Diversity – Recognizing, accepting, appreciating, and supporting individual differences and lifestyles.

Teaching – Impacting knowledge skills, and values that are essential to the success of the individual and growth of the community.

Learning – Gaining knowledge, skills, and understanding that are useful to the individual and college community by promoting intellectual curiosity.

Excellence – Providing excellent teaching, student services, customer services, and community engagement.

Leadership – Empowering, nurturing, and inspiring individuals to be leaders in their own sphere.

Professionalism – Adhering to the highest standard of customer service.

Commitment to Diversity

BCCC is committed to creating a diverse and inclusive environment in which our students, faculty, and staff learn and work. The College's priorities are evidenced by its Core Values, Vision and Mission Statements. The goals are to recruit and retain more faculty and staff by enhancing recruiting strategies and creating a hospitable campus setting; to nurture an atmosphere of

welcome, civility, and respect for differences; and to take advantage of the College’s quality as a microcosm of the larger world to instill in everyone, but especially students, an understanding of humanity beyond the College. These priorities inform the Diversity and Inclusion Plan.

In FY 2019, the College established the BCCC Diversity, Equity, and Inclusion Committee (DEI Committee) which has been charged with ensuring the institution meets these goals in alignment with the Maryland Code, Education § 11-406.

Key Definitions proposed by BCCC’s DEI Committee

Diversity - the fact of many different types of things or people being included in something; a range of different things or people.

Equity - the commitment, capabilities, and experiences of an institution to equitably serve low income students, students of color, and other at-risk student populations with respect to access, success, and campus climate.

Inclusion – the act of taking in or comprising as a part of a whole or group

BCCC’s Plan to Improve Cultural Diversity

Strategic Goals

This Diversity, Equity, and Inclusion Plan incorporates transformational change at the College. The goals are:

Goal One: To cultivate and sustain a diverse and multicultural student body that is reflective of the global community by recruiting, retaining, and graduating ethnic minority students that are under-represented in higher education.

Goal Two: To integrate the principles of diversity, equity and inclusion into all aspects of College life.

Goal Three: To identify impediments to creating a diverse and inclusive environment, propose solutions to overcome those impediments, and measure progress at all levels of the College.

Goal Four: To ensure a variety of channels are utilized to attract and retain a diverse, qualified, and competitive applicant pool of faculty and staff.

Goal Five: To provide a supportive and nurturing learning environment to prepare students to collaborate with diverse communities in a culturally sensitive manner.

Table 1: Goals, Performance Indicators, and Strategies for Implementation

Goals	Performance Indicators	Strategies for Implementation
Goal One: To cultivate and sustain a diverse and multicultural student body that is reflective of the global community by recruiting, retaining, and graduating ethnic minority students that are under-represented in higher education.	<ul style="list-style-type: none"> Enrollment data 	<ul style="list-style-type: none"> Focused recruitment initiatives Student success and retention initiatives Community partnerships and collaborations
Goal Two: To integrate the principles of diversity, equity and inclusion into all aspects of College life.	<ul style="list-style-type: none"> Attitudes Assessment Intercultural Development Inventory 	<ul style="list-style-type: none"> Update and administer climate survey diversity-focused trainings, events and activities
Goal Three: To identify impediments to creating a diverse and inclusive environment, propose solutions to overcome those impediments, and measure progress at all levels of the College.	<ul style="list-style-type: none"> Institutional Capacity Assessment Tool “Equity” responses Survey Responses Regular Student, Faculty, and staff feedback 	<ul style="list-style-type: none"> Broad recruitment Retention efforts Professional development opportunities Continuous collection and analysis of data

<p>Goal Four: To ensure a variety of channels are utilized to attract and retain a diverse, qualified, and competitive applicant pool of faculty and staff.</p>	<ul style="list-style-type: none"> • Institutional data • Human Resources data 	<ul style="list-style-type: none"> • Enhance internal and external partnerships • Develop a cultural awareness “toolbox” (pending) • Sponsor professional development workshops
<p>Goal Five: To provide a supportive and nurturing learning environment to prepare students to collaborate with diverse communities in a culturally sensitive manner.</p>	<ul style="list-style-type: none"> • Institutional Capacity Assessment Tool “Equity” responses (HR) • Survey Responses • Regular Student, Faculty, and staff feedback 	<ul style="list-style-type: none"> • Cultural Diversity integration into the curriculum (Pre 100) • Host on-campus inclusive events • Enhance co-curricular activities

The five goals outlined above will be achieved by implementing cultural, environmental, and structural changes throughout the entire College community. The DEI committee, in conjunction with the President’s Cabinet will monitor these goals. The committee is comprised of broad representation spanning each of the divisions across the College. In FY 2020, the DEI Committee will meet regularly to monitor the progress of the strategic diversity goals of the College. Transforming the College is a shared responsibility. Accountability measures will be developed by the committee charged with overseeing the plan’s implementation.

Achievements in Diversity

The majority of the College’s executive leadership team has been in place for less than a year at this writing– the President, the Vice President of Academic Affairs, the Vice President of Student Affairs, the General Counsel and the Vice President, Institutional Effectiveness, Research and Planning, and the Mayor’s Scholar’s Program Director. The Vice Presidents of Workforce Development and Continuing Education and Advancement and Strategic Partnerships are the only executive leadership team members who have been at the College more than a year. It is important to note the breadth and the depth of diversity represents a span of race, ethnicity, gender, and age.

Over the past five years, BCCC has experienced changes in enrollment and increased diversity. Two of the subpopulations that the College has witnessed an increase in growth has been with dual enrollment and LatinX students. There has been a steady growth among LatinX students.

Students

In addition to tracking enrollment trends based on ethnic background as provided in Chart 1, the Office of Institutional Research (OIR) develops retention data based on various student characteristics including ethnic background, gender, age, Pell status, developmental need, full- or part-time enrollment status, and distance education status. Similar measures are included in the annual Performance Accountability Report OIR prepares and submits to MHEC annually. As tables 2 and 3 reflect, the numbers and proportions of Hispanic (LatinX) students have increased since Fall 2013.

Table 2: BCCC Fall 2013 – Fall 2019 Credit Student Enrollment Counts by Ethnic Background

Baltimore City Community College Fall Credit Enrollment Distribution by Ethnic Background / Race	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
a. Hispanic or Hispanic Multi-race (Excluding White)	112	2.1%	143	2.7%	124	2.6%	116	2.6%	103	2.5%	158	3.5%	198	4.0%
b. Hispanic-and-White or Hispanic-and-White with Other Races	27	0.5%	30	0.6%	31	0.7%	26	0.6%	28	0.7%	32	0.7%	43	0.9%
c. White or White Multi-Race (Excluding Hispanic)	512	9.5%	458	8.7%	427	9.0%	425	9.6%	347	8.3%	366	8.1%	353	7.2%
d. African American Only	4,334	80.7%	4,297	81.6%	3,779	80.0%	3,455	78.4%	3,314	79.1%	3,628	80.2%	3,979	81.1%
e. Asian Only	222	4.1%	180	3.4%	210	4.4%	242	5.5%	244	5.8%	180	4.0%	171	3.5%
f. American Indian Only	11	0.2%	0	0.0%	9	0.2%	5	0.1%	7	0.2%	9	0.2%	5	0.1%
g. Native Hawaiian/Pacific Islander Only	14	0.3%	2	0.0%	6	0.1%	5	0.1%	4	0.1%	2	0.0%	7	0.1%
h. Multi-race (Other than with Hispanic or White)	21	0.4%	33	0.6%	37	0.8%	31	0.7%	35	0.8%	33	0.7%	45	0.9%
i. Other/Unknown	118	2.2%	126	2.4%	103	2.2%	104	2.4%	106	2.5%	115	2.5%	108	2.2%
<i>Total</i>	5,371	100.0%	5,269	100.0%	4,726	100.0%	4,409	100.0%	4,188	100.0%	4,523	100.0%	4,909	100.0%

Source: BCCC fall Enrollment Information System (EIS) files prepared for the Maryland Higher Education Commission annually in November, in accordance with State guidelines. Students are categorized by Hispanic/Hispanic-multi-race first, White/White-multi-race second, other multi-race third, and all other races. BCCC Office of Institutional Research - April 2020

Table 3: BCCC Fall 2013 – Fall 2019 Credit Hispanic Student Enrollment

Baltimore City Community College Fall Credit Enrollment Distribution: Hispanic/Hispanic Multi-Race	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	#	% Change from Prior Fall	#	% Change from Prior Fall	#	% Change from Prior Fall	#	% Change from Prior Fall	#	% Change from Prior Fall	#	% Change from Prior Fall	#	% Change from Prior Fall
a. Hispanic or Hispanic Multi-race (Excluding White)	112		143	27.7%	124	-13.3%	116	-6.5%	103	-11.2%	158	53.4%	198	25.3%
b. Hispanic-and-White or Hispanic-and-White with Other Races	27		30	11.1%	31	3.3%	26	-16.1%	28	7.7%	32	14.3%	43	34.4%
c. Total Hispanic	139		173	24.5%	155	-10.4%	142	-8.4%	131	-7.7%	190	45.0%	241	26.8%
d. Total Fall Credit Headcount	5,371		5,269	-1.9%	4,726	-10.3%	4,409	-6.7%	4,188	-5.0%	4,523	8.0%	4,909	8.5%

Source: BCCC fall Enrollment Information System (EIS) files prepared for the Maryland Higher Education Commission annually in November, in accordance with State guidelines. Students are categorized by Hispanic/Hispanic-multi-race first, White/White-multi-race second, other multi-race third, and all other races. BCCC Office of Institutional Research - April 2020

OIR administers the Community College Survey of Student Engagement (CCSSE) to on-campus credit students, in class, every two years in the Spring semester. Due to the COVID-19 pandemic, the CCSSE was administered online for the first time. The Spring 2020 administration had 231 respondents. The results will be provided later this year by the Center for Community College Student Engagement. Highlights from the spring 2018 results (379 respondents) are provided below.

Characteristics of the respondents include the following:

- 26.2% indicated that English is not their native (first) language.
- 88.8% indicated that they would recommend BCCC to a friend or family member.
- 15.5% indicated that they are an international student or non-resident alien.
- 66.9% indicated that they are “Black or African American,” 2.8% indicated they are “Hispanic or Latino,” 6.8% indicated they are “Asian,” 7.8% indicated they are “White,” 5.6% indicated two or more races; and 10.2% indicated other or unknown.

Results related to diversity, equity, and inclusion include the following.

- 77.3% of respondents indicated that BCCC emphasized “encouraging contact among students from different economic, social, and racial or ethnic backgrounds” quite a bit or very much.
- 87.9% indicated that they strongly agree or agree that “I feel welcome and respected at BCCC.”
- 77.5% indicated that they strongly agree or agree that “I have good relationships with others at BCCC.”

In Spring 2020, the College administered the Sexual Assault Campus Climate Survey to credit students and had 91 respondents. In terms of the characteristics of the respondents, distributions are similar to the general population of credit students for gender and age.

- 69.2% of the general population are female compared to 76.0% of the survey respondents.
- 40.3% of the general population are 30 years of age or more compared to 34.6% of the respondents.

There are differences in terms of attendance status (full-time versus part-time) and ethnic background as noted below.

- 32.2% of the general population are enrolled full-time versus 61.5% of the respondents.
- 80.7% of the general population are African American compared to 75.0% of the respondents; 8.2% of the general population are White compared to 17.3% of the respondents; and 4.2% indicated that they are Hispanic or Latino (only or multi-race) compared to 5.0% of the general population.

The results indicate that students feel valued and that faculty and staff are concerned about their welfare. The items for this section of the survey were modified from the prior years' versions and are noted as such when referencing results.

- 84.6% of respondents strongly agree or agree with the statement "I feel valued in the classroom/learning environment."
- A noteworthy improvement from the spring 2016 administration to the fall 2017 administration was the increase from 75.0% to 89.8% of respondents indicating their agreement with the statement "BCCC employees are genuinely concerned about the welfare of students." In spring 2020, the statement was broken into two categories with the following results.
 - 83.0% strongly agree or agree with the statement "I think faculty are genuinely concerned about the welfare of students".
 - 62.5% strongly agree or agree with the statement "I think administrators are genuinely concerned about my welfare."
- 76.5% of respondents agreed that "I am happy to be at this college". (New item)

Through these efforts, BCCC demonstrated an increase in successful enrollment and retention of students from all backgrounds, including first-generation students and populations of students historically underrepresented at the College.

Efforts to Increase Representation of Traditionally Underrepresented Groups

Students

Over the past five years, BCCC has experienced changes in enrollment across the aforementioned subpopulations. While there has been a decrease in students who have identified as veterans or military, the College has witnessed progressive and steady growth among LatinX students. The following describes specific initiatives and strategies BCCC has integrated to improve student enrollment that has a focus on diversity and inclusion.

LatinX

LatinX college students are the fastest growing population in the United States. However, when compared to other ethnicities, educational attainment for this group falls short. BCCC, like many other institutions in the country, has created focused efforts to target this special population to support degree attainment and to further educational opportunities. LatinX students may include, but are not limited to: Hispanic students, students who disclose/self-report that they are members of the LatinX community, students who qualify for DACA, members of communities that identify as Spanish speaking, Dreamers, ESOL, and students who need English Language services. The percentage of the Hispanic /Latino population at Baltimore City Public Schools is 13.5% for 2019/2020 school year.

Veterans and Military Students

BCCC supports veterans, service members, and military families by offering educational opportunities for them to continuously enhance their existing skillsets. This subpopulation of students includes active duty, National Guard, Reservists, Veterans (prior military service), dependents spouses or children, and survivors. BCCC supports veterans and military personnel enrolled at the institution with several initiatives, such as a dedicated Veteran certifying official on campus, one-on-one assistance, counseling services through Student Support and Wellness, and dedicated priority registration.

International Students

More than 85 countries are represented at BCCC among students, faculty, and staff. The College assesses the needs of international

students, providing thorough information on immigration regulations and procedures to advise international students effectively, orient students to the policies and expectations of the institution, its culture, and the U.S. educational system. On an annual basis, BCCC sponsors workshops on travel, graduation and transfer, employment, and New International Student Orientation. In the fall of 2019, the College established membership in the Maryland International Education Consortium to increase the college's international presence and to better maximize the resources of partnering with the consortium. This membership helps to increase the institution's exposure to international communities. BCCC also engages this subpopulation of students by hosting weekly club meetings and co-sponsoring cultural activities for students.

The Mayor's Scholars Program

This program has demonstrated its impact on FTEs, significantly increasing the number of first time, full time students, almost entirely from Baltimore City Public Schools. The enrollment target of 250 students has been exceeded for the past two years. Retention for MSP (Fall-to-Fall 43%) has surpassed the 37% Fall-to-Fall retention rate for the College's Pell-eligible and developmental student populations. Experience with Cohorts I and II has allowed the institution to identify and address challenges and pilot new programs. Looking forward, MSP will continue to serve as an important conduit for BCCC recruitment and student success. Partnering with Baltimore City's Mayor's Office, Baltimore City Public Schools, and organizations such as YouthWorks, We are CASA and the CollegeBound Foundation will help to secure BCCC's position as Baltimore areas community college of choice. The new administration is committed to strengthening the program as BCCC continues on a path to achieve its full potential.

The Mayor's Scholars Program (MSP) has been an exemplary program, advancing the College's dedication to an inclusive educational experience. From its inception, it has been structured to meet the College's strategic goal to increase diversity of the student population and meet the diverse needs of this population. The program was created in coordination with the Mayor's Office of Baltimore City, to guarantee a free college education to all graduating high school seniors from Baltimore City Public Schools. The College has done the following through the program:

- Partnered with a local immigrant rights group, We Are CASA, which helped cover student expenses during the summer bridge program. This assistance aided some undocumented students who could not file the traditional FAFSA application.
- Maintaining bilingual recruiters (Spanish-speaking) to work with students and families in both English and Spanish, also bilingual in Spanish. All three bilingual staff would reach out to students in high school during the application process in the spring semesters.
- Held Spanish-language information and orientation sessions at off-site locations convenient to the LatinX community.
- Had bilingual staff work with students attending ESL classes. Spanish-language interpreters were assigned.
- Provided Kosher food for Jewish youth leaders participating in the summer bridge program.
- Selected Summer Bridge Student Ambassadors representative of the diversity of students- along racial, ethnic, gender, religious, and multilingual lines. The ambassadors, chosen from among cohort 1 students, mentored cohort 2 students with advising, orientation and college resources.

Administrative Staff and Faculty

The Office of Human Resources is dedicated to maintaining strategic partnerships with College leaders to attract, develop, and retain a qualified and diverse workforce that fosters an environment to support our students, mission, and vision. Services are provided in the areas of Recruitment/Talent Acquisition, Benefits, Classification and Compensation, Professional Development and Training, and Labor Relations.

BCCC is an Equal Opportunity Employer and Affirmative Action employer that does not discriminate on the grounds of race, color, gender, religion, age, sex, sexual orientation, national or ethnic origin, physical or mental disability, pregnancy, Genetic Information (GINA), marital status, veteran status, or any protected class prohibited by law. BCCC is committed to diversity and inclusion and seeks to foster positive human relations among all individuals and groups within the community.

BCCC is committed to diversity and inclusion and seeks to foster positive human relations among all individuals and groups in addition to faculty, staff and job applicants through non-discrimination in its employment practices within the community. This

applies to all terms and conditions of employment, including recruitment, hiring, promotions, transfers, reassignments, training, career development, benefits and separation.

To deter overt discrimination, Human Resources will help faculty and staff to become aware of and to recognize more covert and subtle forms of discrimination through educational programs and remove institutional barriers to equality. All members of the college community are expected to abide by Non-Discrimination Policy, city, State and federal requirements. Persons charged with a violation of this policy, if substantiated, may be subject to disciplinary action, including discharge, in addition to the penalties imposed under State and federal law.

Efforts Designed to Create Positive Interactions and Cultural Awareness

Students

The student body of BCCC play a large role in the efforts to provide cultural diversity within the College. There are several active student clubs and organizations established that highlight diversity on campus such as:

- Anthropology and Sociology Club
- Ascenders Club
- B.R.O.S. (Brothers, Respectful, Organized and Successful)
- International Students Club
- LatinX Uni2 Club
- Veterans Club
- The Student Government Association

Under the direction of the Office of Student Life and Engagement, clubs and organizations participate in and sponsor activities that promote diversity and inclusion for the entire campus—faculty, staff, and students.

Programming and Activities

The following is a list of some of the FY 2020 College efforts to create positive interactions and cultural awareness among the BCCC Community

Table 4: Programs and Activities

August 2019	
Voter Registration	Voter Registration was held on the Liberty Campus during Welcome Week in partnership with the League of Women Voters of Baltimore.
“Speak About It”	This program was a performance about Consent, Boundaries & Healthy Relationships. The program co-sponsored with the Offices of Student Support and Wellness Services, Judicial Affairs and Title IX, the Student Government Association and the Office of Student Life and Engagement.
September 2019	
Hispanic Heritage Month Program	The Latinx Uni2 Student Club sponsored an Hispanic Heritage Month program with a program of dance, music, food and fun.
Annual Health and Wellness Fair	With more than 17 organizations in attendance, the fair was held on campus to address a diverse range of students, faculty, and staff on health and wellness. Health screenings included blood pressure measurements and HIV/STD testing.
Parade of Latino Nations	The Latinx Uni2 Student Club represented BCCC at Baltimore’s First Parade of Latino Nations. The event consisted of over 40 folkloric groups, marching bands, carnival bands, cultural associations, businesses, and local schools.
October 2019	

“I Stand with Immigrants” Program	The fourth annual “I Stand with Immigrants College & University Day of Action” took place at campuses across the country showcasing their support for immigrants. The emphasis was on Deferred Action for Childhood Arrivals (DACA) recipients in their community who face uncertain futures. This was BCCC’s second year participating in the event. It was sponsored by the LatinX Uni2 Student Club
Male Students of Color Summit	The Office of Student Life and Engagement in conjunction with the B.R.O.S. Club and the Granville T. Woods Scholars Club sponsored a trip to the Male Summit of Color at Montgomery College’s Germantown Campus. The summit focused on topics and activities designed to educate, equip, and enlighten male students of color to effectively increase college and career success.
November 2019	
Veterans Appreciation	The Office of Student Life and Engagement, Admissions Office, and the Student Government Association recognized the veterans on campus for Veteran’s Day.
International Education Week	The Admissions, Office of Student Life and Engagement and the International Students Club celebrated International Education Week with a weeklong of events.
December 2019	
World Aids Day	In recognition of World Aids Day, the Office of Student Life and Engagement sponsored an HIV information event in the Student Atrium which included HIV testing. Members of SGA supported the event through the “HIV Question Game” and encouraging in HIV testing.
LatinX Uni2 Holiday Celebration	The LatinX Uni2 student club community came together to celebrate the conclusion of another semester and the upcoming holiday season of 2019. Members reminisced about the past year’s events, changes, and future activities they would be interested in hosting. Attendees were asked to contribute a dish of food or dessert which resulted in a mix of different Latin American/American dishes.
January 2020	
Martin Luther King Jr. Day of Service	Every year, on the last Friday of Welcome Week, a service project is completed by BCCC students and staff in recognition of Martin Luther King, Jr. Day. This year there were two service projects: 1) Reading to the students in the Clarence Blount Child Development Center throughout the day; and 2) Working the lunch shift at the “Our Daily Bread Hot Meal Program”. Members of the SGA, Computer Aid Drafting and Design Club, International Students Club, and Phi Theta Kappa participated.
February 2020	
Negro League Baseball Display	The Office of Student Life and Engagement and the Alumni Association presented a display of memorabilia on the history of the Negro Baseball League. Special guest was Negro Baseball League Player Luther Atkinson of the Satchel Paige All-Stars.
National Black HIV/AIDS Awareness Day	In recognition of this important day, representatives from Hidden Gardens Park West Health System provided information and free HIV/AIDS testing.
Black History Living Museum	The Office of Student Life and Engagement sponsored a Black History Living Museum in the Student Atrium. Members of the SGA and clubs and organizations participated as actors in the educational event. Visitors got an opportunity to learn about important members of the African American community that are lesser known. The historical figures portrayed were as follows: Alice Coachman-

	Davis, Dontae Winslow, Willie Hobbs Moore, Claudette Colvin, Richard Antoine White, Marsai Martin, Brea Baker Esther McCready and Mark Dean.
	March 2020
	Programming impacted by the COVID 19 Pandemic
	April 2020
	Programming impacted by the COVID 19 Pandemic
	May 2020
	Programming impacted by the COVID 19 Pandemic

Co-Curricular Programming

In addition to the extracurricular programming that took place over the last year, faculty staff and students also participated in co-curricular activities at BCCC that included:

- **Trip to Washington, DC** — The Anthropology and Sociology Club and History Clubs went to Washington, DC to visit the National Museum of the American Indian and the Museum of American History with BCCC Professors.
- **Earth Day** - In recognition of the 50th Anniversary of Earth Day, the Office of Student Life and Engagement hosted a virtual Earth Day celebration for the entire family with Exploratorium. The online link was provided so that everyone could join the program hosted by scientists and professionals from across the country.
- **NASA Goddard Space Flight Center tour** — The Mathematics, Engineering and Robotics Club took a trip to NASA Goddard Space Flight Center for facility tour.

Curricular Initiatives

In addition to some of the activities noted above, some of the curricular initiatives that BCCC has adopted to promote cultural diversity in the classroom takes place in a course that all students are required to take as a part of every curriculum. Preparation for Academic Achievement (Pre-100) is designed to provide all first-year, full and part-time degree and/or certificate-seeking students with an introduction to student and academic services offered at BCCC. The course incorporates a module on diversity and accessibility. The module largely covers students and faculty interactions in terms of cultural equity and sensitivity. Another particularly noteworthy program is Nursing. Within cultural awareness and sensitivity is embedded within and throughout the program. This concept is specifically addressed in the Nursing Fundamentals course.

Administrative Staff and Faculty

During the Spring and Summer semesters of 2019, BCCC offered numerous sessions of Safe Spaces training to all faculty and staff. This engagement was extremely well attended, with a robust, interactive crowd. Safe Spaces will ensure that employees are sensitive to all the nuances in our culture today as it relates to Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex and Asexual (LGBTQIA) communities. BCCC's Office of Human Resources regularly sponsors Safe Spaces workshops for faculty and staff. The sessions are designed to be both interactive and informational. Faculty and administrative staff learn to better identify and avoid macroaggressions and other intentional or unintentional speech or actions. One of the objectives of this training is to have faculty and staff leave with and apply a greater sense of cultural competence.

Increasing the Diversity of Faculty and Staff

The most successful proven strategy for increasing diversity of faculty and staff of the campus has been the integration of purposeful improvements within Human Resources. Diversity and inclusion is integrated throughout the infrastructure of Human Resources from the posting of job announcements to hiring and professional development. Through SkillPort, BCCC's online training tool, the following diversity-related modules are offered: Bridging the Diversity Gap; Your Role in Workplace Diversity; Facing the Management Challenges of Difficult Behavior & Diverse Teams; Workplace Management – Global HR,

Diversity, & Inclusion; Diversity on the Job: Diversity & You; Diversity on the Job: The Importance of Diversity & the Changing Workplace; Understanding Unconscious Bias; Overcoming Your Own Unconscious Bias; Overcoming Unconscious Bias in the Workplace; Maintaining a Cohesive Multigenerational Workforce; Using Communication Strategies to Bridge Cultural Divides; and Culture & Its Effect on Communication.

Table 5: BCCC Professional Development Offerings: Diversity, Equity, and Inclusion

Safe Spaces	This workshop ensures that participants are sensitive to all the nuances in our culture today as it relates to the Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex and Asexual (LGBTQIA) community. The workshop reviews best practices in interfacing with the community, and attendees learn to better identify and avoid intentional or unintentional speech or actions that may cause offense.
Stereotypes & Microaggressions	This workshop raises awareness to unintentional or unconscious stereotyping that we may be doing when interfacing with our peers. The concept of microaggressions, subtle acts or comments that stereotype others, is introduced and discussed. Strategies to avoid microaggressions are reviewed.
Diversity & Inclusion	This workshop stresses the importance of being inclusive with people of other backgrounds in our personal and professional lives, as well as the benefits of living and working in a diverse community. The concept of bias is discussed, as well as what we can do to avoid bias and be more inclusive with all of our peers to foster innovative thought and a greater sense of community.
Generational Issues	This workshop examines the different generations that make up our community and work force. Attendees learn about the different generations, their unique needs and wants, and how to best interface with them. Dynamics among the different generations in society are reviewed and discussed.
Diversity on Campus	This workshop is comparable to the Diversity & Inclusion session, but it focuses more on campus life. Attendees gain a greater understanding and awareness to the melting pot that is our campus. Diversity as a strength as it pertains to higher education institutions is an underlying theme.
Conflict Resolution	This workshop focuses on best practices to resolve conflict and differences in a civil fashion. Conflict can be a side effect in an environment that has a great deal of diversity, and this workshop equips attendees with the skills needed to ensure that we maintain civility, respect, and dignity in resolving conflict with our peers.

In terms of recruiting faculty and staff, the Human Resources Office utilized the following websites to attract a diverse applicant pool: Marylanddiversity.com, Diversityjobs.com, Higher Education Recruitment Consortium (HERC), Chroniclevitae.com, Higheredjobs.com, Insidehigher.com, Academiccareers.com, The Maryland Workforce Exchange, and Indeed.com

The gender and ethnic distributions of BCCC's full-time faculty and staff for fall 2019 are provided in Charts 6 and 7. The proportions of faculty and staff remained relatively stable from fall 2018 to fall 2019, with a slight increase from 1.0% Hispanic employees to 1.6%.

Table 6: BCCC Fall 2019 Full-Time Faculty and Staff Gender and Ethnic Background Counts

Baltimore City Community College								
Fall 2019 Full-Time Faculty and Staff: Gender and Ethnic Background / Race								
	Total	Hispanic	White	African American	Asian	American Indian / Native Alaskan	Native Hawaiian / Pacific Islander	Other / Unknown
Faculty								
Men	47	0	10	29	7	0	1	0
Women	59	0	13	44	2	0	0	0
<i>Total</i>	106	0	23	73	9	0	1	0
Administrators								
Men	22	0	2	18	2	0	0	0
Women	34	2	9	22	0	1	0	0
<i>Total</i>	56	2	11	40	2	1	0	0
Other Professional Staff								
Men	38	2	15	18	2	1	0	0
Women	72	2	12	54	4	0	0	0
<i>Total</i>	110	4	27	72	6	1	0	0
Support Staff								
Men	34	0	5	29	0	0	0	0
Women	60	0	4	55	0	1	0	0
<i>Total</i>	94	0	9	84	0	1	0	0
All Full-Time Employees	366	6	70	269	17	3	1	0

Source: Fall 2019 BCCC Employee Data System file prepared for the Maryland Higher Education Commission.
BCCC Office of Institutional Research - April 2020

Table 7: BCCC Fall 2019 Full-Time Faculty and Staff Gender and Ethnic Background Distribution

Baltimore City Community College								
Distribution of Fall 2019 Full-Time Faculty and Staff: Gender and Ethnic Background / Race								
	Total	Hispanic	White	African American	Asian	American Indian / Native Alaskan	Native Hawaiian / Pacific Islander	Other / Unknown
Faculty								
Men	12.8%	0.0%	2.7%	7.9%	1.9%	0.0%	0.3%	0.0%
Women	16.1%	0.0%	3.6%	12.0%	0.5%	0.0%	0.0%	0.0%
<i>Total</i>	29.0%	0.0%	6.3%	19.9%	2.5%	0.0%	0.3%	0.0%
Administrators								
Men	6.0%	0.0%	0.5%	4.9%	0.5%	0.0%	0.0%	0.0%
Women	9.3%	0.5%	2.5%	6.0%	0.0%	0.3%	0.0%	0.0%
<i>Total</i>	15.3%	0.5%	3.0%	10.9%	0.5%	0.3%	0.0%	0.0%
Other Professional Staff								
Men	10.4%	0.5%	4.1%	4.9%	0.5%	0.3%	0.0%	0.0%
Women	19.7%	0.5%	3.3%	14.8%	1.1%	0.0%	0.0%	0.0%
<i>Total</i>	30.1%	1.1%	7.4%	19.7%	1.6%	0.3%	0.0%	0.0%
Support Staff								
Men	9.3%	0.0%	1.4%	7.9%	0.0%	0.0%	0.0%	0.0%
Women	16.4%	0.0%	1.1%	15.0%	0.0%	0.3%	0.0%	0.0%
<i>Total</i>	25.7%	0.0%	2.5%	23.0%	0.0%	0.3%	0.0%	0.0%
All Full-Time Employees	100.0%	1.6%	19.1%	73.5%	4.6%	0.8%	0.3%	0.0%

Source: Fall 2019 BCCC Employee Data System file prepared for the Maryland Higher Education Commission. Percentages use all full-time employees as denominator. BCCC Office of Institutional Research - April 2020

Future Initiatives

- For FY2021, administer the Intercultural Development Inventory (IDI) to all committee members as a tool to understand BCCC's baseline data for cultural competence;
- The Maryland Equity & Inclusion Leadership Program (MEILP) is now accepting applications for the 2021 class. Members of the DEI committee will be strongly encouraged to participate in this excellent training opportunity;
- Participation in the annual Diversity Institute, sponsored by Anne Arundel Community College, which addresses multicultural curriculum development;
- Consider options, including grant opportunities, to perform a comprehensive climate survey; and
- For FY2021, have a member of Human Resources trained on and certified in administering the IDI assessment.

Campus Process for Reporting a Hate-Based Crime

Protected Classes

In accordance with The Federal Bureau of Investigation (FBI), a hate crime is a criminal offense against a person or property motivated in whole or in part by an offender's bias against a race, religion, disability, ethnic origin or sexual orientation. (In addition to those mentioned above, other categories or identities may be protected depending on where the crime took place; local and State laws may vary and a federal offense may have been committed).

BCCC (BCCC) is committed to creating and maintaining a welcoming and inclusive campus community. Every individual is valued and should feel welcomed and included as a member of this community. The Office for Public Safety serves to make sure ALL people at BCCC feel safe to be themselves.

BCCC also strives to provide an educational, working and living environment that welcomes and respects all people. All of us are expected to commit to maintaining a safe, respectful, inclusive, civil and welcoming environment. Acts that go against the core values of the institution destroy the sense of community we all share. Additionally, acts of intolerance do untold and unjust harm to the well-being, dignity and safety of those who are the victims of such acts.

How to Report a Bias Incident

The Office for Public Safety receives and responds to reports of bias incidents that have been experienced or witnessed. Reports will be reviewed in a timely manner. When reporting an incident, the individual has the option of reporting it as "information only" or "request for follow up." "Information only" reports are intended to give The Office for Public Safety information on an individual's experience at BCCC. These reports help The Office for Public Safety keep a pulse on the campus climate. Things to report as "information only" would include hearing insensitive remarks or language not directed at an individual, noticing certain trends of bias that have not targeted a specific individual, etc.

Reports can be filed anonymously. However, if the report is filed anonymously it may limit the response The Office for Public Safety can have. Every effort will be made to keep your report confidential. However, the members of Public Safety, as administrative agents in an educational institution, adhere to the laws and standards governing the disclosure of information to third parties both within and external to the College.

Conclusion

BCCC embraces its position in embracing all people. The belief that a diverse faculty, staff and student body enriches all members of the BCCC community. The Cabinet along with the DEI Committee drives the goals and activities for the College. The College's support for the Committee reflects the institution's commitment to an inclusive, safe, and diverse environment where honest discussion drives positive change of diversity, equity and inclusion. The Committee will assess the campus climate for diversity, identify underrepresented or under-served groups, enact programs or support services to enhance these groups' experiences at BCCC and assess the effectiveness of the programs and services offered. The Committee will always be guided by the Board of Trustees, Cabinet, and leadership of the institution to sustain a welcoming environment for everyone to learn and to work.



BOARD OF TRUSTEES
BALTIMORE CITY COMMUNITY COLLEGE

TAB 8 | College Policies

- Sexual Misconduct Policy

TITLE OF POLICY: Sexual Misconduct Policy

POLICY (CHECK ONE): NEW _____ REVISED REFORMATTED _____

APPLIES TO (CHECK ALL THAT APPLY):

FACULTY _____ STAFF _____ STUDENTS _____

DIVISION/DEPARTMENT _____ COLLEGE

TOPIC/ISSUE:

Baltimore City Community College (BCCC) is committed to creating and maintaining a welcoming and inclusive campus free from sexual misconduct. The associated procedures will identify violations of this standard, identify resources, and describe a detailed process to address complaints of sexual misconduct in a fair and thoughtful manner, consistent with our core values and community standards for behavior.

BACKGROUND TO ISSUE/RATIONALE FOR POLICY:

Federal law requires all educational institutions to adopt policies that provide for educational programs to promote awareness of sexual offenses and include provisions on: informing an alleged victim of the right to press criminal charges; notifying law enforcement officials and disciplinary officials when an incident of sexual misconduct occurred; designating which local hospitals are equipped to handle incidents of sexual assault; assisting an alleged victim in obtaining appropriate medical and counseling services; and ensuring that both the alleged victim and the alleged perpetrator(s) are accorded privacy and due process.

STATE/FEDERAL REGULATORY REQUIREMENTS (CITE IF APPLICABLE):

- Title IX of the Education Amendments of 1972
- Maryland Criminal Law Article (CR 3-305)
- Higher Education Act of 1965
- 2018 Maryland Code: Education, Division III- Higher Education Title II- Maryland Higher Education Commission Subtitle 6 - Sexual Assault Policy § 11-601.

POLICY LANGUAGE:

Sexual misconduct will not be tolerated within the BCCC community. BCCC will provide immediate assistance and protection for: the physical health and safety of the alleged victim; the emotional health of the alleged victim; the safety of the Baltimore City Community College community; and the privacy and due process rights of the alleged victim and alleged perpetrator(s). In addition, the College will ensure that no one who reports sexual misconduct is retaliated against.

All College community members are subject to this policy, regardless of sex, sexual orientation, gender identity, and gender expression. This includes all College students, faculty, and staff, as well as contractors under the College's control. Violations of the policy may occur between individuals or groups of individuals of any sexual orientation or actual or perceived gender identity. This policy applies to sexual misconduct in connection with any College program or activity, including: (1) in any College facility or on College owned or controlled property; (2) in connection with any College sponsored, recognized or approved program, visit or activity, regardless of location; (3) that impedes equal access to any College education program or activity or adversely impacts the employment of a member of the College community; or (4) that otherwise threatens the health or safety of a member of the College community.

Persons who violate this policy will be subject to disciplinary action up to and including termination of employment, suspension, expulsions and/or termination of the contractual relationship.

PROPOSED IMPLEMENTATION DATE:

Upon Board Approval

PROPOSED BY:

Office of the V.P. for Student Affairs and Title IX

APPROVED BY THE BOARD OF TRUSTEES:

ORIGINATOR/DIVISION:

Student Affairs; Office of Human Resources

****This policy once approved by the Board of Trustees supersedes all other policies.***



BOARD OF TRUSTEES
BALTIMORE CITY COMMUNITY COLLEGE

TAB 9 | Presentations

- None



BOARD OF TRUSTEES
BALTIMORE CITY COMMUNITY COLLEGE

TAB 10 | President's Report

- A. Cabinet Area Reports
- B. Realignment Tasks Update
- C. Enrollment Report



Baltimore City Community College

CABINET UPDATE

Board of Trustees, June 17, 2020

Dr. Debra L. McCurdy, President

Summer Textbooks

In our ongoing focus to support BCCC students, I announced on Saturday, May 30 that the College would provide the cost of textbooks for all students taking summer courses. To date, our Bookstore has processed and shipped 1,100+ books to 640 students, saving them nearly \$140,000. Students were able to order textbooks for Summer I, which began on June 1, up until June 9; Summer Session II begins on July 7 so the numbers for textbooks will increase. The College will utilize a portion of our CARES-Act institutional funds to support this initiative. Below is the message that was sent to our students:

Dear BCCC Students,

During times like these, you need to know, “WE GOT YOU!” Take Summer I and Summer II classes at BCCC and **Your Textbooks are on BCCC**. Yes, as a part of our commitment to your success, summer 2020 textbooks at BCCC will be free of charge to our students. Classes for the summer at BCCC will continue fully online. So, Keep going to class. Keep studying. Keep going to tutoring. Keep calling on your faculty and the staff for extra help. Just Keep going!

The Bookstore is processing all textbook orders fully online. Secure your FREE books at <https://bccbookstore.bccc.edu/>. Orders will be shipped directly to your home, also at no cost to you. Make certain that your mailing address is current and you check your BCCC email for updates.

If you have any questions regarding your order, email bookstore@bcc.edu. Please include your order number.

Just know that our mission to provide quality, affordable education is at the top of our “Students First” priority at BCCC.

Keep getting Stronger!

Debra L. McCurdy, PhD

President
Baltimore City Community College

Outreach to Elected Officials on Summer Textbooks

To build relationships and promote BCCC, emails were sent to nearly 40 Baltimore-area elected officials, including local, state and federal, informing them of the textbook initiative to illustrate how BCCC is supporting our students. To date, I have received a half dozen responses and all have been positive and supportive of BCCC utilizing available funds to support our students.



Additional follow-up will take place in the coming weeks to invite elected officials to participate in individual Zoom meetings with me to discuss the “Student First” direction of BCCC and how BCCC can work with legislative officials to support our students and the City of Baltimore.

CARES Act – Higher Education Emergency Relief Fund – Student Aid (\$1,438,078)

As shared in the May 2020 President’s Update, BCCC has been allocated \$2,876,155 through the federal CARES Act: Higher Education Emergency Relief Fund. This funding is available to the College in two allotments, one for Student Aid and one for the Institution. \$1,438,078 (half of the total allocation) must be awarded for emergency financial aid grants to students through the Student Aid portion. The College was also allocated a separate \$187,438 as a Minority Serving Institution.

BCCC has applied for and received the Student Aid portion of the CARES Act. In order to receive the Student Aid portion, students must be eligible or demonstrate eligibility for federal Title IV programs.

The awarding of the Grant started June 16, 2020. The method(s) used by BCCC to determine Emergency Financial Aid Grants was based upon the following criteria:

- BCCC has received an official 2019-2020 FAFSA as of May 18, 2020;
- Enrolled in an academic credit program for the Spring 2020 semester;
- Not enrolled exclusively in online courses as of March 13, 2020; and
- Meet Title IV Federal Financial Aid eligibility requirements.

In total, BCCC will disburse approximately \$951,880 of the \$1.4M designated allotment to students. The remaining CARES Act funding for emergency student grants is reserved for eligible students who were enrolled in the spring 2020 semester who many need to complete their official 2019-2020 or 2020-2021 FAFSA.

The College has adopted the schedule below for distribution of funds, based on students’ enrolled credit hours as of March 13, 2020.

Full-Time (12+ credits)	\$570.00
Three Quarter Time (9-11 credits)	\$470.00
Half-Time (6-8 credits)	\$370.00
Less than Half-Time (1-5 credits)	\$270.00

BCCC is issuing awards through Heartland ECSI. The CARES Act funding awards will not be applied to or used to offset any charge, debt, tuition, fees, or other balance in a student account with BCCC. Students will have two ways of receiving awards:

1. Direct deposit: Students currently enrolled in the direct deposit program will have access to the funds in approximately three to four business days from the date of disbursements.
2. A paper check: For students not enrolled for direct deposit, Heartland ECSI will mail a check to the address on file with the College. Mailed checks should reach students within seven to ten business days.

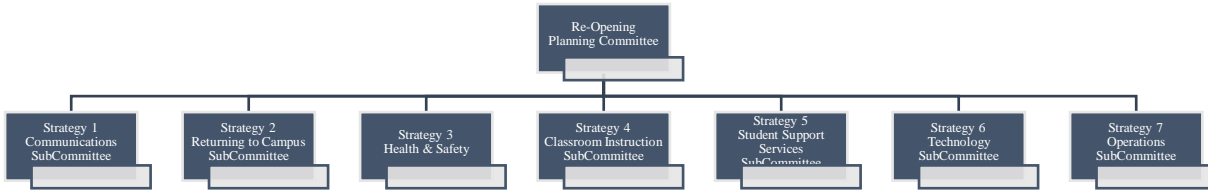
State Request for FY20 COVID-19 Related Expenses

The Maryland Department of Budget and Management (DBM) reached out to the College and requested information on all COVID-19 related expenses that BCCC has incurred to date. Included in this request is the cost of the police force broken out by the first half of the fiscal year which was normal operation and the current situation. The State has received CARES Act funding and is evaluating how best to

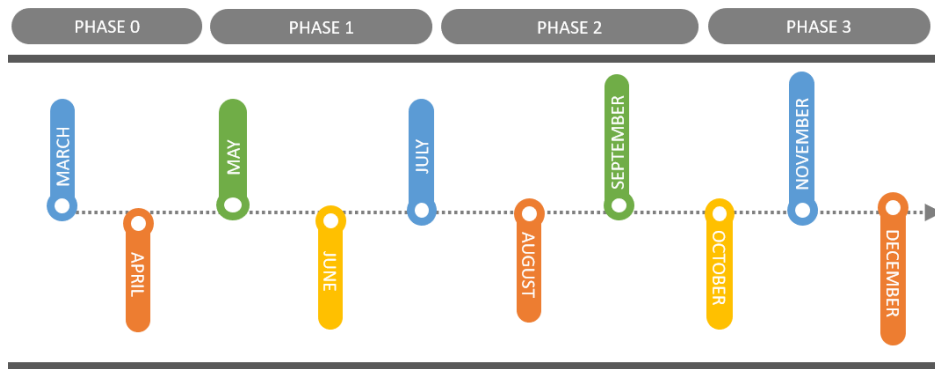
utilize the funds which may include refunding these higher education costs. The business office has tracked these expenditures and will provide the requested breakdown to DBM.

Initial Stage of Planning to Return to Campus

A subset of the Cabinet is actively outlining the framework and planning for a multi-phased return to campus. The group is documenting all steps taken to date and is reviewing all available resources and health/safety guidelines. The framework will be shared with the full Cabinet and other appropriate College personnel to expand on the details and assist in determining how the return to campus will impact their specific areas.



The draft plan framework includes four phases within a 10-month timeline from March – December 2020.



The framework consists of the following seven strategies:

#1 Communications – The College will utilize all available modes of communications to share the return to campus plan with the community and other interested stakeholders.

#2 Campus and Site Occupancy – The plan will establish how the phased return to campus will happen for personnel and students and what necessary modifications to instruction will occur. The plan will align with the State of Maryland and City of Baltimore as well as health department guidance, and other 2- & 4-year higher education institutions. All BCCC locations will be included in the plan.

#3 Health and Safety – The plan will establish health management and safety protocols including a COVID-19 self-reporting process, cleaning, managing supplies, hours of operation, building access, rules on BCCC ID’s being fully visible, and uniform campus signage. Enhanced controls on vendors and visitors coming on Campus will be instituted. Appropriate supplies have been procured and additional coordinated orders will be made. Additional protection and physical barriers will be installed in high-touch areas of interaction.

#4 Classroom Instruction – The plan will lay out how instruction will be provided including online, face-to-face and hybrid. Additional classroom safety, capacity, layout and cleaning protocols will be established and communicated. Safety supplies will be provided in each classroom and throughout the Campus. Faculty office hours and advising will be coordinated to ensure social distancing and availability to students. Clinicals and



work-based learning will be evaluated and proper PPE will be provided. Health reporting protocols will be required to ensure the safety of our students.

#5 Student Support Services – All student support services, including advising, accommodative services, registration, health and wellness, computer labs, the Help Desk, the Bookstore and student activities will be evaluated to determine how best to meet the needs of our students. New protocols will be established and shared with the BCCC community. Customer service will remain a BCCC priority with increased training and standardized communication. Virtual and face-to-face hours for student services will be established.

#6 Technology – Special attention is being paid to the technology needs of the BCCC community. The plan will build on what has been done to date and include tools, resources and training guides to maximize the virtual environment while maintaining the interaction and support that our students, faculty, and staff need and deserve. The Help Desk will be evaluated to ensure it is meeting the needs of asynchronous learning. BCCC will evaluate transitioning to a paperless environment to reduce physical contact and waste.

#7 Finance and Operations – The plan will establish the necessary human resources procedures that consider the health and safety of the BCCC community. Professional development and training is needed now more than ever to ensure safety, consistency and appropriate levels of technological proficiency. All on-campus services will be evaluated to determine how best to provide them when the BCCC community returns. CARES Act funding as well as other financial sources will be sought and evaluated for how best to support the needs of BCCC. The plan will also take into account a likely reduction in state funding as well as the elimination of some grant funding that comes to the College. All COVID-related expenses are being tracked and provided to the state in an on-going manner. The College is also evaluating enrollment projections, persistence, retention and completion. With a “Student First” focus, the plan will remove operational barriers wherever possible.

All aspects of the plan and policy changes will be reviewed for legal compliance. BCCC will keep all other state and city government entities apprised of the plan and phased return to campus and will be responsive to their inquiries.

World Central Kitchen

BCCC was proud to partner with World Central Kitchen for its meal distribution from the South Pavilion parking lot. Meals were provided over four Saturday’s with the final distribution being held on June 6. Over 20,000 free meals were provided at the BCCC site.

Statement on the Killing of George Floyd

On June 8, I sent the following statement to the BCCC community on the horrific killing of George Floyd:

Dear BCCC Faculty, Staff and Students:

As we reflect on the events of the past week and the emotions felt, I share in the collective outrage and deep sadness regarding the recent killing of an unarmed Black man, George Floyd in Minneapolis. This senseless murder, like many others at the hands of some law enforcement officers, represents a disturbing aspect of our nation’s history of institutional and systemic racism. Many of us are overwhelmed and without words to fully capture the justice that must be served, which will need to come before peace can prevail.

Now in full view of the world, what shape, form and reality will evolve from this historical turning point? The Minneapolis Police Department and many other law enforcement agencies



around the country, continue to be plagued by racial profiling, excessive force and discriminatory practices levied primarily against brown and black citizens. It is an undeniable truth that the video of Mr. Floyd's murder and subsequent protests have had a profound effect globally and locally, and certainly on each of us at BCCC. These blatant acts continue to give rise to fear within communities of color; the resulting massive protests target the core of the unrest - systemic racism, poverty and exclusion.

While we cannot control the larger world events around us, I can say with all certainty Baltimore City Community College is committed to honoring and respecting the human rights of every student, faculty and staff member. One of our core values - respect, is "showing genuine concern and regard for the dignity of others while practicing civility, accepting, appreciating, and supporting individual differences." I want to affirm our College and my administration stands for social justice and equality for all people regardless of race, nationality, age or sexual identity.

In the coming days and weeks, we will likely see more facts unfold around this deadly incident. One of the pillars and foundation of our nation is the right to peaceful assembly and protest. If you feel the pull to respond by participating in protests or other forms of advocacy, please remember the importance of exercising your freedom of expression, with a strong voice, through peaceful assembly. My cabinet is committed to working with employees and students to support those engaging the community and exercising civic activism.

These are unprecedented times, from the continued spread of the coronavirus to the senseless profiling of brown and black people. Just five years ago, the College was in the heart of the unrest and protests related to the death of Freddie Gray, a Black man from West Baltimore who lost his life while in police custody. BCCC has always been primed to assume a greater role to disrupt the cycle of poverty and racism in our community. While the College has hosted the Baltimore Police Department and the

Department of Justice and held legislative town hall meetings, there is much more we must and will do. Be assured that our doors are closed to any form of injustice.

If you feel the need to talk with someone or simply to express your feelings, students can reach out to the Student Support and Wellness Center at 410-462-8388 and faculty and staff can utilize the [BCCC EAP](#). As well, I ask that we all commit to lean more toward each other to share points of view and resolve differences, which pale in comparison to our deeper moral and civic calling. Together, we can withstand anything and can help to break the cycle of social injustice, inequity and violence. We cannot fail the generations who came before us and those who come behind us, expecting that we carved new pathways, bridged the divide and deepened the footprints for equity. We are an amazing College and community! BCCC will continue to be a place of open acceptance where we value individual differences and basic human kindness.

Stay peaceful, stay safe, and stay BCCC Strong!

Debra L. McCurdy, PhD
President



Baltimore City Community College

CABINET UPDATE

Board of Trustees, June 17, 2020

Dr. Liesl Jones, Vice President, Academic Affairs

ACADEMIC AFFAIRS

In preparation for summer instruction to be fully online the faculty were required to complete an online training certification program. For the month of May 16 faculty completed their training and in June, we currently, have 19 additional faculty that have completed their training. Beginning in May we registered adjuncts into the courses to ensure that we will have enough trained faculty for instruction for the fall semester.

Summer 1 courses have begun, and we are currently monitoring summer 2 registration to add courses where needed. Fall registration is being monitored and the faculty have been placing reminder announcements in their courses regarding registration.

The Perkins grant was submitted for \$293,580 dollars. Much of the money when funded will be distributed to programs that have not traditionally received funding, and over the last 3 years of reporting have not met their target goals. In particular, the Biotechnology program housed at Biopark will receive new equipment. The goal is to build out the program and to plan for how to better utilize the space to increase from 30% occupancy. Programs in BSTEM are under review to determine what could be moved to the campus and what support courses would need to be taught at Biopark to offer complete programs.

Academic Affairs will be reviewing its current program offerings to determine the needs for new programs to be developed in the upcoming academic year. The Deans have identified the possibility of adding, Game Design, Drone Technology, and Industrial Design as some examples. The Deans are developing priorities for their areas including the needs for hiring faculty.

Summer 1 2019

Total on schedule **106** courses

Total Canceled 29 courses 21.5% of the course offered

Total A1 (5 week) 29 course or 21.5% of the courses offered

Total 8 week 77 courses or 57% of the of the courses offered

Online

A1 14 courses 48.3% of the courses offered

8 Week 27 courses 35% of the courses offered

Summer 1 2020

Total on schedule **178**

Total A1 93 or 52.3% of the courses offered

Total 8 week 85 or 48% of the courses offered

Online

A1 23 courses 25% of the courses offered

8 week 19 courses 23% of the courses offered



Summer 2 2019

Total on schedule including Credit, Contract, and MSP sections **137**

Total A2 Credit **28** or 20.4% of the courses offered

Total Contract courses 46 or 33.6% of the courses offered

Total MSP 63 or 46% of the courses offered

Summer 2 2020

Total on the schedule including credit, contract and MSP is **153**

Total A2 Credit **104** or 47% of the courses offered

Total Contract 10 or 16.3% of the courses offered

Total MSP 39 or 36.7% of the courses offered

SCHOOL OF BSTEM

Three faculty members retired from the school of BSTEM at the end of the spring semester: Dr. Folle Fekadu from Natural and Physical Science department, Dr. Shawn Lane and Assistant Professor Cortez Walker from Business and Technology department, respectively.

SCHOOL OF NURSING AND HEALTH PROFESSIONS

All programs in SNHP are reviewing their applicants for admissions for the upcoming academic year.

ACADEMIC OPERATIONS & SERVICES

E-Learning Services

The e-learning team has developed tutoring shells for the summer courses similar to those used for the spring. The students in the courses serviced by online tutoring have been added to the shells along with the tutors and faculty of the courses.



Baltimore City Community College

CABINET UPDATE

Board of Trustees, June 17, 2020

Mr. Michael Thomas, Vice President, Workforce Development & Continuing Education

WORKFORCE DEVELOPMENT & CONTINUING EDUCATION DIVISION

All WDCED classes are now offered fully on-line. In the month of May 2020, a total of 468 students were registered in Continuing Education classes. The Division is also providing on-going professional development for staff and instructors to enhance delivery on-line classes and improve college services.

ABE/ELS Program Improvement – Each Department participated in on-going technical assistance and grant monitoring with funders as well as working with partners and staff for program improvement.

- Between May 13th to June 3rd, all ELS intake and registration staff certified as CASAS on-line testing administrators. This is in preparation for the reentry to campus and testing for all ESL students.
- Starting on May 16th and each Saturday morning, college staff volunteer with the World Kitchen to distribute meals to the community.
- On May 27th the ESL team met with representatives from City Schools, Soccer Without Borders (SWB) and the International Rescue Committee (IRC) to discuss continuation of services for ESL students and newly arrived refugee youth in the Summer.
- To date, 40 ABE/GED students who have successfully completed the requirements for a high school diploma. In process are 25 students who have passed all but one module. This year's commencement ceremony will be conducted virtually in August due to ongoing requirements for social distancing.
- On May 31st, the college received notice of award for the FY21 Consolidated Adult Education and Family Literacy Services Grant from the Maryland Department of Labor in the amount of \$956,672. This provides support for some 270 ABE and ESL classes each year.
- ABE and ESL Departments have initiated staff training and preparation to offer remotely proctored pre-tests during COVID-19. The remote testing is authorized by LABOR to be administered by the intake team. Testers must have a laptop or iPad, so additional outreach to determine student access and potential use of Pratt Libraries is underway.

Workforce Development Program Development and Expansion – The Workforce Development Department works closely with the Career Services Office (Panther Center) to support graduates transitioning to employment. The following activities increase program quality and support for students:

- In May, additional workforce programs transitioned to on-line delivery. This included three (3) additional Healthcare programs (Pharmacy Technician, EKG Technician and EMT), Construction, Cybersecurity and Diesel Technician.
- To increase funding availability for students to access workforce training programs, BCCC added two (2) programs to the WIOA Eligible Training Providers List (Certified Nursing Assistant and Phlebotomy). These programs were updated to provide short-term (less than 6 months) training program options.



- The Career Development Services Office (Panther Center) released expanded access to on-line career tools through College Central. This system will also support Virtual Job Fairs for BCCC in June.
- The Career Services team continues to work with hiring partners across Baltimore. Expanded recruitment in May included, University of Maryland Medical Center for multiple allied health positions and administrative support; Allied Universal for security, administrative and sales positions. A new project with Samsung will lead to additional recruitment for executive entry level positions in June. Diamond Medical for 10-15 Phlebotomist.

Partnering with Baltimore City Schools – Several initiatives led by WDCED support implementation of the college’s Career Pathways, increase early college access, and support for students’ transition to college.

- The BCCC P-TECH Liaison worked collaboratively with BCPSS schools New Era, Dunbar, and Carver High Schools to enroll all eligible students in the Summer II Term.
- The BCCC P-TECH Liaison is conducting weekly video and phone conferencing for both parents and students to receive BCCC campus and instructor updates and answer questions.
- BCCC hosted a Nursing Information Session for all P-TECH Dunbar students 9th – 12th grade. Students received program expectations, requirements, and structure, students were able to interact and receive program information from the Nursing Program Coordinators.
- The BCCC P-TECH Liaison presented all 9th Grade P-TECH students and families with a Virtual New Student Admissions and Orientation Event. Working in conjunction with the Student Admissions Department. Students and parents were informed regarding the BCCC admissions process, student MyBCCC login information, and student support services.
- The WDCED provides APEX on-line high school courses for credit-recovery. Each year, more than 100 Baltimore City High School students enroll in these hybrid on-line courses to complete/recover high school credits. With the transition to all online classes, BCCC instructors have been providing additional support for BCPS students as they work to complete the school year.

ENVIRONMENT SERVICES AND FACILITIES

Environmental Services and Facilities – This department provides ongoing cleaning, maintenance, and repairs for all campus facilities. This team also supports set-up and break-down for campus special events, coordination of the mailroom, and property control.

- Throughout May, the Environmental Services team performed ongoing cleaning (on a rotation schedule) and securing supplies (hand sanitizer, masks, gloves). In addition, staff participated in professional development sessions regarding COVID-19 safety and cleaning procedures.
- Facilities and Maintenance staff continue to provide building maintenance and repairs, pest-control services, and grounds maintenance (cutting grass and trash removal).
- From May 6-30, the Facilities team relocated 5 classrooms, 2 labs, 3 staff offices and all related college materials from a rented facility (Preston St.) to the college (South Pavilion). The relocation of these WDCED training programs (Construction and Transportation) will result in a cost-savings to the college.



- Completed contracting for securing the Bard building. The contractor installed boarding on all exterior windows throughout the building. Site cleaning and trash removal is performed by the college. Additional contracting for painting services was required by Baltimore City.

PUBLIC SAFETY AND SECURITY

Public Safety 24-hour Monitoring and Security -- Security for all campus locations includes camera surveillance, access control monitoring, and officers on patrol (security rounds and stations).

- The Department of Public Safety maintains security and controlled access to all campus location in compliance with the Governor's social distancing orders. This team has coordinated all required entry for maintenance and mail delivery.
- Ongoing coordination of the distribution of computers for faculty and staff at the Liberty Campus Kiosk included a total of 19 computers and 3 printers in May.

All staff participated in professional development sessions regarding COVID-19 safety and security procedures in preparation for Phased Reentry.



Baltimore City Community College

CABINET UPDATE

Board of Trustees, June 17, 2020

Dr. Stanley D. Singleton, Vice President, Student Affairs

- The Disability Support Services Center (DSSC) registered approximately ten (10) students for Summer I accommodations and conducted three (3) new intake sessions. The director conducted several video conferences with prospective fall students and their parents, and faculty to address concerns about accommodative services. Since the transition to online instruction, the department has been consistently posting in Canvas to inform students of MD AHEAD resources such as scholarship, and employment opportunities. The Director has also participated in several Mayor's Scholar's Program information presentations for prospective students.
- The Student Success Center (SSC) served over 1,400 student through virtual services. The SSC team has been supporting and engaging students with virtual and online registration for Summer and Fall semester classes. The team has also been highly engaged in helping students with end of the semester needs to support their academic success.
- The Office of Student Support and Wellness Services (SSWS) conducted fifty-five (55) individual counseling sessions, including two (2) new intake sessions. Ten (10) wellness workshops were offered including Mood Booster, Yoga, Loss of Milestones, and Peer Mentoring Circles (in partnership with Fostering Change Network Foundation). SSWS also supports students through text and email. SSWS presented and collaborated with other departments/organizations including Veterans Affairs, Mayors Scholars Program, Student Life and Engagement, the Cultural Diversity Committee, Advancement and Strategic Partnerships, LatinX Uni2 Club, and Student Government Association during the month of May. In anticipation of increased need for mental health services and awareness due to the pandemic and the increase in racial tensions, the SSWS office has submitted a proposal to Academic Affairs make presentations in all PRE100 classes. Currently the office presents at the majority of PRE100 classes, but it is based on instructor requests and not required. SSWS is also proposing that the counselors be trained as instructors for Mental Health First Aid so the campus can be aware of mental health issues and be prepared for emergencies.
- The TRIO/SSS-STAIRS Program has made student outreach and advising the priority for each day. The goal has been to build a virtual community of participants and to promote their sense of belonging. The Academic Coordinator and the Transfer Specialist maintained frequent contacts with participants via email, phone calls, and Zoom meetings. Program staff also held several scheduled workshops and activities. Announcements for workshops and events were posted on Canvas. Some of the workshops that were offered during the month of May were:

STAIRS Zoom Town Hall Meeting

Wednesday, May 20, 2020 2:00 pm

Program staff and participants had the opportunity to share, encourage, and celebrate everyone especially those who would be graduating and transferring to four-year institutions.

Zoom Transfer Workshop

Thursday, May 21, 2020 2:00 pm

This workshop provided information to help facilitate a smooth transition for program participants who would be transferring to four-year colleges and universities in the fall.

Stretching Your Dollars During Challenging Times

Tuesday, May 26, 2020 12:30 pm

The purpose of this workshop was to share information and resources to empower students to take control of their personal finances during the COVID 19 pandemic.

- The Office of Judicial Affairs and Title IX has received new Title IX regulations from the federal government. The College has until August 14, 2020 to be in full compliance with the newly released regulations for Title IX. The major compliance related changes include but are not limited to:
 - **The definition of Sexual Harassment** – Conduct must now be severe, pervasive, and objectively offensive.
 - **Mandatory Dismissal** – Complaint must be dismissed if the new definition standard is not met.
 - **Emergency Removal of a Respondent** – The respondent must now have an opportunity to challenge his/her removal unless there is an immediate threat or safety risk.
 - **Notice Requirement** – The respondent now have written notice with enough time to prepare before the initial interview. This notice must include:
 - Identities of the complainant and all parties involved.
 - The notification must indicate that the respondent is presumed not responsible at this stage in the process.
 - The respondent now has the right to inspect all evidence relating to the investigation.
 - **Evidence Gathering** – Institutions may not restrict either party from discussing the allegations under investigation and/or presenting relevant evidence at any time.
 - **Informal Resolution** – An informal resolution is allowed if the involved parties agree to it.
 - **Evidentiary Standard** – Institutions may choose between either “Preponderance” or “Clear and Convincing” Standards.
 - **Inspection of Evidence** – Both parties must be given an equal opportunity to inspect the evidence for at least 10 days.
 - **Live Hearing** – All hearings must happen in “real-time”, even if an individual chooses to participate virtually, it must be live.
 - **Cross-Examination** – Can now happen but it must be conducted by an advisor for a party. The advisor is typically an attorney.
 - **Right to Appeal** – The is now equal access to both the complainant and the respondent to appeal the ruling of the case.
 - **Publication of Training Materials** – Institutions must publish all materials used to train all staff members involved, in any aspect of this process, on the institution’s website.

- The Athletics Department is working to rebuild the program and is currently looking to hire a new Men’s Basketball Coach. The position was posted in April. There has since been more than 100 applications submitted. The committee has been tasked with narrowing the candidates down the top five for further consideration in the selection process. Once this is done interviews will be setup for the committee and the candidates. The Women’s Basketball Coach has identified twenty individuals over the spring semester who may be selected as members of the team. The department is also looking to hire a new Cross-Country Coach and an Athletic Trainer. There are approximately six (6) applicants thus far. There have been six (6) applications received for the Athletic Training position.

Since the pandemic and online instruction began, the Athletics department has been communicating with the student athletes who participated in the 2020 season. The Athletics Director has conducted Zoom meetings with the student athletes to monitor their academic progress. The Director conducted a Zoom meeting with the student athletes after final grades were submitted to review the current position of the NJCAA relative to continuing eligibility and the impact of the Covid-19 pandemic.

Scheduling—The conference schedule has been completed for the basketball teams. The teams are scheduled to play nineteen (19) games versus teams in the Maryland Junior College Conference (MDJUCO). The Athletic Director along with the coaches will supplement the conference games with nine (9) additional games to meet the NJCAA contests requirements. The women’s coach is planning to



conduct two (2) tournaments on campus. The tournaments will bring four (4) high-school teams and four (4) junior college teams to the campus. Hosting the tournaments on BCCC's campus will provide marketing and promotional opportunities for the program.

- The Upward Bound Math and Science Spring programming moved to an online platform that began on March 21st and has continued through May 30th. The program is using Canvas and Zoom to provide its ongoing services to students. Supplemental instruction and tutoring in Basic Science, Computer Science, Biotech Lab, Math – Algebra thru Pre-Calculus, English Composition, Engineering, Emotional–Social Learning and College and Career Readiness. The UBMS program's staff are currently developing plans for its annual six-week summer program that will operate July 6th through August 14th. In addition to the academic courses, there will be workshops focusing on College Preparedness for our recent program graduates and a review of the range of colleges in the United States and elsewhere. The program has partnered once again with MOED's Youth Works program and many of its students will be participating this summer. Youth Works will provide students with a minimum wage salary for part-time work for five weeks during the summer.



Baltimore City Community College

CABINET UPDATE

Board of Trustees, June 17, 2020

Mr. Donal Christian, Vice President, Finance & Administration

Bursar's Office

- Reached out to students who currently did not have a method of payment and had questions on how to set up a payment plan. Assisted these students on setting up a payment plan to secure their classes.
- Met regularly with Student Affairs on the purge/reconciliation process.
- Met regularly with Student Affairs to identify and resolve pending Financial Aid awards.
- Met with Regent to discuss outstanding issues/upgrade to new version of Regent Award.
- Refined database process as a tool to use for reconciling accounts including revenue and expenditure collection.
- Worked with Student Affairs, Institutional Research, and IT Services regarding the CARES Act calculations.
- Assisted with Bookstore discussion regarding the book needs for Summer I books for students.
- Met with IT Services to review Student Accounting Process Improvement Sessions for the ERP Project.
- Met with IT Services to discuss issues with CashNet.

Procurement

The RFP for the ERP Implementation closed on May 28, 2020. Proposals were received from Ellucian and Jenzabar. Procurement found many deficiencies in Jenzabar's proposal and is allowing them 48 hours to cure before making a final decision on whether or not to move them on to the evaluation committee.

- Procurement drafted a new solicitation for preventative maintenance and service for the generators to include emergency service. The draft was forwarded to Michael Thomas and Pat Mikos for review. Estimated contract value will be \$75K-\$100K for a 3 year contract. Currently waiting for approval from the department head to proceed.
- Completed a solicitation for a 3-year service agreement for HVAC Preventative Maintenance for the Data Center. It is a 3 – year contract valued at \$7,488.00. Estimated savings of approximately \$34K annually.
- Developed a training presentation for Procurement and FMIS training. The presentation was sent to Tawanda Carter is on 5/4/2020 for review.
- Drafted specifications to solicit uniforms for facilities. The solicitation has been reviewed and approved by the department head. The purpose of the solicitation is to replace Unifirst who currently pick up and launders the garments. This is currently not in compliance with the MOU. Estimated term and value of the new contract is 2 years/\$25K. In addition, The College has been closed since 3/12/20, however, Unifirst have been charging the College on a weekly basis for service. Procurement has requested a credit for all invoices dated after 3/12/2020.
- The items for commencement have been ordered. However, the vendor requires additional information regarding the Faculty hoods. Sylvia Rochester has been contacted and will advise.
- Procurement is currently renewing MD Time.
- Procurement is working on a solicitation for two-way radios with Chief Willis. Additional approval will be requested prior to soliciting.
- Procurement is drafting specifications for CDL training classes. Estimated term and value of the new contract is 2 years/\$50K. Procurement will forward to the department head for review and approval prior to advertising.



- The solicitation for the Exterior painting of the Bard Building closed on 5/13/2020. Nineteen bids were received and the winning bid was \$27,500.00. A Purchase Order has been created and the contract will be forwarded to the VP shortly for Dr. McCurdy to signature.
- Procurement will continue working with vendors to remove automatic renewals from their Terms and Conditions, (especially software). This also includes terminating services that are no longer being utilized.
- Procurement is working with our copier salesperson to consolidate copiers and streamline the invoices.
- Procurement is still receiving too many past due invoices.
- Met with IT Services to review processes and documentation for the ERP Project.

Controller Office, General Accounting, and Grants

- Met with IT Services to review processes and documentation for the ERP Project.
- Met regularly with Student Affairs on the purge process/reconciliation process.
- Met regularly with Student Affairs to identify and resolve pending Financial Aid awards.
- Met with Regent to discuss outstanding issues
- Refined database process as a tool to use for reconciling accounts including revenue and expenditure collection.
- Met regularly with Budget with various projects and initiatives
- Met with Foundation regarding overview and update of procedures and processes
- Met with Foundation Accountant regarding preparation for audit.
- Met with Grants Development regarding various potential new grants
- Refined other monthly processes for revenue and expenditure tracking remotely.
- Continued preparations for year-end closing and audit for College and Foundation.
- Assisted with Bookstore discussion regarding the book needs for Summer I books for students.
- Worked with Bursar's Office and Student Affairs to update draft Process Recommendations for Disbursement of CARES Act Funds.
- Worked with Student Affairs, Institutional Research, and IT Services regarding the CARES Act calculations.
- Met with IT Services and Bursar's Office to review Student Accounting Process Improvement Sessions for the ERP Project.
- Met with IT Services to review 3rd Party Application Discussion.
- Met with IT Services and Bursar's Office to discuss issues with CashNet.
- Met with IT Services and Procurement regarding Procurement Process Improvement Sessions for the ERP Project.
- Worked with the Vice President and the Budget Team with the Budget Reduction analysis for FY2021.

Budget Office

- Prepared draft YTD budget to actual report by PCA for Divisions
- Continued to support staff with FMIS access and questions
- Continue to work with the payroll department to fund various unrestricted accounts and restricted grants and contracts
- Assisted with the location of requisitions in the FMIS approval path pipeline
- Working to prepare FY2021 budget projections and documents
- Working to recover Bard Building fire expenditures from insurance division
- Worked with the Vice President and Controller on the FY2021 Budget Reduction analysis.



Accounts Payable

- Worked with General Accounting regarding unpaid copier charges. These are moving forward to get authorization to pay.
- Transitioning vendors to using new Accounts Payable email address to send invoices.
- Working with Bookstore to close unused purchase orders and pay past due invoices.
- Continued working with Controller and Procurement to get invoices paid that are past due. Accounts Payable continues to receive past due invoices and is not able to pay these timely from lack of response from departments to sign off and/or no purchase orders to pay.

Human Resources/Payroll Offices

- Updating Faculty Contracts and Supplemental information to send out
- Streamlining systematic processes for efficient and accurate processing.



Baltimore City Community College

CABINET UPDATE

Board of Trustees, June 17, 2020

Mr. Stephan Byam, Chief Information Officer

TECHNOLOGY

Enterprise Resource Planning (ERP) Project

The ERP Project continues to maintain a “Green” status from Maryland’s Department of IT (DoIT).

The College received responses, in the form of official proposals, from two recognized vendors in the Higher Education ERP industry. One of the two proposals need “curing” and the College has granted the vendor the opportunity to “cure” the proposal by June 9, 2020 for the offer to be considered. Other vendors have indicated that they would not be participating in the bidding process, therefore the College’s Evaluation Committee will be reviewing two proposals, at most.

Review of the proposals are scheduled to begin on June 11, 2020. After the proposals are reviewed by the evaluation committee, the oral presentations will be scheduled, whereby the Evaluation Committee will have the opportunity to ask additional questions of the “offerors” in the event any area of the RFP needs further clarification.

Operations

Telephone Services: Information Technology Services (ITS) has identified additional services in its telecommunication inventory with Verizon that can be eliminated. Of the original \$13.6k monthly expense (which was reduced by approximately 20%) an additional \$2,500 has been identified for elimination. This represents an approximate 37% in reduction in telecommunication expenditures.

Online Framework

ITS is providing leadership for the sustained mode of operations for online working and learning. This includes, but is not limited to, options for asynchronous and synchronous classroom learning; teleworking; and process improvements that leverage digital means of information exchange.

ITS is currently undertaking the following to support this work:

- Testing of virtual computer labs for online delivery of specialized classroom software
- Continue to investigate and test the capabilities for Zoom and Teams as well as any other interactive meeting software
- Increase engagement with Academic Affairs to identify opportunities for technological enhancements for course delivery



Baltimore City Community College

CABINET UPDATE

Board of Trustees, May 20, 2020

Ms. Becky Burrell, Vice President, Institutional Effectiveness, Research & Planning

Like other institutions across the State, BCCC delayed the start of fall 2020 registration in response to the COVID-19 pandemic. The Maryland Community College Research Group (MCCRG) collected early enrollment data, which are reflected in the table. BCCC opened fall registration after the Memorial Day holiday, approximately five weeks later than normal. Registration start dates vary among community colleges with some in mid-March and one as late as June 1. An ongoing strategy for fall enrollment is being developed and implemented by Cabinet.

Fall 2020 Preliminary Enrollment Figures for Maryland Community Colleges								
College	Date Registration Opens	Current Date	Headcount		Elig FTE		Total FTE	
			#	%	#	%	#	%
Allegany	05/4/2020	5/6/2020	365	-61.9%	71.9	-68.4%	118.4	-66.4%
Anne Arundel	06/01/2020							
Baltimore City	05/27/2020	6/15/2020	386	-66.7%	107.1	-71.8%	118.6	-72.5%
Baltimore County								
Carroll	04/14/2020	4/27/2020	707	-13.9%	216.6	n/a	224.0	-14.5%
Cecil	04/01/2020	5/6/2020	360	-7.9%	89.7	-16.9%	109.7	-9.4%
Chesapeake	05/11/2020	5/6/2020						
Frederick	04/17/2020	5/12/2020	480	-36.8%			153.8	-48.0%
Garrett	04/6/2020	5/4/2020	157	-13.3%	53.0	-15.0%	64.4	-15.0%
Hagerstown	04/06/2020	5/5/2020	781	-50.8%	189.5	-51.5%	246.3	-50.1%
Harford	04/8/2020	5/6/2020	1,663	-26.5%			528.1	-25.3%
Howard	03/17/2020	5/6/2020	1,031	-49.3%	283.4	-54.3%		
Montgomery	05/11/2020	5/28/2020	4,982	-28.9%			1,454.9	-29.2%
Prince George's	04/13/2020	5/17/2020	2,760	0.4%	653.5	3.5%	672.5	0.5%
Southern MD	04/20/2020	5/6/2020	930	-12.8%	N/A	N/A	159.4	-9.0%
Wor-Wic	03/20/2020	5/6/2020	659	-38.2%	180.4	-39.5%	185.6	-39.9%

Note: Current Date reflects the "snapshot" date when the data was captured and reported to MCCRG.

The Office of Institutional Research (OIR) oversaw the successful submission of State and federal reporting requirements.

- FY 2016 Degree Enrollment Information System file submitted to the Jacob France Institute to fulfill Maryland Higher Education Commission (MHEC) requirement for the upcoming Performance Accountability Report.

OIR collaborated with other offices to prepare the following external submissions.

- Report on Homeless Youth and Foster Care Waivers (MHEC)
- Sexual Assault and Other Sexual Misconduct Incident Log and Incident Report (MHEC)



OIR provided support for the following external submissions led by other BCCC units.

- Sexual Assault Campus Climate Survey of Students (MHEC)
- Enrollment data to support CARES Act requirements (United States Department of Education)
- Trend data for special populations for Report on Enrollment (Department of Budget Management).
- Participated in review of credit and non-credit enrollment projections developed by MHEC.
- Cultural Diversity Report (MHEC)

OIR developed data or provided other support for the following internal priorities.

- Coordinated the launch and provided ongoing support for the first-ever online version of the Community College Survey of Student Engagement (CCSSE). BCCC had 231 respondents. Table 1 provides the responses from community colleges across the country that opted to participate in the online version of the CCSSE this spring.
- Revised the daily credit enrollment reporting to provide greater detail.
- Updated course pass rate data for Mayor's Scholars Program.
- Provided input to Program Review and Evaluation Committee regarding implementation of faculty, student, and advisory board surveys in fall 2020.

OIR developed data and/or narrative to support the following grant applications or reports.

- One Step Away Grant application (MHEC)
- Perkins Grant application (Maryland State Department of Education)
- Cyber Security Grant application (National Security Agency)



Baltimore City Community College

CABINET UPDATE

Board of Trustees, June 17, 2020

Ms. Dawn Kirstaetter, Vice President, Advancement and Strategic Partnerships

COMMUNICATIONS/ PUBLIC RELATIONS

The College partnered with the Mayor's Office and the World Central Kitchen to serve as a meal distribution site on Saturdays during the month of May. Over 20,000 meals were distributed to Baltimore City families. BCCC employees furthered our BCCC Strong initiative by volunteering at the Liberty Elementary Recreation Center and distributing masks to senior citizens at the Forest Park Senior Center and Bon Secours Village.

Media coverage during the month of May included the following:

WJZ(Channel 13), May 13, 2020 – “Jose Andres World Central Kitchen To Distribute Food at 2 Additional Baltimore Locations” (mentions BCCC site)

WMAR(Channel 2), May 16, 2020 – “World Central Kitchen opens more meal sits in Baltimore”

WBAL(Channel 11), May 31, 2020 – “Baltimore City Community College providing free textbooks for all students enrolled in summer 2020 classes”

The Daily Record, May 31, 2020 – “BCCC to offer free textbooks for students enrolled in summer classes”

The Afro, May 31, 2020 – “Baltimore City Community College Press Release”

WBJC RADIO STATION

Spring Fundraiser

WBJC has always relied on a volunteer run telethon for the bulk of the radio station's annual income. This year, we encouraged our listeners to go online and they responded by exceeding our campaign goal by over \$100,000 with total pledges received totaling over \$300,000.

Music in Maryland Initiative

With so many musical groups unable to perform due to the pandemic, WBJC broadcasted concerts featuring local artists including Baltimore Choral Arts Society, Peabody Conservatory, Candlelight Concert Society and the Bay Atlantic Orchestra. Earlier programs in April featured the Morgan State Choir and the Riversdale Chamber Music Society. WBJC worked closely with the Maryland State Arts Council which helped coordinate the artistic response.

Community Interviews/ Remote Programming

Due to the pandemic, studio guest interviews were temporarily suspended and then moved to a telephone format rather than rerun old interviews. For the first time in 34 years, the station's music review program *Face the Music* interviewed guests in their homes rather than in studio. Numerous community interviews were also recorded including former Baltimore City health commissioner Dr. Leana Wen, World Central Kitchen CEO Nate Mook, author Mario Livio and psychotherapist Victoria Eisner on coping with COVID-19.

EVENTS

The ASP team helped organize and/or support the following events:



- Alumni Mask Distribution- May 5
- Alumni Quarantini - May 8
- World Central Kitchen and Mayor’s Office Meal Distribution- May 16, 23, 30
- Virtual Townhall with President- May 20

The following events scheduled for May were cancelled due to COVID-19:

BCCC Fashion Show	May 9, 2020	Mini Conference Center, Fine Arts Theater
Rho Xi Omega (AKA) Executive Committee Meeting	May 12, 2020	Mini Conference Center
Visual Arts Dept. Spring Showcase	May 14, 2020	Mini Conference Center
4-H Youth Expo	May 16, 2020	Mini Conference Center/Fine Arts Theater
ADN Pinning Ceremony	May 21, 2020	Mini Conference Center/Fine Arts Theater
Clarence Blount Children’s Closing	May 22, 2020	Mini Conference Center
UBMS Summer Orientation 2020	May 23, 2020	Gaare Auditorium
Rho Xi Omega (AKA) Chapter Meeting	May 25, 2020	Mini Conference Center/Fine Arts Theater
PTA Program Pinning	May 26, 2020	Mini Conference Center/Fine Arts Theater

The following events scheduled for June were cancelled due to COVID-19:

Independence High School Graduation	June 3 &4, 2020	Mini Conference Center
GED Graduation	June 6, 2020	Mini Conference Center/Fine Arts Theater
Rho Xi Omega (AKA) Executive Committee Meeting	June 9, 2020	Mini Conference Center
MOED/Youth Opportunity Graduation	June 10 &11, 2020	Mini Conference Center/Fine Arts Theater
Rho Xi Omega (AKA) Chapter Meeting	June 22, 2020	Mini Conference Center/Fine Arts Theater

MARKETING

This month’s marketing priorities included summer enrollment promotion, finalizing program brochure design, exterior signage, website and other Realignment Task 8 deliverables.

Website Analytics

“APPLY NOW” Webpage

The Apply Now page is used as a measure to track and monitor prospective students as they engage with the College and helps to track patterns associated with promotion pushes, both media and website/billboard, social media, and other avenues to garner brand interest.

Page Views: 4,805
 New Users: 2,516
 Repeat Users: 2,289
 Overall bounce Rate: 51.85%

COVID-19 Webpage

Page Views: 2,427
 Repeat Users: 1,529
 Overall bounce Rate: 63.31%
 Average time spent: 1 minute 41 seconds



Social media Ads Analytics

Ad 1

Active
Started running on Apr 24, 2020
ID: 246591796533512

Baltimore City Community College
Sponsored

Register online! Explore degrees, certificates and workforce training programs. Thrive at BCCC!
#WeAreBCCC

Register Online
BCCC.EDU [Learn More](#)

[See Ad Details](#)

Ad 2

Active
Started running on Apr 24, 2020
ID: 548119986079068

Baltimore City Community College
Sponsored

Register for online Summer classes @BCCC.
We can help you get there, no matter what's going on.
#WeAreBCCC

Register Online
BCCC.EDU [Learn More](#)

[See Ad Details](#)

- Ad 1: 26,461 Impressions
- Ad 2: 31,585 Impressions
- Total Reach: 16,738
- Post Engagement: 455
- Link Clicks: 397
- Link: <https://www.bccc.edu/Apply>

Summer Promotion

The following is an ad developed to promote this summer's free textbook initiative:

WE GOT YOU!
FREE Textbooks for
Summer Classes

BCCC
Baltimore City Community College

Stay home. Stay safe. Stay Enrolled.



DEVELOPMENT

May / YTD Giving Results As Of 5/31/20

YTD	Sum of Amount
Individual	\$ 28,172.17
Foundation	\$ 834.93
Corporation	\$ 28,743.72
Grant	\$ 280,698.92
Grand Total	\$ 338,449.74

May 2020	Sum of Amount
Individual	\$ 1,114.50
Grant	\$ 110,000.00
Grand Total	\$ 111,114.50

Upcoming Alumni Association activities include:

- Alumni Association virtual meeting on June 9th
- Virtual Game Night
- Virtual Webinar training on the importance of Volunteering
- Appreciation event for BCCC essential employees
- Newsletter



Baltimore City Community College

CABINET UPDATE

Board of Trustees, May 20, 2020

Ms. Lyllis M. Green, Chief Internal Auditor

INTERNAL AUDITS, REVIEWS AND INVESTIGATIONS

Internal Audit activity during the month of May involved detailed reviews of employee activity. The review required collaboration with the College's President, General Counsel, Chief Information Officer, and the Assistant Attorney General. Additionally, several staff members from the Information Technology Services and the Office of Human Resources provided information and/or assistance for the review.

EXTERNAL AUDITS

BCCC Foundation

This year, the College's annual financial audit will be performed by Clifton, Larson, Allen LLP. We are familiar with the audit firm as they have audited the BCCC Foundation for the past several years. The auditors are expected to begin the review during the summer months with submission during October in accordance with the State's requirement.

Maryland Higher Education Commission (MHEC) Audit

Staff in the Student Affairs division have been cooperating with MHEC auditors and providing the requested information. The auditors arrived in May.

Legislative Auditors (OLA)

The College continues to address the findings and recommendations from the last Legislative Audit Report that was issued in November 2017. This month's report shows some progress on Finding #5 - IT personally identifiable information (PII) and is highlighted in the chart below.

<i>Finding</i>	<i>Recommendation (Excerpts from November 2017 OLA Report)</i>	<i>Observations</i>	<i>Status @ 05/30/2020</i>
1. facilities planning and operations			Partially implemented
2. corporate purchase cards,			Implemented (includes repeat finding)
3. Payroll			Implemented
4. affiliated foundation,			Implemented with compensating controls
Information systems (2), 5. Sensitive Personally identifiable information	a. perform a complete inventory of its systems and identify all sensitive PII, b. determine if it is necessary to retain this	The College purchased software that will identify PII on its systems. Once the software is installed, the inventory will be reviewed and unnecessary PII will be deleted. All necessary PII will	a. Partially implemented b. Partially implemented c. In progress

<i>Finding</i>	<i>Recommendation (Excerpts from November 2017 OLA Report)</i>	<i>Observations</i>	<i>Status @ 05/30/2020</i>
	<p>PII and delete all unnecessary PII, c. determine if all necessary PII is properly protected by encryption or other substantial mitigating controls, d. update its databases and systems with encryption capability then encrypt all sensitive PII not otherwise properly protected or employ other substantial mitigating controls to protect this data (repeat).</p>	<p>be properly protected. Currently, email PII protection is provided by Microsoft365. The Student system's (HP LAN) mitigating controls are being tested to ensure protection of student data by using a unique identifier for students.</p>	<p>d. In progress</p>
6. Malware protection for BCCC computers was not sufficient			Partially implemented
7. cash receipts,			Implemented
8. equipment			Partially implemented
<p>Note: The complete OLA, November 2017 report can be viewed at: https://www.ola.state.md.us/Search/Report?keyword=&agencyId=5a8ac903cc9d721804e01114&dateFrom=&dateTo=&reportTypeId=1</p>			

OFFICE CHANGES

As previously reported, the search for the Staff Auditor/EEO & ADA Coordinator has been reopened. Compared to last month, both an increase in the number of applicants and improvements in the qualifications of individuals applying for the position were noted.



Baltimore City Community College

CABINET UPDATE

Board of Trustees, May 20, 2020

Dr. Debora Johnson-Ross, Director, Mayor's Scholars Program

RECRUITMENT

Acceptance letters have been sent to 679 students. Confirmation has been requested by June 15. The MSP Team, supported by the divisions of Student Affairs, Academic Affairs and Workforce and Continuing Education, is offering weekly online information sessions for students and families – June 4, June 9, June 17 and June 23. A Spanish language session is being scheduled. Admissions and MSP will participate in a college information session to be offered by a community organization, Adelante Latina!

SUMMER BRIDGE 2020 PLANNING

The 2020 Summer Bridge will be conducted entirely online from June 29 through August 7. College-level and developmental courses will be offered allowing students to accumulate credits or complete prerequisites. All students will take Pre-100, along with one additional course, to be identified based on placement criteria. The courses to be offered are:

- PRE 100, 1 credit, Preparation for Academic Achievement
- ENG 101, 3 credits, English Writing
- RENG 91, 4 credits, English and Reading Skills
- RENG 92, 4 credits, Composition Skills
- MAT 107, 3 credits, Modern Elementary Statistics
- MAT 92, 4 credits, Intermediate Algebra
- MAT 86, 5 credits, Integ Pre & Intro Algebra
- PSY 101, Introductory Psychology
- SOC 101, Introduction to Sociology
- MSPE101, English Boot Camp for Speakers of Other Languages
- Career Development, Workforce Preparation Boot Camp

Student support services will be provided during the Summer Bridge, along with a series of activities grouped around the themes of academic skill building, wellness and personal growth and building community. Students will also meet with academic advisors and the MSP Team and will have opportunities for fun and social interaction. Students who registered for YouthWorks will be paid for their participation in Summer Bridge. Students who are not eligible to work in the US may apply to We Are CASA for a scholarship.

REPORTS

The Enrollment and Mayor's Scholars Program Update has been submitted to the Department of Legislative Services. The report updates the Joint Chairmen's Report on Enrollment and the Mayor's Scholars Program (MSP) dated November 21, 2019 and the Addendum, dated January 7, 2020. The initial report addressed the decrease in enrollment per full-time equivalent (FTE) and identified the Mayor's Scholars Program's impact on FTE enrollment. This update includes information from the fall 2019 and spring 2020 semesters on MSP and enrollment activities for specific student subpopulations – Currently Enrolled Students/Retention; Dual Enrollment; Near Completers and Complete College Baltimore; LatinX; Veterans and Military Students; International Students; Year Up; Workforce Development and Continuing Education; Promise Academy; and Granville T. Woods Scholars.



Baltimore City Community College

REALIGNMENT TASKS UPDATE

Board of Trustees, June 17, 2020

Dr. Debra L. McCurdy, President

Realignment Task #2

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

Mr. Michael Thomas, Vice President for Workforce Development & Continuing Education

Workforce Development Program Development and Expansion

The Workforce Development Department develops training programs are designed to meet industry requirements while advancing student opportunities for employment and career advancement. The Workforce Development Department also works closely with the Career Services Office (Panther Center) to support graduates transitioning to employment.

- In May, additional workforce programs transitioned to on-line delivery. This included three (3) additional Healthcare programs (Pharmacy Technician, EKG Technician and EMT), Construction, Cybersecurity and Diesel Technician. Total new enrollment in workforce training programs for the month of May is 72 students.
- To increase funding availability for students to access workforce training programs, BCCC added two (2) programs to the WIOA Eligible Training Providers List (Certified Nursing Assistant and Phlebotomy). These programs were updated to provide short-term (less than 6 months) training program options.
- WDCED is developing partnerships with Bon Secours Community Works and Pressley Ridge to provide Healthcare-related workforce training for their respective members. This will provide the opportunity for more than 30 students to access training.
- BCCC initiated the first cohorts of Baltimore City Department of Social Services (DSS)-sponsors training. A total of 11 DSS clients are currently enrolled in Customer Service and Pre-Cyber Security programs.
- The Career Services team continues to work with hiring partners across Baltimore. Expanded recruitment in May included, University of Maryland Medical Center for multiple allied health positions and administrative support; Allied Universal for security, administrative and sales positions. A new project with Samsung will lead to additional recruitment for executive entry level positions in June. Diamond Medical for 10-15 Phlebotomist.



Baltimore City Community College

REALIGNMENT TASKS UPDATE

Board of Trustees, June 17, 2020

Dr. Debra L. McCurdy, President

Realignment Task #4

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

Partnering with Baltimore City Schools

Several initiatives led by WDCED support implementation of the college’s Career Pathways and increase early college access. The largest of these is the Pathways in Technology Early College High Schools (P-TECH) program which has nearly 200 high students enrolled in college classes in the Spring 2020 term.

- The BCCC P-TECH Liaison worked collaboratively with BCPSS schools New Era, Dunbar, and Carver High Schools to enroll all eligible students in the Summer II Term.
- BCCC hosted a Nursing Information Session for all P-TECH Dunbar students 9th – 12th grade. Students received program expectations, requirements, and structure, students were able to interact and receive program information from the Nursing Program Coordinators.
- The BCCC P-TECH Liaison presented all 9th Grade P-TECH students and families with a Virtual New Student Admissions and Orientation Event. Working in conjunction with the Student Admissions Department. Students and parents were informed regarding the BCCC admissions process, student MyBCCC login information, and student support services.



Baltimore City Community College

REALIGNMENT TASKS UPDATE

Board of Trustees, June 17, 2020

Dr. Debra L. McCurdy, President

Realignment Task #7

“Establish strong relationships with key stakeholders.”

Ms. Dawn Kirstaetter, Vice President for Advancement & Strategic Partnerships

During the month of May, the College partnered with the Mayor’s Office to become a World Central Kitchen meal distribution site. BCCC is represented on the Mayor’s Children’s Cabinet and Literacy Committee and is moving forward with summer plans for the Mayor’s Scholars program.

The College continues to maintain strong relationships with key stakeholders including the Mayor’s Office, City of Baltimore agencies, City Schools, community organizations and higher education institutions to support the needs of current/ future students and the community.



Baltimore City Community College

REALIGNMENT TASKS UPDATE

Board of Trustees, June 17, 2020

Dr. Debra L. McCurdy, President

Realignment Task #8

“Develop and market a brand for BCCC.”

Ms. Dawn Kirstaetter, Vice President for Advancement & Strategic Partnerships

The following positions impacting the College’s rebranding have been vacated- Director of Marketing, Director of Communications and Digital Media Coordinator. The Director of Marketing position has been posted and key roles and responsibilities have been reassigned to other team members.

The Hatcher Firm is reviewing final logo designs and the seal previously approved by the Board of Trustees in February 2020.

Key Realignment Task #8 deliverables left for completion include the new logo, style guide, CMS, exterior campus signs and program brochures. The marketing team is awaiting content for brochures and website updates.

Online summer classes and the College’s free textbook initiative have been aggressively promoted via paid digital ads on various social media platforms. Additionally, positive free media publicity was received for the textbook initiative as well as our partnership with the Mayor’s Office and World Central Kitchen as follows:

- WJZ(Channel 13), May 13, 2020 – “Jose Andres World Central Kitchen To Distribute Food at 2 Additional Baltimore Locations”
- WMAR(Channel 2), May 16, 2020 – “World Central Kitchen opens more meal sits in Baltimore”
- WBAL(Channel 11), May 31, 2020 – “Baltimore City Community College providing free textbooks for all students enrolled in summer 2020 classes”
- The Daily Record, May 31, 2020 – “BCCC to offer free textbooks for students enrolled in summer classes”
- The Afro, May 31, 2020 – “Baltimore City Community College Free Textbook”



Baltimore City Community College

REALIGNMENT TASKS UPDATE

Board of Trustees, June 17, 2020

Dr. Debra L. McCurdy, President

Realignment Task #9

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

Mr. Stephan Byam, Chief Information Officer

Core Business Systems:

Enterprise Resource Planning (ERP)

Background: The College needs to replace its legacy business and student systems with a modern, integrated Enterprise Resource Planning (ERP) system. To date, the College has published two Request for Proposals (RFPs) for an ERP system through the State of Maryland’s eMaryland Marketplace. Unfortunately, neither RFP processes yielded a product selection or an executed contract.

Current State: The ERP Project has continued to maintain a “Green” status from Maryland’s Department of IT (DoIT).

The College received responses, in the form of official proposals, from two recognized vendors in the Higher Education ERP industry. One of the two proposals need “curing” and the College has granted the vendor the opportunity to “cure” the proposal by June 9, 2020 for the offer to be considered. Other vendors have indicated that they would not be participating in the bidding process, therefore the College’s Evaluation Committee will be reviewing two proposals, at most.

Review of the proposals are scheduled to begin on June 11, 2020. After the proposals are reviewed by the evaluation committee, the oral presentations will be scheduled, whereby the Evaluation Committee will have the opportunity to ask additional questions of the “offerors” in the event any area of the RFP needs further clarification.

Infrastructure Readiness: ITS is meeting with key stakeholders to determine the level of Wide Area Network (WAN) redundancy that will be required for the College. Identifying the level of tolerance for outages is critical in the next phase of infrastructure readiness so that the College can invest in the appropriate level of services and hardware to provide the sufficient level of redundancy.

Business Process Analysis (BPA): The ITS team is undertaking the Business Process Improvement phase of the Business Process Analysis.

Infrastructure:

Telecoms: The ITS Tier 1 and Tier 2 groups have been migrated to Teams and is currently in the process of beta testing as a precursor for the migration from Skype-for-Business to Microsoft Teams to the broader community. ITS will be identifying select cabinet members to perform additional beta testing to provide feedback to the ITS group.

Baltimore City Community College

Enrollment Report

Board of Trustees, June 17, 2020

Dr. Stanley D. Singleton, Vice President, Student Affairs

Enrollment Activities and Updates

- In lieu of office walk-ins, the admissions team has implemented the use of Microsoft Bookings-allowing prospective students, applicants, and current students to schedule one on one appointments. During the month of May The Office of Admissions had over 120 appointments scheduled.
- BCCC has introduced the “We Got You” campaign for students. Given the difficulty associated with the Covid-19 pandemic for everyone, this campaign has been introduced to ease the some of the burdens associated with being enrolled in school providing free text books for students enrolled in Summer 2020 session I and Summer 2020 session II. The College Bookstore has been processing all textbook order fully online. Books are shipped to students at their homes at no additional cost. At the time of this report, the bookstore has completed more than 400 orders for students.
- After the revision of the Academic Calendar, Fall registration opened on May 25, 2020. Fall registration was originally planned to open on April 20, 2020. However, due to the Covid-19 pandemic transition and calendar revisions, registration opening was delayed.
- Academic advisors in the Student Success Center and the Mayor’s Scholars Program are also engaging continuing students about registration for both summer sessions and fall semester.
- The Office of Admissions has been actively engaged in the recruitment of students from Baltimore City Public Schools for the Mayor’s Scholars Program. Several information sessions have been held with representatives from the Division of Student Affairs, The Division of Academic Affairs, and The Division of Workforce Development participated in a webinar with guidance counselors from City Schools.
- Staff at the College have been communicating with formerly enrolled students who have left the institution. These previously enrolled students, who were in good academic standing at the time of departure and have no billing obligation, are encouraged to complete their degree program.
- The Admissions department identified 1,304 BCCC applicants who may qualify for participation in the MSP program. BCCC has reached out to these Baltimore City High School seniors who have expressed interest in the Mayor’s Scholars Program (MSP) to encourage them to apply. Additionally, these students were assigned to the admissions recruiters for further individualized follow up. The Director of Admissions, along with the Director of the MSP program have worked together to set up MSP information sessions with College Bound counselors and other guidance counselors at various high schools.
- The Division of Student Affairs, in collaboration with the Division of Academic Affairs, Student Accounting, and ITS transitioned all student services to a virtual support. The Records and Registration Office collaborated with Office of Admissions and the Student Success Center for virtual registration of students. In order to make the online registration process easier for students, BCCC has relaxed practices that formerly made it difficult for students to complete the online registration process by removing selected stop codes from the student information system. The offices have worked to identify and resolve barriers for students desiring to register online. The process involves “triaging” students who experienced difficulty registering online. “E-advising” activities have included both group and individual Zoom advising meetings, virtual workshops, sharing of campus-wide virtual activities, connecting students to instructors, and advising students for summer registration.

- BCCC is promoting the Maryland Promise Program by continuing to work with the Maryland Association of Community Colleges (MACC). MACC has provided BCCC with the names and contact information of prospective students who expressed interest in the Maryland promise campaign have been shared with BCCC. The admissions staff has engaged this group of students over the spring 2020 term and will continue throughout summer 2020. Some of these students may also qualify for admission into the Mayor’s Scholars Program.
- Some of the virtual outreach programming that has taken place thus far is also listed in the table below:

Event	Target Group	Date and Time
BCCC Info Session	Prospective Students	May 6 th at 3pm
BCCC Info Session	Prospective Students	May 12 th at 10 am
BCCC Info Session	Prospective Students	May 13 th at 4pm
Admissions Application Next Steps	Applicants	May 14 th at 11am
Admissions Application Next Steps	Targeted Groups	Scheduled as needed
Mayor’s Scholars Information Session	Prospective Students	May 14 th 3:00 pm
Veteran Student Check-in	Veterans	May 6 th at 2pm
Veteran Student Check-in	Veterans	May 20 th at 2pm
Mayor’s Scholars Information Session	Prospective Students	May 20 th 6:00 pm
International Student Summer Orientation	International Students	May 21 st at 12:30pm

Admissions Applications overview as of 06/05/2020

Summer I 2020	Summer II 2020	Fall 2020	Grand Total
1254	128	2020	3402

Summer I Session

Classes began: June 1, 2020 (8-week period)
 Last day of classes: July 26, 2020
 Accelerated I (5-week period): June 1, 2020
 Last day of classes: July 5, 2020

Summer II Session

Classes began: July 6, 2020 (5-week period)
 Last day of classes August 9, 2020



Summer I Credit Enrollment Update for June 4, 2020

Total Headcount Change from Prior Year 20.3% 2 day after the start of classes

	Summer I 2019	Summer I 2020	% Change		Summer I 2019 as of 6/5/2019 (n=1038)	Summer I 2020 as of 6/3/2020 (n=1249)	Total Change from Prior Year		Summer I 2019 as of 6/5/2019 (n=1038)	Summer I 2020 as of 6/3/2020 (n=1249)
	Headcount	Headcount	% Change in Headcount		% of Headcount	% of Headcount		% of Headcount	% of Headcount	
Eligible FTEs	149.2	192.1	28.8%							
Ineligible FTEs	10.4	15.6	50.0%							
Total	159.6	207.7	30.1%							
Entry Status										
New to BCCC	207	203	-1.9%		19.9%	16.3%				
Continuing from Spring	663	846	27.6%		63.9%	67.7%				
Returning from Sessions before Spring	168	200	19.0%		16.2%	16.0%				
Total	1038	1249	20.3%		100.0%	100.0%				
Gender										
Women	767	955	24.5%		73.9%	76.5%				
Men	271	294	8.5%		26.1%	23.5%				
Total	1038	1249	20.3%		100.0%	100.0%				
Ethnic Background										
African American/ not Hispanic	807	987	22.3%		77.7%	79.0%				
White/ not Hispanic	94	107	13.8%		9.1%	8.6%				
Hispanic	40	47	17.5%		3.9%	3.8%				
Asian	34	49	44.1%		3.3%	3.9%				

Two or more races	29	25	-13.8%		2.8%	2.0%
Other	34	34	0.0%		3.3%	2.7%
Total	1038	1249	20.3%		100.0%	100.0%
State Residence Status (Tuition Status)						
City	699	700	0.1%		67.3%	56.0%
County	285	468	64.2%		27.5%	37.5%
Other State	13	20	53.8%		1.3%	1.6%
Other Country	41	61	48.8%		3.9%	4.9%
Total	1038	1249	20.3%		100.0%	100.0%
Academic Goal						
AA Degree	824	971	17.8%		79.4%	77.7%
Certificate	63	69	9.5%		6.1%	5.5%
No degree; Courses to Transfer	99	129	30.3%		9.5%	10.3%
No Degree or Certificate	52	80	53.8%		5.0%	6.4%
Other	0	0	0.0%		0.0%	0.0%
Total	1038	1249	20.3%		100.0%	100.0%
Dual Enrollment						
Registered for Summer I; grad HS after Summer I						
Source: BCCC Student Information Management System.				BCCC OIR - 06.04.2020		



Summer II Credit Enrollment Update for June 4, 2020

Total Headcount Change from Prior Year		43.9%		33 days prior to start of classes	
	Summer II 2019	Summer II 2020	% Change		
Eligible FTEs	50.8	56.2	10.6%		
Ineligible FTEs	3.6	5.2	44.4%		
Total	54.4	61.4	12.9%		
	Summer II 2019 as of 6/04/2019 (n=312)	Summer II 2020 as of 6/03/2020 (n=449)	Total Change from Prior Year	Summer II 2019 as of 6/04/2019 (n=312)	Summer II 2020 as of 6/03/2020 (n=449)
	Headcount	Headcount	% Change in Headcount	% of Headcount	% of Headcount
Entry Status					
	New to BCCC	9	19	111.1%	2.9% 4.2%
	Continuing from Spring	285	405	42.1%	91.3% 90.2%
	Returning from Sessions before Spring	18	25	38.9%	5.8% 5.6%
	Total	312	449	43.9%	100.0% 100.0%
Gender					
	Women	241	337	39.8%	77.2% 75.1%
	Men	71	112	57.7%	22.8% 24.9%
	Total	312	449	43.9%	100.0% 100.0%
Ethnic Background					
	African American/ not Hispanic	242	359	48.3%	77.6% 80.0%
	White/ not Hispanic	24	39	62.5%	7.7% 8.7%
	Hispanic	6	9	50.0%	1.9% 2.0%
	Asian	15	15	0.0%	4.8% 3.3%

Two or more races	13	15	15.4%	4.2%	3.3%
Other	12	12	0.0%	3.8%	2.7%
Total	312	449	43.9%	100.0%	100.0%
State Residence Status (Tuition Status)					
City	204	258	26.5%	65.4%	57.5%
County	89	157	76.4%	28.5%	35.0%
Other State	7	10	42.9%	2.2%	2.2%
Other Country	12	24	100.0%	3.8%	5.3%
Total	312	449	43.9%	100.0%	100.0%
Academic Goal					
AA Degree	268	369	37.7%	85.9%	82.2%
Certificate	11	21	90.9%	3.5%	4.7%
No degree; Courses to Transfer	18	43	138.9%	5.8%	9.6%
No Degree or Certificate	15	16	6.7%	4.8%	3.6%
Other	0	0	0.0%	0.0%	0.0%
Total	312	449	43.9%	100.0%	100.0%
Dual Enrollment					
Registered for Summer II; grad HS after Summer I	0	7	0.0%		
Source: BCCC Student Information Management System.			BCCC OIR - 06.04.2020		

Fall Credit Enrollment Update for June 4, 2020

Total Headcount Change from Prior Year - 82 days prior to start of classes 76.0%

	Fall 2019	Fall 2020	% Change		
Eligible FTEs	331.8	68.3	-79.4%		
Ineligible FTEs	44.9	6.9	-84.6%		
Total	376.7	75.2	-80.0%		
	Fall 2019 as of 6/05/2019 (n=1007)	Fall 2020 as of 6/03/2020 (n=242)	Total Change from Prior Year	Fall 2019 as of 6/05/2019 (n=1007)	Fall 2020 as of 6/03/2020 (n=242)
	Headcount	Headcount	% Change in Headcount	% of Headcount	% of Headcount
Entry Status					
New to BCCC	125	12	-90.4%	12.4%	5.0%
Continuing from Spring	782	219	-72.0%	77.7%	90.5%
Returning from Sessions before Spring	100	11	-89.0%	9.9%	4.5%
Total	1007	242	-76.0%	100.0%	100.0%
Gender					
Women	774	189	-75.6%	76.9%	78.1%
Men	233	53	-77.3%	23.1%	21.9%
Total	1007	242	-76.0%	100.0%	100.0%
Ethnic Background					
African American/ not Hispanic	798	193	-75.8%	79.2%	79.8%
White/ not Hispanic	64	16	-75.0%	6.4%	6.6%
Hispanic	46	13	-71.7%	4.6%	5.4%
Asian	47	8	-83.0%	4.7%	3.3%
Two or more races	26	8	-69.2%	2.6%	3.3%

Other	26	4	-84.6%	2.6%	1.7%
Total	1007	242	-76.0%	100.0%	100.0%
State Residence Status (Tuition Status)					
City	688	139	-79.8%	68.3%	57.4%
County	221	82	-62.9%	21.9%	33.9%
Other State	12	1	-91.7%	1.2%	0.4%
Other Country	86	20	-76.7%	8.5%	8.3%
Total	1007	242	-76.0%	100.0%	100.0%
Academic Goal					
AA Degree	882	204	-76.9%	87.6%	84.3%
Certificate	52	20	-61.5%	5.2%	8.3%
No degree; Courses to Transfer	53	11	-79.2%	5.3%	4.5%
No Degree or Certificate	19	7	-63.2%	1.9%	2.9%
Other	1007	242	0.0%	100.0%	100.0%
Total	2013	484	-76.0%	100.0%	100.0%
Dual Enrollment					
Registered for Summer II; grad HS after Summer I	4				
	0		0.0%		



BOARD OF TRUSTEES
BALTIMORE CITY COMMUNITY COLLEGE

TAB 11 | Active Search Listing
