



Baltimore City Community College

Board of Trustees ~ Open Session
4:00 PM September 17, 2025

Mr. Kurt L. Schmoke, Esq., Chair
Dr. Debra L. McCurdy, President

BALTIMORE CITY COMMUNITY COLLEGE | BOARD OF TRUSTEES MEETING

OPEN SESSION AGENDA | 4:00 PM SEPTEMBER 17, 2025

Meeting Link: <https://bccc-edu.zoom.us/j/81244185670>

I. **Call to Order**

Mr. Kurt Schmoke, Esq., Chairman

- a. Adoption of the September 17, 2025, Agenda - **(Vote)**

II. **Board Actions/Consent Agenda - (Vote)**

Mr. Kurt Schmoke, Esq., Chairman

- a. June 18, 2025, Open Session Meeting Minutes
- b. June 18, 2025, Closed Session Meeting Minutes
- c. September 11, 2025, Finance/Audit Committee Meeting Minutes
- d. Student Government Association Report
- e. AFSCME Local #1870 at BCCC Comments/Report
- f. Faculty Senate Comments/Report

III. **Items Removed from the Agenda**

- a. None

IV. **New Business**

- a. Maryland Higher Education Commission (MHEC) Performance Accountability Report (PAR) - **(Vote)**
Ms. Becky Burrell, VP OIERP
- b. Finance/Audit Committee
Dr. Debra L. McCurdy, President
Ms. Eileen Waitsman, Controller
Mr. Brandon Cohen, Director, Budgets
 - i. Procurements \$25,000 to \$99,999 – **(Information)**
 - 1. CADD Computer (Dell Technologies)
 - ii. Unrestricted Funding Sources Background
 - iii. FY 2025 Financial Performance
 - iv. FY25 vs. FY26 Year to Date Analysis (Year-Over-Year Comparison)
 - v. FY27 State of Maryland Economic Outlook
 - vi. Audit Status Update **(Information)**
 - 1. Fiscal Year 2024 Audit
 - a. All Financial Statements Issued and Completed
 - 2. FY 2025 Audit Kick-Off

V. College Policies

- a. None

VI. Presentations

- a. Enrollment Report
 - Ms. Donna Thomas, Interim VP&SA*
 - Mr. Michael Thomas, VP WDCE*
 - Ms. Eileen Hawkins, Director, Institutional Research*
 - i. MHEC Projections (credit & non-credit)
 - ii. Fall Enrollment Update (credit & non-credit)
- b. Information Technology Report
 - Dr. Wayne Rose, CIO*
 - i. Infrastructure Update
 - ii. Enterprise Resource Planning (ERP) System Update

VII. President's Report

- Dr. Debra L. McCurdy, President*
- a. Life Science Building Reopening
 - b. Learning Commons (Library)
 - c. Bard Building/Center for Innovation
 - d. Nursing Building Status
 - e. Wellness Center Status
 - f. Barnes & Noble College (Bookstore) Status
 - g. Realignment in Progress

VIII. Active Search Listing

IX. Motion for Adjournment



Board Actions/ Consent Agenda

BOARD OF TRUSTEES
BALTIMORE CITY COMMUNITY COLLEGE

Open Session Minutes | 4:00pm June 18, 2025 (Virtual Zoom Meeting)

Board Members Present: Chairman Kurt L. Schmoke, Esq.; Ms. Leonor Blum; Ms. MacKenzie Garvin, Esq.; Ms. Lelia Parker, Esq.; Dr. Roger Ward, Esq.; Mr. John C. Weiss; and Mr. Tyrese McBayne.

Also Present: President Debra L. McCurdy, PhD

- I. Chair Schmoke called the meeting to order at 4:02 PM. The consent agenda (items a-c below) was unanimously approved upon a motion by Trustee Weiss, seconded by Trustee Ward.
 - a. May 21, 2025 Open Session Meeting Minutes
 - b. May 21, 2025 Closed Session Meeting Summary
 - c. June 12, 2025 Finance/Audit Committee Meeting Minutes
- II. **Cultural Diversity Report:** IVP Donna Thomas presented highlights from the Cultural Diversity Report, an annual reporting requirement for the Maryland Higher Education Commission. It must be submitted by September 1. Chair Schmoke noted the high number of GED exams administered, asking whether the College advertised that we are a testing site. Ms. Thomas answered “yes.”. Trustee Ward motioned for approval of the Cultural Diversity Report and Trustee Weiss seconded the motion. It was approved unanimously.

III. **Procurements:** Chairman Schmoke noted that all procurements had been reviewed by the Finance Committee. They included the following, which were presented to the BOT for informational purposes only:

- i. Procurements Exceeding \$25,000 to \$99,999
 - a. Temporary Personnel Services – Financial Aid (Robert Half) \$64,260
 - b. Temporary Personnel Services – Student Accounts (Robert Half) \$41,580
 - c. Hospitality Training / Grant Funded (Parkway Management & Consulting) \$65,910
 - d. Mongoose Solutions (SHI International Corp) \$46,122
 - e. WBJC HVAC Replacement (Virgil Contracting Inc) \$87,844
 - f. Freshworks (Proforma) \$53,134
 - g. Elevator Maintenance (Schneider) \$50,000
 - h. Fence Installation – Bard Building (Long Fence) \$62,600
 - i. Environmental Testing (Sussex) \$28,400
 - j. Adobe Creative Cloud (Bell Techlogix) \$48,255
 - k. Zoom Site License (SHI International Corp) \$49,344
 - l. Admission Consulting Services (Mason Consulting) – Modification
 - Original Contract Price: \$82,500
 - Modification Amount: \$17,000
 - New Contract Amount: \$99,500
- ii. Approved Contract(s) Entering Subsequential Year(s)
 - a. Data Center Hardware Refresh Year 2/3 (CAS Severn) \$78,233
 - b. Okta Cloud Subscription – Year 2/ 2 (ePlus) \$128,642
 - c. Learning Management System/ Canvas Year 2/3 (Instructure Inc.) \$72,533
 - d. Azure Cloud-based Disaster Recovery Year 2/3 (Bell Techlogix) \$61,678

- iii. Procurements Exceeding \$100,000 requiring approval by the BOT
 - a. West Pavilion Window Replacement

(Johnson-Laux Construction)

\$979,190

- iv. Pre-Approval for Procurement(s) Exceeding \$100,000 requiring BOT approval
 - a. Ellucian Flexible Managed Services (Ellucian LP) \$480,000
 - b. Microsoft Cloud Subscription – MEEC (Bell Techlogix) \$115,475

Chair Schmoke called for questions and then a vote for the items needing approval. VP Michael Thomas highlighted the deferred maintenance needed for the West Pavillion which was built in 1965 and has had little repair since then. The windows are leaking. This is to replace the windows and doors in that building. Chair Schmoke moved for approval and Trustee Weiss seconded the motion. The procurement was approved.

CIO Wayne Rose described the Ellucian Flexible Managed Services and Microsoft Cloud Subscription items. He explained that BCCC is moving into the second year of the services with Ellucian and is seeking to gain greater effectiveness and efficiencies with Banner. The flexible services would allow the College to focus on specific areas to keep the momentum moving forward. The Cloud Subscription allows faculty, staff, and students to use MS applications. Upon Chair Schmoke's motion, the procurements were unanimously approved.

- IV. **Finance Update:** Mr. Richard Walsh provided a budget update for appropriation year 2025 as of June 2025. The Board of Estimates funding has been received for FY 2025. The bookstore sales revenues have increased; credit and non-credit tuition revenues have both increased throughout the year. Deferred maintenance revenue has not been received for FY 2025. Chair Schmoke expressed relief regarding the BOE funding.

Ms. Christina Bowman from CliftonLarsonAllen LLP provided the Finance Committee with an update on the FY 2024 institutional audit, which includes the opinion on financial statements the CC-4 for MHEC and other oversight bodies, as well as the Howard P. Rawlings audit. The Agreed-upon Enrollment Procedures are in final review for MHEC.

The FY 2024 audit is later than expected due to difficulties encountered, including the delay in the FY 2023 audit directly related to the system implementation issues which are ongoing. Multiple CAJEs (Client Adjusting Journal entries) led to revisions of schedules and reperformance of audit procedures.

There will be one material weakness reported as a result of the FY 2024 audit related to year-end closing and reconciliation of tuition-related receivables. A formal communication will be issued related to those internal control deficiencies.

Trustee Weiss asked for confirmation that there were no concerns about misappropriation of funds for fraud. Ms. Bowman noted that the audit points to no material error and no material fraud. However, an organization must remain diligent with its internal processes and keep open opportunities for staff to report suspected fraudulent activity.

- V. **Enrollment Report:** IVP of Student Affairs Donna Thomas and Ms. Eileen Hawkins, Director Institutional Research, gave a PowerPoint presentation regarding the summer 2025 enrollment data, showing the number of students who sought applications, completed applications, were accepted and have (so far) enrolled. (The numbers shown did not include students attending the Mayor's Scholars Program.)
- VI. **IT Report:** CIO Dr. Wayne Rose gave a PowerPoint presentation regarding the College's printing and copying abilities and needs, in which he noted that the school uses several printer manufacturers and that several printers are over 15 years old, while some 20% do not function at all. He gave an update regarding the school's telecommunications capabilities, including an assessment of BCCC's wireless network, and stated that BCCC continues to work with DOiT to increase the College's internet capacity. With respect to disaster recovery, Dr. Rose noted that the College hoped to complete a plan by the end of Summer 2025. He also gave an update on the College's Advisory Services contract with Banner, which is now underway.
- VII. **Workforce:** President McCurdy shared that workforce data will be integrated with general student enrollment. Greater integration among WDCE, Academic Affairs, Student Affairs and Institutional Research will give an institutional picture. Dr. McCurdy and a small team of BCCC staff met with Trustee Garvin regarding additional workforce data. As referenced in the President's Report, page 23, placement, internships, apprenticeships, and job data will be added bimonthly or quarterly for workforce. More follow-up will occur with Trustee Garvin. VP Michael Thomas noted that the team will tailor the presentation.
- VIII. **President's Report:** Dr. Debra McCurdy, President, began by noting that it will be an ambitious and hectic summer. She provided updates regarding strategic planning, the budget process, facilities projects (including the library, the nursing building and the Wellness

Center), changes in HR (regarding hiring, orientation, professional development and awards), and the State budget.

Dr. McCurdy noted that priorities for spending and cost reductions would be worked through with the Cabinet.

IX. Closing statement and Motion for Adjournment: Chair Schmoke read the following closing statement:

The open session meeting of the Board of Trustees has concluded. Pursuant to the General Provisions Article, Sections 3-305(b) (1), (7), (8), and (9), the meeting will move into closed session so that the Board can:

- Discuss the employment, onboarding, separation, compensation and discipline of specific College employees;
- Consult with counsel to obtain legal advice;
- Discuss strategy, merits, and legal advice regarding pending litigation and administrative complaints involving the College; and
- Discuss matters related to collective bargaining.

May I have a motion to adjourn and close?

Trustee Weiss moved to adjourn the open meeting and move to closed session. Trustee Ward seconded the motion and it was unanimously approved. The Trustees moved immediately into closed session.



BOARD OF TRUSTEES BALTIMORE CITY COMMUNITY COLLEGE

Closed Session Summary | June 18, 2025 (Virtual Zoom Meeting)

Board Members Present: Chairman Kurt L. Schmoke; Ms. MacKenzie Garvin; Ms. Leila Parker; Dr. Roger Ward; Mr. John C. Weiss; and Tyrese McBayne.

Also Present: Dr. Debra L. McCurdy, President.

Also in Attendance: Ms. Maria E. Rodriguez, Esq.; Ms. Kristin McFarlane, Esq.; Mr. Mark Swerdlin, Esq. of Ogletree, Deakins, P.C.

Chairman Schmoke brought the closed session meeting to order at 5:15 PM.

Upon a motion, the trustees unanimously approved the consent agenda and the attached closed session materials.

Mr. Swerdlin updated the Trustees on collective bargaining issues and responded to questions.

Following a motion, the Board voted unanimously to adjourn the meeting at 5:42 PM.

Respectfully submitted,

Debra L. McCurdy

BOARD OF TRUSTEES
BALTIMORE CITY COMMUNITY COLLEGE
FINANCE COMMITTEE

Minutes | 8:00 AM September 11, 2025 (Virtual Zoom Meeting)

Attendees:	Chair Kurt Schmoke	Mr. Michael Thomas, Vice President of Workforce
	Trustee J. C. Weiss	Development & Continuous Education
	Dr. Debra L. McCurdy, President	Ms. Anna Lansaw, Director of Procurement &
	Mr. Brandon Cohen, Director of Budgets	Auxiliary Services
	Ms. Eileen Waitsman, Controller	Mr. Richard Walsh, Senior Budget Analyst

I. Call to Order

At 8:04 am, Chair Kurt L. Schmoke called the meeting to order for the Finance Committee.

II. Procurement Policies and Procedures

Chair Schmoke highlighted the importance of onboarding for new Board members in order for them to understand the procurement policies and procedures and ensure transparency and compliance.

Discussion emphasized educating new Trustees on approval thresholds and the procurement processes to avoid delays or confusion.

III. Procurements Exceeding \$25,000 to \$99,999

- a. CADD Computer (Dell Technologies) \$36,330.00

Ms. Anna Lansaw, Director of Procurement, discussed the purchase of 21 Dell computers and a CADD printer for the CADD lab. The lab upgrade is part of preparing classroom technology for the semester.

Dr. Debra McCurdy, President, further explained that there were few high-cost procurements that were purchased during the July and August period. There were no items over the \$99,999 threshold. Additional procurement approvals are anticipated at the October meeting.

IV. Finance Update

- a. Unrestricted Funding Sources Background
b. FY 2025 Financial Performance
c. FY25 vs. FY26 Year to Date Analysis (Year-Over-Year Comparison)
d. FY27 State of Maryland Economic Outlook

Mr. Brandon Cohen, newly appointed Chief Budget Officer with over 18 years of higher-education finance experience, was introduced. He assumed his role at the College in July 2025. His background includes finance leadership roles at Towson University (MD) and Radford University (VA).

Mr. Cohen provided a summary of the College's Finances. Starting with the FY25 Year-End Financial Performance: Budget spending was intentionally conservative to maintain fiscal health. Variances between budgeted and actual expenses were reviewed, showing strong fiscal discipline.

FY25 vs. FY26 Year-to-Date Comparison: Revenues increased by \$5.3M while expenditure increased by \$1.6M compared to the previous year-to-date, indicating an improved financial position.

FY27 State Economic Outlook: Maryland faces a projected \$3M budget gap and uncertainties in federal funding.

Reductions in DEI, ESL, Title III, and related grants may impact enrollment and program funding. BCCC remains stable due to strong state support and a flat appropriation for FY27.

Mr. Michael Thomas, Vice President of Workforce Development and Continuous Education, provided an update on the LSB Building and its reopening. Specifically, stating that the air quality testing cleared the building for reopening; HVAC and chiller issues are being resolved.

V. Audit Status Update

a. Fiscal Year 2024 Audit

i. All financial statements issued and completed

Ms. Eileen Waitsman, Controller, provided an overview of the College's 2024 audit. She stated that for fiscal year 2024 all financial statements issued and completed, receiving clean/unqualified opinions for college operations, CC4, and the radio station.

Ms. Waitsman briefly went over some of the audit challenges, including delays caused by ERP system conversion and grant closeouts; however, noted that these issues are improving for FY25.

b. FY 2025 Audit Kick-Off

Ms. Waitsman discussed the audit kick-off with the new auditors, SB & Company, who provided the institutional audits for the College previously. Dr. McCurdy informed the committee that the College's leadership is involved early to streamline the audit process and improve timeliness. A collaborative meeting was held with the Auditors and the leadership.

Ms. Waitsman also mentioned the defunding of the Corporation for Public Broadcasting. Its closure will potentially eliminate community service grants, but it's not expected to significantly affect BCCC's radio station operations. Smaller stations nationwide may be more severely impacted.

VI. Motion for Adjournment

At 8:47 am, Chair Schmoke motioned for adjournment .

STUDENT GOVERNMENT ASSOCIATION

September 2025 Board Report

SGA Monthly Meeting – The SGA leadership team did not hold any general meetings during the summer months. Onboarding meetings were held during the summer to go over goals and objectives and plan their activities calendar. The elected parliamentarian resigned his position due to extra obligations a new parliamentarian was elected as of September 4, 2025. The secretary resigned due to a class scheduling conflict during the SGA meeting times (12-1pm). A new secretary has been appointed on September 3, 2025. This scheduling conflict has prompted the SGA leadership team to check classes schedules.

SGA General Body Meetings:

SGA has scheduled their general body meetings for Fall 2025. The meetings are held from 12-1 in the Mini Conference Center and virtually through Zoom.

- Wednesday, September 3, 2025
- Wednesday, October 1, 2025
- Wednesday, November 5, 2025
- Wednesday, December 3, 2025

Below are the names of the Fall 2025 SGA Team:

- Kyah Young, President
- Shanarra Owens, Vice President
- Vacant, Secretary
- Chenise Brayboy, Treasurer
- *Vacant*, Parliamentarian
- Cindy Allsup, Vice Senator
- Rachel Hundertmark, Senator
- Tyrese McBayne, SGA Senator

Activities and Events

Below are SGA and Clubs and Organizations sponsored events and or activities. It may also include campus activities in which members of the SGA team/ Clubs and Orgs participated in and or volunteered.

New Student Orientation – August 16, 2025 – BCCC held its annual New Student Orientation on Saturday, August 16th and welcomed more than 600 new students and their families. The SGA president, Kyah Young welcomed the students and their families. SGA members and student ambassadors participated in the orientation.

SGA/Student Clubs & Organizations Leadership Retreat – August 12, 2025 – The office of Student Life and Engagement and the SGA held their Leadership Retreat for the leaders of the SGA and the various student clubs and organizations. The guest presenter was Dr. Alicia Harvey Smith, Founder of Sapientia One Global Solutions, LLC. She spoke on the following theme: “The Real Deal: Leading with Purpose, Not Position.”.

Welcome Week August 25 – 29, 2025- SGA supported various events during the Fall Welcome Week by volunteering and participating in the activities.



The Faculty Senate President's Report to the Baltimore City Community College (BCCC) Board of Trustees

September 17, 2025

Greetings, Chairman Kurt L. Schmoke, Esq. and Esteemed Trustees:

On behalf of the Academy at Baltimore City Community College, the Faculty Senate and Senate Executive Committee please find updates as follows:

Good News from the Academy:

- Dr. Charice Hayes, Professor of Business, has co-authored her fourth published book, *Business Behind The Business: Real Entrepreneurs Share Real Struggles, Real Success*.
- Professor JàHon Vance, English and Humanities, presented his Masterclass "You Becoming the Best You to You" to sold-out audiences in several cities including Detroit, Michigan. His Masterclass was also popular in Georgia, Minnesota, and Washington, D.C.
- Five Business and Technology Department members attended the Accreditation Council for Business Schools and Programs (ACBSP) Conference in Las Vegas during the summer, with several also participating in pre-conference events. Additionally, Dr. Denise Holland completed training as an official ACBSP Peer Reviewer.
- The following faculty members were recently elected or re-elected to the following positions:
 - Associate Professor Angelique Cook-Hayes, President, United Academics of Maryland-AFT
 - Professor JàHon Vance, At Large Delegate, United Academics of Maryland-AFT
 - Dr. Laura Pope, *Chair*, BCCC-UAMD Faculty Union
 - Associate Professor Autumn Wallace, Esq., Delegate, BCCC-UAMD Faculty Union
 - Dr. Katana L. Hall, Parliamentarian, National Association of Dramatic and Speech Arts (NADSA)

Business of the Academy Updates:

Program Review and Evaluation:

Cycle III-Year 3 is closing out effective September 26, 2025 and Cycle III-Year 4 commences on September 29, 2025. The programs under review include:

Year 3: 2024 – 25	Year 4: 2025 - 26
Accounting	Addiction Counseling
Biotechnology	Allied Human Services
Business Administration Transfer	Early Childhood Education
Business – includes Management and Marketing	Office Administration
Computer Information Systems	Fashion Design
Computer Aided Drafting and Design	Law Enforcement and Correctional Administration
Construction Supervision	Elementary Education /Generic Special Education Prek-12

Curriculum and Instruction Committee Course Syllabi Revisions for Academic Year 2025-26

Addiction Counseling Courses: ADC 106; 108; 201; 202; 205

Allied Human Services Courses: AHS 100; 101; 102; 103; 104; 295

Early Childhood Education Courses: ECE 100; 111; 112; 113; 114; 117; 119; 211; 217; 220; 222

Fashion Design Courses: FAS 101; 102; 103; 104; 105; 106; 108; 200; 201; 202; 203; 205; 206; 207

Law Enforcement & Correctional Administration Courses: CRJ 101; 102; 104; 105; 106; 107; 108; 115; 201; 202; 209; 210; 211; 213; 214; 220; 231; 291; 292

Elementary Education/Generic Special Ed Courses: EDU 101; 150; 200; 215; 220; 225; 230; 235; 240; 250; 255; 260; 275; 290; 291 – SED 220

Accounting Courses: ACT 221; 222; 230; 231; 235; 241; 261; 265

Business Management Courses: MGM 102; 127; 170; 180; 219; 222; 229

Business Marketing Courses: MKT 210; 211; 212; 223

Computer Information Systems Courses: CIS 105; 109; 116; 118; 201; 228; 231

Computer-Aided Draft and Design Courses: CAD 101; 105; 111; 112; 140; 151; 200; 205; 206; 208; 211; 222

Cyber Security and Assurance Courses: CYA 125; 230; 233; 235; 242; 245; 253; 270

Office Administration Courses: OFA 100; 117; 123; 215; 250

Business Administration Courses: BUA 100; 112; 207

Concerns:

Teaching faculty continue to face unpaid, delayed, or unresolved summer session payments, some lasting until September 2025.

BCCC Barnes and Noble College Bookstore continues to face issues: many classes still lack books after three weeks, access codes are missing, and both students and faculty report poor communication and customer service—faculty emails may take up to six weeks for a response. While this is a new partnership, the bookstore appears unprepared for the fall 2025 semester.

Looking Forward to:

Complete Academic Affairs leadership (VPAA, AVP, B-STEM Dean, SASS Associate Dean) with sufficient faculty hired to support program growth and fill all class vacancies.

Continued negotiating and further progress made towards finalizing a ratified union contract.

Respectfully,

Katana L. Hall

Katana L. Hall, Ph.D.

Faculty Senate President



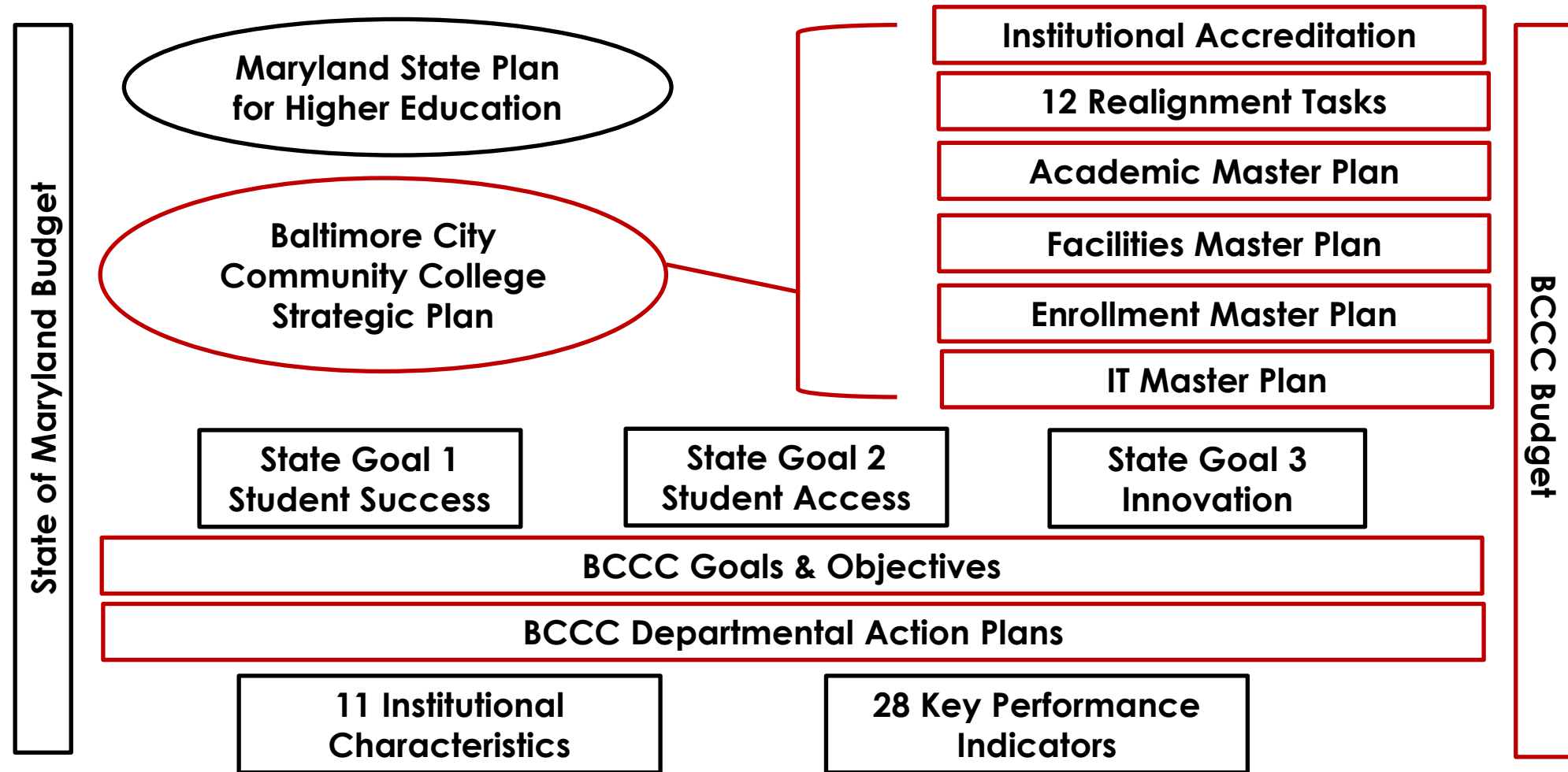
New Business

Baltimore City Community College
Board of Trustees Meeting
September 17, 2025

MHEC Performance Accountability Report

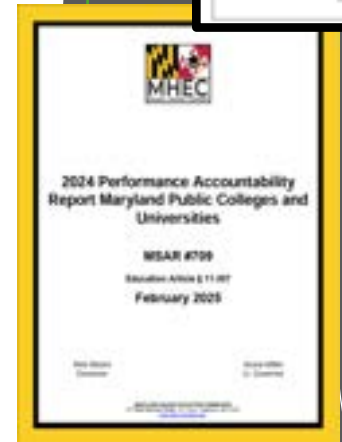
- Institutional Assessment
- Institutional Response
- Community Outreach & Impact
- Performance Indicators

2025 Performance Accountability Report: Strategic Planning and Institutional Key Performance Indicators (KPIs)

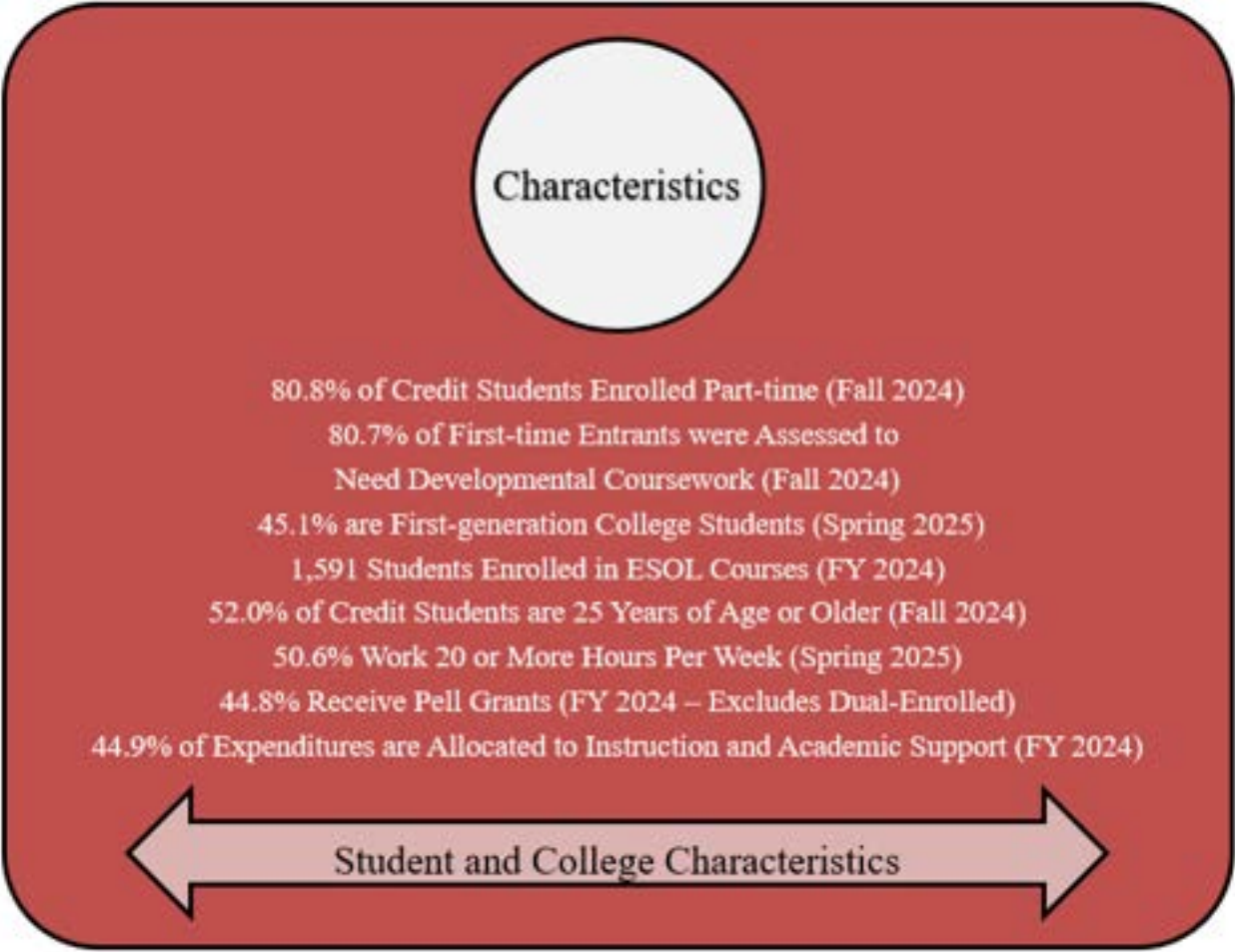


2025 Performance Accountability Report: Background

- The Performance Accountability Report (PAR) is an annual requirement for the Maryland Higher Education Commission (MHEC) for all Maryland public colleges and universities.
- The PAR operates on a five-year cycle; 2024 is the fourth year in the current five-year cycle and aligns with the goals of the 2017 – 2021 Maryland State Plan for Postsecondary Education: *Student Success with Less Debt* and the 2022 Maryland State Plan for Higher Education.
- The Report provides an opportunity for the State, MHEC, colleges and universities, and governing boards to review and evaluate institutions' efforts to advance the goals of the State and fulfill their missions.
- Maryland's 16 community colleges collaborate with MHEC to ensure clarity and consistency in the 28 Performance Indicators and 11 Institutional Characteristics utilized for two-year institutions through affinity groups including the Maryland Community College Research Group, Maryland Association of Community College Chief Business Officers, Maryland Community College Association for Continuing Education and Training, Maryland Council of Community College Chief Academic Officers, and Maryland Community College Chief Student Affairs Officers.
- MHEC compiles all PARs and develops a report highlighting trends and initiatives.
- For BCCC, the PAR Indicators now provide the framework for the Managing for Results submission to the Department of Budget and Management; played a key role in the College's Self-Study for the Middle States Commission on Higher Education; and is the foundation for the draft 2025-2029 Strategic Plan Framework.

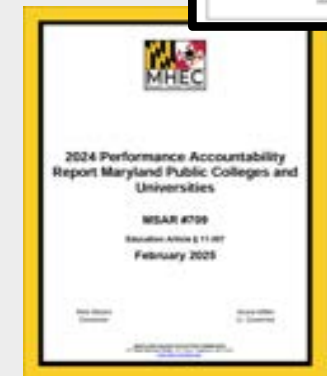
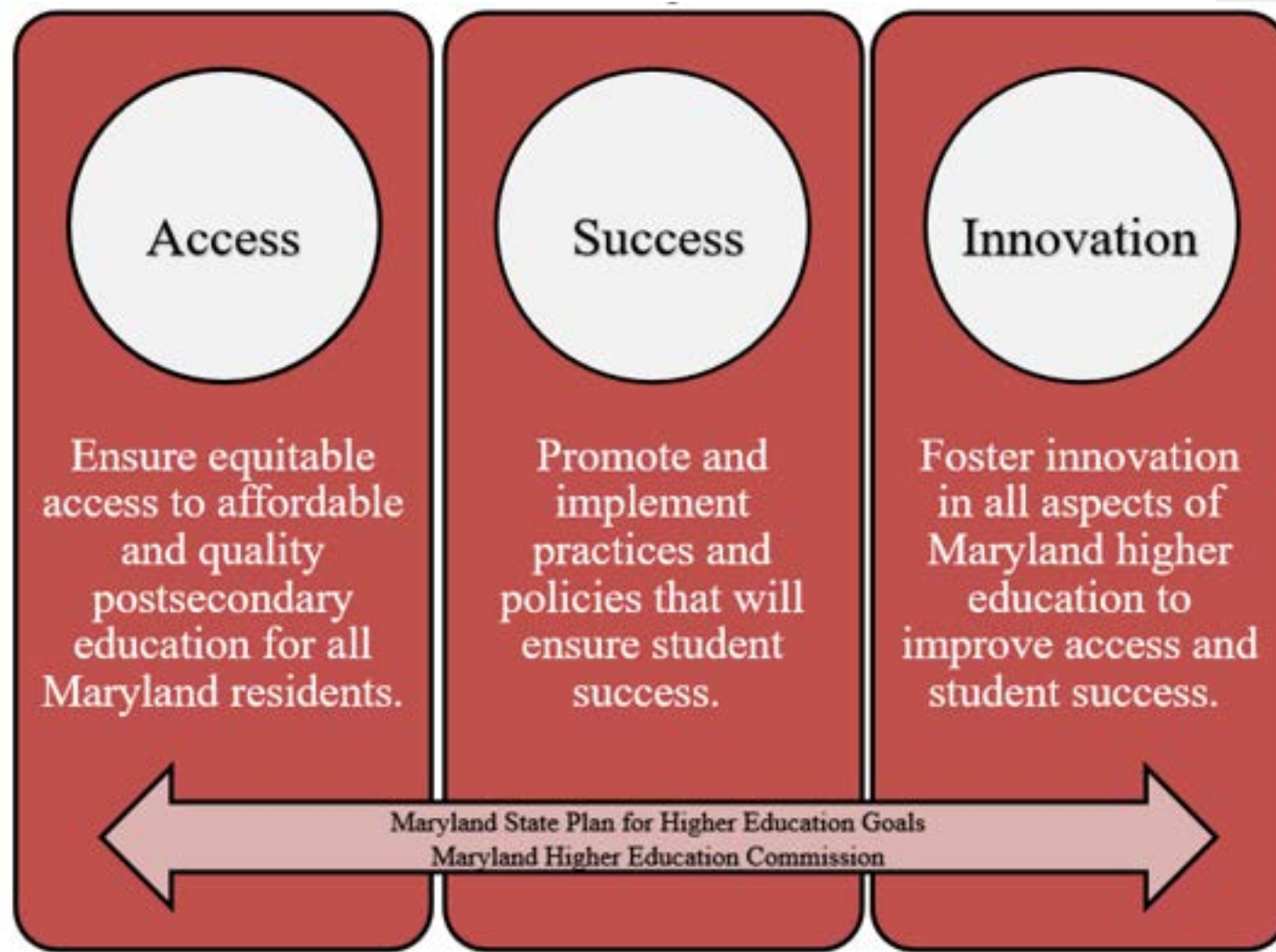


2025 Performance Accountability Report: BCCC Institutional and Student Characteristics



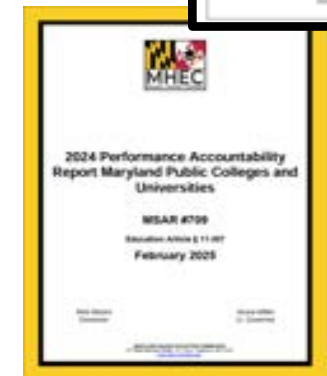
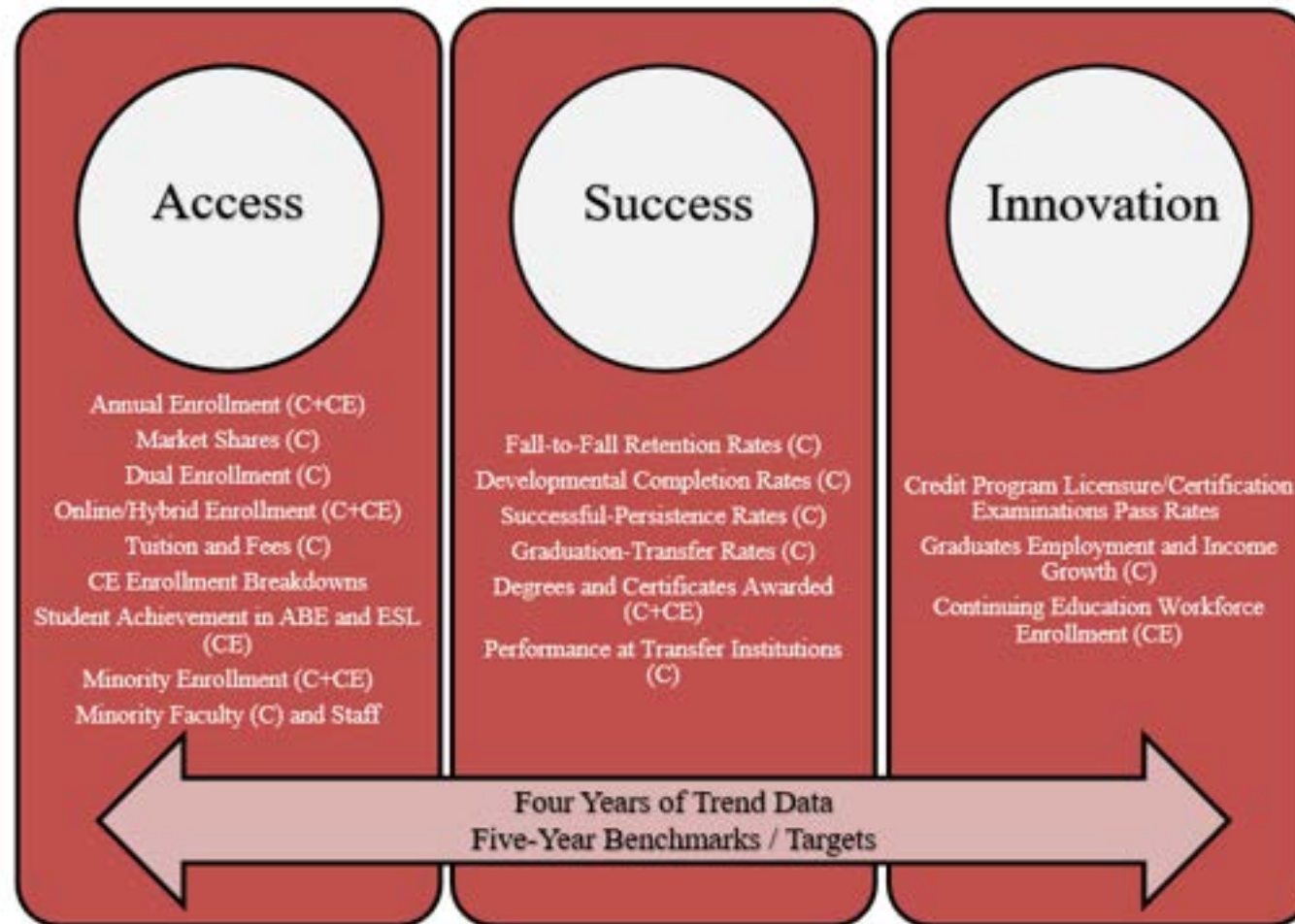
Source: BCCC 2025 Performance Accountability Report | Office of Institutional Research

2025 Performance Accountability Report: Maryland State Plan for Higher Education Goals



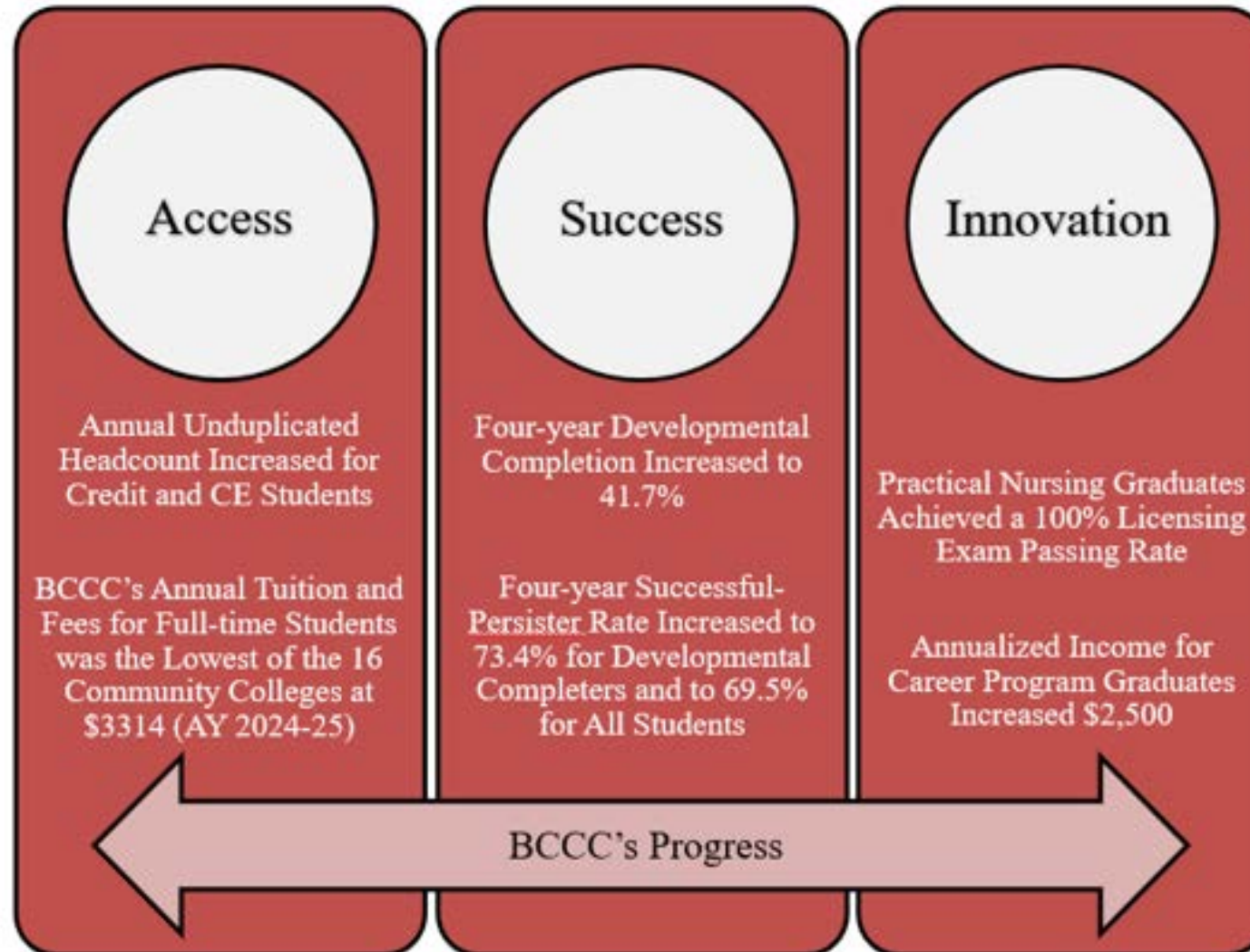
2025 Performance Accountability Report: Community College Performance Indicators

Credit = (C)
Continuing
Education = (CE)

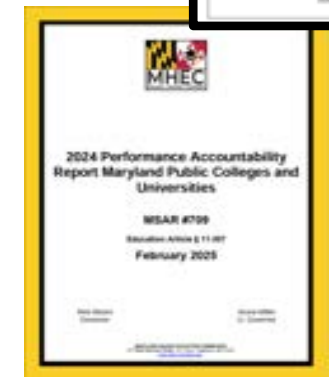


Source: Maryland Higher Education Commission | BCCC Office of Institutional Research

2025 Performance Accountability Report: BCCC Performance Indicators Highlights

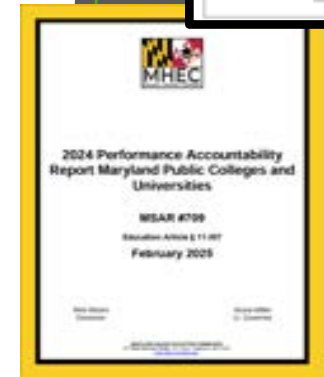


Credit = (C)
Continuing
Education = (CE)



2025 Performance Accountability Report: Five-Year Period – Lessons Learned

- Responsiveness to Students' Needs
 - Technology
 - Communication
 - Collaboration
 - Support Services
 - Holistic Approach
 - Partnerships with Stakeholders
- Institutional Planning and Effectiveness
 - Strategic Planning
 - Surveys of Students, Faculty, Staff, and Advisory Committees
 - Professional Development



2025 Performance Accountability Report: 2026 – 2030 Cycle



- 2026 Marks Beginning of New Five-Year Cycle
 - New State Plan for Higher Education
 - Alignment with Moore-Miller State Plan
 - Modified Performance Indicators
 - Collaboration of Maryland Higher Education Commission and Maryland Community College Affinity Groups
- Updated Trend Data
- BCCC Institutional Planning and Data Sessions
- New Benchmarks Established



Source: Maryland Higher Education Commission | BCCC Office of Institutional Research

QUESTIONS?

2025 Performance Accountability Report Summary

The Performance Accountability Report (PAR) is an annual requirement of the Maryland Higher Education Commission (MHEC) for all Maryland public colleges and universities. The PAR operates on a five-year cycle; 2021 marked the beginning of a new cycle and 2025 marks the end of the current cycle. At the beginning of each cycle, institutions must establish five-year benchmarks for a series of indicators established by MHEC. The benchmarks are based on four years of trend data (that each institution must provide) which were presented and developed at work sessions conducted by the Director of Institutional Research with teams from each of the College's Cabinet areas. The Board of Trustees approved the current cycle's benchmarks at its meeting in September 2021.

Performance Indicators

There are 28 performance indicators which are organized by the three goals of the *2017-2021 State Plan for Postsecondary Education: Student Success with Less Debt* and the 2022 State Plan for Higher Education (State Plan): Access, Success, and Innovation. Additionally, 11 student characteristics are required to clarify institutional missions and provide context when reviewing the indicators. Each year of the cycle, colleges must update the trend data for the characteristics and indicators with the most recent year's information.

Institutional Assessment and Responses

The first narrative section is the key to explaining what the College is doing to address its performance in the areas measured by the indicators in keeping with the goals of the State Plan. New, current, and planned initiatives are discussed as well as external and internal factors. The initiatives of the College illuminate the progress shown via the indicators. For 2025, the Secretary of Higher Education asked institutions to note if they met the benchmarks and detail initiatives designed to improve progress in the next cycle as well as comment on the impact of the 55% completion goal as 2025 marks the end of the Commission's cycle. Thus, a proactive and comprehensive Institutional Assessment section is critical.

Community Outreach and Impact

The second narrative section provides a unique opportunity to share initiatives that the College has conducted to serve its community. The strict page limits and formatting requirements set forth by MHEC are adhered to in the Report.

Use of the Performance Accountability Report

The indicators and benchmarks make up the heart of the PAR, which has important internal and external uses. The College heavily utilized the PAR during the Middle States Self-Study process and is the foundation for the draft 2025-2029 Strategic Plan Framework. Since 2022 Managing for Results (MFR) submissions to the Department of Budget and Management reflect alignment between the of the MFR and the PAR. The PAR is a significant MHEC requirement that is compiled into a statewide submission to the Governor's office and, ultimately, can be included in the information utilized in the budget process at the State level.

The College's progress in meeting its benchmarks is monitored carefully. BCCC's PAR submissions have been received well in prior years and the same is expected this year. MHEC requires that each institution's governing board approve their PAR. The 2024 PAR must be submitted to MHEC by October 1, 2025.

BALTIMORE CITY COMMUNITY COLLEGE 2025 PERFORMANCE ACCOUNTABILITY REPORT

I. MISSION

Baltimore City Community College (BCCC) provides quality, affordable, and accessible education meeting the professional and personal goals of a diverse population, changing lives, and building communities.

II. INSTITUTIONAL ASSESSMENT

State Plan Goal 1. Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

The COVID-19 pandemic's effects lasted longer than anticipated in terms of enrollment and students' needs for support. Throughout the pandemic, Baltimore City, the College's primary service area, was among the highest jurisdictions in the State for COVID-19 positivity and the lowest for vaccinations. Liberty Campus's zip code, 21215, had the highest positivity rate in the City. Therefore, BCCC did not return to a primarily in-person environment until spring 2022. The annual unduplicated credit headcount reversed its primarily pandemic-driven decline in FY 2024 with an increase to 5,697 and fall 2024 credit enrollment increased by 11.1% to 4,375 (Indicator 1a and Characteristic A). The demographic and socio-economic characteristics of most students continue to make full-time enrollment challenging. The proportion of part-time students increased to 80.8% in fall 2024 which is reflected in the increase of 9.3 percentage points in the market share of part-time undergraduates (an influx of over 900 students), and the decline in the market share of first-time, full-time freshmen (Characteristic A and Indicators 3 and 2). The percentage of credit students 25 years of age and older remained over 50%, 73.5% of spring 2025 CCSSE respondents provide care for dependents, and 50.6% work at least 20 hours per week (Characteristics F and G). To support students' busy lives, the 14- and 10-week sessions (initiated during the pandemic) have become standard for fall and spring semesters. Summer now has five-, eight- and ten-week options. All three offer a mix of day, evening, early morning, Saturday, in-person, synchronous, and asynchronous classes.

Credit online enrollments in FY 2023 surpassed the benchmark and increased in FY 2024 (Indicator 6). The percentage exclusively enrolled in distance education in fall 2024 increased slightly to 13.9%. While the proportion exclusively enrolled in face-to-face classes decreased slightly to 59.8%, the number of students increased by 148 from fall 2023 (Characteristic I). BCCC provides scheduling options and wrap-around services to support in-person and remote attendance. A balance of face-to-face, asynchronous, and synchronous sections is a key factor in creating class schedules as well as academic support services such as tutoring. BCCC began expanding its winter course offerings in 2021, which has continued and resulted in enrollment increasing from 35 students in winter 2020 to 561 in winter 2025.

The Baltimore City Public School System (BCPSS) saw a decline of over 600 students in their high schools from 2022 to 2023 and a further decline in 2024. The College's market share of recent, college-bound high school graduates decreased (Indicator 4). BCCC's number of dual-

enrolled high school students reached 481 in fall 2021, declined in fall 2022 and fall 2023, and increased in fall 2024 (Indicator 5). In partnership with BCPSS, the Pathways in Technology Early College High School (P-TECH) program continues at Carver Vocational Technical, New Era Academy, and Paul Laurence Dunbar high schools. However, BCPSS is sunsetting the program at Paul Laurence Dunbar. Students currently in the program will continue, but there will be no new cohorts. Over 200 P-TECH students are expected to register for the fall 2025 12-week session. The College and BCPSS have continued the partnership focused on developmental coursework to support the Blueprint for Maryland's Future, Pillar 3, College and Career Readiness (CCR). BCCC's Academic Affairs and Early College Access teams are working with BCPSS staff to customize developmental reading/English (REN), math, and science courses for high school students to meet CCR standards through dual enrollment. The College anticipates the finalization of these courses in spring 2026 which will increase dual enrollment.

The socio-economic characteristics of most BCCC students make affordability a key issue. Spring 2025 respondents to the Community College Survey of Student Engagement (CCSSE) reported that 45.6% use their own income/savings as a major or minor source for paying their tuition; 60.0% reported that the lack of finances is likely to be what would cause them to withdraw from class or college; 44.0% reported that working full-time would likely be the cause; and 31.1% reported that caring for dependents would be the cause. BCCC's mission reflects its commitment to providing quality, affordable, and accessible education to its diverse population. The College strives to keep tuition and fees at a fraction of those for Maryland public four-year institutions, 31.6% in FY 2024 (Indicator 7). The zero-dollar application fee and flat rate tuition and fee schedule for students enrolled in 12 to 18 credits has continued. Students received free textbooks in summer terms of 2020 through 2025. BCCC implemented Barnes & Noble College's First Day® Complete program in 2025 to assist students in obtaining all course materials by the first day of class and potentially save up to 50% on course material costs. BCCC is part of the Maryland Promise program which provides financial support through a last-dollar scholarship for credit programs as well as non-credit courses that lead to licensure/certification.

The Workforce Development & Continuing Education (WDCE) Division remains committed to responding to the needs of the City's citizens and business community and rebuilding its enrollment. The annual unduplicated headcount in continuing education students increased by over 700 students in FY 2024 (Indicator 1c.). FY 2022 marked the slow return to in-person course offerings at the Harbor location and in the community along with virtual course options. The annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses increased by over 200 students in FY 2024 (Characteristic D). Annual unduplicated headcount and course enrollments in continuing education basic skills and literacy courses both increased by over 500 in FY 2024 (Indicator 9). Adult Basic Education (ABE) expanded the number and locations of its course sections including at the Metropolitan Transition Center. The number of completers increased steadily from FY 2023 to FY 2025. Community English as a Second Language (C-ESL) increased its course sections by 24 including eight additional offsite classes. In FY 2024, the percentage of students achieving at least one educational functional level increased for ABE and ESL by 7.4 and 4.2 percentage points, respectively (Indicator 10). To sustain the progress, the English Language Services (ELS) Office is using the post-test results to address learners' specific areas of needs to adapt lessons and curricula; provide additional resources and support systems including enhancing tutoring services at the Harbor location; and

establishing a comprehensive professional development plan for instructors to acquire the latest pedagogical strategies to maximize student outcomes. ABE/GED and C-ESL demonstrated increases in student access to technology by offering Computer Skills classes with Reasoning through Language Arts (RLA) content. Tools utilized include AZTEC, Nearpod, Jam Board, Pear Deck, Desmo, Kahoot's, Khan Academy, and Tutor.com. Prior to the pandemic, community service offerings primarily focused on senior citizens. Pandemic restrictions limited engagement with senior centers through FY 2023 and halted community service courses (Indicator 8).

BCCC's percentage of minority student enrollment has always exceeded the corresponding percentage in its service area; 90.2% of fall 2024 credit students and 97.2% of FY 2024 continuing education students were minorities compared to 71.7% of the City's population age 15 or over (Indicator 11). In fall 2024, 75.0% of full-time faculty and 76.2% of full-time administrative/professional staff were minorities (Indicators 12 and 13). The Human Resources (HR) Office continues to use various methods to attract diverse and qualified candidates. Openings are routinely posted on the BCCC website, LinkedIn, Indeed.com, Talent.com as well as higher education specific sites. More specialized positions may utilize niche websites. The College collaborated with the Mayor's Office of Economic Development (MOED) to host a job fair to recruit and promote BCCC as an employer of choice for the greater Baltimore area. HR participated in job fairs hosted by partner organizations including New Psalmist Baptist Church's Federal Workforce Reemployment Fair, Morgan Statue University's Annual Community and Veterans Hiring Fair, MOED's annual Second Chance Hiring & Resource Fair.

State Plan Goal 2. Success: Promote and implement practices and policies that will ensure student success.

BCCC's fall-to-fall retention rates increased for all fall 2022 sub-cohorts except the college-ready group, which represents less than 5% of the total cohort. The rates for fall 2023 Pell grants recipients, developmental students, and college-ready sub-cohorts surpassed the benchmarks. The college-ready sub-cohort increased to 55.2% while the other three sub-cohorts declined. (Indicator 14). The four-year developmental completer rate increased for the third year to 41.7% for the fall 2020 cohort (Indicator 15). While the number in the cohort declined as this was the first fall during the pandemic period, the support services put in place to assist students coupled with the streamlined developmental math requirements based on academic program made an impact. The college-level math courses required for each major are considered; only Science, Technology, Engineering, and Math majors require both levels of developmental math. In person New Student Orientation (NSO) returned for the fall 2024 semester with 600+ students and families taking the placement test and learning about BCCC's programs and services. The fall 2025 NSO brought more new students and their families. NSO student surveys saw an increase from 97.4% in fall 2024 to 100% in fall 2025 for responses of "yes" or "maybe" to recommending the event to other new students. These initiatives brought BCCC closer to attaining its benchmark.

Increasing the developmental completer rate remains key to increasing persister rates. BCCC's successful-persister rate for all students in the fall 2020 cohort increased, as did all of the sub-cohorts, with the developmental completers' successful-persister rate remaining far above other sub-cohorts. While the size of the cohort was smaller due to the decline in enrollment (fall 2020

was the first fall of the pandemic period), the successful-persister rate increased by 18.6 percentage points to 69.5%, surpassing the benchmark, the rate for developmental-completers increased by 7.3 percentage points to 73.4%, and the rate for African American students increased by 13.1 percentage points to 63.0% (Indicators 16 and 17). The graduation-transfer rate for developmental completers increased by 9 percentage points to 54.0% (Indicator 18).

The definition for Characteristic E, credit students receiving financial aid, changed in 2024 to exclude dual-enrolled students as they are not eligible for Pell grants. With that change, the percentages of students receiving Pell grants and receiving any financial aid continued to increase in FY 2024. FY 2023 marked the first year since the pandemic with federal work study participants and the number increased to over 100 participants in FY 2024. The fall-to-fall retention rate for the 2023 cohort of Pell grant recipients decreased to 43.4% but remained above the benchmark (Indicator 14). With 92.0% of CCSSE respondents indicating that financial aid advising is important to them, the Financial Aid Office (FAO) is committed to supporting students. The proportion of respondents indicating that they were very satisfied with BCCC's financial aid advising services increased steadily from 34.5% in 2014 to 94.9% in 2025. In-person and virtual support is provided to answer financial aid questions and assist in completing the FAFSA including scheduled evening and Saturday hours. The fall 2024 Program Review and Evaluation student survey showed that 74.6% of respondents were satisfied with the FAO, an increase of 4.6 percentage points from fall 2023. BCCC is committed to student success by allocating as much of its resources as possible to instruction, academic support, and student services. Nearly 45% of FY 2024 expenditures were for instruction and academic support with an additional 9.2% for student services. With the increase in both credit and non-credit enrollment, the percentage of unrestricted revenue from tuition and fees increased by 1.4 percentage points. (Characteristics J and K).

BCCC's federally funded TRIO Student Support Services (SSS) Program is dedicated to supporting 230 first-generation, low-income, or disabled students by helping them gain the skills and strategies necessary for college success. SSS focuses on enhancing retention, graduation, and transfer rates through personalized counseling, tutoring, and support services tailored to students' academic and career-building needs. The FY 2024 annual performance report showed that SSS exceeded all objectives including enrollment, eligibility and disability criteria, persistence, good academic standing, degree/certificate attainment, and transfer rates. With 238 students enrolled, the program had a persistence rate of 68% and a good academic standing rate of 83% (based on TRIO definitions). Additionally, 41% for the 2020-21 cohort graduated with a degree or certificate, and 15% transferred to a four-year institution after graduation. These outcomes earned SSS a perfect "Prior Experience" score, demonstrating effectiveness in fostering student success. FY 2025 activities included an open house event to foster connections among students, staff, and campus resources including the Student Support & Wellness Services Center and Testing Center. A "Mindfulness, Muffins, & Mingle" event encouraged self-care and connection with fellow students while enjoying refreshments.

The total number of degrees and certificates decreased in FY 2024 (Indicator 20). At the time the benchmarks were established, colleges could not have anticipated how long the remote learning environment would continue or the ongoing impact on students' abilities to complete various aspects of their program requirements for a myriad of reasons. The delays created, especially for

students in programs requiring experiential learning components held at partner sites, affected the number of graduates and progress toward the benchmark. Experiential opportunities in the healthcare, education, and human services programs were limited, and demand was high across institutions competing for openings for their students. The percentage of FY 2022 transfer program graduates who transferred to four-year institutions within one year increased to 50.4%, surpassing the benchmark, but fell to 46.2% for the FY 2023 graduates (Indicator 22). The percentage of students with a cumulative GPA of 2.0 or above after the first year increased by over 4 percentage points (Indicator 21). BCCC anticipates increases in future transfer students' GPAs bringing the percentage closer to the benchmark. The College is participating in the Maryland Transfer Intensive initiative, a partnership between the Aspen Institute, MHEC, and Maryland's community colleges and four-year colleges and universities. To achieve the goal of ensuring that more Marylanders earn bachelor's degrees and work in Maryland, strengthening the path from an associate degree from Maryland community colleges to graduating from the State's four-year colleges and universities. The Maryland Transfer promise is that every community college student who needs or wants a bachelor's degree will have pathways from community colleges to and through four-year institutions that will be affordable, timely, and barrier-free. BCCC is partnering with the University of Baltimore to advance this initiative.

State Plan Goal 3. Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.

In spring 2020, students in their final semester of Nursing and Health Professions (NHP) programs could not complete all their clinical and lab instruction due to the pandemic, which decreased the number of graduates eligible to take the respective licensing exams. Challenges related to availability of clinical sites continued in FY 2021 and FY 2022. In FY 2024, licensure exam pass rates increased in Nursing, Licensed Practical Nursing, and Physical Therapist Assistant (PTA). After four years with a pass rate of 100%, Respiratory Care (RC) declined to 87.5% reflecting a difference of one student. (Indicator 23) Additional preparation for the licensing examinations is a priority; the College incorporated this priority into its action plans for the Carl D. Perkins Grant. Courses designed to prepare students for these exams were purchased for Nursing, Health Information Technology, PTA, and RC programs to build students' confidence. The funds were also allocated to pay for the national credentialing examinations for the students and graduates in the Surgical Technologist, HIT, PTA, and RC programs. This support has directly benefited more than 80% of students and graduates. In addition, Nursing students are required to participate in pre-entry sessions. The fall 2024 and fall 2025 Pre-entry Sessions' surveys showed high ratings on the sessions' usefulness.

Graduates from career programs that were employed within one year increased to 78.3% for FY 2023 graduates (Indicators 24). Many programs utilize fieldwork placements for students to obtain hands-on skills and training to support graduation and employment goals including the NHP and Biotechnology degree and certificate programs. Biotechnology had learning opportunities at senior institutions as well as organizations including BioWorks and Becton Dickinson. The median annualized income of FY 2020 career program graduates after three years continued to increase with the FY 2021 graduates (Indicator 25). Career Services supports credit and non-credit students' workforce goals with services including resume/cover letter development, interview preparation, job search, recruitment events, and workshops.

The annual unduplicated headcount and course enrollments in continuing education workforce development increased in FY 2024 (Indicator 26). The unduplicated headcount and course enrollments in Continuing Professional Education leading to government or industry-required certification or licensure increased in FY 2024 (Indicator 27). Course sequences paused due to the pandemic could fully resume in FY 2023 and expanded in FY 2024 including Warehouse and Logistics, Diesel Mechanic, and Construction Pre-Apprenticeship. Healthcare course sequences that saw declines due to limitations necessitated by COVID-19 protocols saw a slow return to normal operations in FY 2023 and increases in enrollment in FY 2024. Employer engagement is central to fulfilling BCCC's mission. BCCC works closely with the Greater Baltimore Committee and MOED. In addition, the College serves as a member of the Baltimore Workforce Development Board. These partnerships help to ensure that College programs align with the labor market needs and industry standards for the students to leave prepared and credentialed for the workforce in high-growth professions. MOED has career coaches located on campus to provide direct career guidance. Uniquely, Career Services provides a Job Readiness course for all WDCE students. Fall 2025 will see the first asynchronous sections implemented. BCCC is the only Maryland community college and one of just five Maryland institutions participating in the Cyber Warrior Diversity Program (CWDP) to train students in computer networking and cybersecurity to attain CompTIA certifications. BCCC students take additional classes to prepare for CompTIA exams in A+, Network+ and Security+. All books and on-line instructional materials are included and up to two vouchers are provided for each credential exam. Additional tutoring is provided prior to taking an exam a second time. The Cyber Club, internships, and competitions support progress toward certification and advanced awards in BCCC's Information Technology & Cybersecurity Pathway which includes the CWDP as well as lower division certificates in IT Basic Skills and Cybersecurity and Assurance and associate degrees in Computer Information Systems and Cybersecurity. The number of unduplicated CWDP students reported to MHEC increased from 133 in fall 2023 to 197 in fall 2024. After a decline in FY 2024, the unduplicated headcount and course enrollments in contract training doubled in FY 2025 with over 50 partner organizations including MOED, Baltimore City Police Department, International Rescue Committee, and Baltimore City Department of Health (Indicator 28).

Institutional Responses (1 to 2 pages)

1. Given the complex needs of today's students, what innovative supports (academic, financial, mental health, basic needs) has your college found most effective in boosting student success? How might these be expanded or reimaged to support long-term degree completion goals?

BCCC remains committed to providing services to support the entire student. Throughout the pandemic and the "return to campus", the College provided additional resources to help ensure they could focus on achieving their academic goals. Technology support remains key for BCCC's student population. Questions related to access to Wi-Fi and computers/laptops became standard on selected surveys during the pandemic to determine the need for support. Those survey items are now standard to help ensure needed supports are sufficient. The College has focused on access to laptops, computer labs, no- or low-cost Wi-Fi, help desk support, and Canvas support for all students during and since the period of the pandemic period. Credit and non-credit students have access to wraparound services ranging from mental health support through the Student Support and Wellness Services Center (SSWSC) to employment and career support through the Career Services Office. SSWSC is staffed with a full-time licensed social

worker and a full-time counselor to provide support for students' social and emotional needs. The SSWSC provides free and confidential counseling to students for extra support with personal concerns affecting their academic success and general well-being. Services include teletherapy, individual and group counseling, consultation and training, classroom presentations, referrals to campus and community resources, and workshops for students, faculty, and staff. Workshops include time and stress management, drug and alcohol awareness, mental health, and sleep mindfulness. The SSWSC webpage offers resources for crisis intervention, housing assistance, food/nutrition services, and substance abuse. A fall 2024 student survey showed that 100% of respondents who participated in any of the SSWSC activities found the services to be helpful. The survey sought feedback from students on the types of services they would like as well as scheduling options and modalities to inform planning. The Panther Talk series began in FY 2024 and continued in FY 2025 with guest speakers on topics including Mental Health/Stress Relief, Balancing and Navigating College, Financial Literacy, Building Healthy Relationships Networking, and Life After BCCC Alumni Panel. Students consistently responded to Panther Talk surveys that they would recommend the workshops to other students.

CCSSE results consistently show that academic advising services are important to students, yet they often do not utilize them. In 2022, 18.3% reported using them one time or never during that academic year and in 2025, 29.9% reported the same. BCCC is one of three community colleges who began participating in fall 2024 in the "Expanding SUCCESS", a partnership between MHEC and MDRC, focused on advising. To receive a monthly stipend of \$50, students must meet with their advisor regularly, among other criteria. The incentive and structure of "Panther Success" is bringing those students to see their advisors. There were 62 participants in fall 2024, two (3.2%) graduated, and 52 (83.9%) returned in the spring 2025. With positive feedback from the students, advisors, and MHEC, Panther Success is continuing in Academic Year 2025-26.

Workforce Development & Continuing Education (WDCE) provides short-term occupational training while addressing the holistic needs of non-traditional and adult learners. Tuition support is provided through grant-funded course sequences that include books, supplies, uniforms and testing/licensing fees for workforce programs. WDCE has relationships with various service providers throughout the City and connects students to external as well as internal resources.

2. In what ways has your institution changed (e.g., structures, policies, practices, or culture) as a result of pursuing the 55% completion goal? What lessons have you learned about sustaining institutional change over time?

In response to the 55% completion goal and the COVID-19 pandemic, BCCC pivoted significantly in terms of structures, policies, and practices. The most prominent change was the accelerated adoption of various learning modalities and more data-informed, student-centered support systems. The College carefully considers the scheduling and modalities of courses and services every term. BCCC has invested heavily in its technology infrastructure to bridge the gap faced by many students by providing laptops and Wi-Fi to students to ensure equitable access to instruction, course materials, and support resources. Procedures have been redesigned to be more flexible, including simplified withdrawal processes and an increased focus on providing emergency aid and support for students' basic needs. The pandemic necessitated rapid innovation and sustaining that momentum requires continuous collaboration. More cross-departmental

teams are in place to share data and insights in real time. Staff are tracking the impact of the changes occurring at the federal level to sustain services currently tied to federal grants and funding sources. Action plans are being developed with input from across the College.

BCCC has developed a culture of enhancing its structures, policies, and practices to adhere to Realignment Tasks, accreditation standards, and community needs. Institutional change is sustained when anchored in transparent and committed leadership, strategic planning and resourcing, and adaptability to the diverse needs of the College's service population. With student-focused leadership to guide and energize the faculty and staff to support student success and completion, BCCC is reinstating shared governance, embedding academic supports, and expanding wrap-around services and programs. The pandemic reinforced the need for ongoing and timely communication. The President holds a forum for all faculty and staff two to three times per academic year and the Cabinet meets daily. The Marketing Office and Student Affairs have gained insights and refined how the College connects with prospective and current students to make better use of social media, text messaging, interactive webpages, digital displays, and emails through Banner communications. The Human Resources (HR) Office is enhancing the efficiency and effectiveness of operations as well as meeting the State's requirements with the transition to their new "gross pay" system. Enhancing employee recruitment and retention practices will positively impact student success. NEOED, an applicant tracking system currently in "test", will integrate with the Banner Enterprise Resource Planning system to streamline hiring, onboarding, and offboarding processes. HR is reviewing an institutional Excellence and Service Awards initiative to execute a modified submission, selection, and awards process.

COMMUNITY OUTREACH AND IMPACT

BCCC's Strategic Plan calls for growing and strengthening partnerships and community engagement. The College is committed to engaging and building communities in the greater Baltimore area. Dedicated faculty, staff, and students provide their time and expertise to serve the City's citizens, neighborhood and community organizations, public schools, and employers. BCCC continues to strengthen and expand relationships with stakeholders through ongoing engagement with federal, State, and local officials including Congressman Kweisi Mfume's office and State Senators Antonio Hayes, Jill Carter, Cory McCray, and William Ferguson. Moreover, the College continues to build upon relationships with the Mayor's Office, City Council President, and Council members. BCCC has established partnerships with MOED, BCPSS, Pan Hellenic Community, and local business, industry and community organizations. BCCC's YouthWorks partnership with BCPSS and MOED connects summer jobs for high school students to in-demand skills. Through the Student Life and Engagement (SLE) Office, students, along with staff, engage in community outreach and service activities. In FY 2025, The Student Leadership Club volunteered at Paul's Place in Baltimore to serve food and distribute clothing. BCCC students and staff participated in the annual Baltimore Veterans Day parade as well as initiatives with the Baltimore Food Bank including a student-sponsored food drive on campus. SLE supported monthly visits with the League of Women Voters of Baltimore City as they educate students on the importance of voter registration. Participating in, as well as hosting faculty and staff recruitment events throughout the year, promotes and positions the College for greater visibility and opportunities for partnerships with local community organizations and business stakeholders to provide essential support to the City and the greater community.

BALTIMORE CITY COMMUNITY COLLEGE

2025 ACCOUNTABILITY REPORT

Student & Institutional Characteristics *(not Benchmarked)*

These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.

A	Fall credit enrollment	Fall 2021	Fall 2022	Fall 2023	Fall 2024
	a. Unduplicated headcount	3,864	3,538	3,939	4,375
	b. Percent of students enrolled part time	79.2%	76.1%	75.0%	80.8%
		Fall 2021	Fall 2022	Fall 2023	Fall 2024
B	First-time credit students with developmental education needs	55.2%	83.5%	75.3%	80.7%
		FY 2019	FY 2020	FY 2022	FY 2025
C	Credit students who are first-generation college students (neither parent attended college) CCSSE is administered every two years.	CCSSE Not Admin	35.9%	59.7%	45.1%
		FY 2021	FY 2022	FY 2023	FY 2024
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	872	1,333	1,353	1,591
E	Credit students receiving financial aid*	FY 2021	FY 2022	FY 2023	FY 2024
	a. Receiving any financial aid	62.4%	59.0%	69.5%	72.6%
	b. Receiving Pell grants	36.4%	39.0%	44.5%	44.8%
	*Note - New definition excludes dual enrollment from denominator.	5,806	5,110	4,339	5,385
F	Students 25 years old or older	Fall 2021	Fall 2022	Fall 2023	Fall 2024
	a. Credit students	52.2%	45.7%	53.6%	52.0%
		FY 2021	FY 2022	FY 2023	FY 2024
	b. Continuing education students	72.6%	77.1%	91.2%	76.1%
		FY 2019	FY 2020	FY 2022	FY 2025
G	Credit students employed more than 20 hours per week CCSSE is administered every two to three years.	CCSSE Not Admin	44.4%	46.1%	50.6%
H	Credit student racial/ethnic distribution	Fall 2021	Fall 2022	Fall 2023	Fall 2024
	a. Hispanic/Latino	2.8%	3.3%	3.5%	4.7%
	b. Black/African American only	76.0%	64.6%	68.7%	64.9%
	c. American Indian or Alaskan native only	0.30%	0.3%	0.2%	0.3%
	d. Native Hawaiian or other Pacific Islander only	0.05%	0.0%	0.1%	0.1%
	e. Asian only	1.5%	1.0%	0.7%	0.6%
	f. White only	5.4%	3.8%	4.1%	9.4%
	g. Multiple races	2.8%	2.2%	2.2%	2.6%
	h. Foreign/Non-resident alien	8.1%	21.0%	16.3%	13.4%
	i. Unknown/Unreported	3.2%	3.8%	4.2%	4.0%
I	Credit student distance education enrollment	Fall 2021	Fall 2022	Fall 2023	Fall 2024
	a. Enrolled exclusively in distance education	99.2%	12.7%	12.1%	13.9%
	b. Enrolled in some, but not all, distance education	0.7%	27.8%	25.2%	26.3%
	c. Not enrolled in any distance education	0.1%	59.5%	62.7%	59.8%
J	Unrestricted revenue by source	FY 2021	FY 2022	FY 2023	FY 2024
	a. Tuition and fees	23.2%	18.1%	15.9%	17.3%
	b. State funding	71.1%	73.3%	74.0%	66.4%
	c. Local funding	1.1%	1.1%	1.0%	0.8%
	d. Other	4.5%	7.5%	9.1%	15.5%
K	Expenditures by function	FY 2021	FY 2022	FY 2023	FY 2024
	a. Instruction	41.9%	40.1%	35.5%	34.7%
	b. Academic support	10.5%	10.3%	8.7%	10.2%
	c. Student services	9.9%	8.6%	7.5%	9.2%
	d. Other	37.6%	41.0%	48.3%	46.0%

BALTIMORE CITY COMMUNITY COLLEGE

2025 ACCOUNTABILITY REPORT

Goal 1: Access

1	Annual unduplicated headcount	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
		8,940	8,848	7,586	9,143	14,300
		6,358	5,761	4,924	5,697	7,473
		2,659	3,126	2,710	3,547	7,152
2	Market share of first-time, full-time freshmen Note: Methodology changed starting in Fall 2019.	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
		13.2%	12.3%	12.4%	5.7%	23.4%
3	Market share of part-time undergraduates Note: Methodology changed starting in Fall 2019.	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
		35.0%	32.5%	26.3%	35.6%	38.7%
4	Market share of recent, college-bound high school graduates	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2024
		20.7%	18.4%	12.0%	10.1%	37.0%
5	High school student enrollment * May not include all PTECH	Fall 2021	Fall 2022*	Fall 2023	Fall 2024	Benchmark Fall 2025
		481	436	234	367	640
6	Annual enrollment in online/hybrid courses	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
		27,238	18,573	8,928	8,969	7,639
		5,330	5,672	2,558	3,411	176
		0	47	0	45	740
		0	0	0	87	0
7	Tuition and mandatory fees	FY 2022	FY 2023	FY 2023	FY 2024	Benchmark FY 2026
		3,314	3,314	3,314	3,314	NA
		33.7%	33.0%	32.3%	31.6%	36.8%
					10,499	
8	Enrollment in continuing education community service and lifelong learning courses	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
		43	0	7	0	78
		49	0	7	0	95
9	Enrollment in continuing education basic skills and literacy courses	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
		1,707	2,258	1,825	2,359	3802
		3,244	4,179	3,340	3,956	7,604
10	Adult education student achievement of:	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
		23.4%	26.5%	17.0%	24.4%	36.2%
		24.5%	22.5%	19.7%	23.9%	43.3%

Note: Not reported if < 50 students in the cohort

BALTIMORE CITY COMMUNITY COLLEGE

2025 ACCOUNTABILITY REPORT

11	Minority student enrollment compared to service area population	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
	a. Percent nonwhite credit enrollment	94.5%	95.5%	95.2%	90.2%	93.0%
	b. Percent nonwhite continuing education enrollment	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
		90.0%	89.2%	88.6%	97.2%	92.0%
	c. Percent nonwhite service area population, 15 or older	July 2021	July 2022	July 2023	July 2024	Benchmark Not Required
		70.5%	71.0%	71.5%	71.7%	NA
12	Percent minorities (nonwhite) of full-time faculty	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
		75.3%	80.0%	81.8%	75.0%	BCCC does not benchmark.
	Percent minorities (nonwhite) of full-time administrative and professional staff	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
		73.5%	68.8%	71.6%	76.2%	BCCC does not benchmark.

Goal 2: Success

14	Fall-to-fall retention	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Fall 2023 Cohort	Benchmark Fall 2024 Cohort
	a. All students	39.3%	37.5%	43.1%	35.7%	36.0%
	b. Pell grant recipients	55.4%	44.7%	55.1%	43.4%	40.0%
	c. Developmental students	40.2%	36.6%	48.2%	37.0%	36.0%
	d. College-ready students	38.5%	56.1%	48.0%	55.2%	34.0%
15	Developmental completers after four years	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
		34.9%	38.8%	39.6%	41.7%	46.0%
16	Successful-persister rate after four years	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
	a. College-ready students	na (n=29)	na (n=10)	na (n=33)	69.0%	69.3%
	b. Developmental completers	75.1%	67.7%	66.1%	73.4%	82.6%
	c. Developmental non-completers	46.0%	30.3%	19.6%	36.0%	NA
	d. All students in cohort	62.2%	53.0%	50.9%	69.5%	62.7%
17	Successful-persister rate after four years	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Not Required
	a. White only	na (n=14)	na (n=19)	na (n=19)	na (n=15)	NA
	b. Black/African American only	62.3%	53.0%	49.9%	63.0%	NA
	c. Asian only	na (n=14)	na (n=7)	na (n=14)	na (n=8)	NA
	d. Hispanic/Latino	na (n=10)	40.4%	na (n=31)	na (n=28)	NA
Note: Not reported if < 50 students in the cohort for analysis.						
18	Graduation-transfer rate after four years	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
	a. College-ready students	na (n=29)	na (n=10)	na (n=33)	53.8%	58.3%
	b. Developmental completers	54.7%	41.6%	45.0%	54.0%	71.1%
	c. Developmental non-completers	30.0%	26.1%	12.3%	32.0%	NA
	d. All students in cohort	43.3%	35.9%	34.8%	55.7%	51.5%

BALTIMORE CITY COMMUNITY COLLEGE 2025 ACCOUNTABILITY REPORT

	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	na (n=14)	na (n=19)	na (n=19)	na (n=15)	NA
b. Black/African American only	43.5%	36.1%	32.4%	48.8%	NA
c. Asian only	na (n=14)	na (n=7)	na (n=14)	na (n=8)	NA
d. Hispanic/Latino	na (n=10)	23.1%	na (n=31)	na (n=28)	NA

Note: Not reported if < 50 students in the cohort for analysis

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	581	473	466	436	706
b. Career degrees	272	246	242	225	NA
c. Transfer degrees	154	139	120	102	NA
d. Certificates	155	88	104	109	NA
e. Unduplicated graduates	521	433	420	387	NA
					Benchmark
	AY 20-21	AY 21-22	AY 22-23	AY 22-24	AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	84.6%	78.8%	76.7%	81.0%	90.3%
					Benchmark
	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	FY 2023 Graduates	FY 2024 Graduates
22 Graduate transfers within one year* (Transfer to four-year institutions)	48.5%	46.8%	50.4%	46.2%	48.0%

FY 2019 updated in 2022; FY 2022 updated in 2024.

Goal 3: Innovation

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Nursing - National Council	81.7%	78.0%	72.3%	88.5%	90.0%
Number of Candidates	71	41	47	26	
b. Licensed Practical Nurse - National Council	73.3%	66.7%	65.2%	100.0%	90.0%
Number of Candidates	15	12	23	16	
c. Physical Therapy - Assessment Systems	88.9%	66.7%	57.1%	100.0%	90.0%
Number of Candidates	9	6	7	1	
d. Dental Hygiene - National (Written) Board	Not Applicable*	92.9%	75.0%	50.0%	90.0%
Number of Candidates	0	14	16	10	
e. Respiratory Care - MD Entry Level Exam	100.0%	100.0%	100.0%	87.5%	95.0%
Number of Candidates	8	4	8	8	
* Due to COVID-19 related delays.					
					Benchmark
	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	FY 2023 Graduates	FY 2024 Graduates
24 Graduates employed within one year	77.7%	77.7%	76.0%	78.3%	NA
					Benchmark
	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates
25 Income growth of career program graduates	\$20,040	\$24,304	\$24,792	\$29,507	NA
a. Median annualized income one year prior to graduation	\$39,536	\$49,912	\$54,036	\$56,528	NA
b. Median annualized income three years after graduation					
					Benchmark
	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	1,337	1,284	914	1,224	2,472
b. Annual course enrollments	2,164	1,940	1,973	2,661	3,296
					Benchmark
	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	744	739	809	1,192	2,472
b. Annual course enrollments	1,254	1,246	1,382	2,357	3,296
					Benchmark
	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	506	392	262	181	2,025
b. Annual course enrollments	1,035	610	469	329	2,700

Finance Summary

1. Unrestricted Funding Sources Background
2. FY 2025 Financial Performance
3. FY25 vs. FY26 Year to Date Analysis (Year-Over-Year Comparison)
4. FY27 State of Maryland Economic Outlook
5. Questions

Higher Education Unrestricted Funding Sources



State-Assisted Funds

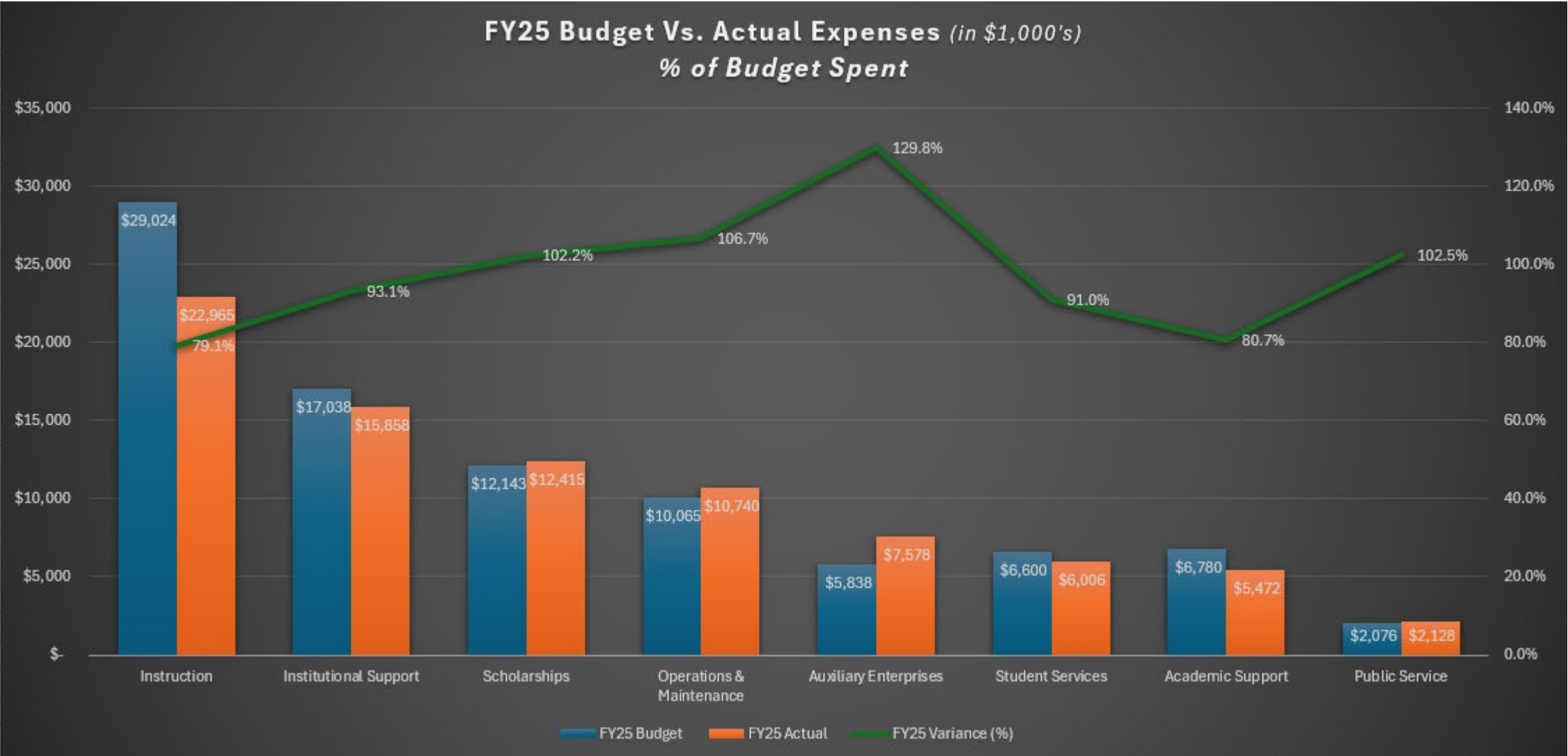
- State Appropriations are Unrestricted revenue received for current operations from, or made available to the institution by, legislative acts or the local taxing authority (the state of Maryland). This category does not include government grants and contracts. Also referred to as general funds.
- Fall/Spring Tuition & Technology Fees
- Indirect cost recovery from auxiliary overhead operations to cover the cost of administrative duties performed for these operations in the state-assisted area.
- Other revenue include diploma replacement cost, bursar fees, health center fees, and library and judicial fines.

Auxiliary Funds

- Activities within the College that furnish goods or services to students, faculty, or staff, and charge a fee directly related to, although not necessarily equal to, the cost of the goods or services. Auxiliary Enterprises are essentially self-supporting activities. The general public may be served incidentally by Auxiliary Enterprises.
- Revenue generated in the Auxiliary Enterprises area include auxiliary student fees and self-generated revenue from auxiliary areas such as housing, dining, College Store, and athletics.

BCCC FY 2025 Year-End Financial Performance

FY 2025 Operating Budget Vs. Actuals by Program



BCCC FY 2025 vs. FY 2026 Revenue and Expenditure Comparison

Year over Year Analysis as of 8/31

FY 2025 vs. FY 2026 Revenue and Expenses Vs. Actuals

(as of August 31)

BCCC
BALTIMORE CITY
COMMUNITY COLLEGE

Monthly Financial Performance Snapshot Report
Appropriation Year 2026
as of August 2025

Total Revenue by Appropriated Fund										
Revenue Fund	Budget	AY26	Monthly Budget AY26 YTD	AY26	Actuals	AY25	Actuals	Net Change		
General (Unrestricted)		64,985,412	26,953,265	\$	21,048,708		19,332,961	1,715,747		
Restricted		30,610,084	25,508,403	\$	7,038,975		3,376,997	3,661,978		
Total Revenue AY25		95,595,496	52,461,668		28,087,683		22,709,958	5,377,725		
Year-over-Year (YoY) Expense Comparison										
Expense Fund	Budget	AY26	Monthly Budget AY26 YTD	AY26	Actuals	AY25	Actuals	Net Change		
General (Unrestricted)	\$	64,985,412	\$	26,953,265	\$	5,722,575	\$	7,457,906	\$	(1,735,332)
Restricted	\$	30,610,084	\$	25,508,403	\$	1,150,291	\$	993,074	\$	157,217
Total Expenses	\$	95,595,496	\$	52,461,668	\$	6,872,866	\$	8,450,980	\$	(1,578,114)
	Budget	AY26	Monthly Budget AY26 YTD	AY26	Actuals	AY25	Actuals	Net Change		
Net Surplus	\$	-	\$	-	\$	21,214,817	\$	14,258,978	\$	6,955,840

FY 2025 vs. FY 2026 Revenues Vs. Actual Detail (as of August 31)

Year-over-Year (YoY) Revenue Comparison										
Revenue Sources	Budget	AY26	Monthly Budget AY26 YTD	AY26	Actuals	AY25	Actuals	Net Change		
Unrestricted Revenues	\$	64,985,412	\$	26,953,265	\$	21,048,708	\$	19,332,961	\$	1,715,748
Board of Estimates - Unre	\$	600,000	\$	100,000	\$	-	\$	-	\$	-
Bookstore Revenue	\$	935,233	\$	155,872	\$	931,810	\$	352,357	\$	579,453
Consolidated Fees	\$	900,000	\$	150,000	\$	598,560	\$	511,275	\$	87,285
Credit Tuition	\$	9,443,275	\$	1,573,879	\$	5,233,320	\$	5,005,253	\$	228,067
Facilities Capital Fees	\$	109,971	\$	18,329	\$	61,699	\$	45,782	\$	15,917
Investment Income	\$	501,218	\$	83,536	\$	250,154	\$	218,508	\$	31,647
Local Contract	\$	-	\$	-	\$	-	\$	-	\$	-
Non-Credit Fee Revenue	\$	508,440	\$	84,740	\$	69,958	\$	255,930	\$	(185,972)
Non-Credit Tuition	\$	621,170	\$	103,528	\$	91,080	\$	309,940	\$	(218,860)
Other Fee Revenue	\$	-	\$	-	\$	4,412	\$	6,398	\$	(1,986)
Other Revenue	\$	-	\$	-	\$	1,086,577	\$	922	\$	1,085,655
Parking and Transportation	\$	44,719	\$	7,453	\$	974	\$	2,333	\$	(1,359)
Real Estate Lease Income	\$	1,402,760	\$	233,793	\$	22,491	\$	65,608	\$	(43,117)
Registration Fee	\$	299,995	\$	49,999	\$	181,480	\$	123,422	\$	58,058
State Appropriation	\$	48,367,088	\$	24,183,544	\$	12,091,772	\$	12,070,056	\$	21,716
Student Activities	\$	160,559	\$	26,760	\$	-	\$	25		
Technology Fees	\$	700,000	\$	116,667	\$	399,040	\$	340,850	\$	58,190
Tower Rental Income	\$	131,092	\$	21,849	\$	15,046	\$	14,694	\$	353
Transcripts	\$	49,059	\$	8,177	\$	6,093	\$	6,129	\$	(36)
Vending Machine Commission	\$	-	\$	-	\$	4,241	\$	3,479	\$	762
WBJC Asset Agreement	\$	210,833	\$	35,139	\$	-	\$	-	\$	-
Restricted Revenues	\$	30,610,084	\$	25,508,403	\$	7,038,975	\$	3,376,997	\$	3,661,978
Deferred Maintenance	\$	10,000,000	\$	8,333,333	\$	4,314,698	\$	-	\$	4,314,698
COVID Relief	\$	-	\$	-	\$	-	\$	-	\$	-
Federal Grants	\$	12,022,898	\$	10,019,082	\$	68,164	\$	2,139,230	\$	(2,071,066)
Indirect Cost - Other	\$	117,800	\$	98,167	\$	-	\$	-	\$	-
Other Restricted Revenue	\$	-	\$	-	\$	11,802	\$	6,160	\$	5,642
Private Gifts, Grants & C	\$	124,710	\$	103,925	\$	-	\$	-	\$	-
RYP - Artworks	\$	-	\$	-	\$	-	\$	-	\$	-
State and Local Grants	\$	5,502,979	\$	4,585,816	\$	971,853	\$	979,180	\$	(7,326)
WBJC	\$	2,841,697	\$	2,368,081	\$	1,672,458	\$	252,427	\$	1,420,030
Total Revenue AY26	\$	95,595,496	\$	52,461,668	\$	28,087,684	\$	22,709,958	\$	5,377,726

FY 2025 vs. FY 2026 Expenses Vs. Actuals Detail (as of August 31)

Expenditure by Category								
Description	Object	AY26	YTD	AY25	YTD	Net Change	Percentage Change	
Labor: PIN Salaries	01	\$	3,878,706	\$	4,097,949	\$ (219,243)	-5.4%	
Labor: Contractual Employees	02	\$	1,346,051	\$	1,277,802	\$ 68,249	5.3%	
Communications	03	\$	10,813	\$	48,253	\$ (37,440)	-77.6%	
Travel	04	\$	22,814	\$	55,480	\$ (32,665)	-58.9%	
Utilities	06	\$	192,235	\$	93,583	\$ 98,652	105.4%	
Motor Vehicle	07	\$	6,278	\$	4,278	\$ 2,000	46.8%	
Contractual Services	08	\$	645,934	\$	958,622	\$ (312,688)	-32.6%	
Supplies	09	\$	104,645	\$	776,496	\$ (671,852)	-86.5%	
Replacement Equipment	10	\$	39,130	\$	-	\$ 39,130	0.0%	
New Equipment	11	\$	468	\$	71,225	\$ (70,757)	-99.3%	
Scholarships and Fellowship	12	\$	407,720	\$	341,558	\$ 66,161	19.4%	
Fixed Expenses	13	\$	386,328	\$	725,734	\$ (339,405)	-46.8%	
Deferred Maintenance	14	\$	(168,256)	\$	-	\$ (168,256)	0.0%	
Total Expenses AY26		\$	6,872,866	\$	8,450,980	\$ (1,578,114)	-18.7%	
Current Expenses by Division								
Division	Budget	AY26	AY26	YTD	AY25	YTD	Net Change	Percentage Change
Academic Affairs	\$	25,527,172	\$	2,331,677	\$	2,712,442	\$ (380,764)	-14.0%
Administration & Finance	\$	26,411,603	\$	1,535,882	\$	2,134,794	\$ (598,912)	-28.1%
Advancement & Strategic Partners	\$	1,926,509	\$	116,489	\$	123,476	\$ (6,987)	-5.7%
College Wide	\$	(1,363,427)	\$	(377,701)	\$	(52,030)	\$ (325,670)	625.9%
Information Technology	\$	5,536,226	\$	628,343	\$	1,007,685	\$ (379,343)	-37.6%
Institutional Research & Strategic Priorities	\$	1,301,848	\$	121,826	\$	102,880	\$ 18,947	18.4%
President's Office (Executive)	\$	2,150,793	\$	156,338	\$	216,508	\$ (60,170)	-27.8%
Student Affairs	\$	17,469,915	\$	1,459,377	\$	1,346,986	\$ 112,391	8.3%
WBJC	\$	2,144,518	\$	126,468	\$	136,383	\$ (9,915)	-7.3%
WDCED	\$	14,490,338	\$	774,167	\$	721,857	\$ 52,310	7.2%
Total Expenditures	\$	95,595,495	\$	6,872,866	\$	8,450,980	\$ (1,578,114)	-18.7%

State of Maryland Economic Outlook

FY27 State Economic Outlook

1. ~ \$3 million budget gap
2. Federal legislation uncertainties
3. Challenging impact on Maryland workforce, The State budget, and the Maryland economy
4. More guidance to be provided during fiscal year 2027 legislative session in early calendar year 2026

Questions??





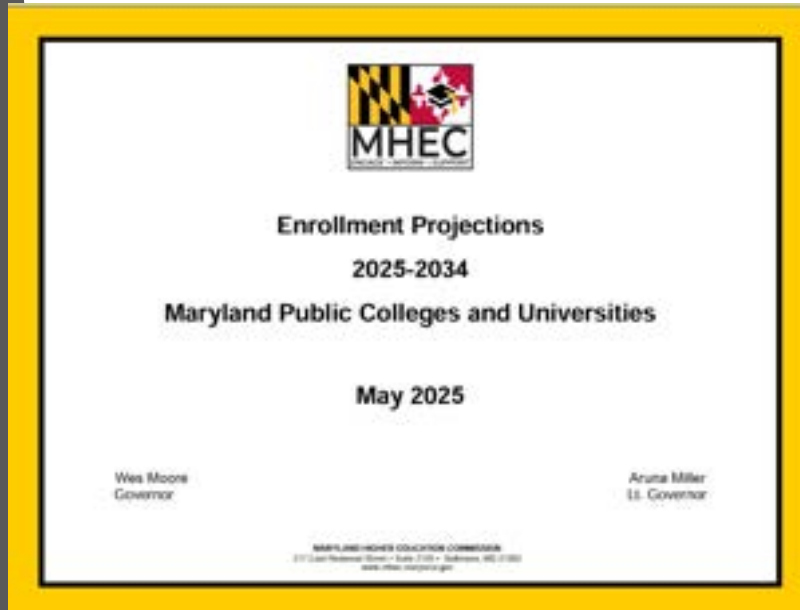
Presentations

Baltimore City Community College Board of Trustees Meeting September 17, 2025

Enrollment Report

- MHEC Projections
- Credit & Non-Credit Enrollment Update
- Mayor's Scholars Program Update

Enrollment Report: MHEC Enrollment Projections

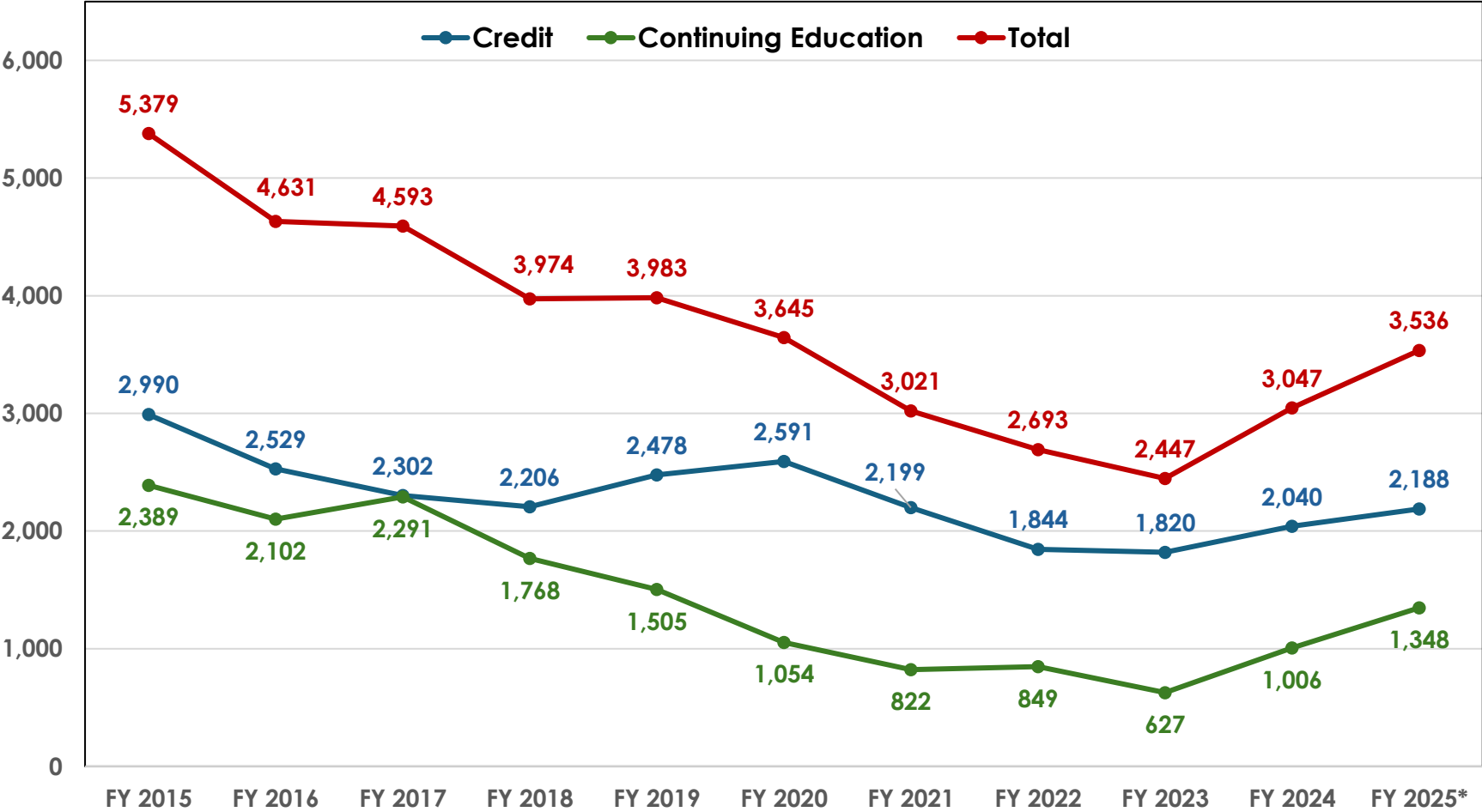


	Actual					10-Year Projections				
	Fall 24	Fall 24	FY 24	FY 24	FY 24	Fall 34	Fall 34	FY 35	FY 35	FY 35
	Undergraduate headcount		FTE	FTDE	Non-credit FTE	Undergraduate headcount		FTE	FTDE	Non-credit FTE
	Full-time	Part-time				Full-time	Part-time			
Anne Arundel Community College	2,984	8,497	6,413	4,301	1,946	3,760	9,088	7,710	5,170	2,395
Allegany College of Maryland	822	1,963	1,646	1,061	584	1,035	2,093	1,868	1,204	465
Baltimore City Community College	840	3,535	2,255	1,369	1,006	1,057	3,716	2,568	1,559	1,331
Carroll Community College	909	2,428	1,821	1,323	419	1,144	2,588	2,190	1,592	487
Community College of Baltimore County	4,144	12,395	9,539	5,459	3,972	5,216	13,224	11,103	6,354	4,216
Cecil College	505	1,244	1,068	730	279	636	1,326	1,177	804	351
Chesapeake College	429	1,666	1,075	690	623	557	1,719	1,253	805	710
College of Southern Maryland	1,859	3,203	3,292	2,010	529	2,311	3,414	4,021	2,455	606
Frederick Community College	1,966	5,327	3,779	2,144	608	2,474	5,679	4,793	2,718	513
Garrett College	355	323	444	325	203	447	293	544	398	187
Hagerstown Community College	1,357	3,731	3,001	1,844	857	1,708	4,007	3,435	2,111	753
Harford Community College	1,573	3,494	2,997	1,992	642	2,099	3,767	3,636	2,417	761
Howard Community College	2,177	6,519	5,460	3,690	1,114	2,740	7,004	6,185	4,180	1,274
Montgomery College	6,546	12,289	11,748	8,368	2,713	8,239	13,124	14,566	10,375	2,784
Prince George's Community College	3,286	8,362	6,673	3,176	2,866	4,136	8,872	8,395	3,995	3,624
Wor-Wic Community College	459	2,482	1,437	970	727	578	2,646	1,748	1,180	709
Total Community Colleges	30,211	77,458	62,648	39,453	19,088	38,137	82,559	75,192	47,317	21,170

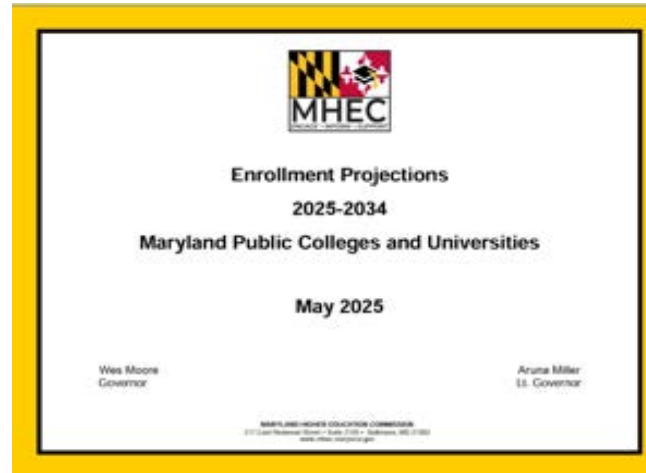
<https://mhec.maryland.gov/publications/Documents/Research/AnnualReports/MHEC2025-2034EnrollmentProjectionsReport.pdf>

Source: Maryland Higher Education Commission (MHEC) *Enrollment Projections 2025 – 2034 Maryland Public Colleges and Universities*.

Enrollment Report: Full-time Equivalents (FTEs) Eligible for State Aid



Enrollment Report: MHEC Enrollment Projections Fall Credit Headcount



Fiscal Year/ Fall Term	Actual	Projections										% Change FY 2025 to FY 2035
	FY 2025 Fall 2024	FY 2026 Fall 2025	FY 2027 Fall 2026	FY 2028 Fall 2027	FY 2029 Fall 2028	FY 2030 Fall 2029	FY 2031 Fall 2030	FY 2032 Fall 2031	FY 2033 Fall 2032	FY 2034 Fall 2033	FY 2035 Fall 2034	
Full-time	840	862	883	905	927	949	970	992	1,014	1,035	1,057	25.8%
Part-time	3,535	3,553	3,571	3,589	3,607	3,626	3,644	3,662	3,680	3,698	3,716	5.1%
Total	4,375	4,415	4,455	4,494	4,534	4,574	4,614	4,654	4,693	4,733	4,773	9.1%
% Change from Prior Year	11.1%	0.9%	0.9%	0.9%	0.9%	0.9%	0.9%	0.9%	0.9%	0.8%	0.8%	

Source: Maryland Higher Education Commission (MHEC) *Enrollment Projections 2025 – 2034 Maryland Public Colleges and Universities*.

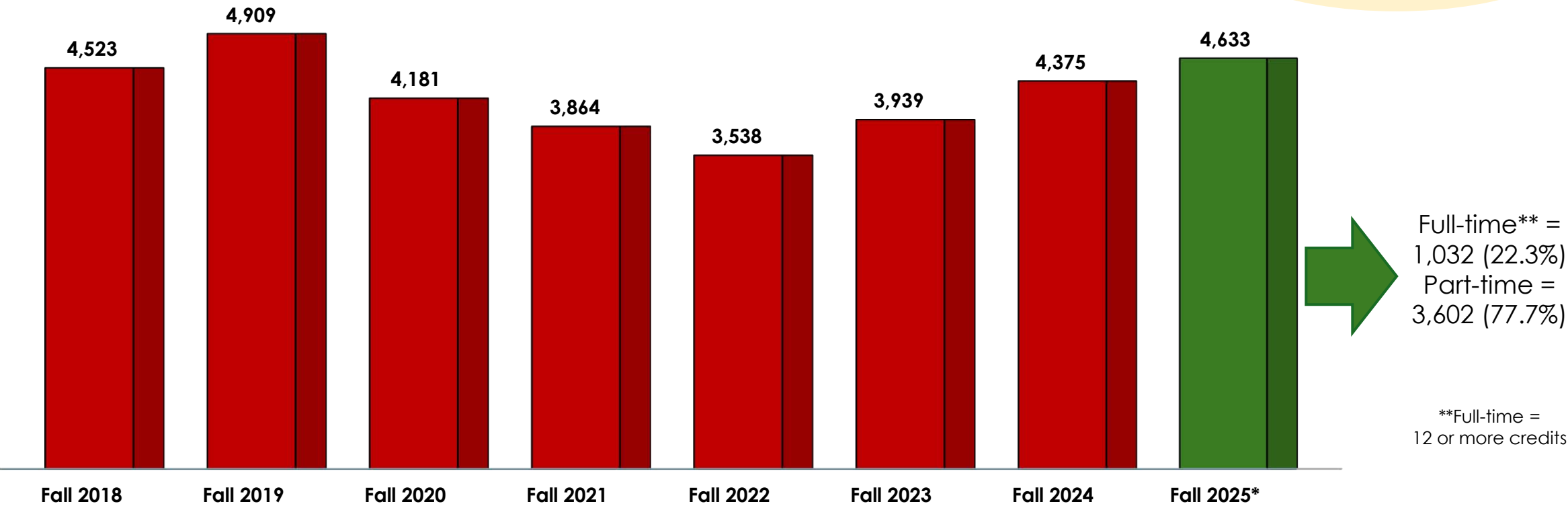
MHEC provides one year of actual enrollment counts and a projection for 10 years in the future.

The interim years reflect an even distribution of the total 10-year increase. | BCCC Office of Institutional Research

Enrollment Report: Fall 2025 Credit Enrollment

Fall 2019 - Fall 2025*

First day of classes:
August 25, 2025
Last day to register:
October 21, 2025

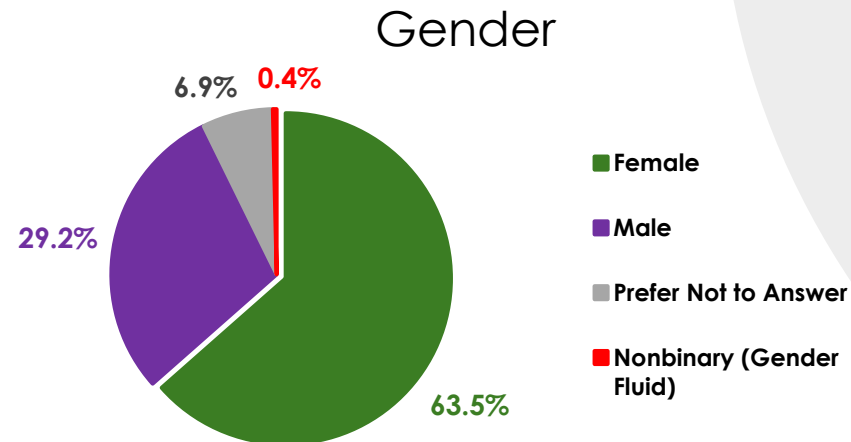
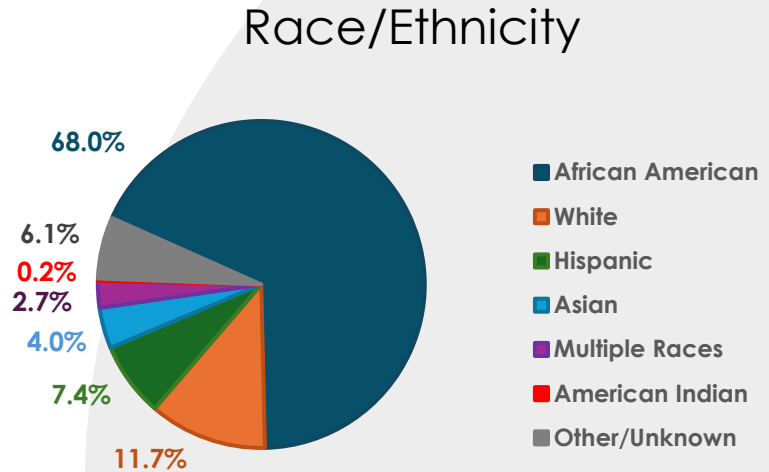
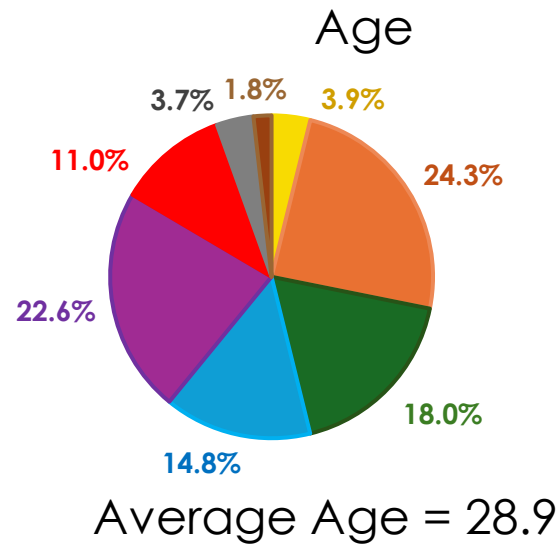


* Fall 2025 Source: Student Information System as of September 9, 2025

Source Fall 2018 – Fall 2024: BCCC Enrollment Information System (EIS) files for MHEC and BCCC Student Information System | BCCC Office of Institutional Research

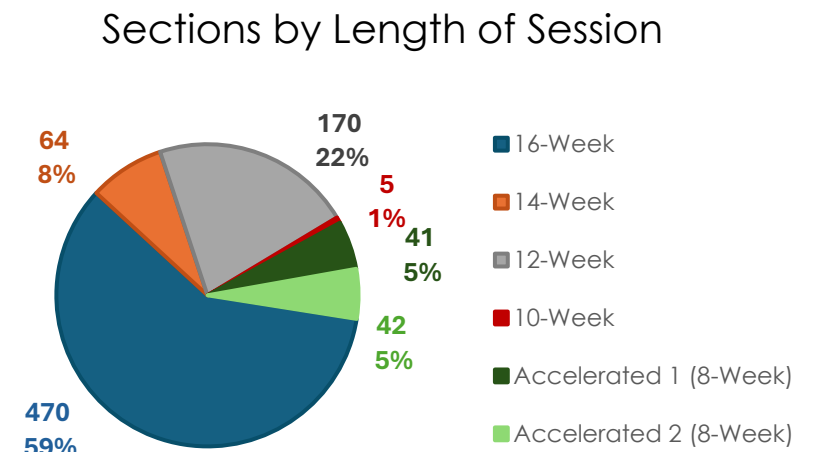
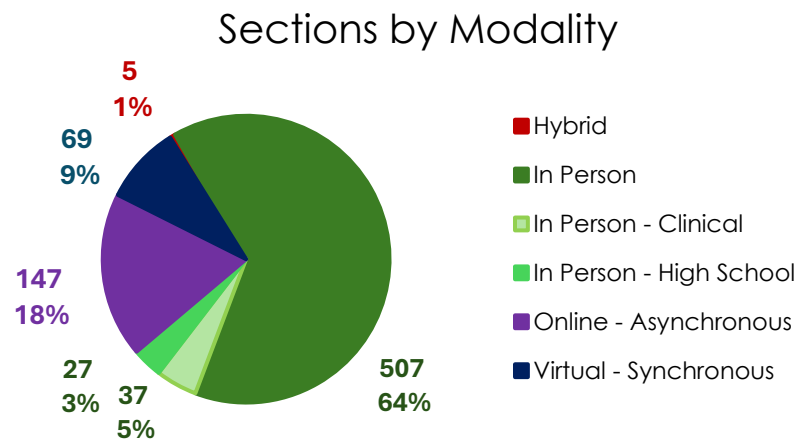
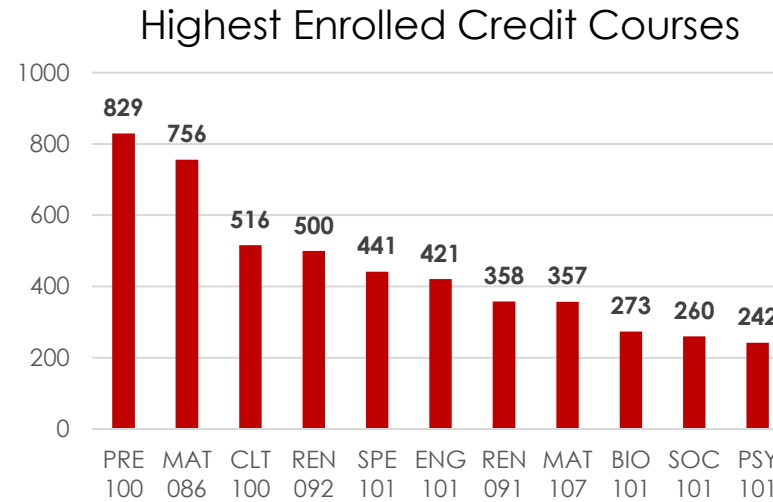
**Full-time = 12 or more credits

Enrollment Report: Fall 2025* Credit Student Demographics



Enrollment Report: Fall 2025 Credit Course Sections

➤ 792 Sections Offered for 297 Credit Courses as of September 9, 2025



Enrollment Report: Mayor's Scholars Program (MSP) Summer Bridge 2025

- 33 MSP Sections Held for 10 Courses
- Sections were on campus to create a learning cohort, provide services, and accommodate students participating in the YouthWorks program.

MSP Summer Bridge 2025 Courses	Number of Sections	Enrollment
REN 091 – Integrated Reading and English I	4	36
CLT 100 – Computer Literacy	2	27
ELI 080L – Intermediate Listening and Presentation	2	23
HLF 201 – Personal and Community Health	3	23
PRE 100 – Preparation for Academic Achievement	14	23
ENG 101 – English Writing	4	22
ELI 080L – Oral Communication	1	19
REN 092 – Reading and English Skills II	1	10
PSY 101 – Introductory Psychology	1	6
SOC 101 – Introduction to Sociology	1	6

Source: BCCC Student Information System | Office of Institutional Research

Enrollment Report: Mayor's Scholars Program (MSP) Graduates

- 181 MSP Participants have Graduated from BCCC with 203 Degrees and Certificates

Top Five Degrees & Certificates Awarded to MSP Graduates (Spring 2020 – Spring 2025)

Program	Degrees Awarded	Certificates Awarded
General Studies Transfer	70	NA
Cybersecurity and Assurance	13	15
Business – Management or Marketing AOC	11	NA
Business Administration Transfer	9	NA
Computer Information Systems	9	NA

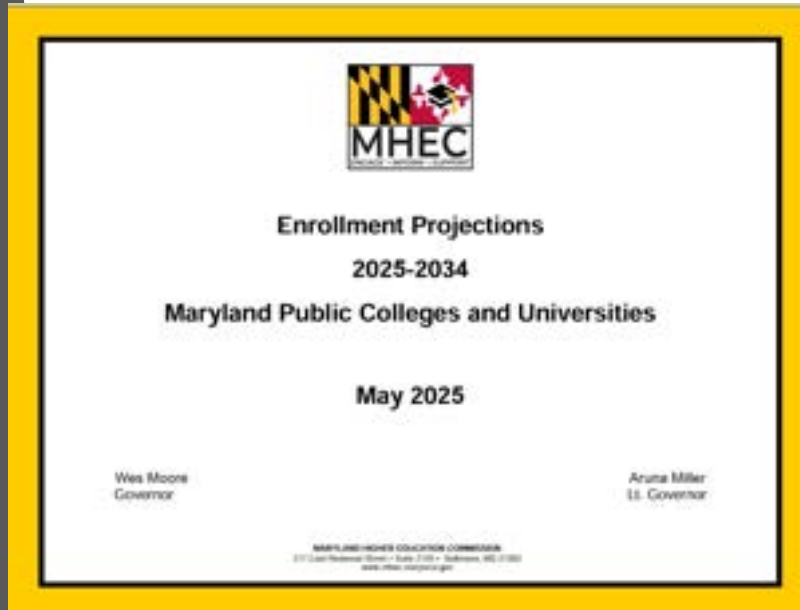
QUESTIONS?

Baltimore City Community College Board of Trustees Meeting September 17, 2025

Enrollment Report

- Non-credit Enrollment
- Program Information
- Placement Outcomes

Enrollment Report: MHEC Enrollment Projections

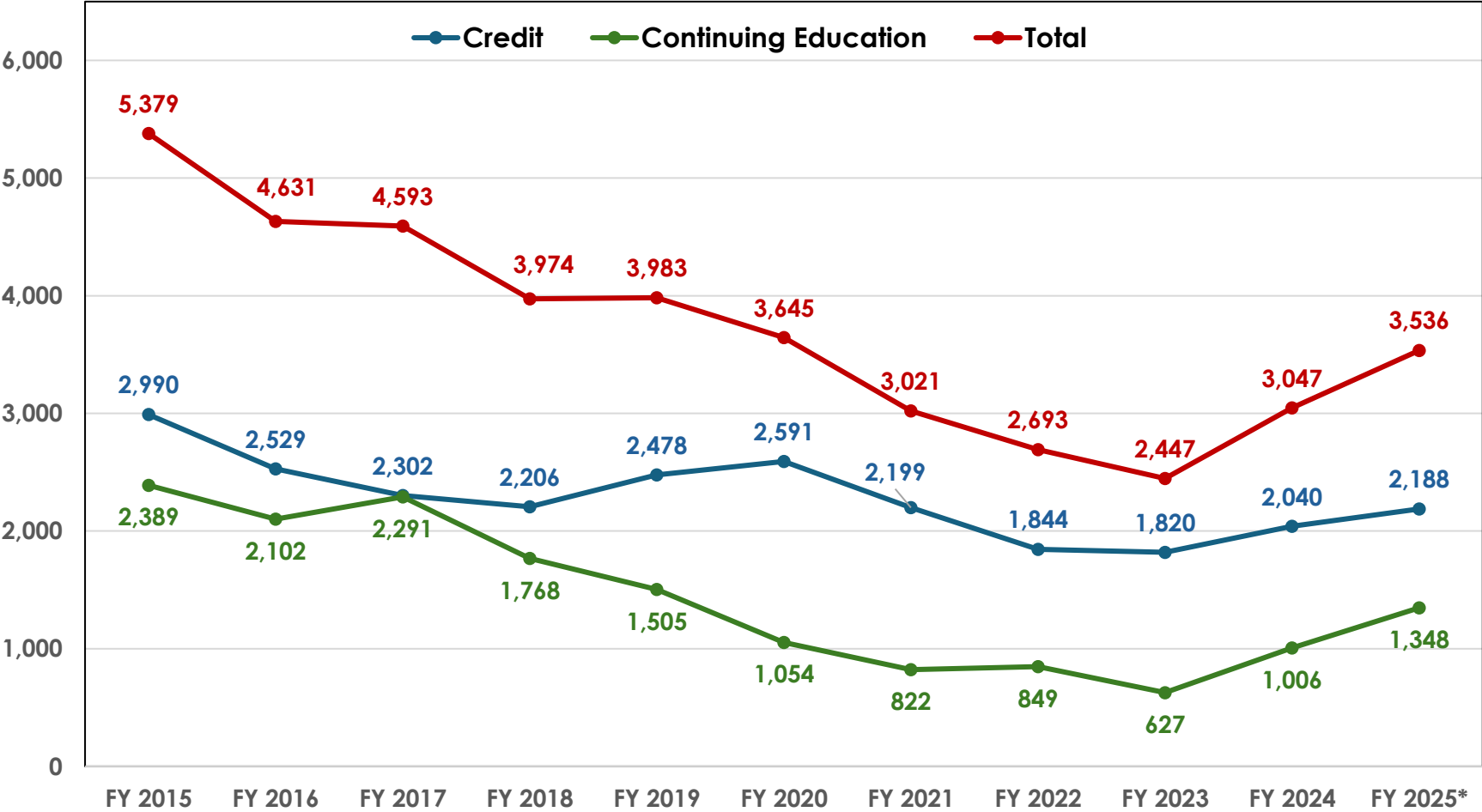


	Actual					10-Year Projections				
	Fall 24	Fall 24	FY 24	FY 24	FY 24	Fall 34	Fall 34	FY 35	FY 35	FY 35
	Undergraduate headcount		FTE	FTDE	Non-credit FTE	Undergraduate headcount		FTE	FTDE	Non-credit FTE
	Full-time	Part-time				Full-time	Part-time			
Anne Arundel Community College	2,984	8,497	6,413	4,301	1,946	3,760	9,088	7,710	5,170	2,395
Allegany College of Maryland	822	1,963	1,646	1,061	584	1,035	2,093	1,868	1,204	465
Baltimore City Community College	840	3,535	2,255	1,369	1,006	1,057	3,716	2,568	1,559	1,331
Carroll Community College	909	2,428	1,821	1,323	419	1,144	2,588	2,190	1,592	487
Community College of Baltimore County	4,144	12,395	9,539	5,459	3,972	5,216	13,224	11,103	6,354	4,216
Cecil College	505	1,244	1,068	730	279	636	1,326	1,177	804	351
Chesapeake College	429	1,666	1,075	690	623	557	1,719	1,253	805	710
College of Southern Maryland	1,859	3,203	3,292	2,010	529	2,311	3,414	4,021	2,455	606
Frederick Community College	1,966	5,327	3,779	2,144	608	2,474	5,679	4,793	2,718	513
Garrett College	355	323	444	325	203	447	293	544	398	187
Hagerstown Community College	1,357	3,731	3,001	1,844	857	1,708	4,007	3,435	2,111	753
Harford Community College	1,573	3,494	2,997	1,992	642	2,099	3,767	3,636	2,417	761
Howard Community College	2,177	6,519	5,460	3,690	1,114	2,740	7,004	6,185	4,180	1,274
Montgomery College	6,546	12,289	11,748	8,368	2,713	8,239	13,124	14,566	10,375	2,784
Prince George's Community College	3,286	8,362	6,673	3,176	2,866	4,136	8,872	8,395	3,995	3,624
Wor-Wic Community College	459	2,482	1,437	970	727	578	2,646	1,748	1,180	709
Total Community Colleges	30,211	77,458	62,648	39,453	19,088	38,137	82,559	75,192	47,317	21,170

<https://mhec.maryland.gov/publications/Documents/Research/AnnualReports/MHEC2025-2034EnrollmentProjectionsReport.pdf>

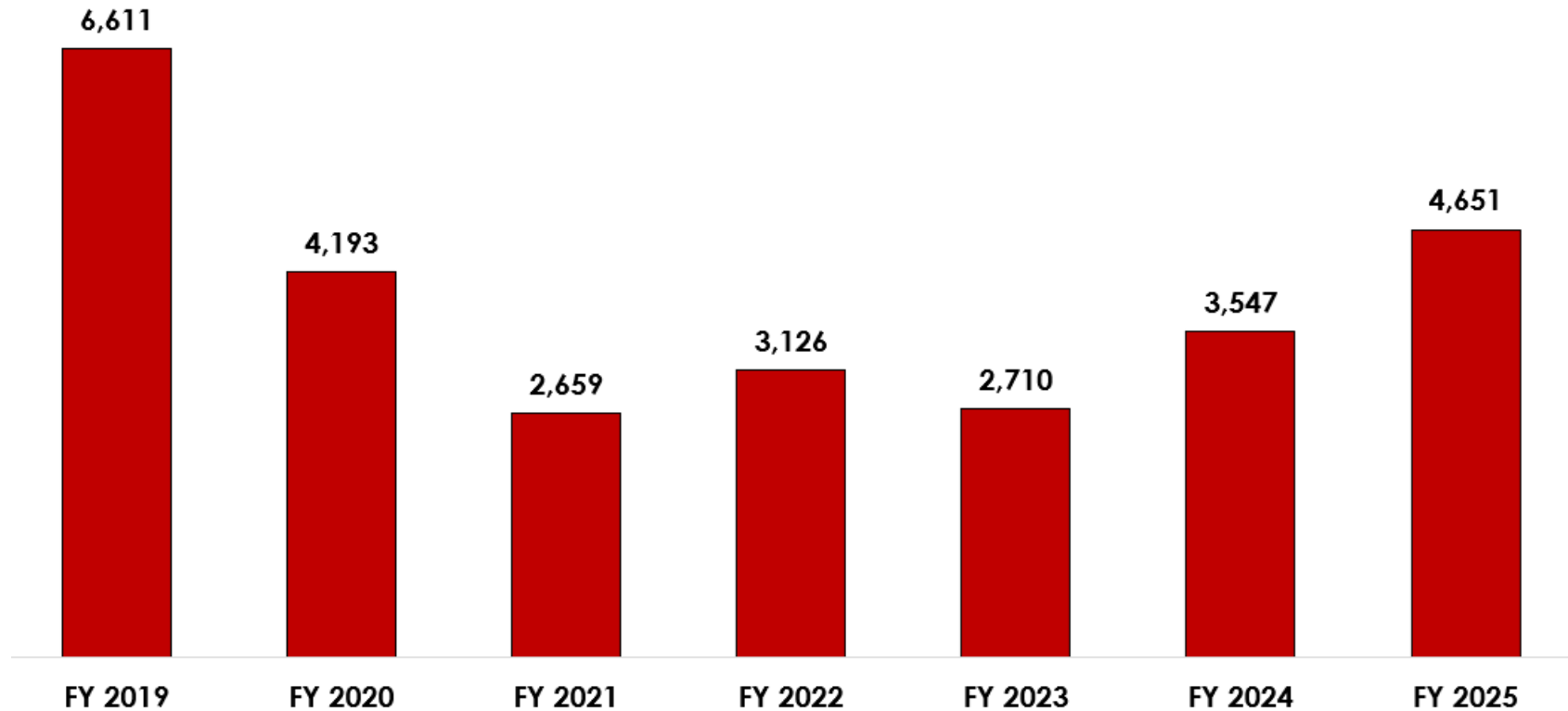
Source: Maryland Higher Education Commission (MHEC) *Enrollment Projections 2025 – 2034 Maryland Public Colleges and Universities*. MHEC provides one year of actual enrollment counts and a projection for 10 years in the future. MHEC methodology includes credit eligible and ineligible FTEs and non-credit includes only eligible FTEs. | BCCC Office of Institutional Research

Enrollment Report: Full-time Equivalents (FTEs) Eligible for State Aid



Enrollment Report: Non-credit Annual Unduplicated Enrollment

FY 2019 – FY 2025



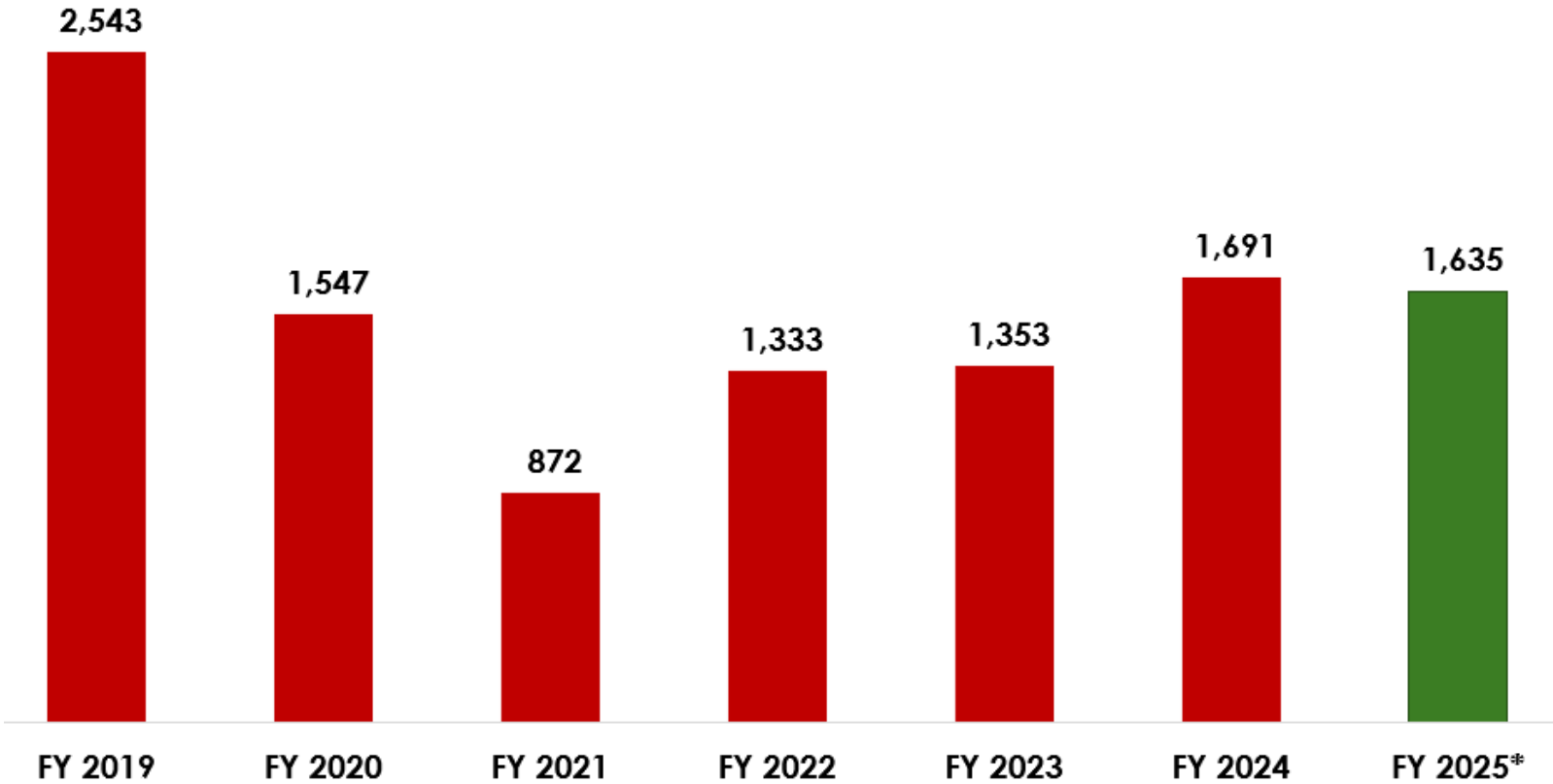
Source: BCCC Student Information System and Performance Accountability Report | BCCC Office of Institutional Research

Enrollment Report: English for Speakers of Other Languages (ESOL) Annual Unduplicated Headcount

(ESOL includes non-credit English as a Second Language (ESL) and credit English Language Instruction (ELI) students.)

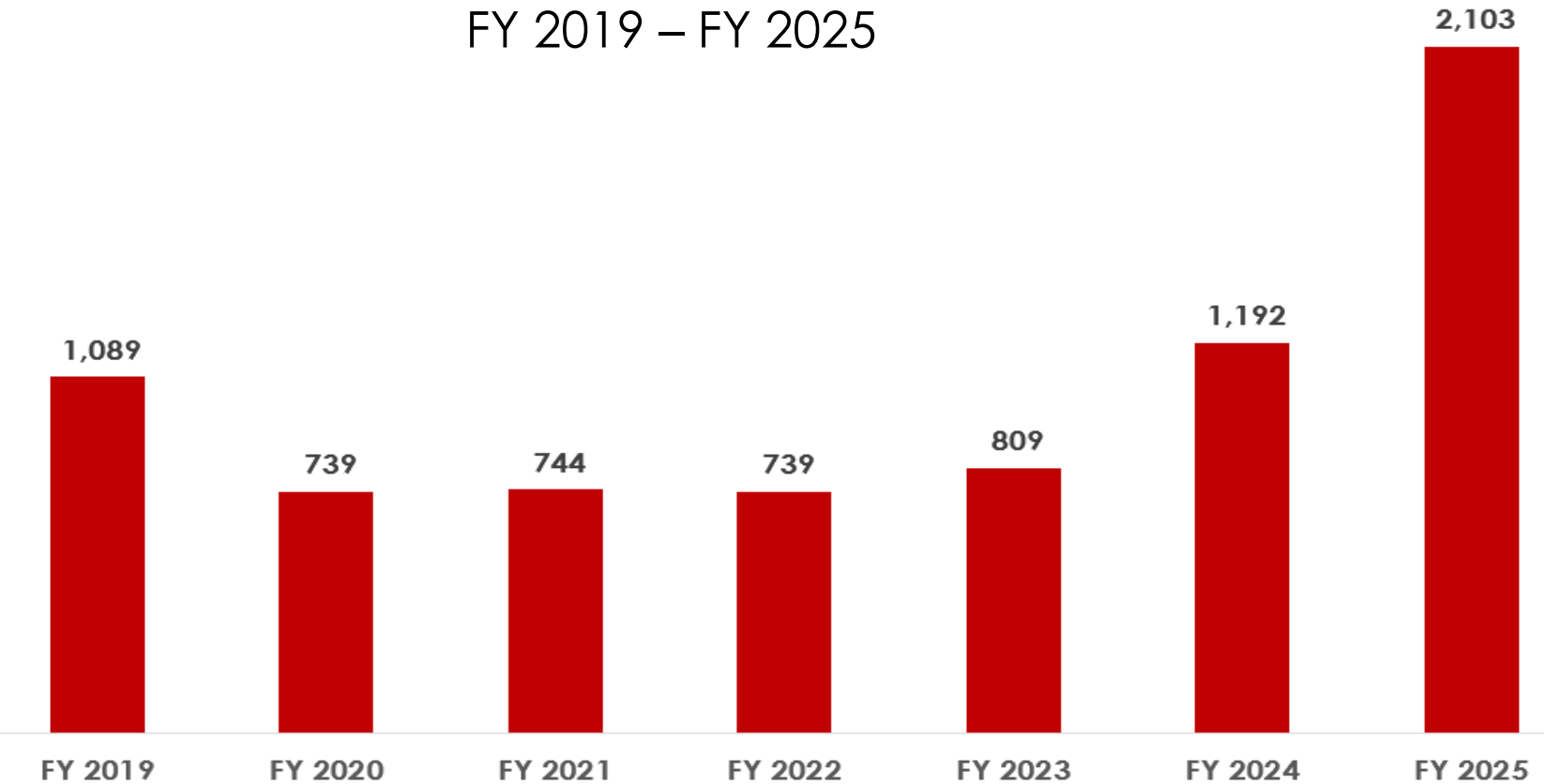
FY 2019 – FY 2025*

* FY 2025 – Preliminary as of September 9, 2025



Enrollment Report: Non-credit Workforce Courses Leading to Industry-Required Licensure/Certification

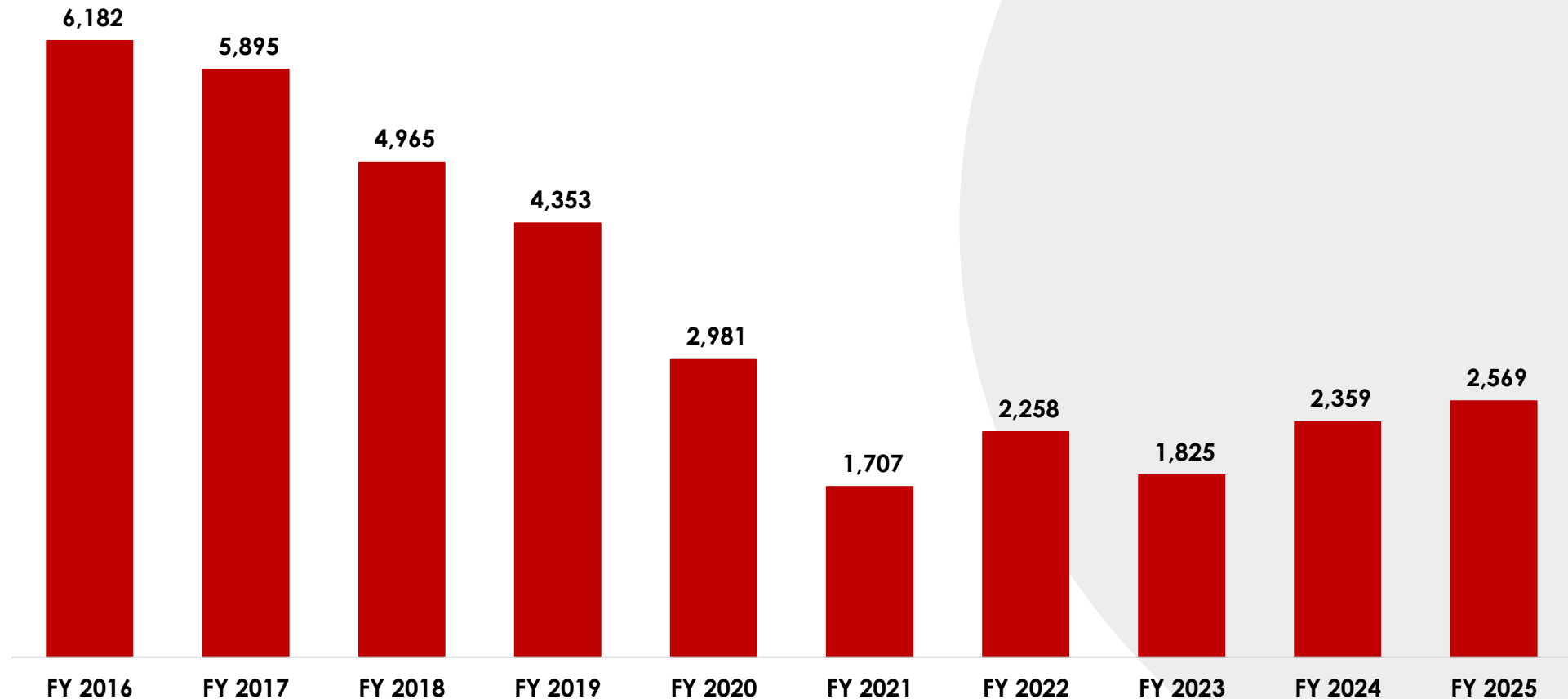
Annual Unduplicated Headcount



Source: BCCC Student Information System and Performance Accountability Report | BCCC Office of Institutional Research

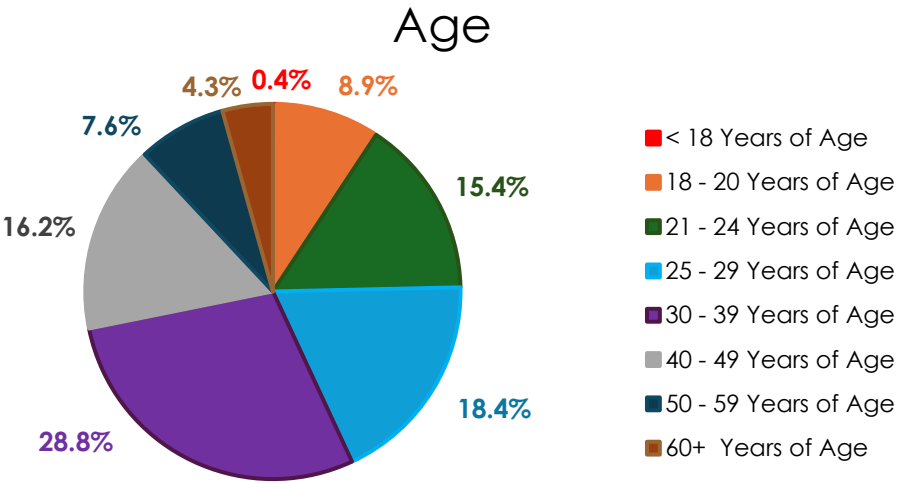
Enrollment Report: Non-credit Basic Skills and Literacy Courses Annual Unduplicated Headcount

FY 2016 – FY 2025

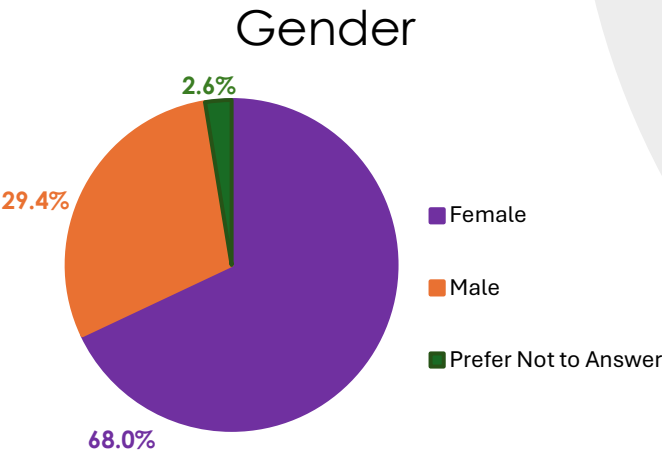
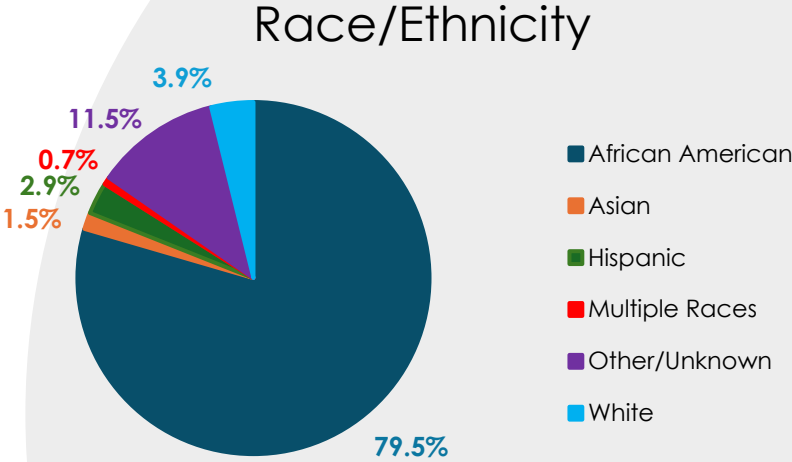


Enrollment Report: Non-credit Fall 2025* Student Demographics

* 854 Students enrolled as of September 9, 2025



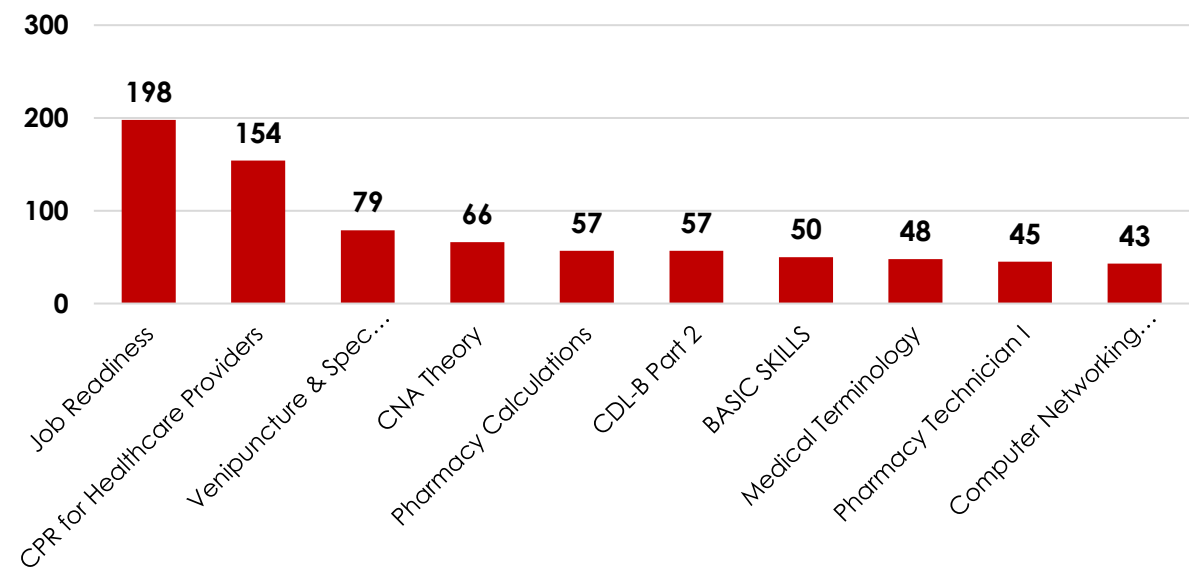
Average Age = 34.1



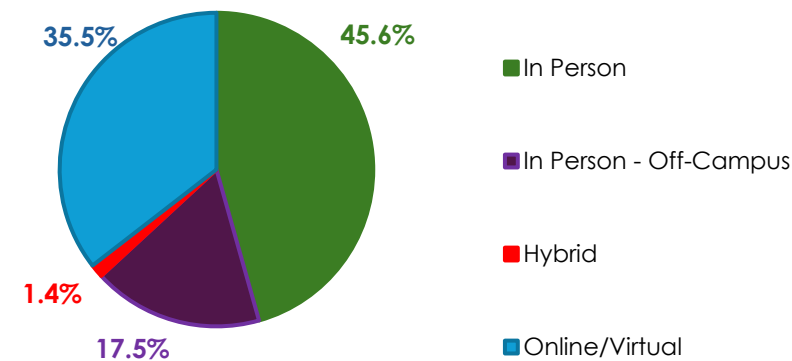
Enrollment Report: Fall 2025 Non-credit Course Sections

- 210 Sections Offered for 63 Non-credit Courses as of September 9, 2025
- WDCE Adds Courses and Sections Throughout the Semester

Highest Enrolled Non-credit Courses



Sections by Modality



WDCE Program Area	Courses	Sections
Adult Basic Education/GED	14	46
English Language Services	7	29
Workforce	42	135

Source: BCCC Student Information System | BCCC Office of Institutional Research

Health & Biosciences Completers

Program	Enrolled	Completed	License / Certification
Certified Nursing Assistant (168 hrs.)	197	167	79
Phlebotomy (164 hrs.)	30	29	9
Patient Care Tech (150)	30	24	7
Community Health Worker (154 hrs.)	5	5	5
Pharmacy Tech (276)	59	45	18
Certified Medicine Aid (80 hrs.)	29	29	5
Emergency Medical Tech (168 hrs.)	46	31	6

Source: BCCC Student Information System | BCCC Office of Institutional Research

Information Technology & Cybersecurity

Program	Enrolled	Completed	License / Certification
Pre-Cybersecurity A+ (120 hrs.)	257	153	151
Network+ (80 hrs.)	150	85	85
Security+ (80 hrs.)	113	47	47
Computer Networking (40 hrs)	290	159	162
Digital Literacy (18hrs)	17	14	14
Microsoft (60 hrs)	36	24	24

Transportation, Distribution, Logistics & Construction

Program	Enrolled	Completed	License / Certification
Commercial Driver's License (CDL) – Class B (118 hrs.)	209	119	44
Deisel Mechanic (194 hrs.)	26	14	0
Warehouse & Logistics (88 hrs.)	22	17	17
Construction Core Pre-Apprenticeship (82 hrs.)	39	25	25

Human Services

Program	Enrolled	Completed	License / Certification
Pre-School (45 hrs.)	47	45	45
Child Growth & Development (45 hrs.)	114	98	98
Infant & Toddler (45 hrs.)	117	87	87
School Age Child Care	32	24	24

WDCE Placements

- WDCE's FY2025 placements averaged \$20.57 with 414 students placed into employment. For July and August, there were 30 placements with an average hourly rate of \$21.42.

Summary FY2025	# of Students	Hourly Rate
FY2025 Q1	129	\$20.32
FY2025 Q2	116	\$19.45
FY2025 Q3	169	\$21.75
FY2025 Q4	136	\$20.75
Calendar Year Subtotal	414	\$20.57

QUESTIONS?

Baltimore City Community College
Board of Trustees Meeting
September 17, 2025

**Information
Technology Report/Task #9**

- Information Technology Improvements
- ERP Advisory Services
- Infrastructure Update

Technology Improvements

- Improving the BCCC Communication Infrastructure
- Significantly improving the student technology communication infrastructure
- Upgrading and reimplementing an improved campus-wide printing network
- Implementing automated telecommunications to improve customer service
- Adobe Express Premium (enhanced features) for students

Advisory Services Update

- Implemented 2026 Advisory Services Flexible Contract
 - Gross Pay – Phase 1 implemented
 - Gross Pay – Phase 2 being tested
 - Updated and automated Banner Campus Directory being tested
 - Migrate finance module configuration & process improvement from test
 - Banner Unified Portal for students being implemented
 - Student, Class, Directory, Registration and Tuition information easily accessible

Infrastructure Update

- IT Infrastructure / Disaster Recovery –
 - Working with Microsoft - completed initial technical sessions to resolve the roadblocks
 - Microsoft Account Executive on campus meeting week of Sept 22nd
 - Testing of the DR solution now scheduled for mid to late Fall and/or Winter
- Increase Internet Communication Capacity – BCCC + MD DoIT
 - Implementing additional faculty and staff network connectivity bandwidth

QUESTIONS?

Northwest Perspective



President's Report

ACADEMIC AFFAIRS + REALIGNMENT TASKS #1, # 3, #4**Office of the Vice President for Academic Affairs**2025-2026 Priorities

Priority One: Assess the effectiveness of teaching and learning in collaboration with the Office of Assessment and faculty-led committees including Curriculum & Instruction Committee, Student Learning Outcomes & Assessment Committee and Program Review & Evaluation Committee.

Priority Two: Institute a comprehensive faculty-led advising model to ensure that students receive personalized, sustained guidance over time. Academic and Student Affairs will produce a system with student-facing resources, an advisor toolkit and training to guide students.

Priority Three: Provide professional development experiences for faculty, including the creation of the Center for Teaching, Learning, and Innovation (CTLI) which is dedicated to evidence-based teaching, learning and assessment practices to improve student learning outcomes.

Priority Four: Design a Credit for Prior Learning (CPL) model to evaluate and award credit for college-level learning acquired outside the classroom. CLP enables learners to earn credit for knowledge and skills gained through work experience, military training, employer training, volunteer service, independent study and noncredit courses.

Priority Five: Implement a Guided Pathways model with Workforce Development & Continuing Education (WDCE), including high school and 4-year institutions, for students to gain competitive employment and marketplace agility. The model will call for instructional innovation and systematic changes in policies, practices, and systems for students to build essential skills across programs.

Priority Six: Academics and WDCE align and revitalize program advisory boards with external stakeholders from various fields (business and industry, government, education, and others) in the development, delivery, and promotion of its credit and noncredit programs.

Priority Seven: Articulate a strategic academic roadmap (Academic Master Plan) for projecting areas of academic growth for programs and activities. Ensure all classes, instructional practices and instructional support systems are aligned with the baseline standards and pedagogical practices.

Area Highlights**Realignment Task #1**

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

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

As part of institutional ongoing commitment to academic excellence and workforce readiness, the faculty in the Business and Technology (B & T) discipline and Associate Dean worked on strategic review and alignment plan for the core courses. The primary goal was to ensure that curricula met Association to

Advance Collegiate Schools of Business (AACSB) accreditation standards while evolving to serve the changing needs of our students and the local workforce.

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

To address these issues, we established several strategic goals. First, curriculum alignment with accreditation standards was prioritized by incorporating industry competencies, clear student learning outcomes, and continuous assessment strategies, including relevant benchmarks such as AACSB accreditation where applicable. Second, our focus shifted toward directly meeting Baltimore City's workforce needs by collaborating with local industry partners, workforce development agencies, and advisory boards to identify critical skills gaps. Finally, we aimed to foster a culture of continuous improvement by establishing a regular review cycle involving faculty, industry experts, and students.

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

School of Arts and Social Sciences (SASS)

The Dean of School of Arts and Social Sciences will engage the senior academic leadership in conversation to align the criminal justice program with the legal assistant program to create greater synergy among the faculty. One intended outcome is to utilize a faculty leadership that reviews program offerings consistently on how students can be better served in both programs with a broad mission for course offerings, that enhances student completion and access to the workforce. The Dean will continue to support the partnership between Baltimore City Community College and the Baltimore City Police Cadets program by offering courses that support cadets completing at least 18 college credits as part of their training and learning program enroute to becoming Baltimore City Police. This partnership is vital because it provides a direct pathway to sustainable employment in a first-responder community needs area.

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.”

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

Natural and Physical Science

Two articulation agreements are ready to go into effect, one with the University of Baltimore for their Forensics Science degree program, the second with the University of Maryland, Global Campus for the college's Biotechnology AAS degree students to transfer to Biotechnology Bachelor's degree.

Business and Technology

Recently B&T department was part of the Maryland Transfer Intensive program with the University of Baltimore. The two institutions have:

1. Revised Goals and Institutional Reform Priorities
2. Drafted Action Plan for Implementation (work in progress)
3. Created the Partnership Cohort Model

School of Arts and Social Sciences

Aligning Pathways

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

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.”

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

Mathematics and Engineering

The faculty and Associate Deans in the Mathematics and Engineering (M &E) and Natural and Physical Sciences (NPS) disciplines worked actively during the Summer and collaborated with the offices of Early College and Access Programs and Enrollment Management and Outreach to develop developmental courses for the Baltimore City Public Schools (BSPS). The courses are recommended for dual enrollment to help prepare high school students for science and mathematics credit courses at the college, fostering early college readiness and reducing time to degree.

Multiple meetings with BCPS Educational Specialist II – Math initiatives have resulted in the development of a new developmental math course tailored for BCPS high school students.

Natural and Physical Science

The new course, SCI 092-Introductory Science, is designed without prerequisites and covers concepts from Biology, Chemistry, and Physics. This curriculum aims to provide a broad foundational science education. In addition, significant efforts have been made to improve mathematics pathways.

School of Arts and Social Sciences

Dual Enrollment

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

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

The Dean of School of Arts and Social Sciences collaborated with colleagues in student affairs and BCCC cabinet leadership team members to develop an MOU aligned with the Blueprint for Maryland's Future to support dual enrollment in Baltimore City Public Schools. Supporting the partnership with BCPS, the developmental English faculty is collaborating with the English Language Arts curriculum leadership within BCPS to create a developmental English course that can be used to support BCPS students who may seek an alternate pathway to meeting the State of Maryland's College and Career Readiness (CCR) standard. Students seeking this pathway to meeting CCR standards may take the course in their junior or senior year of high school. The course will be a semester long course taught by BCCC faculty in the high schools.

Operational Update

Mayor's Scholars Program (MSP) Planning Meetings

The Mayor's Scholars Program (MSP) engaged in a series of planning meetings with the key stakeholders in Academic Affairs, Student Affairs and across the College to coordinate the logistics and course offerings for the Summer Bridge Program. The Summer Bridge Program is a six-week transition initiative that introduces incoming MSP students to the academic environment at BCCC, prepares them for college-level coursework, and connects them to student resources. The planning meetings fostered cross-departmental collaboration, alignment of academic and student support services, and provided a forum to anticipate and address potential challenges before the program launch. Further, through these discussions, the planning team engaged in a deliberate approach to the design and delivery of the Summer Bridge Program to strengthen retention and persistence outcomes for students. By bringing together diverse perspectives and key stakeholders from across the institution, the planning process strengthened the program and course offerings and enhanced the integration of academic and co-curricular programming.

This year, Academic Affairs piloted the integration of embedded tutors in the Computer Literacy - CLT 100 courses. In the coming weeks, the team will review outcome data to assess whether the initiative had a measurable and positive effect on student success rates. Based on the findings, Academic Affairs will explore expanding the use and integration of embedded tutors into Computer Literacy - CLT 100, Preparation for Academic Achievement – PRE 100, and gateway courses in Spring 2026 as a strategy to strengthen student retention and persistence.

MSP Adjunct Orientation

On July 7, 2025, as part of BCCC's ongoing commitment to improving student outcomes in the Mayor's Scholars Program (MSP), Academic Affairs hosted MSP-related adjunct faculty for training and preparation for the Summer of 2025. The adjunct faculty at BCCC plays a central role in delivering instruction to MSP students. Like the faculty adjunct orientation held in the Fall of 2025, adjuncts received guidance on academic expectations, critical operational procedures, and key resources to assist students with course success. Strategies focused on supporting the transition from high school to college-level, leveraging academic resources and wraparound support for students enrolled in the MSP Summer Bridge Program.

The impact of this intentional preparation is twofold. First, adjunct faculty are positioned to create inclusive, structured, and supportive classroom environments that promote academic success for MSP students. Second, the alignment between MSP adjunct orientation and the Summer Bridge Program strengthens the early connection between students and faculty to increase engagement and sense of belonging.

Academic Standing Procedures

Academic Affairs and Student Affairs collaborated closely to review and evaluate the institution's procedures for students seeking reinstatement after academic dismissal. Underscoring that supportive processes are essential to student success, the two divisions engaged in meetings and dialogue to streamline procedures, clarify responsibilities, and review the alignment of academic policies and support services for students. The collaboration benefits both students and staff by communicating a clear and consistent process for reinstating students to the institution.

Through this collaboration, the focus included:

1. Strengthening communication and transparency so that students understand the requirements and available resources and supports.
2. Implementing timely decision-making procedures to reduce barriers and facilitate students' return to enrollment without unnecessary delays.

BNC Soft Launch Summer 2025

In Summer 2025, BCCC initiated a soft launch of its partnership with Barnes & Noble College, marking the transition to outsource bookstore operations. The initiative represents a significant step in modernizing the College's textbook adoption and distribution process and preparing for the full implementation of the First Day Complete program in Fall 2025. Prior to the start of Fall classes, faculty participated in targeted training sessions and received information regarding First Day Complete designed to ensure a comprehensive understanding of the program and to ensure a smooth transition.

The Academic Affairs Leadership Team attended a series of logistic, planning, and implementation meetings to work through the operational details of First Day Complete, including course material access, timelines, billing and opt-in and opt-out procedures, communication strategies to ensure that students are prepared with all required materials on the first day of class. Targeted communications were sent to faculty to identify logistical information related to the implementation, refining internal processes, and providing faculty with the knowledge to assist students with navigating the new processes. The meetings allowed both parties to test workflows and resolve challenges.

The Academic Affairs Leadership Team was trained on the use of the Adoption & Insight Portal (AIP) platform to adopt textbooks, digital resources, and other course materials efficiently. The faculty attended publisher integration sessions and received guidance and training on connecting to different publisher platforms to align instructional platforms and materials and allow students to seamlessly access the digital and e-text materials.

Adjunct Orientation Fall 2025

On Saturday, August 16, 2025, the Academic Affairs Leadership Team hosted the Adjunct Faculty Orientation for the Fall semester. The event was held from 1:00 to 4:00 pm in the Mini Conference Center and adjunct faculty attended who represented disciplines from across the College. The orientation provided operational information, resources, and support to ensure adjunct faculty are well-prepared to deliver quality instruction and contribute effectively to student success. The orientation was structured into three sessions, each designed to address essential topics relevant to adjunct teaching.

Session I - led by the Deans and Associate Deans - provided an overview of institutional expectations and operational processes. This session set the foundation by clarifying procedures, reinforcing standards, and ensuring adjunct faculty are equipped with the necessary tools to navigate the teaching and learning landscape at the College. It also provides consistent communication across academic divisions and clear guidance on policies and procedures. Topics covered are below:

Session I - Orientation and FAQs

Presented by: Academic Deans and Associate Deans

Expectations

- Syllabus Preparation
 - Inclusion of ISBN
 - Office Hours
 - Uploading to Canvas prior to semester start
 - Instructor absences, reporting, and class coverage
 - BCCC email address
- Adjunct Evaluations
 - Evaluation Process
 - Evaluation Schedule
- Canvas
 - Publishing Courses
 - Entering Grades
 - Reporting & Resolving Student Access Issues
- Grading
 - Entering Grades in Canvas

- Midterm & Final Grade Reporting
- Assigning Incomplete Grades – Requirements & Procedures
- Academic Calendar
 - Important Dates

Presented by: Dean of Enrollment Management & Outreach and the Assistant Dean for Early College

- Dual Enrollment

Department Onboarding & FAQs

Presented by: Deans and Associate Deans

Dr. Ghazanfar Mahmood, Ms. Dorothy Holley, Dr. Rodney Redmond, Dr. Anil Malaki, Dr. Enyinnaya Bob Iweha, Mr. Scott Saunders

- Department Onboarding
 - FAQs: IDs, Parking, Room Access, Supplies

Payroll Overview

Presented by: HR Payroll Manager

- Contracts & Contractual Timesheets
 - Services Provided
 - Payroll Forms & Website
 - POSC
 - Reporting Payroll Concerns

Session two, presented jointly by the Director of E-Learning and the Registrar, provided training on two of the College's core technology platforms: Canvas, the Learning Management System, and Banner, the Student Information System. This session equipped adjunct faculty with the technical and procedural knowledge necessary to manage courses efficiently and comply with attendance, grading, and course implementation requirements. Topics covered are below.

Session II - Canvas and Banner

Presented by: Director of E-Learning, Registrar

- Attendance Taking Procedures
 - ILP Grading
 - Course Pairing & Course Materials

Session three, the final session, was delivered by representatives from Student Affairs and Academic Affairs leadership. It emphasized faculty roles and responsibilities in supporting a safe, respectful, and inclusive learning environment. This session reinforced the importance of accountability, compliance, and proactive engagement for an effective learning environment. Topics covered are below.

Session III - Student Conduct

Presented by: Student Affairs, Academic Affairs Leadership, & Public Safety

- Reporting Procedures
 - Title IX Overview

- Classroom Management Strategies
- Public Safety

Initial feedback from participants was positive, with faculty noting the value of clear expectations, the opportunity to connect with deans, associate deans, assistant vice presidents, and the strategies for navigating Canvas and Banner. Several participants highlighted the benefit of learning about student conduct procedures and safety protocols.

The Academic Affairs Leadership Team will continue to refine the orientation program based on faculty feedback. Dialogue among the Academic Affairs Leadership Team following the orientation concluded with recommendations to:

1. Develop supplemental online modules for faculty who could not attend in person.
2. Provide a virtual option for faculty residing in other states
3. Provide additional professional development workshops and seminars during the semester focused on the following:
 - a. Canvas
 - i. Technology support for faculty, including Canvas troubleshooting and classroom use
 - b. Grading
 - c. Classroom Management
 - d. Student Engagement
 - e. Approaches to assessing student learning and providing timely feedback
 - f. Strategies for engaging diverse learners, including first-generation and adult students

Overall, the Adjunct Orientation provided an important platform for communication, consistency, and connection. It reinforced the College's commitment to supporting adjunct faculty while aligning instructional practices with institutional goals.

School of Arts and Social Sciences

Personnel

To address the SASS need for full-time faculty in English, psychology and health, life fitness disciplines, the president supported one-year and one-semester term appointments. While both health, life fitness and psychology have two full-time faculty members, the need for more faculty to cover the course offering is great. Additionally, one of the two full-time faculty members in psychology is on leave for a portion of the semester. English, which is a growing discipline in terms of course offerings, needs more full-time faculty to meet the demands of on ground and dual enrollment requests for courses. Each of these service disciplines provides much needed support for our credential seeking students in Allied Health, Human Services, Early Childhood Education, Law Enforcement, Teacher Education and Arts and Science Transfer programs. With the high student demand for these courses, more adjunct faculty are needed to help meet student demand in varying times of day. A review of projected enrollments will assist in determining the need and creating additional full-time or term appointments.

SASS faculty returned from their summer break for a series of professional development days on August 13, 2025. In addition to the President's Forum where several SASS faculty members were recognized for their promotion in rank, they also engaged their colleagues in learning about the new process for students

to order textbooks so they can support students in the course materials acquisition process. The faculty also participated in professional development sessions led by the course materials companies who engaged them in effective ways to link their course materials into their Canvas sites.

Over the summer, Professor Ja'hon Vance conducted a series of Master classes titled “Becoming the Best for You” which opened in Detroit, Michigan and made visits to a couple of states—Georgia and Minnesota—and the District of Columbia. Professor Vance was joined by celebrity actor Darrin Henson. Fall 2025 will open with the release of his latest book, *Life After the Relationship: The Journey to Living Again*.

Another SASS faculty member, Professor Rebecca Johns-Hackett, spent part of her summer continuing her love of education. She was the leading panelist for a screening discussion of the film *Jubilee St. James at 200* on July 27th. The film was also presented at The Reginald F. Lewis Museum this month, also followed by a panel discussion featuring Professor Johns-Hackett. The July 27th screening was followed by a tour of the exhibit “Stitched in Favor”. “Stitched in Favor” was also the cover story for *The Maryland History and Culture News Magazine*.

E-Learning

Barnes & Noble First Day Complete (FDC)

The soft launch of BNC First Day Complete did not fully eliminate textbook issues for BCCC. In August, despite efforts during June and July to get ahead of problems, issues with digitally delivered materials continued. Recurrence of the same issues experienced in Summer have occurred through the first few weeks of the Fall term. To triage these issues E-Learning has teamed up with procurement, OIERP, the bookstore, and BCCC’s publisher partners to try to fast-track resolutions to these problems. An issue tracker was created to record all issues related to the delivery of course materials to students. This tracker is updated daily with status and resolution details as well as new items. E-Learning plays a pivotal role in issue management as the department is on the frontline for student and faculty support related to digital materials. As issues continue to be identified and resolved, the inception of the tracker will assist in the effort.

Professional Development

In August, upon the return of the faculty, E-Learning facilitated six training sessions for faculty to hear directly from the publishers about what steps are necessary to ensure their course material delivery occurs correctly during the semester. Cengage, McGraw-Hill, and Pearson, representing over 80% of all digital materials held two sessions each demonstrating their platforms and how to leverage the new BNC First Day Complete program for course materials. Each held a 30-minute session on August 19th at designated times during the day and the sessions were repeated on August 21st. (7 to 10 faculty in each). Directions were provided for the process to report issues, and the contact information of publisher representatives who could help them directly with the building of their digital courses on the chosen publisher platform.

Events

In August, E-Learning participated in a few training events designed to improve assessment and student success.

- August 14 – Learning outcomes sessions; Each school had a two-hour working session where the faculty was assisted with setting up their courses to include assessment data capture. The sessions were well attended by faculty and by the end of each session faculty had completed setup of one of their courses for the fall.
- August 16 – New Student Orientation - students were shown where and how to log into Canvas as well as where to locate their syllabus and course materials. A resource session allowed E-Learning to assist at least twenty students with various technical issues or questions in advance of their classes beginning.
- August 16 - Adjunct Orientation - the session was designed to provide relevant information for the part-time faculty who are slated to teach during the fall semester. Topics for the E-Learning piece included attendance tracking, grade submissions, and the new Course Materials link in Canvas for the BNC provided digital materials.

Projects

Video enhancement of Student Canvas Orientation course

- Library tutorials – AI voiceovers were recorded in August, and animation is being started. Animation will take several weeks to complete as it must be created based on library specifications.

The remaining group targeted for video content include:

- (still to be determined) Student Life & Engagement – brief videos reinforcing text content in the orientation course related Student Life & Engagements activities for students

Course Materials

- E-Learning created handouts and job aids to help explain accessing the course materials under the First Day Complete program from BNC
- These were distributed to students and adjuncts during the events preceding the start of the Fall term

Other Video Production

E-Learning has been tasked with creating a video to support the faculty in using and understanding AIP and a video for faculty that shows them how to assist students with accessing digital materials in their courses. This video will be completed in mid-September.

Procurements

Upcoming

Turnitin – this is the College’s anti-plagiarism software that is integrated into Canvas assignments with contract renewal by November.

Acalog – this is the catalog content building software from Modern Campus. BCCC is awaiting the renewal contract language and a quote.

Library (Learning Commons)

NURSING COLLECTION EVALUATION AND UPDATE

The Library staff, in collaboration with the Nursing Program and selected vendors, curated a targeted list of required and recommended materials for Course Reserves. Guided by this list, the Library conducted a review of its Standard Operating Procedure (SOP) for the acquisition and management of Course Reserves. An SOP for reserves is in draft form. Weeding of outdated materials in nursing and medicine, as recommended by the Maryland Nursing Board has been carried out. Funds for new materials have not yet been received.

ONGOING COLLECTION ASSESSMENT

The Library Staff is working together to inventory and weed the entire print collection to gain accuracy in the online catalog, maintain the integrity of the print collection, support curriculum, and improve user satisfaction. They are undertaking these extensive projects to ensure that the print collection matches the modernization of the upcoming new facility, prepare for future updated Library software, and meeting accreditation standards. Weeding a print collection is a critical component in providing currency and relevancy of a Library. The removals are based on the following criteria:

- Out-of-date information
- Poor condition
- Low Circulation
- Relevancy to the curriculum
- Duplicate copies for courses that no longer use materials

Ongoing Inventory of Print Collection

Systems Librarian, with support from Federal Work Study Students, the Circulation Manager, inventoried the following subject areas during June 2025 to identify missing items and remove them from the catalog:

- A comprehensive search was conducted for all books reported as missing in the General Works, Philosophy, Psychology, and Religion sections. Titles that remain missing are ready to be removed from the catalog.
- All books within the World History collection—including the histories of Europe, Asia, Africa, Australia, and related regions are ready to be marked as missing. A systematic search will then double-check that status.

Estimated timeframe for completion is January 30, 2026.

Ongoing Weeding of Print Collection

General Collection

Weeding the print collection continues. The fine arts collection has nearly all been reviewed. This will leave only the largest section, Language and Literature, to be reviewed. Much of this section is primary source in literature, so it is not anticipated that much will need removal. The estimated time for completion should probably be adjusted from the last report, as the library has fewer staff.

Estimated timeframe for completion is January 30, 2026.

Reference Collection

The Reference review and weeding project is complete. The existing reference collection has been reduced to 439 items and takes up about 1/7 of the original space. The shelves that formerly held most of reference could easily be removed, and the collection moved to another location, giving better line-of-sight from the circulation and reference desks.

Reserves Collection

Currently there are only 8 titles (10 items, since we hold two copies of two titles) on reserve. The most recent draft of the SOP has been shared with the BSTEM faculty at their request. All other previous titles that were on reserve are on the circulating shelves or waiting to be shelved there. This should eliminate any legal expose the college has from violation of copyright laws.

Outreach/Engagement

The library's program coordinating with the Maryland Humanities Council's One Maryland, One Book program has been scheduled for October 8, 2025. Librarians from the Genealogy and African-American sections of the Enoch Pratt Free Library have confirmed their plan to participate.

School of Nursing and Health Professions

The School of Nursing and Health Professions continues to advance its mission of preparing skilled, compassionate healthcare professionals who meet the needs of our communities. This report highlights enrollment, faculty, curriculum, accreditation, partnerships, and priorities.

Enrollment and Student Success

Enrollment across nursing and allied health programs remains steady, serving 245 students this term. Retention and progression rates improved due to enhanced advising, tutoring, and mentoring. NCLEX and certification exam pass rates remain above state and national averages, affirming program quality and student readiness. Last quarter NCLEX-RN pass rate was 100%.

Faculty and Academic Operations

The school is supported by 25 full-time faculty and 32 adjuncts; there are four vacant FT PIN positions which the Dean is actively searching to fill. Nursing faculty development has focused on simulation and instructional technology. Clinical experts continue to strengthen instruction through applied, real-world perspectives.

Curriculum and Accreditation

Curricula have been updated to align with accreditation standards and workforce needs. Nursing programs emphasized competency-based learning and clinical judgment. The school maintained compliance with all accrediting bodies, with recent site visits and annual reports receiving positive feedback. During the Summer, SNHP submitted annual reports for the Surgical Technologist and Respiratory Care programs. The internal institutional review of these reports was indicative of strong sustainable programs

Partnerships and Community Engagement

Clinical partnerships remain robust, with 59 placement sites across hospitals, rehabilitation centers, and community agencies. Employer engagement ensures programs respond to workforce demands. Outreach to high schools and pipeline initiatives continue to build early interest in nursing and health careers. Currently, Carroll County Health and Sheppard Pratt Healthcare agreements are in the process of review by the legal counsels.

Strategic Priorities

Future goals include expanding simulation capacity, strengthening retention supports, diversifying faculty and student representation, and exploring new program options in high-demand areas such as mental health and community health. The school will also deepen its commitment to interprofessional education.

The School of Nursing and Health Professions remains a strong contributor to healthcare education and workforce development. With committed faculty, engaged students, and collaborative partners, the school is well positioned to sustain excellence and respond to emerging community and industry needs

WORKFORCE DEVELOPMENT & CONTINUING EDUCATION + REALIGNMENT TASK #2**Office of the Vice President for Workforce Development & Continuing Education**2025-2026 Priorities

Priority One: Expand access to workforce training, Adult Basic Education Programs (ABE), English Language Instruction Programs (ELI), and Pathways in Technology Early College High School (P-TECH). Provide targeted remediation to improve pathway completion rates, increase certification and licensure attainment. Advocate and assist students with job placement opportunities that provide the current living wage.

Priority Two: Secure additional funding to expand access, support services and resources for students historically marginalized due to socioeconomic status. Creating equitable access to educational and workforce opportunities utilizing grants, Scholarships and contract training.

Priority Three: Enhance WDCE's visibility and impact by expanding and strengthening partnerships with Baltimore City Public Schools, Baltimore City Government, regional workforce boards, community organizations, and employers to better serve the community and align workforce training initiatives.

Priority Four: Revise the Facilities Master Plan to reflect the current state of the college, incorporating recent improvements and aligning future infrastructure investments with institutional goals, student needs, and community engagement.

Priority Five: Collaborate with the Baltimore City Police Department and surrounding jurisdictions to obtain/share crime data and trends, enhancing campus awareness and safety measures to protect the college community.

Area Highlights**Realignment Task #2**

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

GRANTS

WDCE continues to acquire funding sources to allow student access to workforce development training programs. The charts below highlight the division's efforts with securing grants, scholarships and contract training totaling \$8,370, 829. Our goal is to add additional contract training throughout the fiscal year.

STATE FUNDING	
Literacy Works (LW)	\$289,372 (decreased by \$167k; due to the US Dept of Ed cutting programs and funding.
STATE TOTAL	\$289,372.00
FEDERAL FUNDING	
Adult Basic Education & English as a Second Language (ABE & ESL)	\$413,486.00 (increased by \$10k to provide additional funding for classes)
Adult Secondary Education (ASE)	\$38,002.00
Local Institutionalized (LI)	\$17,337.00

Integrated English Literacy & Civics Education (IELCE)	\$129,303.00
FEDERAL TOTAL	\$598,128.00
TOTAL AWARD	\$887,500.00

WDCE Contact Training FY2025 – FY2026

FUNDING SOURCE	
Baltimore City Public Schools – Summer Program	\$158,050.00
Elev8	\$328,540.00
University of MD Medical Center	\$217,800.00
Goodwill	\$140,000.00
Johns Hopkins Hospital / University	\$3,500.00
Thomas Shortman	\$42,000.00
Levindale	\$87,000.00
Green Street Academy	\$38,500.00
Depart. Of Juvenile Services	\$40,000.00
TOTAL AWARD	\$1,055,390

WDCE – Grants & Other Funding FY2025 – FY2026

FUNDING SOURCE	
MD Department of Health (laptops for Community Health Workers)	\$10,059.00
MD Office of Refugees and Asylees (MORA) Afghan Grant (AS2SI)	\$431,944.00
MORA Refugee School Impact Grant	\$1,144,457.00
MORA English to Speakers of Other Languages (ESOL)	\$328,939.00
MORA Services to Older Refugees (SOR)	\$243,814.00
DHS Supplemental Nutrition Assistance Program (SNAP)	\$600,000.00
Department of Social Service (DSS) July 1, 2025- June 30, 2026	\$1,506,226.00
ARPA (Mayor's Office)	\$750,000.00
Maryland Community Colleges Promise Grant	\$936,100.00
Maryland Community Colleges Cyber Warrior	\$476,400.00
TOTAL AWARD	\$6,427,939.00

Adult Basic Education (ABE) & General Education Diploma (GED)

On June 28th, WDCE celebrated with 90 students (their families and friends) who earned their high school diploma during FY2024/25. BCCC conducted a graduation ceremony at the Fine Arts Theater, Liberty Campus. In addition to achieving this academic milestone, several graduates participated in the workforce program, Integrated Education and Training (IET), that provided students with the opportunity to earn industry-recognized certifications in the career pathways of Certified Nursing Assistant/Geriatric

Nursing Assistant (CNA/GNA) and Community Health Worker (CHW). Students were assisted by the Career Services center staff with job placement or additional educational opportunities.

- In FY25, there were 3033 registrations resulting in 2238 enrollments. This exceeded FY24 by 24.8% in registrations & 27.9% in enrollments.
- During July & August, there were 426 students who registered for ABE classes exceeding our goal by 6.1%.
- In FY25, we offered 183 GED classes compared to 127 GED classes in FY24. Class offerings improved by 30.6% in FY25 compared to FY24.
- In FY25, there were 59 students who earned a GED/MD High School Diploma, compared to 31 students in FY24 earning their GED/MD High School Diploma. GED graduates improved by 47.4% in FY25 compared to FY24.
- During July & August, 11 students earned their GED/MD High School Diploma.
- Our current recruiting efforts include pretesting with the TABE placement assessment at Gilmore Homes, Brooklyn Homes, Our Daily Bread, and Pleasant View Homes. The registrations of these students are still in process with September and October start dates.
- In July & August, we received fourteen (14) referrals from South Baltimore Learning Center, Elev8 Baltimore, and Baltimore City/Unite Us. Of the referrals we received, eleven (11) registered for classes
- Overall retention improved by 2% in FY25 compared to FY24.

English as a Second Language (ESL)

WDCE hosted its first Services of Older Refugees (SORS) orientation at the Harbor location, welcoming nine (9) clients with interpreters from the International Refugee Committee (IRC). We discussed program requirements, student activities, English as a Second Language (ESL) and citizenship course requirements, and BCCC support services.

The ESL team actively engaged with the community by participating in events, including the Dorothy Heights Back to School Resource Fair, Patterson High School Open House for students and families, as well as the Pratt Free Library Open Market Resource Fair, where they shared information about BCCC's educational and support offerings.

FY25 Total Enrollment 1239

- ELI (English Language Instruction): 161
- CESL (Community English as a Second Language) & Refugee Assistance Program (RAP): 1078

FY26 July & August Total Enrollment 687

- ELI: 228
- CESL & RAP: 449

Ninety (90) eligible students were post-tested, and twenty (20) advanced to the next subsequent level. All students have been registered for the new cycle starting July and August. We are currently remediating seventy-four (74) students. Students repeating courses will be referred to tutoring services and will be given access to digital tools such as Pearson's My English Lab.

Pathways to Technology Education Early High School (P-Tech)

High School	Enrollment – 2024 – 2025 School Year	Enrollment 2025 Summer
Paul Laurence Dunbar High School	128	86
Digital Harbor High School	46	14
Carver Vocation-Technical High School	114	58
Total	288	158

Workforce Development

WORKFORCE DEVELOPMENT & CONTINUING EDUCATION (WDCE) Continuing Education Non-Credit programs drive student success and economic growth by equipping Baltimore residents with in-demand skills and clear career pathways. In August, a total of 336 students participated in Continuing Education non-credit and externship courses, demonstrating strong community interest in skill development aligned with workforce needs. Enrollment spanned high-demand fields such as information technology, healthcare, transportation, and childcare, reflecting the diverse career pathways supported by the college.

Healthcare & Allied Health

Healthcare enrollments remain a central strength, with Certified Nursing Aide Theory thirteen (13), Medical Terminology twenty (20), CPR twenty-three (23), Emergency Medical Technician II twenty (25), and Pharmacy Calculations nineteen (19) drawing strong participation. The addition of clinical externships, including ninety-five (95) CNA Clinicals and six (6) Advanced Patient Care Tech Clinicals—provides students with experiential, real-world practice, advancing workforce readiness while bridging classroom learning with patient-centered care environments.

Transportation & Logistics

In transportation, the Commercial Driver’s License (CDL-B Part 1 & 2) courses enrolled thirty-one (31) students, showcasing the college’s responsiveness to labor market demand for professional drivers. Childcare and Certified Medicine Aide Updates also support critical community workforce needs.

Information Technology & Cybersecurity

Courses such as A+ with thirty-two (32) students, Network+ with thirteen (13) students, and Security+ with eight (8) students highlight the integration of contemporary, industry-recognized IT certifications, ensuring students gain stackable credentials that are immediately transferable to workforce opportunities. These offerings leverage modern instructional strategies, including hands-on labs and scenario-based learning, which prepare students for both academic advancement and professional application.

The chart below identifies the specific course, and the number of students enrolled.

Continuing Education Non- Credit Courses	August Enrollments
A+	32
Commercial Driver's License (CDL) -B Part 1	17
Commercial Driver's License (CDL) -B Part 2	14
Child Care	3
Certified Medicine Aide Update	4
Certified Nursing Aide - Medical Terminology	20
Certified Nursing Aide Theory	13
Computer Networking Concepts	12
Cardiopulmonary Resuscitation (CPR)	23
Emergency Medical Technician 2	25
Network+	13
PCT Theory	11
Pharmacy Calculations	19
Security+	8
Venipuncture	16
Total	230

The chart below identifies the specific externship course, and the number of students enrolled.

Continuing Education Non- Credit Courses	August Enrollments
CNA Clinicals	95
Venipuncture Clinical	5
Advance Patient Care Tech Clinical	6
Total	106

These outcomes directly support BCCC's strategic priority to elevate workforce development and job placement.

Partnerships and Community Outreach

In alignment with our mission to cultivate meaningful partnerships that enhance educational and workforce opportunities for our students and community, the following initiatives demonstrate our ongoing commitment to collaboration and impact.

Baltimore City Public Schools – Summer Boost Program

The 2025 Summer Boost Program, in partnership with Baltimore City Public Schools, Baltimore Promise, and Urban Alliance, has successfully transitioned 95 students into externships following their completion of training in Certified Nursing Assistant, Pharmacy Technician, and Phlebotomy programs. This initiative directly supports BCCC's workforce development goals by creating early career pathways for high school students in high-demand healthcare fields, fostering both educational attainment and job readiness. It also strengthens the pipeline between secondary education and postsecondary workforce credentials.

University of Maryland Medical Center (UMMC)

An amended affiliate agreement with UMMC was approved in August to include clinical pharmacy externships. Participants from the Summer Boost program will be the first cohort to benefit from these

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

Maryland Department of Corrections

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

Mayor's Office of Employment Development (MOED) and Baltimore City Workforce Development Board (BWDB) – Maryland Works for Wind

WDCE Directed participated in the Maryland Works for Wind partnership meeting and received information on the *Blue Economy and Jobs in Maryland* that is focused on three key industries and career paths which include manufacturing, construction and transportation. Trump administration's decision to revoke approval for the Maryland offshore wind project is part of a broader series of actions impacting the U.S. offshore wind industry has funding for this program on hold.

WIOA Individual Training Agreement (ITA)

In July, BCCC received an amendment to extend the WIOA ITA through June 30, 2026, with an increased compensation of \$187,400. The amendment also includes updated budget allocations and funding sources. This funding extension ensures continued access to tuition support for eligible students pursuing workforce training. It reinforces BCCC's role as a WIOA-approved training provider, enabling low-income and unemployed individuals to access career-focused education.

Greater Baltimore Committee

BCCC Directors attended a networking event hosted by the Greater Baltimore Committee at Camden Yards, engaging with community organizations and stakeholders focused on economic development. Participation in regional economic forums strengthens BCCC's strategic partnerships and helps align training programs with employer needs. It also positions BCCC as a key player in regional workforce planning. WDCE Director will participate in monthly partner meetings to continue to expand the partnership and fulfil the MOU Agreement.

Greater Mondawmin Coordinating Council

BCCC and the Greater Mondawmin Council have signed a Memorandum of Understanding (MOU) to advance the governor's "ENOUGH Initiative," a program designed to reduce child poverty. This partnership will focus on implementing "Cradle to Career Education" and creating "Economically Secure Families" through various programming and services.

Goodwill Industries

The Goodwill cohort in the Certified Nursing Assistant program achieved a 92% completion rate, with students moving into externships in August. Additionally, CVS Pharmacy has approved funding to support a new Pharmacy Technician training cohort, including supportive services and tutoring. This partnership exemplifies community-based workforce development, combining training, wraparound support, and employer sponsorship. It enhances student success and ensures job placement readiness, particularly for underserved populations. Classes for this cohort start September 2 with 11 future Pharmacy Technicians enrolled.

BCR Cyber

WDCE leadership is coordinating the launch of the Workforce Accelerator (CWA) registration site, with plans to add the program to the master schedule in September. Coordination with billing, operations and communications is underway. The impact of this initiative supports BCCC's expansion into digital and cybersecurity training, a critical growth area in the regional economy. It also reflects BCCC's commitment to modernizing workforce offerings and improving access through digital platforms.

Community Engagement and Outreach – August 2025

Baltimore City Community College (BCCC) continues to demonstrate a strong commitment to workforce development and job placement through its robust community engagement and outreach initiatives. August 2025 outreach data reflect significant interest in career-oriented programs, underscoring the community's demand for accessible, skill-based education that leads directly to employment opportunities.

Our outreach efforts below continue to expand, reflecting strong community interest and engagement.

Outreach Events/Inquiries/Sources	August
Students Inquiry Forms, CRM Recruit	
Community Health Worker	19
Certified Medical Assistant	45
Certified Medical Assistant Update	3
Certified Nursing Assistant/Geriatric Nursing Assistant	96
Emergency Medical Technician	51
Multi Skilled Medical Technician	18
Patient Care Technician	31
Pharmacy Technician	98
Venipuncture/Phlebotomy	57
101Automotive/Deisel	8
Commercial Driver's License CDL-B)	65
Childcare	51
Construction	22
Warehousing/Logistics	9
Undecided	5
Customer Service	4
Cyber Security	45
Microsoft	6
Five (5) Online Info Sessions	146
Emails Inquiries Workforce Team	101
SNAP/DSS Referrals	7
MOED Outreach/Unite Us Referrals	17
Total Inquiries	904

In August 2025, BCCC Workforce Development recorded a total of 904 inquiries, reflecting strong engagement and alignment with the college's strategic realignment goal to prioritize workforce development and job placement in Baltimore City.

Key Highlights from Customer Relations Management System (CRM)**Healthcare Training Dominates Interest**

Over 50% of inquiries were for healthcare-related certifications, including:

- 96 - Certified Nursing Assistant/Geriatric Nursing Assistant
- 57 - Venipuncture/Phlebotomy
- 98 - Pharmacy Technician
- 51 - Emergency Medical Technician

Transportation & Skilled Trades Inquiries

- 65 - Commercial Driver's License (CDL-B)
- 51 - Childcare
- 39 - Construction & Automotive

Technology & Customer Service Inquiries

- 45 - Cybersecurity
- 10 - Customer Service

Virtual Outreach Success/Weekly Online Orientations

Five online information sessions attracted 146 attendees, indicating strong digital engagement.

Partnership & Pipeline Development

MOED outreach generated seventeen (17) contacts.

Ten (10) individuals completed pre-intake questionnaires, signaling readiness for enrollment.

And seven (7) referrals were received through Unite Us

This outreach data supports BCCC's realignment initiative by:

- Targeting high-demand sectors (healthcare, transportation, trades)
- Building pathways to employment through certification programs
- Expanding access via virtual engagement and community partnerships

WDCE engagement in the community reflects a vibrant and responsive outreach strategy. The data supports the prioritization of workforce development by:

- Aligning program offerings with high-demand sectors such as healthcare, transportation, and skilled trades.
- Expanding partnerships with employers and community organizations to enhance job placement pipelines.
- Investing in digital and hybrid learning formats to increase accessibility and engagement.

Program - Year to Date 7/1/2025 through 08/31/2025**Healthcare**

Course	Enrolled	Completers	License / Certificate
CNA/GNA	34	71*	46 and 5 Pending
Pharmacy Technician	15	2	5
Venipuncture/Phlebotomy	24	12	1
Community Health Worker (CHW)	0	5*	3 Pending

Patient Care Tech	14	6 (Pending Clinicals)	
Emergency Management Tech (EMT)	47	29	5 and 5 Pending

*37 students started class during the month of May and completed during the month of August

**5 students started class during the month of May and completed during the month of August

Cyber Security and Information Technology

Course	Enrolled	Completers	License / Certificate
A+	32	5	8
Computer Networking Concepts	24	21	9
Network +	12	6	4
Security +	8	2	10

Transportation, Logistics and Childcare

Course	Enrolled	Completers	License / Certificate
Commercial Driver's License (CDL) Class B	51	4	25
Warehouse & Logistics	5	5	5
Diesel Mechanics	4	4	4
Childcare (combined)	59	55	55

WDCE has significantly expanded its contract training initiatives with key local partners:

- Goodwill Partnership: BCCC will deliver Pharmacy Technician training to Goodwill students, generating \$23,760 in new revenue.
- University of Maryland: A new contract will provide Digital Literacy training to up to seven cohorts, contributing \$17,500 in revenue.
- Department of Corrections: WDCE has re-engaged its partnership to host employee training at the Reisterstown Plaza location, increasing both revenue and FTEs.
- Johns Hopkins University: BCCC is collaborating on the development and implementation of healthcare workforce training modules for the National Human Genome Research Institute, adding \$17,500 in revenue.

Career Services

In Fall 2025, WDCE launched its asynchronous Job Readiness course, offering students flexible access to training in workplace communication, professionalism, résumé and cover letter writing, job search strategies, and mock interviews. To support students who prefer in-person learning, the course is supplemented with on-site assistance at Liberty Campus throughout the week.

WDCE has strengthened its partnerships with city agencies, employers, and community organizations, participating in key outreach events including:

- MOED Safe Streets Penn North Hiring/Resource Fair
- University of Maryland – Midtown Hiring Event
- Catholic Charities Annual Resource Fair

At these events, WDCE promoted BCCC's educational pathways, stackable credentials, and career opportunities.

Below is the average salary for our students from the beginning of the calendar year. We have placed 335 students with an average hourly rate of \$21.31.

Summary	# of Students	Summary	Hourly Rate
FY2025 Q3	169	FY2025 Q3	\$21.75
FY2025 Q4	136	FY2025 Q4	\$20.75
FY2026 Q1*	30	FY2026 Q1	\$21.42
Calendar Year Subtotal	335	Calendar Year Subtotal Average Salary	\$21.31

*July and August only

Looking ahead, WDCE is advocating for living-wage employment by engaging employers committed to supporting equitable entry-level salaries. A collegewide Career and Resource Fair will be hosted this fall to connect students with meaningful opportunities.

Facilities

Project Recently Completed

- Fine Arts Music Room

Projects Under Construction

- Life Sciences Building Fire Cleanup
- Life Sciences & Fine Arts HVAC Upgrades
- Elevator Renovation
- Main Building Restroom Renovation
- West Pavilion Exterior Window and Storefront Replacement

Projects in Design Stage

- Dental Hygiene Clinic Renovation
- West Pavilion Restrooms Renovation
- South Pavilion Restrooms Renovation
- Physical Education Roof Replacement
- Life Sciences 1st through 4th Floor Renovation
- South Pavilion Exterior Window Replacement
- Fine Arts Curtainwall Replacement
- Learning Commons (New Library)
- Wellness Center
- Facilities Building
- Nurings Building
- North Pavilion Demolition

Public Safety

Public Safety's role in addressing, preventing, and providing awareness training is crucial to keeping BCCC stakeholders safe. We continue to report zero crime incidents occurring on Campus. Approximately 180 staff and faculty members participated in "Active Shooter" training provided by the Baltimore City Police Department. During this year's opening week, we increased safety officers' presence and on campus and as a result we decreased parking citations by 25%.

STUDENT AFFAIRS + REALIGNMENT TASK #5

Office of the Vice President for Student Affairs

2025-2026 Priorities

Priority One: Strengthen student retention and completion through implementation of a first-year experience (FYE) program that includes mandatory advising & orientation sessions, peer mentoring, and success workshops (i.e., time management, financial literacy, and career planning). In collaboration with Academic Affairs, develop and implement an early alert system to identify at-risk students to improve student persistence and degree attainment.

Priority Two: Rebrand and enhance external partnerships with Baltimore City Public Schools to develop targeted developmental coursework that supports college readiness and expands dual enrollment access. This initiative aligns with the Blueprint for Maryland's Future by creating structured academic pathways for high school students, particularly those who need additional preparation to succeed in college-level work.

Priority Three: Develop and implement the Strategic Enrollment and Retention Plan “*Building Bridges to Success: Strategic Enrollment and Retention Framework*” to support institutional growth and student success. This initiative will focus on data-informed decision-making, targeted outreach to underserved populations, and the integration of academic and student support services.

Priority Four: Complete a comprehensive review of existing student policies to identify outdated or inequitable practices and, where necessary, lead to the development of new policies that better support student success, engagement, and well-being.

Priority Five: Collaborate with Academic Affairs to assess the current academic advising model and develop a more integrated, student-centered approach. This initiative will involve a comprehensive evaluation of advising structures, practices, and outcomes, with the goal of implementing a new model that is proactive, equitable, and aligned with national best practices.

Priority Six: Rebrand the Mayor's Scholars Program to “*City Scholars Program*”, reflecting a broader, more inclusive identity that resonates with Baltimore City students and families. This reimagined initiative will include enhanced programming, proactive advising, and targeted student recruitment strategies to strengthen the dual enrollment pipeline and improve student outcomes.

Priority Seven: Streamline student services to improve student experience. Priorities include developing a student handbook, enhancing new student orientation experience (virtual, online, in-person), implementing chatbots, automated phone services, and mental health services or accommodations. As well as developing integrated service models that reduce barriers and improve responsiveness.

Priority Eight: Implement a comprehensive professional development plan focused on enhancing staff competencies, student engagement, and service excellence. Development of a student-centered customer service model that promotes consistency, responsiveness, and care across all student touchpoints.

Area Highlights

Realignment Task #5***“Align the budget of BCCC with realistic enrollment projections.”*****ADMISSIONS**

Admissions leveraged *Who’s Next* to strengthen outreach, tracking, and engagement with prospective students. The platform has enhanced our ability to identify and connect with students earlier in the decision-making process, resulting in more personalized communication and timely follow-up. For July and August, 1,328 prospective students were touched.

Admissions entered Phase I of utilizing new tools designed to enhance internal efficiencies while strengthening the overall customer experience. Specifically, the team has begun implementation of CRM Recruit Event Management, which allows for more streamlined event planning, improved data capture, and targeted follow-up with prospective students and families. These enhancements are expected to reduce manual processes, improve responsiveness, and create a more seamless journey for applicants. The next stage of implementation will further integrate outreach, communication, and applicant support.

Operational Highlights

Recruitment efforts in July and August have been intentionally broad and inclusive, targeting multiple student types and diverse demographics across Baltimore City and surrounding areas. There were 20 events in total (*see chart below*). The team engaged with traditional high school students through college fairs, dual enrollment partnerships, and on-site school visits. Outreach also extended to adult learners, career changers, and working professionals through community events, workforce development collaborations, and employer-based information sessions. Veterans, international students, and members of underrepresented populations were reached through specialized workshops, cultural events, and partnerships with community-based organizations. By diversifying recruitment strategies and tailoring messaging to the needs of each group, BCCC has expanded its visibility and strengthened its ability to attract students who reflect the vibrancy of the city we serve.

Event Name	Type of Event
July 2025	
7/1: Rock the Block (2)	Community Engagement
7/12: 10:12 Sports	Information Session
7/15: Rock the Block (2 events)	Community Engagement
7/17: Career Coach Initiative	Campus Tour
7/24: Rock the Block (2 events)	Community Engagement
7/29: Rock the Block (2 events)	Community Engagement
7/30: Whiting-Turner HS Intern College Fair	College Fair
August 2025	
8/2: Afro Soul	Community Engagement
8/8: Rock the Block (2 events)	Community Engagement
8/12: Rock the Block (2 events)	Community Engagement
8/14: Rock the Block (2 events)	Community Engagement
8/19: Rock the Block (2 events)	Community Engagement
Total Events: 20	Event Types: 4 - Community Engagement, Information Session, Campus Tour, and College Fair

Next Steps:

- Enhance the Admissions Experience: Improve the prospective student journey by providing updated print resources, clear and welcoming signage, and additional tools that safeguard privacy during the admissions process.
- Strengthen Recruitment Strategies: Expand recruitment efforts through deeper cross-departmental collaborations, ensuring that prospective students receive a more comprehensive and informative introduction to BCCC's academic programs, support services, and pathways to success.

EARLY COLLEGE ACCESS & PROGRAMS

The Early College and Access Program advanced its strategic mission this summer by strengthening collaborations with the Baltimore City Public School System. These efforts are directly aligned with the [Blueprint for Maryland's Future](#), which calls for expanded and equitable access to early college experiences. In partnership with City Schools, the program is laying the groundwork for Baltimore City Community College to serve as the district's primary provider of dual enrollment opportunities. This work positions BCCC as a central partner in preparing high school students for college-level success, reducing barriers to higher education, and creating clear, affordable pathways to degree completion and workforce readiness.

Operational Highlights

- Increased awareness and understanding regarding the pre-college coursework, which is slated to be beta tested in select schools next semester.
- Instituted site-based technical assistance sessions (re: application process to ensure dual enrollment students are registered).
- Collaborated with various offices to ensure dual enrollment students had essential resources (re: textbooks, professors, access to school-sponsored electronic tools).

Fall 2025 Dual Enrollment Summary

School	Number of Courses	Number Slated for the Courses
Bais Yaakov	5	67
Baltimore Design School (BDS)	1	13
Baltimore School for the Arts (BSA)	1	1
Coppin Academy	2	29
Dunbar	2	18
Douglas	2	1
Forest Park	2	10
REACH!	2	42
The Community School	1	7
Vivienne T. Thomas	2	30
Western	1	1
Total	21	219

Next Steps:

- Expand Dual Enrollment Partnerships: Deepen collaboration with Baltimore City Public Schools to increase the number of participating high schools and broaden access to dual enrollment opportunities in alignment with the Blueprint for Maryland's Future.
- Strengthen Internal Collaboration: Establish improved protocols to streamline course selection, staffing, admissions, and registration processes, ensuring greater efficiency and alignment across departments

VETERAN SERVICES

Veteran Services (VS) is dedicated to expanding and strengthening support for our veteran students to enhance their academic success and overall college experience. As we wrap up summer and enter the fall, our goal is to provide a comprehensive range of services tailored to meet the unique needs of veterans, both academically and socially, while fostering a supportive environment that encourages personal growth and community engagement. We aim to ensure that our veterans feel empowered, supported, and equipped to navigate their higher education journey, while also promoting understanding and appreciation for their experiences across the campus community.

Operational Highlights

Over the past two months, the VS department has made a continuous effort to enhance support for veteran students through various admissions and enrollment initiatives. BCCC was officially recognized as a Yellow Ribbon Program participant, further expanding the resources we can provide to our students.

For enrollment, over 30 military-connected students during the summer, both new and current, were helped with the registration process and aided in understanding and utilizing their education benefits. Through personalized in-person sessions, various other students were given guidance in selecting courses, planning their degree paths, and navigating the transfer credit process, ensuring that their military experience was fully recognized and applied toward their academic goals.

A comprehensive overhaul of the BCCC veteran's webpage was conducted, and all identified updates will be reflected on the newest update, to include the addition of a BCCC Veterans Student Lounge specific info-page. In addition, as part of our ongoing efforts, we are developing an online admissions guide specifically tailored to veterans, which will provide step-by-step instructions for navigating the application process, understanding available benefits, and connecting with on-campus support services.

Next Steps:

- Increase community outreach efforts through partnerships with veterans' organizations and local military bases, aiming for a 10% increase in military connected students by Fall 2026.
- Create a comprehensive "Veterans Admissions Roadmap" guide that simplifies the application, enrollment, and benefits process for veteran students.

INTERNATIONAL STUDENT SERVICES

International Student Services (ISS) at Baltimore City Community College (BCCC) manages the full lifecycle of international students—from admissions through graduation and beyond, including Optional Practical Training (OPT) and SEVIS transfer-out processes. The office provides comprehensive support and ensures institutional compliance with federal regulations governing non-immigrant students, while fostering academic success, personal well-being, and intercultural engagement.

By integrating international admissions, immigration compliance, and student development, ISS supports the recruitment, enrollment, and overall success of BCCC's international student population. The office advances the College's mission and ensures that students thrive academically, personally, and interculturallly.

Operational Highlights

a. Enrollment Growth

- Fall 2025 International Student Enrollment: 202 students (F-1 visa only), reflecting a 41% increase from Spring 2025 enrollment.
- Students represent 30 countries, with the largest representation from Nepal (70%) and Nigeria (15%).

b. International Student Services & Retention Efforts

During July–August 2025, ISS provided extensive individualized support through:

- F-1 visa students: 230 in-person meetings and 70 zoom/phone consultations appointments.
- A Mandatory International Student Orientation for Fall 2025.

Next Steps:

- Federal Compliance: Complete SEVIS registration for all F-1 visa students by the federal deadline of September 24, 2025.
- Student Engagement: Support the International Student Club and expand leadership development opportunities.
- Pathways for Success: Host an International Transfer Fair to connect students with transfer institutions and guide their next academic journey.

ATHLETICS

The Athletic Department is gearing up for the fall season. A new Head women's Basketball Coach has been hired. The new coach brings to the program experience at the NCAA and junior college level.

The 2025-26 schedules for Women's Volleyball and Men's and Women's Basketball are posted on the Athletic Department website www.bcccpanthers.com

Next Steps:

To promote student engagement and wellness, the Athletics Department will launch an intramural sports program beginning in the Fall semester. This program provides opportunities for students to participate in recreational activities that foster teamwork, leadership, and healthy lifestyles. Planned offerings include, but are not limited to:

- **Aerobics:** Group fitness sessions to encourage physical activity and stress relief available for students, staff, and faculty.
- **Volleyball and Basketball:** Competitive yet recreational leagues designed to build camaraderie among students.

In addition to intramural programming, the department will explore the development of a men's soccer team.

FINANCIAL AID

The Office of Financial Aid continued to support students by delivering timely aid processing, outreach, and compliance while preparing for the 2025–2026 award year. Major highlights include processing over 10,000 FAFSA applications, issuing over \$20 million in Pell Grant offers, streamlining bookstore (BNC) processes, and orienting approximately 100 Federal Work-Study (FWS) students.

Operational Highlights

25–26 Award Year Setup

- Successfully downloaded 10,157 FAFSA records for the 2025–26 award year.
- Offered \$20,523,013 in Federal Pell Grants to prospective students with valid FAFSAs listing BCCC.
- Offered \$819,000 in FSEOG awards to eligible prospective students.
- Allocated \$557,085 in FWS funds across eligible students, with approximately 100 students already signed up for fall participation.

24–25 Award Year Disbursements (to date)

- Federal Pell Grant: \$9,793,638
- Federal Supplemental Educational Opportunity Grant (FSEOG): \$1,053,760
- Federal Work-Study (FWS): \$691,782
- State Aid: \$371,362
- Institutional Aid: \$115,123
- Total Aid Disbursed: \$12,025,665

Operational Improvements

- Streamlined Barnes & Noble College (BNC) bookstore process to clearly separate educational and non-educational supplies, ensuring compliance with Title IV regulations.

Next Steps:

- Continue monitoring and reconciling state and federal funds monthly to ensure compliance and accurate reporting.
- Expand professional development opportunities for staff to stay abreast of federal financial aid requirements
- Enhance cross-departmental collaboration (Student Accounts, Registrar, and IT) to improve financial aid automation and reporting accuracy.

MAYOR’S SCHOLARS PROGRAM

Summer Bridge Planning

The Mayor’s Scholars Program meets weekly with campus stakeholders to discuss summer bridge initiatives utilizing data from orientation, course schedules, and staffing in preparation for the 2025-2026 Mayor’s Scholars Summer Bridge program.

Summer Bridge

MSP hosted the Summer Bridge Program at Baltimore City Community College beginning July 7, 2025, and ending August 8, 2025. Several departments on campus participated by providing information regarding on campus support. The Mayor’s Scholars Program also worked with the Registrar’s Office to ensure students were registered for the summer.

Total Confirmed students	Total Orientation Attendance	Total Summer Bridge Participants	Total Youth Works Participants
502	161	176	69

MSP hosted Youth Works participants who were taking courses on campus during the summer bridge program as part of their role for the summer, as well as Youth Works participants who supported staff during the program.

This 2025 Summer Bridge courses offered embedded tutors in the updated Computer Literacy (CLT 100) course to support new students in the course. MSP also offered activities throughout the summer for student participation including Financial Literacy, Panther Talks, and an End-of-Semester Celebration.

Continued Outreach

MSP reached out to the students who did not attend the summer bridge program as well as students who are currently applying for the Mayor's Scholars program to inform them about Fall registration and next steps.

Strategic Initiatives

Continued review of processes to create Standard Operating Procedures (SOPs) for the MSP program and update the operational calendars and timelines for the Mayor's Scholars Program as well as the communication plans for Banner and CRM. The Mayor's Scholars Program continues to determine ways to connect with Baltimore City Public Schools and students while also streamlining the advising and registration process.

Next Steps:

- Increase programmatic efficiency through internal process review.
- Launch a rebranding plan to "reintroduce" MSP as a cohort, wrap around service program.

RECORDS & REGISTRATION

The Office of Records and Registration successfully completed 498-degree audits, culminating in the awarding of 38 degrees and/or certificates.

The Office worked with IT to implement Banner Degree Works for students. Degree Works is an online degree audit and academic planning tool that helps students track their progress toward graduation. It shows completed, in-progress, and remaining requirements in an easy-to-read format.

Next Steps:

- Collaborate with Financial Aid to finalize the annual reporting submission for gainful employment, due September 30, 2025
- Work with Ellucian Advisory Services to
 - implement enhancements in Banner for linking lectures and labs
 - prevent students from registering for the same course at a different time

STUDENT LIFE & ENGAGEMENT

The Office of Student Life & Engagement spent July and August preparing for the arrival of the Mayors Scholars Program students to provide premiere programming for those students, as well as providing training for Student Leaders for the fall. Student Life & Engagement worked with 14 Clubs and Organizations to include the Student Government Association, the Student Leadership Club and Student Ambassadors to train and prepare for the 2025-2026 academic year.

Student Leadership Training

The Assistant Dean of Student Life & Engagement and the Office of Student Life hosted a Student Leadership Retreat on August 12, 2025. This retreat included club leaders from each of the 14 active clubs and organizations, the Student Government Association Leadership, and Student Ambassadors. Students participated in ice breakers, team building exercises, and training on how to be a student leader, how to conduct campus tours, and how to represent BCCC in a positive manner as they host external guests on campus tours and visits to the campus.

Inter-department Collaborations

The Office of Student Life & Engagement supported the Mayor's Scholars Program in their Orientation on June 30th and July 1st. The members of the staff worked as volunteers to assist with check-in and planning for the two-day orientation and helped to facilitate student ambassadors and volunteers who served as tour guides and mentors to new students throughout the day.

The Assistant Dean of Student Life & Engagement also currently participates in weekly meetings with the Interim Vice President of Student Affairs, Assistant Vice President of Student Affairs, Student Support & Wellness Coordinator, and representatives from the Student Government Association in the OTC Planning Committee.

New Student Orientation

The Office of Student Life & Engagement collaborated with the Vice President of Student Affairs to assist in the logistics of the New Student Orientation experience. The staff worked to train Student Ambassadors, prepare decorations and setup, and assist in organization for the Organizational/Community Fair on the day of New Student Orientation.

Welcome Week Fall 2025

The Office of Student Life & Engagement acquired volunteers from across the campus to participate in Welcome Week. These volunteers were able to post around campus in the Main Building lower and upper atrium, the Life Science Building Lobby, and the GAARE building to be a resource to students who may be lost or seeking information during their first week of classes. These volunteers were given campus maps, course-wide master schedules, snacks, and flyers to distribute to students and serve as a warm and welcoming face.

Community Leadership Conference

The Assistant Dean of Student Life & Engagement continues to lead the Planning & Marketing Committee of the 15th Annual Service-Learning & Civic Engagement (SLCE) Conference, hosted by Coppin State University on Saturday, October 25, 2025.

Community Service

Community Organization	BCCC Organization	Date(s)	# of Hours
Project Love Yourself	Student Leadership Club	Ongoing	9
Paul's Place Baltimore	Student Leadership Club	Ongoing	2
Panther Giving Closet	Student Government Association	Ongoing	3
		Total Hours	14 hours

Activities and Events

Event Title	Sponsoring Org.	Date
Celebrating Juneteenth	Student Life & Engagement / History Club	6/18
Celebrating Pride Month	Student Life & Engagement / Gender & Sexualities Alliance (GSA) Club	6/25
Summer Palooza	Student Life & Engagement	7/16
Ice Cream Social	Student Life & Engagement	7/21
Welcome Day Activities	Student Life & Engagement	7/25
Welcome Back Bingo	Student Life & Engagement	7/26
Welcome Back Bash	Student Life & Engagement	7/27
Involvement Fair	Student Life & Engagement	7/28
National Overdose Awareness Day	Student Life & Engagement	7/29
Field Day Friday	Student Life & Engagement	7/29

STUDENT SUPPORT: WELLNESS AND DISABILITY SUPPORT SERVICE CENTER

During the month of August 2025, the Student Support and Wellness Services office (SSWS) served approximately (30) students, virtually and in person via office visits, intakes, and scheduled counseling sessions with (11) new student service requests. Students this month present with issues surrounding school- related stress, relationship issues, anxiety, and substance use.

SSWS was represented at (26) campus planning and routine meetings. SSWS counselors attended (16) off-campus meetings and continuing education events to help continue attaining knowledge, competencies and build community partners & resources to best serve students. The continuation of identifying basic needs, resources and campus support is active. Further efforts will continue in hopes of creating personalized resources for the BCCC community.

During the summer, Disability Support Service Center (DSSC) spearheaded a marketing campaign and a series of impactful initiatives over the past month. To further improve the reach and effectiveness of our mission, DSSC organized several informative lectures and presentations. These sessions provided valuable insights into the benefits and services offered by the DSSC, empowering students, parents, and staff with essential knowledge.

Our weekly recruitment efforts focused on raising disability awareness among both existing and potential students. By actively engaging in networking with Local, Regional, and National Disability Organizations, we have been promoting Disability Inclusion as a core value within the College community.

STUDENT SUCCESS CENTER

The Advising Office focused on supporting students during a critical transition period leading into the fall semester. Key activities included:

- **New Student Orientation Support:** Advisors participated in orientation sessions, helping incoming students understand degree requirements, register for classes, and navigate academic resources.
- **Fall Registration Assistance:** The team provided one-on-one and group advising to ensure students finalized their schedules, resolved registration holds, and selected courses aligned with their academic plans.
- **Degree Planning and Audits:** Advisors used Degree Works to review student progress, update academic plans, and identify students at risk of falling behind.
- **Transfer and Readmit Advising:** Special attention was given to transfer and returning students, ensuring their credits were evaluated and applied correctly.
- **Collaboration with Enrollment and Financial Aid:** Advisors worked closely with other departments to address enrollment challenges and assist students with financial aid questions impacting course registration.

In comparing July 2024 to July 2025, there was a slight decrease in the number of visits. Fifty-four fewer visits occurred in July 2025 as compared to July 2024. This trend continued in August. As compared to August 2024, there were 421 fewer visits. This could be due to the roll out of Banner self-service features.

Year	June	July	August	Summer Total
2024	789	976	1,985	3,750
2025	642	912	1,564	3,118

Operations Highlights

- **Advising 100:** Staff in the Student Success Center conducted 51 Advising 100 Session. A total of 122 students participated. These sessions were offered primarily in person, primarily; 16 sessions were offered virtually.
- **Hiring:** The Student Success Center welcomed a new Academic Advisor, Ms. Tynita Blythe, who began on July 16, 2025.
- **Panther Success:** Our team is increasing the number of ways in which students who are enrolled for a minimum number of credits can be eligible for incentives. During the months of July and August we hosted asynchronous activities designed to help students learn more about BCCC and prepare for the upcoming semester. In July, students who were registered for at least 3 credits during the summer could earn their stipend by participating in the BCCC Scavenger Hunt with at least 70% success rate. In August, student participants had the opportunity to learn about S.M.A.R.T. Goals. If they completed the associated quiz with at least a 70% and are registered for at least 9 credits in the Fall, they were eligible for their monthly stipend.

Next Steps:

- **Academic Standing:** The Student Success Center staff will take a proactive approach to support students on Academic Probation. By establishing a cadence of messages for students to encourage, inform and offer individual advising appointments mid-semester. It is our hope, with additional support, these students will move back to good academic standing.
- **Group Sessions:** The Student Success Center is in the process of examining the content of two group sessions: *Advising 100* and *Ready? Set. Graduate!* The goal is to make sure the content is thorough, timely, and as interactive as possible to ensure students remain engaged and leave informed.

- **Panther Success:** The team will continue to increase the number of planned activities, (in-person, synchronous, and asynchronous) for students to earn their monthly stipend. We want to make sure students have opportunities to learn more about their academic journeys and future career opportunities beyond what an Academic Advisor can provide.

TESTING CENTER

The Testing Center administered 1,629 exams for students and community members from July to August.

Exam Name	July 2025		August 2025	
	Exams Administered	Revenue	Exams Administered	Revenue
Accuplacer	325		383	
Accuplacer ESL	35		24	
Accuplacer MSP	27		19	
Accuplacer MSP ESL	7		0	
Accuplacer ATB	0		0	
Accuplacer HS Testing	1		2	
Accuplacer Retest	24		24	
BCCC Course Exams	4		6	
Biology Exemption	16		34	
Biology Exemption Retest	2		4	
CLEP	4	\$33.95	4	\$135.80
Computer Literacy	12		14	
Computer Literacy Retest	2		3	
External Accuplacer	2	\$67.90	2	\$67.90
External Course Exams	9	\$305.55	4	\$101.85
GED	34	\$358.75	27	
Pearson Vue IT Exams	7	\$32.50	10	
Parapro	36	\$1,222.20	48	\$1,659.00
Placement Bonanza Event	10		412	
TEAS	20	\$645.05	32	\$1,086.40
Exams Given (Month)	577		1052	
Number of Individuals Tested (Month)	478		854	
Revenue Generated (Month)	\$2,665.90		\$3,050.95	
	Total Exams Given		1,629	
	Total # of Individuals Tested		1,332	
	Total Revenue Generated		\$5,716.85	

BCCC Testing Center administered:

- 577 exams in-person to 478 individuals (unduplicated) in July.
- 1,052 exams in-person to 854 individuals (unduplicated) in August.

TRIO STUDENT SUPPORT SERVICES

The TRIO Student Support Services (SSS) program advanced student success through holistic, high-impact support. Staff engaged in targeted outreach to current participants, welcomed new students, and developed individualized action plans addressing academic, personal, and career goals.

Grant Award Update

Baltimore City Community College has been awarded a \$2,076,450 TRIO Student Support Services (SSS) grant from the U.S. Department of Education for the 2025 to 2030 cycle. The annual award of \$415,290 will allow the College to continue serving 230 students each year, strengthening persistence, graduation, and transfer outcomes. In doing so, the renewal affirms BCCC's commitment to fostering academic achievement and advancing long-term student success.

Advising & Student Support

Staff conducted 67 advising sessions with 48 participants, covering:

- Academic Advising & Coaching: Goal setting, course registration, and academic planning.
- Financial Aid Support: Federal, state, and private scholarship assistance.
- Financial Literacy: Money management skills.
- Transfer Planning: Guidance for transitioning to four-year institutions.
- Career Exploration: Decision-making tools and strategies.
- Monthly Check-Ins: Degree audits, financial aid status, tutoring needs, technology access, and referrals.

Programming

Mentor Mingo (7/22): SSS Peer Mentors hosted an Art Canvas Painting Workshop, encouraging students to express their creativity in a relaxed environment. The session also included a College Match Activity, where students learned about different colleges through interactive games.

Level Up! TRIO SSS Leadership Summit – Terrapin Adventures (8/20): Students participated in an off-campus leadership development trip to Terrapin Adventures in Savage, MD. The program fostered leadership skills, teamwork, and self-confidence while encouraging students to build stronger peer connections.

StudentLingo Online Workshops: 174 participants enrolled, with 29 actively engaging in self-paced personal development courses that enhance persistence and growth.

Partnerships & Campus Engagement

Major Scholars Program – Summer Bridge Orientation (7/1): Presented on academic preparation, campus resources, and student support services to incoming Summer Bridge students, reinforcing early engagement and retention.

Professional Development

Connect, Discuss, and Learn (7/8): Program staff participated in the Council for Opportunity in Education's (COE) virtual session designed for TRIO professionals. This platform provided an opportunity to connect with peers, discuss current challenges, and learn about legislative and regulatory updates pertinent to TRIO programs. Attendees gained insights into recent developments from Capitol Hill and the U.S. Department of Education, enhancing their understanding of policy impacts on TRIO services.

SSS Grantee Budget Webinar (7/30): The Director attended a U.S. Department of Education session focused on budget compliance and fiscal best practices.

COE Community-wide Meeting (8/5): Discussed the need for our community to mobilize in the coming weeks to advocate for a timelier release of grant notifications and to strengthen support for FY26 funding.

TRIO UPWARD BOUND MATH & SCIENCES

TRIO Upward Bound Math and Science (UBMS) program successfully completed its rigorous Summer College Academy at Towson University. In August, our focus shifted to collecting evaluative feedback from both staff and students to inform programming and curriculum for the upcoming school year.

Staff assisted graduates with their college transition, including course registration, textbook access, financial aid, and identifying campus resources at their respective institutions. Staff engaged with target schools and students to gather transcripts and other documentation required for the 2025 U.S. Department of Education Annual Performance Report (APR).

Grant Award Update

- 2024–25 Grant Participant Goal: 62 — 100% met.
- In August, we recruited two new students for the 2025–26 school year. Recruitment efforts will continue into September in preparation for the new grant year beginning October 1, 2025.

Baltimore City Community College received the 2025–26 Grant Award Notification (GAN) for the continuation of the TRIO Upward Bound Math and Science program. This is a continuation of the 2022–2027 cycle approved funding of \$1,226,116 with \$309,505 annually from the U.S. Department of Education. This award supports the program’s ability to serve 62 students annually.

Fall Enrollment

Seventeen (17) UBMS graduates enrolled in college for Fall 2025:

- Baltimore City Community College: 6 students
- Morgan State University: 2 students
- University of Maryland Eastern Shore: 1 student
- Towson University: 1 student
- University of Maryland College Park: 2 students
- Howard University: 1 student
- North Carolina A&T State University: 1 student
- McDaniel College: 1 student
- Goucher College: 1 student
- Bowie State University: 1 student

Partnerships & Campus Engagement

- Temple X Schools & Wellness Partnership Meeting — *August 8, 2025*
- Chesapeake Bay Foundation Partnership Meeting — *August 11, 2025*

INFORMATION TECHNOLOGY + REALIGNMENT TASK #9**Office of the Chief Information Officer**2025-2026 Priorities

Priority One: Create an automated phone service that would connect students with the appropriate office and also an AI/chatbot web-based functionality.

Priority Two: Develop internal communication and centralized intranet locations for employee resources

Priority Three: Conduct a needs assessment that will determine operational technology. Identify the departments that require immediate attention and begin addressing technology needs in a tiered approach.

Priority Four: Create a data-governance committee that continuously updates policies and procedures and cross communicates with all faculty and staff.

Priority Five: Implementation of Data Center Modernization II which backs up College data at the Liberty Campus, BioPark location and to the cloud as an additional safety measure

Area Highlights

Barnes and Noble College (BNC) First Day Complete: Worked with BNC to facilitate data interface in support of the BNC first day complete program. BCCC student-data exchange provides appropriate student enrollment information to facilitate attainment of required books, learning materials and supplies.

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 current Advisory Services contract with Ellucian has been updated and renewed whereby Ellucian will provide BCCC with ERP implementation assistance through June 30, 2026, via the updated Managed Services – Flexible Advisory Services contract. Flexible Advisory Services will encompass Banner Finance, Banner Financial Aid, Banner HR, Banner Student, Banner Student AR, CRM Recruit, and Programing/reporting.

Enterprise Applications

We continue to make good progress with implementing various aspects of the Ellucian Banner ERP and are keeping focused on critical implementation requirements via bi-weekly core group meetings. A scheduled project kickoff will occur this month

Recent successes include meeting Maryland state mandated deadline for implementing phase 1 of the Gross Pay initiative. All state agencies are required to move into the Gross Pay process and thereby

Banner ERP is utilized to process payroll bi-weekly by transmitting the Gross Pay file to the state who then issues the payroll checks.

Phase 2 of the Gross Pay process will implement a similar process with the Central Payroll Bureau and Department of Budget regarding employee personnel and benefit information transmitted from Banner. We are currently in the testing phase.

We have implemented a new Campus Directory in our test environment that will replace the existing manually updated Campus Directory when approved.

We are currently planning and preparing to migrate finance module configuration and process improvement enhancements done in the test environment to production. This will resolve the issues the finance and procurement teams are experiencing with Banner daily operation. Training materials are being built by the procurement office and the training schedule will be released.

The BCCC IT disaster recovery implementation is ongoing, and due to systems configuration complexity, we are working with Microsoft and completed the 1st. of several technical sessions to resolve the roadblocks that are holding up completion of this project. We have also identified the need for additional bandwidth, and this issue is currently being discussed with Maryland Department of Information Technology (MD DoIT).

FINANCE & ADMINISTRATION + REALIGNMENT TASKS #5, #6, #10**Office of the Vice President of Finance & Administration**2025-2026 Priorities

Priority One: Institute the College's comprehensive unit/program level budget process and allocation. This process guides important decisions regarding academic priorities, academic restructuring, budget/resource allocation, and planning.

Priority Two: Develop master financial planning and documents that are cross functional and refines processes for assessing operating and capital projections and resources.

Priority Three: Maintain central business activities, resources, policies, procedures, and information through a Business Continuity & Disaster Recovery Plan developed, tested and ready for use in the event of a disaster or major disruption of operations.

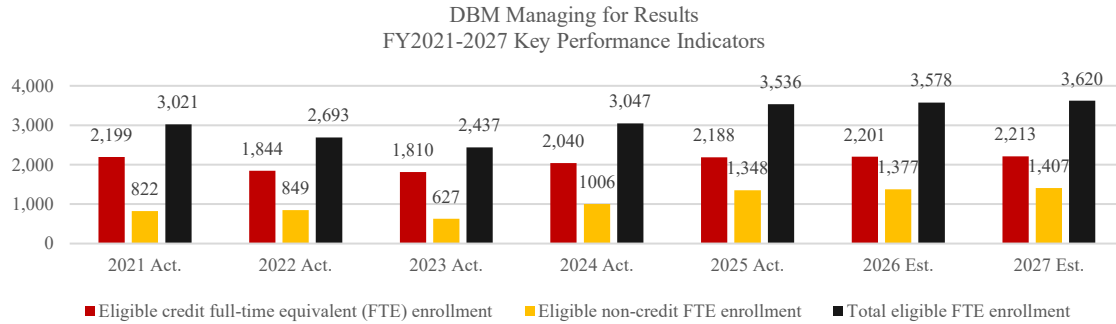
Priority Four: Prioritize talent acquisition and faculty, staff and leadership development to attract new and retain current employees. Support a welcoming and respectful workplace environment that drives and acknowledges excellence and innovation by supporting talent, engagement, and employee work experience.

Priority Five: Enhance strategic and sustainable auxiliary services (e.g. Barnes & Noble College Bookstore) to support a robust student experience. Expand partnerships to promote service excellence, sustainable practices, and financial viability and stability.

Area Highlights**Realignment Task #5**

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

The State of Maryland Department of Budgets and Management (DBM) annually requires the College to submit the Managing for Results (MFR) strategic planning, performance measurement, and budgeting process that emphasizes use of resources to achieve measurable results, accountability, efficiency, and continuous improvement in State government programs. The Offices of Budgets and Institutional Research co-lead the institutional analysis of 5-years trend data and develop 2-year projections through 2027 with input for other Cabinet areas. Performance measures include Eligible Credit Full-time Equivalent (FTE) enrollment, Eligible non-credit FTE enrollment, percentage of students on Pell Grants/financial aid, and a host of other student performance measures (degrees/certificates awarded, median income of career program graduates, licensure exam pass rates). The MFR key performance indicators align with the institution's MHEC performance indicators and planning efforts. See the Office of Institutional Effectiveness, Research & Planning 2025 Performance Accountability Report for additional information.



Realignment Task #6

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

Office of Human Resources

The Office of Human Resources officially transitioned to gross pay effective July 1, 2025, and the first pay from the implementation was completed on July 9, 2025. On June 25, 2025, human resources experienced an administrative error in Workday that removed (54) employees comprised of the following employee groups that were removed from the file and did not receive their scheduled pay on July 9th:

- Work-study students,
- Instructors,
- Full-time Faculty teaching summer sessions and
- Contractual staff

Subsequently, we have experienced additional pay errors and delays as a result of the implementation of gross pay, contract processing delays and payroll data-entry errors. In our continued partnership and collaboration with the Department of Budget and Management (DBM) and Central Payroll Bureau (CPB), in addition to working with Morgan State University (MSU), we continue to address and correct issues that have impacted successful completion of the transmission of the gross pay file.

HR has developed standard operating procedures (SOPs) to document the process and to ensure that HR/Payroll team members are following to reduce/eliminate the number and frequency of payroll errors and delays. To maintain, build, and sustain trust with the BCCC community and employee stakeholder groups, transparent and timely communication is provided to inform employees of what happened and what remedy will be offered. As a result of these delays, the College offered pay advances so that employees would receive compensation in the amount of 60% of their gross pay untaxed.

The Office of Human Resources is emerging from an extremely challenging gross pay implementation process. We have and continue to learn a lot about the process with every transmission of the payroll file to the state, as well as what changes, adjustments, process improvements, and internal controls we must develop and institute to remain compliant with payroll regulations and provide timely and accurate pay to all employees. This is our responsibility and our commitment to the College and our employees.

The Excellence Awards nomination process will open to the BCCC community in October 2025 and conclude on December 31, 2025. The award winners will be announced in March 2026, along with presentation of Service Awards and the announcement of winner of the Presidential Award. The Excellence Awards will now consist of (6) employee groups:

- Administrative Professionals
- Paraprofessionals

- Skilled Service
- Full-time Faculty
- Adjunct Faculty
- Contractual

An official announcement regarding the Excellence Awards will appear on our website and throughout the college campus. The announcement will include:

- The Nomination Overview and Procedures
- Nomination Forms and Submission Process
- Deadlines and Due Dates for Nominations
- Official announcement of nominees and finalists
- Announcement of the date and location of the Awards Ceremony

The nomination committee will begin to convene at the end of October and will continue to meet each month thereafter until March 2026. Nominees will receive a certificate of nomination and a congratulatory letter from the President for their personnel file.

Budget Office

The Budget Office is currently collaborating with various departments to prepare reports required by the Maryland Department of Budget and Management (DBM) on behalf of the Governor. The preliminary FY2027 budget request is due to DBM by mid-September. In support of this submission, the Budget Office worked closely with the Controller's Office to verify fiscal data in Banner against the State's FMIS system. The financial figures have been reconciled and submitted as part of the FY2027 preliminary budget package. Additionally, the Budget Office is working with other Finance divisions and Ellucian to address ongoing Banner conversion issues, with the goal of streamlining operations and optimizing system functionality.

Appropriation/Fiscal Year (AY 2026) Revenue Summary as of 08/31/2025

Revenue Fund	Revenue Amount
General (Unrestricted)	\$21,048,708
Restricted	\$7,038,975
Total Revenue	\$28,087,683

- Unrestricted Revenue: Total unrestricted revenue through March Appropriation Year (AY) 2025 is \$3.1 million higher than the revenue earnings through the same period in AY 2024. The primary driver is an increase in tuition and fees, Bookstore, and State appropriations.
 - Tuition & Fees: overall increase. The overall increase over FY2025 of ~\$228K in tuition and fee revenue is due to higher revenues from the Fall and Spring semesters. These increased revenues offset a decrease in Non-Credit Tuition and Fees over the same time in FY2025.

- *Sales, Service, Auxiliary & Leasing: decreased.* - Sales, Service, Auxiliary & Leasing revenue earnings are comparable in AY2026 than at this same time in FY2025.
 - *Bookstore Revenues: Increased.* - There is an overall increase in the bookstore revenue categories compared to the same period in FY2025 of \$570K.
- **Restricted Revenue:** Total restricted revenue through August 2025 (AY2026) is \$3.6 million higher than in the same period in FY2025. This is primarily due to deferred maintenance revenues.

Appropriation/Fiscal Year (AY 2026) Expense Summary as of 08/31/2025

Expense Fund	Expense Amount
General (Unrestricted)	\$5,722,575
Restricted	\$1,150,291
Total Revenue	\$6,872,866

- **Unrestricted Expenditures:** Total unrestricted expenses decreased by (\$1.7) million when compared to this same period in FY2025, primarily due to a decrease supplies, contractual services, and fixed expenses.
- **Restricted Expenditures:** Total restricted expenses increased proportionally to increased revenues by \$150,000 compared to this same period in FY2025.

Controller's Office

BCCC (BALTIMORE CITY COMMUNITY COLLEGE), BCCC Foundation Audits FY2024.

The FY2024 audit cycle for Baltimore City Community College (BCCC) and the BCCC Foundation has been completed, and all related reports have been issued. These include the College's Audited Financial Statements, WBJC-FM Audited Financial Statements, CC4 Audited Financial Statements, WBJC-FM Attestation Audit Report, Enrollment Compliance Audit, the Single Audit (State of Maryland Report), and the BCCC Foundation Audited Financial Statements. Additionally, the BCCC Management Letter for FY2024, along with the College's responses, has been finalized.

BCCC FY2025 Closeout

For FY2025, the financial closeout was successfully completed in the State's FMIS system. The FY2025 Closing Package has been submitted to the General Accounting Division (GAD), and individual trial balances and support schedules are currently being prepared for the College's new audit firm, SB & Company. A kick off meeting with SB & Company was held on August 27 to initiate the audit process.

Office of Legislative Audits (OLA) Audits

The Office of Legislative Audits (OLA) began its audit covering fiscal years FY2021 through FY2025 in July 2025. An entrance meeting was held in early July, followed by ongoing meetings for updates. The audit has focused on several key operational areas, including cash receipts, property, payroll, State-issued corporate credit cards, procurement, disbursements, student tuition and fees, accounts receivable, financial aid, information technology, and human resources. OLA requests remain active and are being addressed as the audit progresses.

Office of Procurement

Procurement Awards

For the months of June, July, and August, 53 procurements were awarded, amounting to \$2,101,046.57. These procurements were awarded in the following categories:

Work Category	Amount
Construction	\$ 994,563.59
Commodities	\$ 115,567.52
Information Technology Equipment	\$ 36,065.15
Information Technology Services	\$ 167,391.92
Information Technology Hardware	\$ 199,292.50
Maintenance	\$ 55,797.05
Services	\$ 532,368.84
Total	\$2,101,046.57

For the months of June, July, and August, 381 credit card transactions were processed, amounting to \$231,751.47.

In August, the Maryland Board of Public Works approved the West Pavilion Windows and Storefront replacement that Board of Trustees approved in June.

Bookstore

BCCC and Barnes & Noble College (BNC) have held weekly coordination meetings to address bookstore operations, textbook and course material delivery, technology integration, student financial access, and billing processes. While progress has been made in several areas—including communication, and veterans' billing—persistent challenges remain in student service, book availability, and financial reconciliation, requiring continued oversight.

Next Steps / Action Items

- Technology: Complete TrimData testing; stabilize AIP system.
- Communication: Expand student notifications (email, Canvas, SGA outreach).
- Materials: Finalize Dual Enrollment & ELI book orders; expedite dental/nursing kit delivery.
- Facilities: Advance remodel planning agenda.
- Customer Service: Address bookstore responsiveness and guidance provided to students.
- Bookstore Staffing: Staffing and significant training gaps remain.

While progress has been made, challenges remain in ensuring timely course materials, and customer service. To improve accountability, BCCC has implemented an issue tracking system, and the E-Learning office continues to work with BNC and publishers to troubleshoot materials availability and access issues. Ongoing collaboration and oversight will be essential to achieving a stable, student-centered bookstore experience.

ADVANCEMENT + REALIGNMENT TASKS #7, #8**Office of the Vice President for Advancement**2025-2026 Priorities

Priority One: Expand Institutional Access & Community Partnerships by developing a strategic, fiscally viable and sustainable industry and community partnerships plan to foster programmatic innovation and long-term collaboration igniting strong public/private funding sources. This includes promoting our brand and spreading our message as we develop a marketing strategy for seamless credit and non-Credit program pathways to promote upskilling opportunities.

Priority Two: Promote BCCC students and their stories in spaces that raise visibility and institutional impact by creating 3 premier partnerships with Baltimore City institutions that result in increased traffic to our website, increased interest in our academic and workforce programs, and increased enrollment. These partners will help establish a community outreach committee comprised of internal and external stakeholders who address academic, workforce and training needs of students seeking pathways to success.

Priority Three: Foster an internal culture of community engagement between faculty, staff and students centered on the College's core values. Host public and private community events and house community services on campus to increase the College's geographic footprint, awareness and service. This includes highlighting WBJC and its function in elevating student experience and enhancing community collaboration.

Priority Four: Expand and reimagine the Alumni experience at BCCC by accessing current alumni databases, create an Alumni Alliance and host alumni events. Develop a culture of lifelong engagement between students and alumni from enrollment to graduation.

Priority Five: Refine Development and giving that focuses on donor stewardship and engagement. Onboarding a development team to enhance donor relations, retention and secure future gifts. Complete donor database audit and segmentation and implement a strong stewardship and recognition strategy.

Area Highlights**Realignment Task #7**

“Establish Strong Relationships with Key Stakeholders.”

Federal, State, Local Outreach

The division continues its outreach efforts working with Congressman Mfume’s office, state representatives and the mayor’s office. The College looks for ways to host public events and promote legislative updates to students, faculty and staff.

Maryland Opera

The Maryland Opera is proposing to host their first **opera performance in Baltimore at BCCC** this coming February 27 & 28 (2/26 for setup). The opera, titled *Oshun*, originally debuted at the Kennedy Center in 2023. The opera, titled *Oshun*, which is a new work with a libretto by Jarrod Lee, was recently announced as part of the Maryland Opera's 2025-2026 season and premiered at the Washington National

Opera's American Opera Initiative. The director for this performance will be Jarrod Lee, who also serves as the company's Director of New Voices in Opera. This will be a significant cultural event for the college and the city. In addition, this is an opportunity to partner with subject matter experts in the fine arts to engage students and faculty.

United Way of Central Maryland

UWCM has partnered with a common community partner, Greater Mondawmin Coordinating Council (VP for Advancement serves as a member of the GMCCC board) to continue community-based and led neighborhood capacity building strategy that promotes education, job placement and quality housing. This is a great opportunity to engage students and community-based organizations in organized neighborhood capacity building.

Baltimore City Information and Technology (BCIT)

BCIT hosted a community-based IT program for city residents and has met several times with BCCC to discuss ways to develop and implement a program in the northwest corridor of the city. This is a continued partnership that will produce access for students to potential internships.

WBJC Radio Station

Realignment Task # 8

“Develop and Market A Brand For BCCC.”

Marketing

During July/August 2025, the College continued to expand new strategies and focus on building engagement, enrollment, and brand on its social media platforms. Results for the month show a clear success rate, with a View rate of 2,739,009, a Reach rate of 730,035, an Interaction Rate of 4,207, a Click rate of 19,570, a Profile Visit rate of 7,261 and a gain in new followers of 442. From a benchmarking perspective as related to our peers in the Baltimore area, BCCC performed well above its peers in all categories. These branding opportunities yielded 73,000 new first-time visitors to the website.

The department continued to reintroduce Workforce Development non-credit programs with posts on all platforms and requests to learn more at Information Sessions. Analytics show a 116.37% increase in website traffic to the webpage, with 2,313 views from direct URL placement on posts.

Public Relations/Communications

During August 2025, the College continued to expand its outreach to several media outlets to expand earned media placement.

Media Outreach: The department actively worked to expand its outreach to media outlets to increase "earned media placement."

Positive Enrollment Trends: The department specifically issued media announcements to highlight positive trends in new student orientation and enrollment for the Fall 2025 semester.

Barnes & Noble College Bookstore Launch: The department also focused on "messaging and updates" to mitigate the launch of a new Barnes & Noble College Bookstore.

INSTITUTIONAL EFFECTIVENESS, RESEARCH & PLANNING + REALIGNMENT TASKS #5, #12**Office of the Vice President for Institutional Effectiveness, Research & Planning**2025-2026 Priorities

Priority One: Lead data-informed decision making through operational and strategic planning and assessment for academic and non-academic units. Unit plans will align with the institutional budget process and be evaluated using MHEC, DBM/MFR and other key performance indicators.

Priority Two: Support the development of Master Plans (Academic, Enrollment, Information Technology, Marketing, Communications/Public Relations, Business Continuity/Disaster Recovery) for global alignment with the College's Strategic Plan and Realignment Tasks.

Priority Three: Continue supporting the establishment of the institutional Shared Governance infrastructure which facilitates faculty, staff, and student engagement in the College's planning, programs, policies and procedures. This collaborative decision-making structure will yield a manual, professional development, communication mechanisms and management tools.

Priority Four: Collaborate with the Office of Advancement to increase in-state and out-of-state grant funding from public and private sources. Efforts to collaborate on multi-stakeholder grants will enhance the College's competitive marketplace advantage and increase restricted and unrestricted revenue.

Priority Five: Create and implement a comprehensive compliance management model to maintain compliance with external accreditors and regulatory agencies ensuring that students are well served. The external standards typically include reviews of instruction rigor, specific academic requirements dictated by the industry served, ethical practices, institutional and student performance, and resources.

Priority Six: Enhance student academic performance through a comprehensive, institutional (academic and non-academic) assessment model. The College's assessment tool will manage the Plan's goals, objectives, unit-level goals, performance metrics and budget development.

Area Highlights**Realignment Task #5**

"Align the budget of BCCC with realistic enrollment projections."

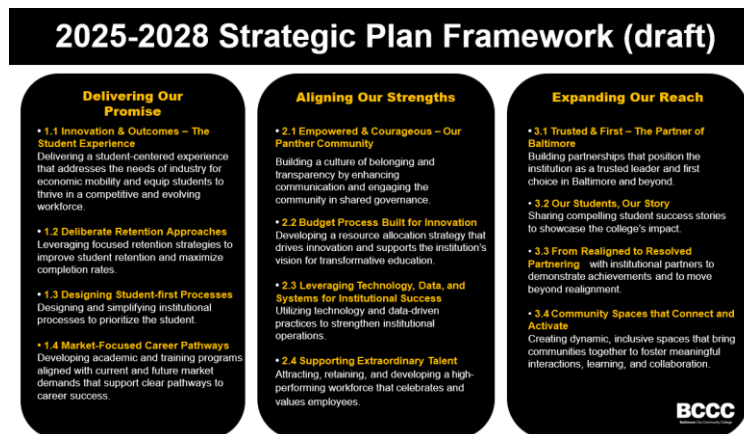
The Maryland Higher Education Commission (MHEC) introduced the 2025-2034 Enrollment Projections for Maryland Public Colleges and Universities. The 10-year enrollment projections (credit and non-credit) are disaggregated by segment, institutions, and specific subpopulations. The Office of Institutional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

Fiscal Year/ Fall Term	Actual	Projections										% Change FY 2025 to FY 2035
	FY 2025 Fall 2024	FY 2026 Fall 2025	FY 2027 Fall 2026	FY 2028 Fall 2027	FY 2029 Fall 2028	FY 2030 Fall 2029	FY 2031 Fall 2030	FY 2032 Fall 2031	FY 2033 Fall 2032	FY 2034 Fall 2033	FY 2035 Fall 2034	
Full-time	840	862	883	905	927	949	970	992	1,014	1,035	1,057	25.8%
Part-time	3,535	3,553	3,571	3,589	3,607	3,626	3,644	3,662	3,680	3,698	3,716	5.1%
Total	4,375	4,415	4,455	4,494	4,534	4,574	4,614	4,654	4,693	4,733	4,773	9.1%
% Change from Prior Year	11.1%	0.9%	0.9%	0.9%	0.9%	0.9%	0.9%	0.9%	0.9%	0.8%	0.8%	

Realignment Task #12

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

The Maryland Higher Education Commission (MHEC) Annual Performance Accountability Report (PAR) serves as an important mechanism by which public colleges and universities in Maryland are held accountable. Through a performance accountability plan, BCCC and other public institutions are required to establish and maintain performance standards and use metrics to assess our effectiveness in tackling institutional and statewide higher education goals. Every year, the College's Board of Trustees is required to submit a written report to the Maryland Higher Education Commission on BCCC's progress in attaining the objectives in the State's Performance Accountability Plan in alignment with the College Realignment Tasks and draft 2025-2028 Strategic Plan Framework.



See attached the College's 2025 Performance Accountability Report and metrics prepared by the Director of Institutional Research for the BCCC Board of Trustees' consideration and approval (vote) and the College's submission to MHEC by October 1, 2025.

Office of Grants Development

The Office of Grants Development at Baltimore City Community College (BCCC) continues to play a vital role in securing and managing significant external funding, which underpins a broad spectrum of student and community services. The office has maintained a history in both the pursuit and administration of grants, ensuring that renewal applications are submitted on schedule and that strong performance outcomes consistently position BCCC.

TRIO Student Support Services (SSS)

One of the cornerstone programs supported by external funding is the TRIO Student Support Services (SSS) grant, which is set to close on August 31, 2025. The TRIO SSS program, funded by the U.S. Department of Education, has been a fixture at BCCC since 1995, marking its 30th year of service to the college community. This initiative is specifically designed to empower students who are first-generation college attendees, come from low-income backgrounds, or have a documented disability. Through a comprehensive suite of services—including counseling, tutoring, financial literacy education, academic advising, career development, cultural enrichment, and community engagement—the program aims to help students realize their full academic and personal potential.

The primary goal of the TRIO SSS program is to increase the retention, graduation, and transfer rates of eligible students who require additional academic support. Over the past five years, the program set an ambitious annual target to serve 230 students. The performance outcomes have been consistently strong,

with service rates as follows:

Year	Student Served	% of Target Achieved
2020	202	87%
2021	211	91%
2022	247	107%
2023	238	103%
2024	230	100%

These figures underscore the program's effectiveness and its critical role in supporting student success at BCCC.

Currently, the TRIO SSS grant is in its renewal period. The renewal application was submitted on May 15, 2024, and the College anticipates notification of funding approval by August 2025, if not sooner. Based on the program's strong performance and longstanding impact, BCCC is optimistic about the prospects for continued funding, which will allow the College to maintain and expand its support for students in need.

Maryland State Department of Education (MSDE) Carl S. Perkins

Baltimore City Community College (BCCC) has a strong history of receiving the Carl D. Perkins grant from the Maryland State Department of Education (MSDE). This grant is awarded through a formula that guarantees funding based on the college's productivity and outcomes each year. In the fiscal year 2025, BCCC was awarded \$304,473. The primary goal of the Perkins grant is to strengthen Career and Technical Education (CTE) programs, with an emphasis on aligning education with workforce needs, supporting industry-recognized credentials, and creating accessible pathways from K-12 through college. BCCC has consistently met or exceeded the goals and benchmarks outlined in its grant applications, which led to an increased award of \$349,831 for the fiscal year 2026. The application process for this funding was a collaborative effort, involving key departments such as Academic Affairs, Workforce Development and Continuing Education, Administration and Finance, Institutional Research, Assessment, Student Services, and Marketing.

Workforce Development and Continuing Education

The Office of Workforce Development and Continuing Education at Baltimore City Community College has welcomed a new director, Gina Karlin. Under her leadership, the office manages the Maryland Office of Refugees and Asylees (MORA) - English Speakers of Other Languages (ESOL) grant, which provides \$410,650 in federal funding to support English language instruction and workforce readiness for 500 refugees, with 550 individuals served in the previous fiscal year. The Office also administers the MORA Refugee School Impact Grant (RSIG), totaling \$1,236,745, which delivers academic and social support to 530 refugee students, surpassing that goal by serving 639 students last year. In addition, the Services to Older Refugees (SOR) grant, valued at \$244,312, offers English language, citizenship, and community support services to over 40 older refugees, with 63 served in the last fiscal year.



HR Active Search List as of September 11, 2025

	Div	PIN #	Position	Hiring Manager
1	AA	66695	Director of Academic Achievement Center	Dr. Debra McCurdy
2	AA	66902	Dean Natural and Physical Sciences, Business, Technology, Engineering and Math	Dr. Debra McCurdy
3	AA	78507	Assistant Professor/Clinical Coordinator, Health Information Technology	Dr. Ghazanfar Mahmood/ Dorothy Holley
4	AA	66826	Assistant Professor & Program Coordinator of Computer Information Systems	Dr. Enyinnaya Iweha/ Dr. Ghazanfar Mahmood
5	AA	66878	Administrative Assistant	Aundrea Wheeler
6	AA	66762	Assistant Professor & Program Coordinator for Business Management	Dr. Enyinnaya Iweha/ Dr. Ghazanfar Mahmood
7	AA	66797	Assistant Professor of Mathematics	Dr. Enyinnaya Iweha/ Dr. Ghazanfar Mahmood
8	AA	66647	Assistant Professor & Coordinator for Psychology	Dr. Rodney Redmond
9	AA	73971	Administrative Assistant to the VP of Academic Affairs	Dr. Debra McCurdy
10	AA	66715	Associate Dean of School of Arts & Social Sciences	Dr. Redmond
11	AA	67006	Assistant Vice President, Academic Engagement & Partnerships	Dr. Debra McCurdy
12	AA	66803	Assistant Professor & Program Coordinator of American Sign Language/ Deaf Studies	Dr. Rodney Redmond
13	AA	66755	Associate Dean of School of Nursing & Health Professions	Dr. Ghazanfar Mahmood/ Dorothy Holley
14	AA	66732	Vice President of Academic Affairs/CAO	Dr. Debra McCurdy
15	SA	66844	Federal Work Study Coordinator	Donna Thomas/ Saleem Chaudhry
16	SA	72079	Coordinator of Early College Access & Programs	Donna Thomas/ Michelle White
17	SA	66831	Financial Aid Specialist	Donna Thomas/ Saleem Chaudhry
18	SA	66611	Financial Aid Specialist	Donna Thomas/ Saleem Chaudhry



HR Active Search List as of September 11, 2025

	Div	PIN #	Position	Hiring Manager
19	SA	66875	Student Accounts Coordinator	Donna Thomas
20	SA	78508	Student Success Advisor	Donna Thomas/ Elexis DeGale
21	SA	74210	Administrative Assistant- TRIO Student Support Services	Donna Thomas
22	SA	66663	Assistant Dean of Recruitment & Admissions	Donna Thomas
23	SA	66733	Admissions & Recruiter/Advisor	Donna Thomas
24	SA	67005	Office Specialist (Records & Registration)	Donna Thomas
25	ASP	66932	Administrative Assistant for the Vice President for Advancement	Gussener Augustus
26	ASP	66960	Director of Development	Gussener Augustus
27	ASP	66838	Associate Director for Scholarships	Gussener Augustus
28	ASP	66720	Associate Director for Alumni Relations	Gussener Augustus
29	ASP	76586	Director of Public Relations - Community Outreach	Gussener Augustus
30	WDCE	66861	Maintenance Supervisor	Michael Thomas
31	WDCE	66967	Assistant Director of Capital Projects	Michael Thomas
32	WDCE	66639	Assistant Vice President for Facilities	Michael Thomas
33	WDCE	76566	Director of Operations	Michael Thomas
34	WDCE	66655	Director of Public Safety	Michael Thomas
35	WDCE	78499	Adult Basic Education Program Coordinator	Michael Thomas
36	WDCE	66843	Grounds Supervisor	Michael Thomas
37	F&A	66740	Vice President of Finance & Administration	Dr. Debra McCurdy
38	F&A	66934	Bursar/ Director of Student Accounting	Donna Thomas

			HR Active Search List as of September 11, 2025	
	Div	PIN #	Position	Hiring Manager
39	F&A	66973	Associate Director/Associate Bursar for Student Accounts	Donna Thomas
40	F&A	76574	Benefits Administrator	Nicole Carter
41	OP	66855	Director of Government Relations/Special Assistant to the President	Dr. Debra McCurdy
42	OP	66981	Executive Administrative Assistant to the President	Dr. Debra McCurdy