

Baltimore City Community College

Dr. Debra L. McCurdy
President

Board of Trustees **Open Session**

Mr. Kurt L. Schmoke
Chair

WEDNESDAY | June 16, 2021



BOARD OF TRUSTEES
BALTIMORE CITY COMMUNITY COLLEGE

Open Session

BOARD OF TRUSTEES

Kurt L. Schmoke, Esq.
Chair

Leonor Tannhauser Blum

John Brothers, LPD

Jason Perkins-Cohen

John D. Lewis

Lelia F. Parker, Esq.

Rachel Y. Pfeifer, PhD

John C. Weiss, III

Oluwafemi S. Toriola
Student Trustee

PRESIDENT

Debra L. McCurdy, PhD



BOARD OF TRUSTEES
BALTIMORE CITY COMMUNITY COLLEGE

TAB 1 | Approval of the June 16, 2021 Agenda

BOARD OF TRUSTEES
BALTIMORE CITY COMMUNITY COLLEGE

Open Session Agenda | 4:00pm June 16, 2021 (Virtual Zoom Meeting)

<https://us02web.zoom.us/j/83094968613>

I. Call to Order	Mr. Kurt L. Schmoke, <i>Chair</i>
Adoption of Agenda (Vote)	Mr. Kurt L. Schmoke, <i>Chair</i>
a. Approval of the June 16, 2021 Agenda (Tab 1)	
II. Board Actions / Consent Agenda (Vote)	Mr. Kurt L. Schmoke, <i>Chair</i>
a. Approval of the May 19, 2021 Open Session Minutes (Tab 2)	
b. No Closed Session Meeting May 19, 2021 (Tab 2)	
c. Student Government Association Report (Tab 3)	
III. Items Removed from the Agenda (Tab 6)	Mr. Kurt L. Schmoke, <i>Chair</i>
a. AFSCME Local #1870 at BCCC Report (Tab 4)	
b. Faculty Senate Report (Tab 5)	
IV. New Business (Tab 7)	Mr. Kurt L. Schmoke, <i>Chair</i>
▪ None	
V. College Policies (Tab 8)	Mr. Kurt L. Schmoke, <i>Chair</i>
▪ Multiple Measures Course Placement Policy (Vote)	Dr. Debra McCurdy, <i>President</i> Dr. Liesl Jones, <i>VP Academic Affairs</i>
VI. Presentations (Tab 9)	Mr. Kurt L. Schmoke, <i>Chair</i>
▪ Enrollment Report	Dr. Debra McCurdy, <i>President</i> Ms. Becky Burrell, <i>VP Institutional Effectiveness</i>
▪ Cultural Diversity Report (Vote)	Dr. Debra McCurdy, <i>President</i> Ms. Becky Burrell, <i>VP Institutional Effectiveness</i>
▪ Enterprise Resource Planning (ERP) Update	Dr. Debra McCurdy, <i>President</i> Mr. Stephan Byam, <i>Chief Information Officer</i>
VII. President's Report (Tab 10)	Dr. Debra McCurdy, <i>President</i>
VIII. Active Search Listing (Tab 11)	Mr. Kurt L. Schmoke, <i>Chair</i>
IX. Motion for Adjournment (Vote)	Mr. Kurt L. Schmoke, <i>Chair</i>



BOARD OF TRUSTEES

BALTIMORE CITY COMMUNITY COLLEGE

BOARD ACTIONS / CONSENT AGENDA

TAB 2 | Approval of the May 19, 2021 Minutes

TAB 3 | Student Government Association



BOARD OF TRUSTEES
BALTIMORE CITY COMMUNITY COLLEGE

TAB 2 | Approval of the May 19, 2021 Minutes

- No May 19, 2021 Closed Session Meeting

BOARD OF TRUSTEES

BALTIMORE CITY COMMUNITY COLLEGE

Open Session Minutes | May 21, 2021 (Virtual Zoom Meeting)

Board Members Present: Chairman Kurt L. Schmoke, Esq., Mr. Jason Perkins-Cohen, Mr. J.C. Weiss, III, Dr. Rachel Pfeifer, Ms. Leonor Tannhauser Blum, Dr. John Brothers, LPD., Mr. John D. Lewis, Ms. Lelia F. Parker, Esq., Mr. Oluwafemi S. Toriola, Student Member

Also Present: Dr. Debra L. McCurdy, President and Guests: Dr. Richard Keeling, Keeling & Associates, Dr. Alex Vasquez, Keeling & Associates, and Mr. Eric Narburgh, Keeling & Associates

CALL TO ORDER

Chairman Schmoke called the Open Session Board Meeting to order at 4:01 p.m.

ADOPTION OF THE AGENDA

A. Adoption of the May 19, 2021 Agenda

ACTION: Chairman Schmoke requested a motion to adopt the May 19, 2021 Meeting Agenda. Trustee J.C. Weiss motioned for the adoption of the May 19, 2021 Agenda and Trustee Leonor Tannhauser Blum seconded the motion. The Board unanimously approved the motion.

BOARD ACTIONS / CONSENT AGENDA

Chairman Schmoke requested a motion to accept the consent agenda.

ACTION: Chairman Schmoke requested a motion to approve the Board Actions / Consent Agenda. Trustee Mr. Jason Perkins-Cohen motioned for approval of the Board Actions / Consent Agenda, and it was seconded by Trustee Weiss. The Board unanimously approved the motion.

PRESENTATIONS

A. Keeling & Associates Strategic Plan Overview and Discussion

President McCurdy introduced Dr. Richard P. Keeling, principal of Keeling & Associates (K&A). Dr. Keeling introduced his team and indicated they would be working collaboratively with Dr. McCurdy and Vice President Burrell to oversee the strategic planning process that will guide the College over the next 5 years. Other K&L team members present were Dr. Alex Vasquez, Mr. Eric Narburgh and Rehshetta Wells.

Dr. Keeling described the company capabilities as well as stated their recent work with Northern Virginia Community College (NOVA) to complete their strategic plan. Additionally, each K&A team member shared their backgrounds.

Eric Narburgh described the planning process, including recent conversations with the select BCCC community – faculty and staff. He also stated there will be upcoming sessions with a wider range of faculty, staff and students. Mr. Narburgh ultimately described the planning outcomes including tactics, action steps, timelines and persons who would be accountable.

Dr. Keeling shared the legislative mandates as part of the context for the basis of the planning process. He also discussed the pandemic as an element in the planning process, and what will be post-pandemic shifts

in operational and infrastructure changes for the College. He further stated there were very robust conversations with the Academic Affairs and Student Affairs divisions.

Dr. Alex Vasquez led the Trustees discussion guided by a series of questions around the College's strengths, opportunities, challenges and future desires.

Trustee Perkins-Cohen stated the College's focus on workforce development was critical and that the College has a unique advantage in the workforce development space. As the "big kid on the block" the College has the potential to be the preeminent trainer for the City, if not for the State of Maryland. He stated he hoped the College will step into this role, lean into it and become a leader in workforce training. He further stated, the City wants the College to assume this role. Trustee Perkins-Cohen stated that historically it had not been prioritized and the City needs to help the College step up to fully assume the role.

Trustee Pfeifer stated from her unique perspective as a Baltimore City Public Schools (BCPS) administrator, she sees the role of the College as a place to prepare students for careers. She stated the College is a place where students can get both a job and a career focus through a two-year degree. She stated a large section of students in the City want to go to college, yet at least half of those who desire a college degree are actually enrolling and even less complete their degree. She noted students want to work and have the option to get a sustainable job to support their families. Further, she stated the BCPSS students perceive the College as the 13th grade, which results in them taking the college for granted. She also said some students have negative experiences. She wants BCCC to be seen as the next step in their journey.

Trustee Lewis stated the College is an asset and must become the "go to" institution in Baltimore in order for the City to become all it can be.

Trustee Brothers stated he believes community college, and BCCC specifically, is the greatest opportunity for anyone to go where they want to go. He stated the College has so much unrealized potential and he wants the College to assume the next level. He believes the College should take a regional approach.

Trustee Bloom stated she believed that while workforce development is essential, she also sees BCCC as a place to prepare students to transfer to a 4-yr institution. She believes the College must do a better job of preparing students to transfer to 4-yr colleges and universities. She stated she does not believe BCCC is adequately preparing students to transfer to state institutions such as Towson or the University of Maryland.

Trustee Weiss stated, as a graduate of BCCC, that the College does provide students with the foundation needed to transfer to four-year institutions. He also said he agrees with Trustee Brothers regarding the regional approach.

Trustee Toriola stated he believes the College is preparing students to transfer to four-year institutions. He believes there should be a strong internship component to ensure students are prepared for work life. He further stated there should be strong partnerships with companies to have internship opportunities for students. He believes that if students feel safe on Campus, this will help students choosing BCCC as their first choice.

Chairman Schmoke stated he believed the College's greatest asset is President. McCurdy. He stated one of the biggest problems the College faced was leadership turnover and the appearance of a chaotic environment. He stated he sees the president as having the experience to lead along with her

cabinet. He stated as the president's profile is elevated, the overall image of the College will also be elevated. He also states the College has a great deal of history to overcome. He stated he sees how the College is rebuilding its reputation. He believes the College must meet the legislative mandates and ensure the legislature is aware of the progress. He further stated the need to keep Dr. McCurdy in her position for longevity in leadership.

Dr. Vasquez followed up on comments about unrealized infrastructure, unrealized potential and what no longer holds true for the College.

Trustee Blum indicated she believed the College was serving its West Baltimore constituents and there is great opportunity to serve East Baltimore. She stated there is potential to expand the infrastructure to East Baltimore.

Trustee Pfeifer stated she believes there are faculty who go above and beyond to support students and that those faculty need to be recognized.

Dr. Vasquez turned the discussion to the challenges faced by the College, such as relevance and programs.

Trustee Pfeifer responded by talking about the barriers student face during the enrollment process which may hinder their overall success. She stated some of the challenges student face are the financial aid process, unsupportive adults, and negative experiences. She stated it is important to share externally how these fundamental processes have improved.

Trustee Brothers spoke about the improvement with the relationship between the College and Annapolis and BCPSS. He stated historically, the College's reputation has not been strong and, that the philanthropic and corporate communities need consistent reinforcement that the College is on firm ground. He stated the College can work on establishing a relationship with the corporate sector.

Chairman Schmoke stated that, in the past, the reputation and face of the College rested with the Chairman of the Board of Trustees, not the President. He stated this is a work in progress and that lot of progress is being made in ensuring the President is the primary face of the institution.

Dr. Vasquez followed up with the discussion topic of what are the aspirational ideas for the College.

Trustee Lewis stated the education landscape is very competitive environment. However, he believes there is great opportunity, because there are no geographic boundaries.

Trustee Weiss stated there are many challenges, especially the West/East side locations. He stated the College is seen as a West Baltimore institution.

Trustee Blum stated that, in part, it is the City's transportation that creates the barrier to the East and West sides.

Trustee Pfeifer stated the College needs more visibility for the East Baltimore location.

Trustee Brothers stated the College needs to take advantage of online learning and what opportunities this opened as a result of the pandemic. He also stated the College should build relationships between the four-year schools as well as companies to create learning experiences for students.

Trustee Pfeifer stated the College created a pipeline between the University of Baltimore and should ensure the alignment with curriculum.

Chairman Schmoke stated the College should increase its marketing around showcasing student outcomes post-graduation.

Trustee Brothers stated the College should explore what other area community colleges are doing and determine the BCCC niche.

Chairman Schmoke mentioned during the strategic planning process, consideration should be given to reexamining the relationship between the College and the City. The Mayors Scholars Program was a step in the direction to make the Mayor a champion of the College, similar to the other county executives who champion their respective institutions.

Dr. McCurdy stated the College is making headway with the Mayor and has a good relationship with President of the City Council. She also stated it is a national issue where community colleges are seen as the 13th grade. She shared that nationally community colleges are enrolling 51% of the students in higher education institutions, yet community colleges have not reaped comparable financial support and visibility. She stated she looks for the Board to continue to state the value of BCCC throughout their networks.

Trustee Pfeifer stated the broader community needs to affirm the strengths showcased by BCCC.

Trustee Brothers stated that from his foundation experience, he struggles on how to sell the College to funders/donors. He noted there are lots of positive stories from faculty and alumni and the College needs to tell these stories.

Trustee Pfeifer suggested the creation of unified and shared documents to be used across the College and BCPS to highlight articulation agreements and careers.

Chairman Schmoke asked when K&L will provide an update to the Board? K&L responded they will return and share the data/information gathered as well as follow up with the Board with a summary session.

Trustee Weiss stated it will be nice to have the school become the school of choice for not only students but also employers and funders.

Trustee Brothers stated he would like to see the progress of a student from a local high school through the enrollment process, matriculation, graduation and employment.

Trustee Toriola stated he believes the College is living up to their mission statement but more work needs to be done and more progress shown.

Chairman Schmoke said the College has new leadership and no longer has a reputation of chaotic leadership.

Trustee Pfeifer stated she no longer wants to see families and counselors push students away from attending the College.

Dr. McCurdy extended thanks to the Trustees for their constructive comments. She stated she would set aside time with the Chair to review the discussions.

Chairman Schmoke also extended his thanks Dr. Keeling and his associates.

ACTION: Chairman Schmoke stated that rather than going through the individual Cabinet reports, a note should be made in the recording Minutes that the Board of Trustees has reviewed the reports. All Trustees agreed.

ACTION: Chairman Schmoke requested a motion to adjourn the meeting. Trustee Brothers motioned for adjournment and Trustee Pfeifer seconded the motion. The Board unanimously approved the motion.

The meeting adjourned at 5:36 pm.

Attendance:

- Dr. Debra L. McCurdy, President
- Ms. Maria Rodriguez, Esq., General Counsel
- Dr. Rose Reinhart, Vice President of Student Affairs
- Mr. Michael Thomas, Vice President of Workforce Development
- Ms. Dawn Kirstaetter, Vice President of Advancement and Strategic Partnerships
- Dr. Liesl Jones, Vice President of Academic Affairs
- Ms. Lyllis Green, Chief Internal Auditor
- Mr. Stephan Byam, Chief Information Officer
- Ms. Channa Williams, Interim Vice President for Finance and Administration
- Ms. Becky Burrell, Vice President of Institutional Effectiveness and Planning

BCCC Staff Present:

Sharon Stoddard, Valerie Grays, Eileen Hawkins, Sylvia Rochester, Renata Allen, Katana Hall, Edna Street-Jones, Denise Holland, Daviedra Sauldsberry, Michael Berends, Chris Jordan, Arline Yarborough

Others Present:

Kristin McFarlane, Assistant Attorney General, Office of the Attorney General
Richard Keeling, Chairman/Senior Executive Consultant, Keeling & Associates
Alex Velasquez, Vice President, Consulting Services & Senior Consultant, Keeling & Associates
Eric Narburgh, Consultant, Keeling & Associates
Rehshetta Wells, Project Assistant, Keeling & Associates



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BALTIMORE CITY COMMUNITY COLLEGE

TAB 3 | Student Government Association Report



Baltimore City Community College
STUDENT GOVERNMENT ASSOCIATION
June 8, 2021

SGA Meeting

May 27, 2021 - SGA Meeting - The Student Government Association held a meeting on Thursday, May 27th. This was a virtual meeting via Zoom. At this meeting, some of the following items were discussed: SGA summer planning and training, Virtual Study Abroad opportunity for BCCC students, change in Panther Pride Week to the fall 2021 semester and the upcoming “Let’s Talk Series” in recognition of Asian American and Pacific Islander Heritage Month. Also, the SGA team was thanked for their hard work and support during a pandemic year. Special recognition was given to the SGA 2021 graduates and to Oluwafemi Toriola for doing a great job representing the students of BCCC on the Board of Trustees this academic year.

Activities and Events

Due to the exam schedule in early May, graduation and then summer registration, it was decided to have a later event in May and prepare for activities in June especially in support of the new MSP students arriving later in the month.

May 28, 2021 - “Let’s Talk Series” - The Student Government Association and the Office of Student Life and Engagement continued with their “Let’s Talk Series”. The topic/discussion for this session was on how we can support our Asian American and Pacific Islander communities. The program was held in recognition of Asian American and Pacific Islander Heritage Month and took place virtually via Zoom from 2 - 3 p.m. A second event is planned for the month of June.



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TAB 4 | AFSCME Local #1870 at BCCC Report

- None



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TAB 5 | Faculty Senate Report

- None



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TAB 6 | Items Removed from the Agenda

- AFSCME Local #1870 at BCCC Report
- Faculty Senate Report



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TAB 7 | New Business

- None



BOARD OF TRUSTEES
BALTIMORE CITY COMMUNITY COLLEGE

TAB 8 | College Policies

- Multiple Measures Course Placement Policy **(Vote)**

College-level Readiness Assessment and Course Placement Policy Summary

The purpose of the policy is to provide multiple methods to assess academic achievement to better place students into college credit level courses. BCCC like many schools has relied heavily on the use of the Acuplacer to determine College Readiness. Most, approximately, 90% of the student's tested placed into developmental courses when assessed with Acuplacer.

National data has shown that Acuplacer is a poor predictor of student success. A study done by the Community College Research Center suggests 3 out of every 10 students who take the Acuplacer are misassigned. More recent research supports this data suggesting that Acuplacer is not a predictor of student success.

In 2013 The State passed The College and Career Readiness and College Completion Act of 2013 (CCR-CCA) Senate Bill 740, subsequently there has been an update to the CCR/CCA Toolkit for 2019. The College has used the toolkit and the National data around multiple measures to guide the current policy in determining measures to place students into college level courses. Prior to the proposed policy The College has accepted transfer courses along with other standardized exams to place students. The new policy formalizes the language around the metrics and expands the metrics to be used to assess student achievement and college-level readiness.



Policy No: ____

Title of Policy: College-level Readiness Assessment and Course Placement Policy

Policy (check one): New Revised Reformatted

Applies to (check all that apply):

Faculty Staff Students

Division/Department Student Affairs College

Topic/Issue:

Academic Standing

This policy applies to all students full and part time.

Background to Issue/Rationale for Policy:

Baltimore City Community College's (BCCC) College-level Readiness Assessment and Course Placement Policy is used to determine the course level at which students will start on their path to success at the College in mathematics and reading/English and other transferable courses. Prior to the College-level Readiness Assessment and Course Placement Policy, most entering students were assessed for placement using a standardized placement test. The new policy will allow for students to be assessed and placed via additional forms of assessment utilizing a rubric following the Memorandum of Understanding (MOU) signed by the Public-School Superintendents Association of Maryland and the Maryland Association for Community Colleges (MACC).

State/Federal Regulatory Requirements:

The College and Career Readiness and College Completion Act of 2013 (CCR-CCA)

Senate Bill 740 update the CCR/CCA Toolkit 2019

Revised June 15, 2021

http://www.dsd.state.md.us/COMAR/subtitle_chapters/13B_Chapters.aspx

Code of Federal Regulations 22 § 41.61(b)(1)(iii)

https://www.govregs.com/regulations/title22_chapterI_part41_subpartG_section41.61

Code of Federal Regulations 8 § 214.3(k)

<https://www.ice.gov/sites/default/files/documents/Document/2016/sevp-PGS132-i20.pdf>

Policy Language: (VOTE)

Proposed Policy Language for Placement into College Level Courses

Baltimore City Community College (BCCC) will utilize a variety of assessment measures to demonstrate college readiness for initial course placements in math, reading/English as well as for placement in other college-level courses. The form of assessment(s), subject area, score(s), date(s), and placement recommendation(s) will be captured in the student information system for every student's assessment.

Initial Placement at Baltimore City Community College

Students can demonstrate readiness to succeed in college-level courses via one or more of the options noted below.

1. BCCC Alternative Math and English Assessment
2. Transferable College Level Coursework
3. Degree from an Accredited College or University
4. SAT and/or ACT Tests
5. Advanced Placement (AP) Exam
6. Official High School Transcript Review
7. High School Transition Course
8. College Level Exam Program (CLEP)
9. Prior Learning Assessment
10. Standardized Placement Exam, e.g. ACCUPLACER, TOEFL®

Descriptions of placement options are outlined below:

1. BCCC Alternative Math and English Assessment

- BCCC is committed to the success of its students. The College accepts a variety of measures to demonstrate college readiness including the BCCC Alternative Math and English Assessment, which includes reading/writing and math assessment components. Through the College's Learning Management System (i.e. Canvas), students complete the reading/writing and math assessments and, based on the grading rubric, are recommended for placement in college-level or developmental math and reading/English courses.

2. Transferable, College Level Coursework

- Initial placement may be based on the documented completion of a transferable college-level English (ENG) course at another accredited institution. This qualifies the student for direct placement into ENG 102 (Introduction to the Term Paper and Research Methods) or

higher and all College courses with a college-ready prerequisite in English. An official transcript must be submitted showing a grade of C or better.

- Completion of a transferable college-level math course at another accredited institution qualifies students to register for all College courses with a college-ready prerequisite in math. An official transcript must be submitted showing a grade of C or better.

3. Degree from an Accredited College or University

- Initial placement may be based on the documented receipt of a degree from an accredited college or university. This qualifies the student for direct placement in ENG 102, college-level math courses and all College courses with a college-ready prerequisite. An official transcript must be submitted showing a grade of C or better.

4. SAT or ACT Tests

- An SAT Critical Reading or Evidence-Based Reading and Writing score of 480 or higher qualifies the student for direct placement into ENG 101 (English Writing) and all college courses with a college-ready prerequisite in English.*
- An SAT Math score of 530 or higher qualifies the student for direct placement into college-level math courses and all College courses with a college-ready prerequisite in math.*
- An ACT Composite score of 21 or higher qualifies the student for direct placement into ENG 101, college-level math courses and all College courses with a college-ready prerequisite.*

* Subject to change based on College Board scoring policies. (Collegereadiness.CollegeBoard.org)

5. Advanced Placement (AP) Exams

- An English Language score of 3 or higher qualifies the student for direct placement into ENG 102 and awards the credits for ENG 101. Completion of AP English without taking the AP exam qualifies the student for placement into ENG 101.*
- A Calculus AB or BC score of 3 or higher qualifies the student for direct placement into MAT 141 (Calculus II) and awards the credits for programs requiring MAT 107 (Modern Elementary Statistics), MAT 128 (Pre-Calculus I) or MAT 140 (Calculus I) only. *
- All other AP Exam scores of 3 or higher qualify the student for college credits based on the equivalent course at BCCC *

* Subject to change based on College Board scoring policies. (APhighered.CollegeBoard.org)

6. High School Achievement

Placement into credit-bearing English and mathematics courses may be determined by overall high school Grade Point Average (GPA). English Speakers of Other Languages (ESOL) students must have exited ESOL instruction by Grade 11 to demonstrate college-ready English Language proficiency.

- Graduation from high school in the last five years with at least a 2.5 overall high school GPA qualifies the student for direct placement in ENG 101 and all College courses with a college-ready prerequisite in English. High school seniors may be placed using their high school GPA current through the fall semester of their senior year. Graduation from high school with a grade of C or higher in Honors English qualifies the student for direct placement in ENG 101.
- Graduation from high school in the last three years with at least a 2.5 overall high school GPA, including successful (C or better) completion of Algebra II within the same period, qualifies the student for direct placement into college-level math and all College courses with a college-ready

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math prerequisite. High school seniors may be placed using their high school GPA current through the fall semester of their senior year.

7. High School Transition Course

- Successful completion of a high school transition course in English within the last five years qualifies the student for direct placement in ENG 101 and all college courses with a college-ready prerequisite in English if the student received a C or better in the transition course.
- Successful completion of a high school transition course in math in the last three years, qualifies the student for direct placement in college-level math and all college courses with a college-ready math prerequisite.

8. College Level Exam Program (CLEP)

- The College participates in the College-Level Examination Program (CLEP) as a means of assessing and awarding credit for knowledge obtained through prior experience or course work taken at non-accredited institutions. CLEP is also a means of evaluating post-high school learning experiences, education through employment, and skills gained through the Armed Services. Students are advised to review the CLEP policies of the institutions to which they expect to transfer. Information regarding CLEP tests and fees may be obtained from the Testing Center. BCCC offers CLEP examinations only for courses which parallel those found in the college's catalog, including credit-level math and English courses. A current list of CLEP examinations for which [Baltimore City Community College](#) will grant credit is listed in the BCCC catalog or can be obtained from the Testing Center. The chart below indicates which CLEP tests in English and math earn students college credit as well as direct placement into courses in those disciplines.

9. Prior Learning Assessment

- Prior Learning Assessment (PLA) provides students with the potential to earn credit for college level learning acquired outside a traditional academic environment.
- PLA is an evaluation of a person's life learning for college credit. That learning could have been acquired by working, participating in an employer's training program, serving in the military, studying independently, performing volunteer or community service.
- PLA is conducted through an evaluation process. PLA can be assessed in a number of different forms, such as a portfolio assessment, credit by examination (e.g. CLEP Exams or Departmental Exams etc.), or even by Articulated Industry Credits (e.g. CISCO Certification, etc.).

10. Standardized Placement Exam

- **ACCUPLACER:** a computer-adaptive assessment designed to evaluate students' skills in English and Mathematics. ACCUPLACER at BCCC is comprised of two sections. Students are asked to complete 20 questions in mathematics and 25 questions in English. Students may also retest once after 48 hours if they feel that they have not done their best. The assessment is untimed and upon completion of the assessment, students' scores are immediately available.
- **TOEFL:** tests are English language proficiency assessments often required for admission if a student's country is not an English-speaking country. The tests provide an accurate measure

of a student's ability to use and understand the English language in the classroom. Alternatively, students can qualify by taking the ACCUPLACER for English Language Learners (formerly known as LOEP) or the applicable departmental language assessment.

Implementation Date: July 1, 2021

Proposed by: Student Affairs and Academic Affairs

Approved by the Board of Trustees:

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



BOARD OF TRUSTEES
BALTIMORE CITY COMMUNITY COLLEGE

TAB 9 | Presentations

- Enrollment Update
- Cultural Diversity Report **(Vote)**
- Enterprise Resource Planning (ERP) Update

Board of Trustees

Open Session Meeting

Wednesday, June 16, 2021

Enrollment Report

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

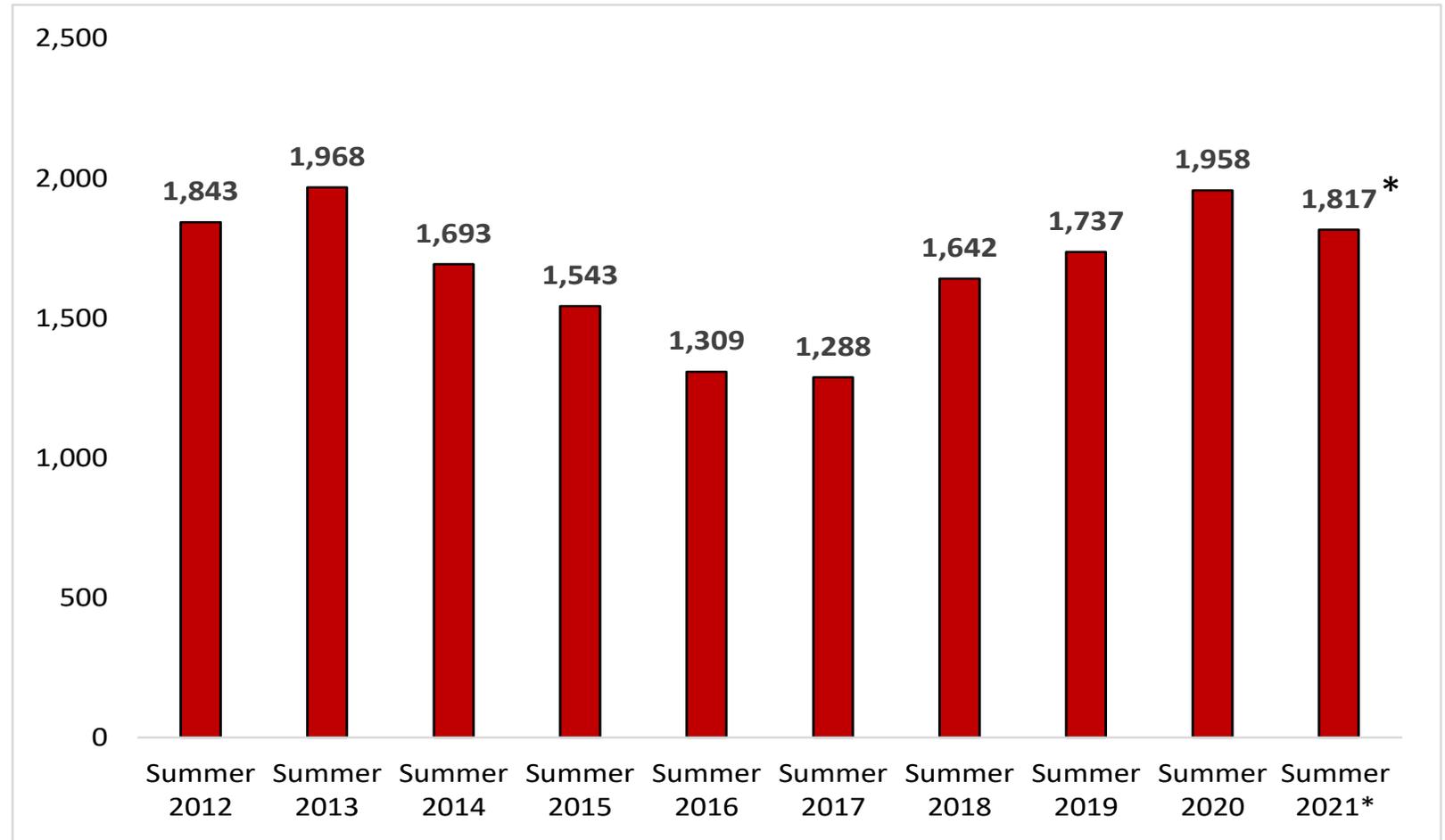
Enrollment Report

Summer

2012-2021*

Headcount

*Summer I sessions began on May 24, 2021.
 Summer II sessions begin on June 21 (8-week) and
 June 30 (5-week).*



* As of June 11, 2021

Summer 2012	Summer 2013	Summer 2014	Summer 2015	Summer 2016	Summer 2017	Summer 2018	Summer 2019	Summer 2020	Summer 2021*
1843	1968	1693	1543	1309	1288	1642	1737	1958	1716

Source: 2013 - 2020 - Enrollment Information System files. 2012 and 2021- Student Information Management System. Office of Institutional Research

Enrollment Report Summer 18 Days After the Start of Classes



**Summer Credit Unduplicated Enrollment Update for June 11, 2021 8AM
(Summer I & Summer II sessions are combined and unduplicated.)**

Note: Summer I 2020 began on June 1, 2020; Summer I 2021 began on May 24, 2021.

Registration from Summer 2020 began on April 20, 2020.

Registration for Summer 2021 began four weeks earlier on March 22, 2021.

Total Headcount Change from Prior Year 8.3% 18 days after the start of classes

	Summer 2020 as of 6/18/2020	Summer 2021 as of 6/11/2021	% Change
<i>Total Headcount</i>	1678	1817	8.3%
Eligible FTEs	271.6	308.6	13.6%
Ineligible FTEs	22.3	22.3	0.4%
Total FTEs	293.9	330.9	12.6%

Summer Sessions: 18 Days After Classes Start

Headcount	2017	2018	2019	2020	2021
Summer I Unduplicated	1290	1244	1296	1403	1148
Summer II Unduplicated	464	518	564	720	1034
Summer I & II Unduplicated	1464	1429	1494	1678	1817

Source: Student Information Management System, Office of Institutional Research

Enrollment Report

Summer

Number of Courses and Sections

As of June 7, Summer 2021 includes 209 virtual (synchronous) sections and 68 online (asynchronous) sections.

	Summer 2012	Summer 2013	Summer 2014	Summer 2015	Summer 2016	Summer 2017	Summer 2018	Summer 2019	Summer 2020	Summer 2021
Number of Courses	80	73	65	74	63	66	66	73	76	86
Number of Sections	156	154	134	141	109	120	166	163	212	277
Face-to-Face	94	101	82	78	54	59	91	81	0	0
Hybrid	1	0	0	0	3	7	7	9	0	0
Off-Site	4	4	6	4	1	3	4	8	0	0
Online	57	49	46	59	51	51	64	65	212	277

Enrollment Report

Summer

Courses and Sections*

Course	Course Name	Number of Sections				
		2017	2018	2019	2020	2021
ACCT221	Principles of Financial Acct	1	2	2	2	5
ACCT222	Principles of Managerial Acct	1	1	1	2	1
ADC 205	CLINICAL FIELDWORK III: CHEM D	0	0	1	0	0
AHS 103	GROUP DYNAMICS:SM GROUP ANALY.	0	1	1	0	1
AHS 295	PROFES ETHICS IN THE HUMN SRVC	1	1	1	1	1
ART 106	ART IN THE CULTURE	0	0	0	1	1
ART 122	INTRO.-AFRICAN AM. VISUAL ART	0	0	1	1	2
ART 225	INTRODUCTION TO FILM	1	1	1	1	2
BCAP104	INTRO.TO OPER SYST:DOS/WINDOWS	1	1	1	1	2
BCAP126	COMPREHENSIVE SPREADSHEETS	1	0	1	1	0
BCAP136	DATABASE MANAGEMENT SYSTEMS	0	0	1	1	0
BCAP270	INTRO. TO HELP DESK SUPPORT	1	1	1	2	2
BIO 101	GENERAL BIOLOGY	2	2	2	5	7
BIO 102	PRINCIPLES OF BIOLOGY	2	4	3	5	6
BIO 102L	PRINCIPLES OF BIOLOGY LECT/LAB	1	1	1	1	6
BIO 107	ANATOMY AND PHYSIOLOGY	1	2	1	1	1
BIO 107L	ANATOMY AND PHYSIOLOGY LAB	0	0	0	0	1
BIO 199	INDIVIDUAL STUDY IN BIOLOGY	0	1	0	0	1
BIO 202	ANATOMY AND PHYSIOLOGY I	3	3	3	6	6
BIO 202L	ANATOMY AND PHYSIOLOGY I LAB	3	3	2	3	6
BIO 203	ANATOMY AND PHYSIOLOGY II	3	3	3	5	6
BIO 203L	ANATOMY AND PHYSIOLOGY II LAB	0	1	1	2	6
BIO 212	MICROBIOLOGY	2	2	2	4	5
BIO 212L	MICROBIOLOGY LECT/LAB	0	0	1	2	5
BUAD100	INTRODUCTION TO BUSINESS	1	1	1	1	2
BUAD112	COMPUTERS FOR BUSINESS MANAGT.	1	1	2	3	3
CADD200	GEOGRAPHIC INFO. SYS. APPL.	0	0	0	0	1
CADD200L	GEOGRAPHI INFO. SYS. APPL. LAB	0	0	0	0	1
CHE 101	GENERAL CHEMISTRY I	1	1	1	2	3
CHE 101L	GENERAL CHEMISTRY I LECT/LAB	0	0	0	0	3
CHE 102	GENERAL CHEMISTRY II	0	0	0	0	1
CHE 102L	GENERAL CHEMISTRY II LECT/LAB	0	0	0	0	1
CHE 105	INTRO BIOCHEMISTRY	1	1	1	1	1

* As of June 7, 2021

Yellow highlight indicates a Summer 2021 course that was not offered in Summer 2020. Cancelled classes are excluded. Summer 2021 includes course sections that that may not be filled yet (Summer II session, beginning on June 24) . Source: Office of Institutional Research

Enrollment Report

Summer

Courses and Sections*

Course	Course Name	Number of Sections Continued				
		2017	2018	2019	2020	2021
CISS105	INTRO TO UNIX: THE OPER SYSTEM	0	0	0	0	1
CISS109	PRIN OF COMPUTER INFO SYSTEMS	0	1	2	2	2
CISS201	SYSTEM ANALYSIS & DESIGN PROG	0	0	1	1	1
CLT 100	COMPUTER LITERACY	4	19	5	8	9
CON 101	INTRODUCTION TO CONSTRUCTION	0	0	1	0	0
COP 200	COOPERATIVE EDUCATION	1	0	0	0	0
CRJ 101	INTRODUCTION TO CRIMINAL JUSTI	1	1	2	1	2
CRJ 220	CRIMINALISTICS	0	0	0	1	1
DH 220	Concepts in Advanced Hygiene	1	1	1	1	0
DH 220L	Concepts in Adv Den Hyg Lab	0	0	0	0	0
DNT 200	NUTRITION FOR HEALTH SCIENCES	1	1	1	1	1
ECE 112	MCDCTC:CHILD GROWTH & DEV.I	0	1	1	1	1
ECE 113	MCDCTC PROG. & ACTIVITIES II	1	0	0	0	0
ECE 117	GUIDING BEHAVIOR IN YOUNG CHIL	1	1	0	0	0
ECE 119	SCHOOL-AGE CHILD CARE	0	0	1	1	1
ECE 211	Nutrition Hea & Safe for Child	0	0	0	1	0
ECO 201	AMERICAN ECON I:MACRO	2	3	3	2	3
ECO 202	AMERICAN ECON II:MICRO	2	2	2	1	1
EDU 215	PROC. & ACQUISI.RDG.COMPETENCY	0	1	1	1	1
EDU 255	EDUCATIONAL ASSESSMENT	1	1	0	0	0
EDU 260	INTRO 2 EFF TEACH MET N 2NDRY/	1	0	0	0	0
EGN 201	DYNAMICS	1	0	0	0	0
ELI 80L	Listening & Presentation Skill	0	0	0	0	1
ELI 81L	Oral Communication	0	0	0	0	1
EMSP116	Paramedic Clinical Rotation I	1	0	0	0	0
EMSP124	Paramedic Clinical Rotations 2	0	0	1	0	0
ENG 101	ENGLISH WRITING	8	7	7	11	11
ENG 102	INTRO TO TERM PAPER	3	3	3	4	5
ENG 200	INTRODUCTION TO LITERATURE	2	3	4	5	6
FR 101	FRENCH ELEMENTS I	0	0	0	0	1

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Enrollment Report

Summer

Courses and Sections*

Course	Course Name	Number of Sections Continued				
		Summer 2017	Summer 2018	Summer 2019	Summer 2020	Summer 2021
H 101	HISTORY OF AMERICAN CIV. I	1	1	1	2	1
H 102	HISTORY OF AMERICAN CIV. II	1	1	1	1	2
H 151	WORLD HISTORY I	1	1	1	1	1
H 152	WORLD HISTORY II	0	0	0	0	1
HEA 205	HUMAN SEXUALITY	2	3	3	2	2
HLF 201	PERSONAL/COMMUNITY HEALTH	1	2	2	3	4
HLF 210	PHYSICAL FITNESS & HEALTH	3	7	3	3	3
HUM 202	SURVEY ART,LIT,MUS 19/20	1	1	1	1	1
ITSA125	Security Fund, Princip & Ethic	0	1	0	0	1
ITSA125L	Security Fund Lab	0	0	0	0	1
ITSA253	Operating Systems& Network Sec	0	0	1	0	0
ITSA270	Bus&Continuity Disaster Recove	0	0	1	0	0
LSS 101	LABORATORY COMMUNIC. SKILLS	0	0	1	0	0
MAT 86	Integ Pre & Intro Algebra	1	4	4	5	7
MAT 87M	Integrated Elem&Inter Algebra	1	0	0	0	0
MAT 91	ELEMENTARY ALGEBRA	1	0	0	0	0
MAT 92	Intermediate Algebra	3	2	1	1	2
MAT 107	MODERN ELEMENTARY STATISTICS	8	4	6	10	11
MAT 125	FINITE MATHEMATICS	0	0	0	2	1
MAT 128	PRECALCULUS I: COLLEGE ALGEBRA	2	2	2	3	4
MAT 129	TRIGONOMETRY/PRE-CALCULUS II	0	0	0	0	2
MAT 140	CALCULUS I	1	1	1	1	1
MGMT102	PRINCIPLES OF SUPERVISION	0	0	0	1	1
MGMT219	HUMAN RESOURCE MANAGEMENT	0	0	0	1	1
MGMT222	PRINCIPLES OF BUSINESS MGMNT.	1	0	0	2	1
MKTG210	RETAILING	0	1	0	0	0
MKTG223	MARKETING	0	0	0	1	0

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Enrollment Report

Summer

Courses and Sections*

Course	Course Name	Number of Sections Continued				
		Summer 2017	Summer 2018	Summer 2019	Summer 2020	Summer 2021
MUS 102	THEORY OF MUSIC II	0	0	0	1	0
MUS 123	PIANO CLASS I	0	0	1	0	0
MUS 197	CHOIR III	0	0	1	0	0
OFAD215	OFFICE MANAGEMENT	0	0	0	1	0
PHI 101	INTRODUCTION TO PHILOSOPHY	1	1	1	3	3
PHI 104	CRITICAL THINKING AND LOGIC	0	1	1	1	1
PHI 105	INTRO TO PROFESSIONAL ETHICS	0	0	0	1	1
PNUR110	NUR CHILD/BEARING/REARING FAM	1	1	1	1	1
PNUR110L	NUR CHILD BEARING/REARING LAB	0	0	0	0	3
PNUR115	SEMINAR-PRACTICAL NUR ISSUES	1	1	1	1	1
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	8	26	26	21	33
PSY 101	INTRODUCTORY PSYCHOLOGY	2	2	4	8	11
PSY 104	DEVELOPMENTAL PSYCHOLOGY	2	2	3	4	5
PSY 204	INTRODUCTION TO ABNORMAL PSYCH	1	1	1	1	1
PSY 210	Intro to Methods/Psy Reseach	0	1	0	0	0
PTT 215	PEDIATRIC PROCEDURES	1	1	1	1	1
PTT 215L	PEDIATRIC PROCEDURES LAB	0	0	0	0	1
RC 135	CLINICAL PRACTICUM III	1	1	1	1	1
RC 135L	CLINICAL PRACTICUM III LAB	0	0	0	0	3
RENG 90	Integrated Reading & Writing	1	0	0	0	0
RENG 91	Reading & English Skills	2	3	3	2	3
RENG 92	Reading & Writing Skills II	5	6	6	10	10
SCI 100	ELEMENTS OF EARTH SCIENCE	0	0	0	1	0
SED 220	SPECIAL EDUCATION AN OVERVIEW	1	1	0	0	1
SGT 105	HOSPITAL CLINICAL I	2	1	1	0	0
SOC 101	INTRODUCTION TO SOCIOLOGY	2	4	5	6	9
SP 101	FUND.OF SPEECH COMMUNICATION	2	3	5	11	12
TSCM120	COMM. TRANSPORTATION SYSTEMS	0	0	0	0	1
Grand Total		120	166	163	211	277



* As of June 7, 2021

Yellow highlight indicates a Summer 2021 course that was not offered in Summer 2020. Cancelled classes are excluded. Summer 2021 includes course sections that that may not be filled yet (Summer II session, beginning on June 24) . Source: Office of Institutional Research

**Baltimore City Community College
Board of Trustees Meeting June 16, 2021
Cultural Diversity Report**

Background

Each year, the Maryland Higher Education Commission (MHEC) requires all public institution of higher education to develop and implement a plan for a program of cultural diversity. The plan must include a description of the way the College addresses cultural diversity among its students, faculty, and staff; how the institution plans to enhance cultural diversity; a process for reporting campus-based hate crimes; and a summary of any resources, including State grants, needed by the College to effectively recruit and retain a culturally diverse student body.

MHEC distributes a memo annually providing additional guidance regarding requirements for the Cultural Diversity Report. This year's report requirements are different from previous years' submissions. Due to the pandemic necessitating that most institutions operate remotely during the 2020-2021 academic year, the report length has been reduced to a maximum of three pages with three sections required.

1. A description of how the institution defines diversity and how the definition was developed.
2. A brief highlight of the most successful ongoing or new initiatives designed to address issues related to cultural diversity on campus.
3. A brief discussion of the ways in which the institution anticipates COVID-19 most affected-either negatively or positively-it's efforts to enhance diversity on its campus.

Definition of Diversity at Baltimore City Community College

The institutional definition for Diversity was garnered from the College's Core Values. The Diversity, Equity, and Inclusion committee developed five (5) goals to guide the Diversity Plan and the goals were approved by the Board of Trustees during the last reporting period. The five goals are noted below.

Goal 1: To cultivate and sustain a diverse and multicultural student body that is reflective of the global community by recruiting, retaining, and graduating ethnic minority students that are under-represented in higher education.

Goal 2: To integrate the principles of diversity, equity, and inclusion into all aspects of college life.

Goal 3: To identify impediments to creating a diverse and inclusive environment, propose solutions to overcome those impediments, and measure progress at all levels of the College.

Goal 4: To ensure a variety of channels are utilized to attract and retain a diverse, qualified, and competitive applicant pool of faculty and staff.

Goal 5: To provide a supportive and nurturing learning environment to prepare students to collaborate with diverse communities in a culturally sensitive manner.

Organization of the Report

The events and activities highlighted in the report are organized by the associated goal. The final section of the report details the impact of COVID-19 and highlights the creative ways the College pivoted to increase support for students, faculty, and staff while operating in a remote learning environment. Areas of concern noted in the report were the declines in student enrollment, experienced by most institutions in Maryland, and the need for a multi-year diversity plan to be developed and operationalized through the College's strategic planning process to ensure the comprehensive implementation and assessment of the plan's goals.

The Report was developed by the Director of Judicial Affairs, Tile IX, and the Testing Center and the Director of Institutional Research, with support from various offices including Internal Auditor, Human Resources, and Student Affairs. All Cultural Diversity Reports must be

Baltimore City Community College 2020- 21 Cultural Diversity Report

Institutional Definition for Diversity

Baltimore City Community College (BCCC) defines diversity in its institutional Core Values as recognizing, accepting, appreciating, and supporting individual differences and lifestyles. This definition was developed as part of the 2018-2022 Strategic Plan, which had College-wide participation and was approved by BCCC's Board of Trustees. As a Core Value, diversity is integrated in many facets of student programming and employee professional development. In addition, the College's vision speaks to the importance of providing quality education for a diverse population of students. Strategic Plan Goal 1, student success, speaks to providing equitable access to a learning environment that supports a diverse population of learners. BCCC is currently in the process of developing an updated Strategic Plan with the assistance of the consulting firm Keeling and Associates.

BCCC's commitment to diversity is reflected in the many activities, events, co-curricular programming, and professional development opportunities provided to all members of the BCCC community. Prior to the COVID-19 pandemic, much of the coordination and programming efforts were facilitated and monitored by the Diversity, Equity, and Inclusion (DEI) Committee. The committee's strategic goals from the 2020-2021 Cultural Diversity Plan are noted below (see appendix).

Goal 1: To cultivate and sustain a diverse and multicultural student body that is reflective of the global community by recruiting, retaining, and graduating ethnic minority students that are under-represented in higher education.

Goal 2: To integrate the principles of diversity, equity, and inclusion into all aspects of college life.

Goal 3: To identify impediments to creating a diverse and inclusive environment, propose solutions to overcome those impediments, and measure progress at all levels of the College.

Goal 4: To ensure a variety of channels are utilized to attract and retain a diverse, qualified, and competitive applicant pool of faculty and staff.

Goal 5: To provide a supportive and nurturing learning environment to prepare students to collaborate with diverse communities in a culturally sensitive manner.

The committee has been operationalized and integrated into the respective Cabinet areas led by the Vice President (VP) of Student Affairs with the VP of Institutional Effectiveness, Research & Planning, Chief Internal Auditor, VP of Workforce Development & Continuing Education, Interim VP of Finance & Administration. This group will guide the development of future diversity goals, forms of assessment, and targets to align with the College's strategic plan.

Institutional Activities

Due to the pandemic, several engagement activities were held remotely for students and the community in academic year 2020-2021, including those noted below. Future events will include participant surveys.

Goal One

- Immigration Law and Know Your Rights - The forum, held by the Latinx Uni2 Student Club, included a presentation by the Esperanza Center Immigration Legal Services on immigrants/ rights. (September 2020, 22 participants)
- Let's Talk Justice: Reflections on the Verdict of the Trial of Derek Chauvin - Student Life and Engagement (SLE), Student Support and Wellness Services, and Student Government Association (SGA) facilitated a discussion on race, crime, and justice, focusing on the verdict of the Derek Chauvin trial and its impact on America. (April 2021, 25 participants)

Goal Two

- Let's Talk Education – As part of American Education Week, the Anthropology & Sociology Club (ASC), History Club, Education/Special Education program, General Studies program, and SLE

sponsored a panel of professional educators who discussed “Reflections on Ethnicity, Gender and Special Education in the age of a Pandemic.” (November 2020, 39 participants)

- Kwanzaa with Charles Dugger – The SGA, ASC, History Club and SLE attended the virtual Kwanzaa program at the Enoch Pratt Library. (December 2020, 25 participants)

Goal Three

- Love of Language - SLE and SGA sponsored this event in appreciation of language. Staff, students, and special guests gave lessons in informal Spanish, sign language, and French. The International Student Services Coordinator and Club Advisor presented Russian. (February 2021, 20 participants)
- Keeping It Real Lecture - “Black Women’s Vital Role in the Civil Rights Movement” - BCCC History Professor and author Baba Zak A. Kondo presented the event sponsored by the ASC, Dept. of Education, Social & Behavioral Sciences, History Club, and SLE. (March 2021, 83 participants)
- History of the League of Women Voters of Baltimore City – Sponsored by the History Club, ASC, SLE, SGA and League of Women Voters of Baltimore City, BCCC alum and League member Sally Grant presented and answered questions. (March 2021, 49 participants)

Goal Four

- Over 100 faculty and staff participated in various sessions as part of institutional professional development days held the week before the start of the Spring 2021 semester. Mandatory training was held related to sexual assault in the workplace. For faculty, additional sessions were held related to various instructional technologies for remote learning environments. A survey of participants (42 respondents) showed that 95.2% agreed that the mandatory sexual assault session was beneficial.

Goal Five

- Geography Bee – The Admissions Office, International Students Club, SGA and SLE held this kick-off for International Education Month and tested attendees’ knowledge of countries represented in the BCCC community. (November 2020, 10 participants)
- Monticello Black History Month Events - The History Club and SGA attended virtual events sponsored by Thomas Jefferson’s Monticello (Monticello.org), (February 2021, 25 participants)

COVID-19 Impact

In March 2020, BCCC transitioned to remote operations, due to the COVID-19 pandemic. Therefore, learning and servicing students had to shift to virtual delivery methods (Goal 5). All in-person classes transitioned to a virtual format for the remainder of the semester at the scheduled class times via Zoom or other platforms. Utilizing the Canvas learning management system, a companion to classroom learning, became more integral for students and faculty to communicate and track assignments. As it became clear that not all students had WIFI and/or access to a computer at home, the College provided laptops to credit and non-credit students as needs were identified and partnered with Comcast to provide low-cost internet service (Goal 3). BCCC’s bookstore provided and shipped over 2,100 textbooks in Summer 2020 at no cost to the students. Technical challenges remained with the remote environment including weak or intermittent internet signals causing “lagging”, audio or video cut-out, screens freezing, and buffering. BCCC’s Information Technology Services expanded hours to support the College community (Goal 5).

As the pandemic continued, BCCC launched the #BCCCStrong campaign to help the students, staff, and community feel connected. BCCC expanded virtual services and events for students and the community. The Virtual Helpdesk was created to serve as a single resource to access most student service needs. Events, activities, and co-curricular programming were conducted via Zoom (Goals 1, 4, and 5). Space constraints were no longer barriers as attendees were able to access the events from their homes. Events that were costly because of food and other costs, became low- to no-cost. However, the in-person interaction which typically happens during on-campus events and activities is largely lost. While there are icebreakers or question/answer sessions, there is typically little to no informal interaction available. College faculty and staff have heard from some students that they are experiencing COVID-19 fatigue

and miss in-person learning and activities. Safety remains BCCC’s top priority; when the campus reopens, both in-person and remote instruction, and extra- and co-curricular programs will continue.

BCCC’s zip code, 21215, has consistently had the highest COVID-19 positivity rate in the City. To better serve its community, BCCC partnered with CVS as a site for free COVID testing. As Maryland moved into Phase 1B of its vaccination plan, BCCC became a site for the Baltimore City Health Department.

BCCC experienced an enrollment decline in fall 2020, as did most of Maryland’s colleges and universities largely due to the pandemic. While the College’s credit student enrollment decreased by 14.8% from fall 2019 to fall 2020, the proportions of students by race/ethnicity remained stable, as reflected in the table below. To better accommodate students, BCCC implemented new 14- and 10-week sessions in fall 2020 which continued in spring 2020. (Goal 2) Similarly, the number of full-time faculty and staff decreased by 9.0% from fall 2019 to fall 2020, the proportions by race/ethnicity remained stable (1.6% and 1.5% for Hispanic, respectively) (Goal 4).

Baltimore City Community College		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
Fall Credit Enrollment Distribution by Ethnic Background / Race		#	%	#	%	#	%	#	%	#	%	#	%
a.	Hispanic or Hispanic Multi-race (Excluding White)	124	2.6%	116	2.6%	103	2.5%	158	3.5%	198	4.0%	155	3.7%
b.	Hispanic-and-White or Hispanic-and-White with Other Races	31	0.7%	26	0.6%	28	0.7%	32	0.7%	43	0.9%	48	1.1%
c.	White or White Multi-Race (Excluding Hispanic)	427	9.0%	425	9.6%	347	8.3%	366	8.1%	353	7.2%	333	8.0%
d.	African American Only	3,779	80.0%	3,455	78.4%	3,314	79.1%	3,628	80.2%	3,979	81.1%	3,396	81.2%
e.	Asian Only	210	4.4%	242	5.5%	244	5.8%	180	4.0%	171	3.5%	131	3.1%
f.	American Indian Only	9	0.2%	5	0.1%	7	0.2%	9	0.2%	5	0.1%	2	0.0%
g.	Native Hawaiian/Pacific Islander Only	6	0.1%	5	0.1%	4	0.1%	2	0.0%	7	0.1%	1	0.0%
h.	Multi-race (Other than with Hispanic or White)	37	0.8%	31	0.7%	35	0.8%	33	0.7%	45	0.9%	33	0.8%
i.	Other/Unknown	103	2.2%	104	2.4%	106	2.5%	115	2.5%	108	2.2%	82	2.0%
<i>Total</i>		4,726	100.0%	4,409	100.0%	4,188	100.0%	4,523	100.0%	4,909	100.0%	4,181	100.0%

Source: BCCC fall Enrollment Information System (EIS) files prepared for the Maryland Higher Education Commission annually in November, in accordance with State guidelines. Students are categorized by Hispanic/Hispanic-multi-race first, White/White-multi-race second, other multi-race third, and all other races. BCCC Office of Institutional Research - April 2021

BCCC administers the Community College Survey of Student Engagement (CCSSE) to on-campus credit students, in class, every two years in the Spring semester. **Due to the COVID-19 pandemic, the CCSSE was administered online for the first time in spring 2020 with 153 valid respondents.** A few items related to COVID-19 were included. Characteristics of the CCSSE respondents include the following.

- Prior to the COVID-19 pandemic, 40.5% had not taken online classes at BCCC and 52.7% had not taken any hybrid classes at BCCC.
- 16.2% indicated that English is not their native (first) language.
- 87.8% indicated that they would recommend BCCC to a friend or family member.
- 16.2% indicated that they are an international student or non-resident alien. 5.2% indicated they are “Hispanic or Latino”.
- 35.9% indicated that they are first-generation college students.

Responses related to the question “How much does the college emphasize the following?” are noted below. The options were: very little, some, quite a bit, or very much.

- “Encouraging contact among students from different economic, social, and racial or ethnic backgrounds” – 69.6% responded “Quite a bit” or “Very much”.
- “Providing the support you need to thrive socially” – 63.2% responded “Quite a bit” or “Very much”.

Conclusion

As BCCC proceeds in its strategic planning process, all areas will be engaged in aligning all component institutional plans to include the diversity and equal opportunity goals and objectives. Lessons learned from the transition to a remote learning and student services environment led to greater communication and collaborations. The College is committed to supporting its community in remaining #BCCCStrong.



Baltimore City Community College

Baltimore City Community College
2020-2021 Cultural Diversity Report
Appendix

A light gray arrow pointing to the right, positioned to the left of the main title.

2019- 2020
Cultural Diversity Report
June 2020

A series of thin, curved lines in black and light gray, resembling stylized grass or reeds, located in the bottom left corner of the page.

Baltimore City Community College

Preface

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

About BCCC

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

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

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

Mission

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

Vision

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

Core Values

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

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

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

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

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

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

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

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

Professionalism – Adhering to the highest standard of customer service.

Commitment to Diversity

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

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

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

Key Definitions proposed by BCCC’s DEI Committee

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

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

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

BCCC’s Plan to Improve Cultural Diversity

Strategic Goals

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

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

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

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

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

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

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

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

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

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

Achievements in Diversity

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

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

Students

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

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

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

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

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

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

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

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

Characteristics of the respondents include the following:

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

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

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

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

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

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

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

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

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

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

Efforts to Increase Representation of Traditionally Underrepresented Groups

Students

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

LatinX

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

Veterans and Military Students

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

International Students

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

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

The Mayor's Scholars Program

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

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

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

Administrative Staff and Faculty

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

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

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

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

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

Efforts Designed to Create Positive Interactions and Cultural Awareness

Students

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

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

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

Programming and Activities

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

Table 4: Programs and Activities

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

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

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

Co-Curricular Programming

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

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

Curricular Initiatives

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

Administrative Staff and Faculty

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

Increasing the Diversity of Faculty and Staff

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

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

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

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

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

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

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

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

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

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

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

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

Future Initiatives

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

Campus Process for Reporting a Hate-Based Crime

Protected Classes

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

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

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

How to Report a Bias Incident

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

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

Conclusion

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

BCCC

Enterprise Resource Planning (ERP)

Project Update

June 16, 2021

Stephan A. Byam (Chief Information Officer)

Project Status

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

The Project Team continues to meet weekly with the DoIT's Oversight Project Manager for the College to provide project updates; as well as exchange ideas with the Oversight Project Manager on implementation strategies.

The College also continues to provide official monthly 'Health Assessment' reports to the State which provides details on monthly project activities, including milestones, deliverables and spending.

Project Financial Health

To date, the ERP Project is performing with a positive cost variance based on the projected spending plan. (i.e., the actual costs to date are less than the budgeted amount).

The major contributing factors is the ability of the teams to work remotely, reducing costs budgeted for consultants' travel, room and board; and the College budgeted for integration expenses occurring earlier in the project.

Budgeted Costs through April '21	\$1,048,063
Actual costs through April '21	\$617,074
Variance	\$430,989

Organizational Readiness

With the General and Finance modules on target to go-live on July 1, the College is beginning to focus its efforts on organizational readiness and assembling an Organizational Readiness Team:

The charge of the Organizational Readiness team is to provide oversight for the areas of project communication, training and development, organizational change management, and other ERP readiness activities.

Organizational Readiness -Training

One major component of Organizational Readiness is the training of staff and end users, and ensuring that training and training plans are:

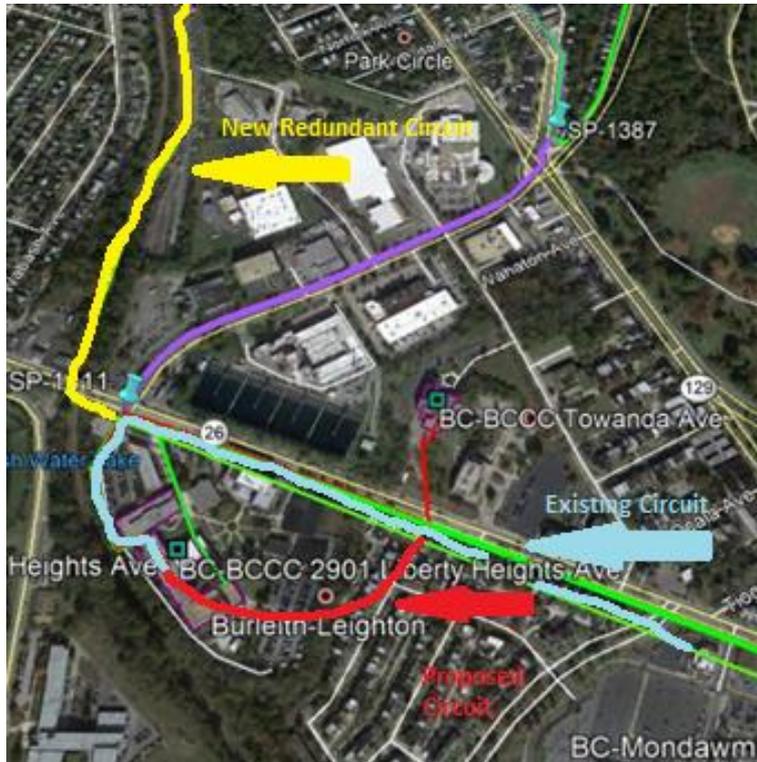
- **Consistent** – offered on a cadence that allows new employees and staff to receive training upon entry to the College, and allow existing users to obtain refreshers
- **Comprehensive** – provides training that not only introduces concepts and basic navigation, but provides specific functional training
- **Adaptive** – ensures trainings are evaluated regularly to ensure they align with new business processes and functionality provided by the system

Train the Trainer

The College will be leveraging individual team members to receive first-hand training from the consultants, who, in turn, will provide training to their peers. As such the Organizational Readiness team will identify key stakeholders to be trained and serve as trainers across all divisions.

The Chief Financial Officer and the Chief Information Officer are partnering to develop the model for the training plan, using the Finance team as a pilot program. This “train-the-trainer” model will utilize strong content experts as trainers for other end users in their department, and in some cases, the wider community.

Infrastructure Readiness



The College is also preparing its infrastructure for internet service redundancy. Due to the greater dependence on the internet for the ERP to operate, the College is working to develop 100% redundancy.

Network MD is providing a second redundant loop that would approach the campus from the west side of the campus. However, this will still leave approximately 800 ft of a single thread which spans from the entrance on Liberty Heights to the College's network infrastructure.

ITS has received a proposal to add another circuit to obtain 100% redundancy, however the IT teams and facilities teams are scheduling discovery meetings because the proposed site is approximate to the Loop Road project.

Questions



BOARD OF TRUSTEES
BALTIMORE CITY COMMUNITY COLLEGE

TAB 10 | President's Report

Baltimore City Community College

PRESIDENT'S UPDATE

Board of Trustees, June 16, 2021

Dr. Debra L. McCurdy, President

Temporary Operational Change

Oversight has been implemented for the Student Affairs Division with the departure of the Vice President for Student Affairs. Due to a critical family health issue, the VP position has been advertised. The President and the VP for Institutional Effectiveness, Research and Planning will assume the day to day oversight of the operations and the staff.

Preliminary Facilities Summary

1. Facilities Renewal approvals

- Next Steps: BCCC procures and completes projects, submits letter to MHEC for reimbursement of grant (Grant #: CCFRG21-01)
- Requesting ADA consultant from DGS for restrooms – WBCM to survey 6/16/2021
- Bid documents are prepared for LSB fire alarm system, ADA drinking fountain replacement, and PEC hot water heater

2. Game room – Student Lounge

- Review new plans, finish options, and quote updates
- Demolition phase started 6/7/2021, Bids due 6/16/2021 on remaining items

3. Entrance rendering quotes:

- Noelker and Hull \$1,800 - awarded
- Floura Teeter \$4,165
- Ayes Saint Gross \$7,400
- Melville Thomas (no bid)
- Campus Signage Master Planning option: creating a clear arrival threshold, intuitive and informative wayfinding, and consistent branding – presented option from Ayers Saint Gross

4. Campus Security Cameras (Chief Willis)

- Reviewing 4 consultants university project list
- Scope and Timeline
- Walkthrough of Functional Areas with Cabinet

5. Loop Road Update

- Construction Bidding Schedule:
 - *Advertise on eMMA* 5/19/21
 - *Pre-Bid Conference* 5/26/21 (zoom)
 - *Site Visits* 6/7/2021 – 6/8/2021 (on site)
 - *3rd Site Visit* 6/16/2021
 - 1. *Issue Addenda #1: Harper Hall demolition, ramp*
 - 2. *Issue Addenda #2: Security Kiosk*
 - *Bids Due* 6/30/21
 - *Construction Award (BPW)* 8/11/21
 - *Notice to Proceed* 8/18/21
 - *Substantial Completion* 8/18/22

The following projects have been deemed eligible for reimbursement with CCFRG funds (\$500,000): (same as item #1 above)

- Fine Arts Wing Restroom Renovation for Accessibility
- Physical Education Center Restroom Renovation for Accessibility
- Life Sciences Building Fire Alarm System Replacement
- Physical Education Center Hot Water Heater Replacement
- Campus-wide ADA Water Bottle Refill Station Replacements
 - See the attached Maryland Higher Education Commission letter

The following projects have been deemed eligible for capital funding in FY22 (\$4M):

- Security Cameras and access control upgrades
- Life Sciences HVAC bundle
- Life Sciences Doors and Skylight Sealing
- Fine Arts HVAC bundle
- Elevator bundle
- South Pavilion roof replacement
- Physical Education HVAC replacement
- West Pavilion Chiller replacement
- West Pavilion fire alarm panel replacement

Return to Campus

The College's Return to Campus plan is in progress but in the final stages. It has been modified based upon changing requirements from the City of Baltimore, Maryland Department of Health, Center for Disease Control and the Governor's mandates. The College is cognizant of the ever-changing rise of COVID case within the zip codes of its primary service area.

Upon returning the Campus, the College will continue to monitor and adhere to mandated guidelines provided by local, State and national entities. College stakeholders will be notified of any emergency status through multiple modes of communication. The Emergency Stages include:

Emergency Stage 1

Campus and College are both open. All employees and students are permitted on Campus.

Emergency Stage 2

Campus is conditionally open, and the College is open on a hybrid remote basis. Some portion of employees and students permitted on Campus as determined.

Emergency Stage 3

Campus is closed. College classes continue on a fully remote basis. Only approved students and personnel are permitted on Campus, with prior authorization.

Emergency Stage 4

Campus is closed and classes are cancelled due to emergency. Only essential personnel are permitted on Campus.

Critical areas of consideration are COVID testing, on-site screening, mandatory vaccination, cleaning, social distancing, quality of the work environment (i.e. HVAC systems), and options for remote working.

Each Cabinet area will continue to utilize the Teleworking Framework developed for each respective department's operations. Concerns specific to individual departments are addressed through the appropriate supervisors and Cabinet members. The College's seven subcommittees are meeting to align the operations between functional areas for continuity and to finalize the narrative into "one voice".

Below is a summary of the feedback from community college President's on whether the vaccination will be mandatory. Currently, the MACC Presidents who responded indicated that the vaccine will not be mandatory for employees and students at this time.

Institution	Mandatory Vaccination/Return to Campus Status
Anne Arundel Community College	Not mandatory yet
Baltimore City Community College	Not mandatory yet, strongly encouraging
Carroll Community College	Strongly encouraging for students, not required for faculty and staff
Cecil College	Not mandatory
Chesapeake College	Not mandatory
College of Southern Maryland	Not mandatory
Community College of Baltimore County	Incentive \$200 for employees and \$100 book voucher for students. August 2 all non-faculty. August 15 all faculty return.
Frederick Community College	Not mandatory
Garrett Community College	Encouraging but not requiring
Hagerstown Community College	Not requiring
Harford Community College	Not requiring, working on a campaign to incentivize employees and students
Howard Community College	Not mandatory but offering bookstore vouchers to students as an incentive
Montgomery Community College	Giving serious thought-Board discussion
Prince George's Community College	Encouraging but not requiring
Wor Wic Community College	Not requiring

Many of the institutions have now provided for incentives ranging from \$200 - \$300 to further encourage faculty and staff to get a COVID vaccination. Documentation is required in order for them to receive the incentive reimbursement.

Strategic Planning

The 2021-2024 Strategic Plan activities are facilitated by Keeling & Associates, a higher education consulting firm, who began “**Interview Gathering Interviews**” with the executive leadership and also engaged senior and mid-level leaders to ensure the necessary infrastructure is in place.

Additional sessions for Cabinet were added to develop a stronger culture of accountability. The following emerged from a high-level review of the themes from initial interviews; revisit some of the questions/prompts Cabinet did not get to in the initial sessions (particularly with regard to student recruitment and experience, workforce development, and operational efficiency); and then “what’s next” (i.e., what directions or strategies should BCCC put in place to respond to these concerns and challenges.)

A session was conducted at the last meeting of the Board of Trustees, and the next sessions will involve a student group and groups from the business community as well as a group from the legislative body. The context of the discussions will include: (1) review of observations and emerging themes from the planning process to date; (2) discussion of internal and external factors that have strategic and practical significance

in shaping the College's priorities for the planning period; and (3) articulation of areas in which aspirational growth is possible as well as those in which excellence may not be sustainable.

Synopsis of the Strategic Planning efforts March through June 2021:

- March 25 – Keeling & Associates, Strategic Planning Preparation Meeting
- April 6 – Keeling & Associates, Strategic Planning Preparation Meeting
- April 9 – BCCC 2021-2024 Strategic Plan Kick-Off w/ College Community
- April 13 – Keeling & Associates, Strategic Planning Preparation Meeting
- April 16 – Keeling & Associates, Strategic Planning “Information Gathering Interviews” w/ Academic Affairs, Student Affairs & Information Technology Faculty & Staff
- April 21 – Keeling & Associates, Strategic Planning “Information Gathering Interviews” w/ Finance & Administration, Workforce Development & Continuing Education, Advancement & Strategic Partnerships and Office of the President Staffs
- April 29 – Keeling & Associates, Strategic Planning Preparation
- April 30 – Keeling & Associates, Strategic Planning “Information Gathering Interviews” w/ the Cabinet
- May 3 – Keeling & Associates, Strategic Planning “Information Gathering Interviews” w/ the Cabinet
- May 7 – Keeling & Associates, Strategic Planning “Information Gathering Interviews” w/ the Cabinet
- May 12 - Keeling & Associates, Strategic Planning Preparation
- May 17 – Keeling & Associates, Strategic Planning “Information Gathering Interviews” w/ the Cabinet
- May 18 – Keeling & Associates, Strategic Planning “Information Gathering Interviews” with Academic Affairs, Student Affairs & Information Technology
- May 19 – Keeling & Associates, Strategic Planning w/ the Board of Trustees
- May 24 - Keeling & Associates, Strategic Planning “Information Gathering Interviews” w/ Finance & Administration, Workforce Development & Continuing Education, Advancement & Strategic Partnerships and Office of the President Staffs

Keeling & Associates will produce a report of institutional themes from the “Information Gathering Interviews”. The “**Strategic Planning Sessions**” will be held in June, July & August when an expanded group of faculty and staff will help to reach consensus about the College's strategy, priorities, goals, and objectives for the strategic planning period. The Board of Trustees will be scheduled to provide the leadership to affirm the strategic direction.

Standing Meetings

- Oversight for Student Affairs, Meetings with Directors (daily)
- Bard Building, Department of General Services (DGS) & Office of the Attorney General (weekly)
- Enterprise Resource Planning (ERP) System, Department of Information Technology (DoIT) (bi-weekly)
- Faculty Senate Executive Committee (SEC) (monthly)
- BCCC Cabinet Meetings (daily)
- Student Affairs Division (daily)
- Maryland Association of Community Colleges (MACC)
 - President's Meeting (monthly)

Baltimore City Community College

CABINET UPDATE

Board of Trustees, June 16, 2021

Dr. Liesl Jones, Vice President, Academic Affairs

ACADEMIC AFFAIRS

College Catalog 2020-2021

The catalog was published on May 12th. Digarc, the company that owns Acalog, has begun training sessions to individuals in Academic Affairs, Student Affairs, and Institutional Research, to help manage the catalog and in preparation of the development of the next catalog for 2021/2022. The training has shown that we have not used our catalog to the fullest to help students be successful in the academics at the College.

College Catalog 2021-2022

Based on the current training there are new features that will be added to the catalog. Currently the College publishes an Education Plan Book along with the catalog. Moving forward these two items will be integrated together and allow a student to use the “Student Profile” to build a semester schedule and future semester schedules. Additionally, the incorporation of the Education Plans into the catalog will prevent the plans from being altered. The new Assistant Vice President for Academic Affairs in collaboration with the key stakeholders at the college will be leading the development of the new catalog.

Banner Training/Curriculum

Work continues to prepare for the transition to the new ERP. In review of the course descriptions, it became evident that the development of the new catalog and the entry of courses into Banner need to be done simultaneously. A team is being put together to do the data entry for the courses into Banner.

Program Review

The Planning Group in conjunction with the Assessment Committee held an Assessment day on May 14th. The goal was to train more faculty on assessment and to bring the Academic programs up to date in their assessment reporting. A debriefing of the events showed that more time needs to be devoted to developing assessment plans. Planning for fall 2021 events has begun.

Multiple Measures

A new policy has been developed to encompass course placement for the College.

The procedures are currently being developed to institutionalize the use of multiple measures to place students in English, math and college-level classes. The policy has been reviewed by the key stakeholders at the College.

Program Coordinators/Chairs

The Program Coordinators and the Vice President for Academic Affairs will resume meeting monthly beginning in August to discuss and better define the role of the coordinators. Current reassigned time is under review and will be based on the program needs and expectations of the coordinators and not as a straight time for each program.

SCHOOL OF BUSINESS, SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS (BSTEM)

Faculty Accomplishments

Malathi Radhakrishnan, Professor of Biology and Fred Paraskevoudaki, Professor of Microbiology of the Natural and Physical Sciences department presented at the 7th Maryland Collegiate STEM Virtual Conference on May 1st, 2021. The topic was “Climate Change and Species Decline.”

Assistant Professor of Business Osaretin D. Izume co presenting with Professor Deepa Radhakrishnan, Adjunct Faculty B&T Dept) at the Maryland Collegiate STEM Virtual Conference scheduled for May 1st. Our topic is on “Open Educational Resources”.

BSTEM actively participated in the 2021 BCCC Assessment Day on May 14, 2021.

- Dr. Denise Holland presented the Green Track titled: Synthesizing Data Collection for Populating Tract Data/Nuventive.
- Mr. Daniel Izume presented the Blue Track titled: Identifying Common Course
- The Dean and Associate Deans led their departments in the accomplishment of the Formative Assessment–Action Plan submission using the ACBSP the Unified Standards and Criteria for Demonstrating Excellence in Business Programs.

SCHOOL OF ARTS & SOCIAL SCIENCES

Faculty Accomplishments

Professor Tad Delay, faculty member in Philosophy, has been sought out and contracted to write a book on climate change—focusing on denial, violence, energy, migration, and capital—with Verso Books, an important publisher in philosophy/theory disciplines. This will be his 4th book.

Professor Rebecca Johns-Hackett is currently working with Archivist Megan Mcshea of the Billie Holiday Liberation of the Arts to digitize and catalogue the sermons at Historic St. James Episcopal Church in Baltimore Md. (from Bishop Michael Curry, the first African American Presiding Bishop and Primate of the Episcopal Church). The legacy materials of Bishop Curry will become a resource for Baltimore and the world.

Professor Tamara Payne held a Visual Arts Gallery and Tour on May 14th, via Zoom. Professor Payne’s ongoing and tireless efforts enrich the BCCC community and bring the vital work done at the college to the attention of the rest of Baltimore and the surrounding areas.

SCHOOL OF NURSING & HEALTH PROFESSIONS

Summer clinical

Beginning with summer session 1 on May 24th the Physical Therapy Assistant program, Respiratory Care, Practical Nursing and Emergency Medical Services returned to campus to complete course work in order to graduate students. The Dental Clinic reopened on June 1 on a limited basis for students to see patients. Respiratory Care reported that the students had a 100% pass rate on this years licensure exam.

Emergency Medical Services is working with Workforce students in the EMT program to provide them with their “ride along” in order to complete the program.

E-LEARNING

Canvas Tutoring

The last updated tutor shell report for the spring semester. In just the short period in May before the end of the semester, BCCC saw over 20,000 page views, an increase of over 4,000 page views from the full month of April, and 281 actions taken, an increase of 63 actions from April. A new reporting feature is that dual enrollment (DE) tutoring is separated from general tutoring to better capture the usage by high school students. In May, there were 218 page views in the DE tutoring shells, and 3 new actions taken indicating flat usage of tutoring by

students heading into Finals. Dependent on a recommended review of grades in DE courses, a possible outcome may be a need to incentivize the use of tutoring among DE students to bolster grades further. Summer tutoring shells have been opened as tutoring contracts have been finalized. Separate Mayor Scholars Program tutoring shells for the courses being offered in Summer II will allow for easier tracking of statistics within the MSP program. ITS has the request to load the shells with students currently enrolled and continue to load as they enroll. With the separation now in place, this will allow the Center for Academic Achievement and others to look at student access history for tutoring as it relates to meeting the requirements for MSP participation.

Professional Development

Faculty development training by E-learning will pick up again and the training schedule for the next academic year is being discussed and planned out. Hyflex is still a priority topic and a request for time to go on campus and test possible setups will be submitted in June to be carried out in July. Recordings of these sessions will be used to build faculty resources for those who will be tasked to teach hyflex and will be included in institutional training for faculty as we return for the Fall. Additional training will revolve around the use of Canvas embedded features such as RollCall attendance, leveraging analytics to identify struggling students, and Respondus Lockdown Browser that will allow students learning online and virtually to continue to take exams in a convenient manner while protecting the academic integrity of the exam.

LIBRARY & MEDIA SERVICES

Usage of Library Resources

LibAnswers – It is a 24/7 LibChat online reference service for BCCC students. Librarians are scheduled for Monday through Thursday from 8:00 am to 9:00 pm and Friday and Saturday from 8:00 am to 5:00 pm in the spring semester.

LibGuides – LibGuides is an easy-to-use content management system deployed at thousands of libraries worldwide. Librarians use it to curate knowledge and share information, organize class and subject specific resources and create and manage websites. As of today, a total of 102 subject LibGuides have been created. A total of 2,512 views by BCCC students. The most popular guides are APA Papers (933 views), MLA 8th Edition (656 views), OD (300 views), and Library Handouts (213 Views).

The library databases were heavily used by students. During April, there were 7,748 database searches, 4,084 articles retrieved, and 155 eBooks downloads by BCCC students and faculty. For May there were not many views. The librarians are tracking the use as Summer Session 1 began at the end of May.

Baltimore City Community College

CABINET UPDATE

Board of Trustees, June 16, 2021

Student Affairs

ADMISSIONS DEPARTMENT

During May 2021, the Admissions department reviewed and updated the communication templates for each target student population to ensure a consistent message and updated BCCC branding. The Admissions recruitment team conducted virtual information sessions for graduating high school seniors and incoming PTECH dual enrollment students.

Mayor's Scholars Program

During May, the Admissions department focused on engaging MSP eligible students to indicate their intent to participate in the Summer Bridge program through branded phone calls, emails, text messaging, and weekly information sessions. To confirm student intent to participate in the Summer Bridge program, the Admissions department implemented a review process initiated by an automated survey tool available 24 hours a day, seven days a week.

Dual Enrollment Program

In May, the Admissions department contacted BCPSS high schools, private high schools, and home school associations to solicit information sessions for current and prospective dual enrollment students. As a result of the information sessions, students have registered for individual summer courses and high schools have requested dual enrollment courses for the Fall 2021 semester

International Students

During the month of May, the International Student services department conducted phone, email and text outreach to international students in danger of being negatively impacted by outstanding tuition balances.

ATHLETICS DEPARTMENT

The Athletics Department is preparing for the restart of the program. Those items that will be addressed first include:

- Hiring of Coaches for Men's & Women's Basketball and Men's & Women's Cross Country
- Determination of Athletic Scholarships
- Recruitment of Student Athletes
- Determination of sport program additions. Proposal submitted include Men's & Women's Soccer, Women's Volleyball, & Esports. If any of these sports are approved, the steps to be taken include:
 - A. Hiring of Coaches
 - B. Marketing and promotion of new programs to area and regional high schools
 - C. Recruitment of new student athletes
 - D. Creation of competition schedule and potential conference affiliation for Esports

DISABILITY SUPPORT SERVICES

DSSC provided a program sponsored training on the topic: Smashing Stigma: The event was aimed at having an open discussion regarding stigma, particularly as it pertains to disabilities, both physical and emotional. We began by exploring what stigma is, and then opened the floor to the participants to share in ways that they have experienced stigma. We went on to discuss the dangers of perpetuating stigma, and ways in which to combat stigma. The event was attended by students and faculty alike and was quite interactive. Additionally, DSSC staff created a social media marketing plan to address Recruitment/Retention priorities for the Summer and Fall term. Lastly, a closing exercise was conducted to properly transition UMAB’s MSW graduate students and their individual caseloads.

JUDICIAL AFFAIRS AND TITLE IX

Annual Cultural Diversity Report

The Maryland Higher Education Commission (MHEC) requires each public institution of higher education to develop and implement a plan for cultural diversity. If the institution already has an established plan, then the focus should be on plan improvement as opposed to development. The format this year has been modified due to COVID 19 and focuses on how the institution defines diversity, a brief highlight of notable initiative and a description of the impact of COVID-19 on diversity efforts. The report is due to MHEC by July 1, 2021.

Introduction of Incident Management Advisory Committee (IMAC) Hearings via Zoom

The IMAC committee is a group of faculty, staff and students who hear behavioral breaches on the BCCC Student Code of Conduct. IMAC hearings were traditionally conducted on-campus and in-person. The process has recently been migrated to a virtual format utilizing Zoom as the meeting space. The first Zoom IMAC hearing was conducted on June 2nd and was well received by the hearing participants.

RECORDS & REGISTRATION

Degree Audits

There are 603 Degrees and Certificates awarded/pending for 2020-2021:

- Degrees 450
- Certificates 153

There are 75 Allied Health Graduates in the class of 2021:

Degree Type	Major	TOTAL
AAS	DENTAL HYGIENE	4
AAS	HIT	2
AAS	PARAMEDICINE	1
AAS	PTA	10
AAS	SURGICAL TECH	3
AS	NURSING	42
CERT	PRACTICAL NURSING	13

Transcripts

- The Registrar’s office processed 1,061 transcripts between March 2021 and April 2021 generating \$5,295 in revenue for the college.

“Make It Happen” Marketing Campaign

Admissions, Records, and Marketing collaborated to create marketing campaigns to promote both continued enrollment and new recruitment.

STUDENT ACTIVITIES

SGA Meeting

May 27, 2021 - SGA Meeting - The Student Government Association held a meeting on Thursday, May 27th. This was a virtual meeting via Zoom. At this meeting, some of the following items were discussed: SGA summer planning and training, Virtual Study Abroad opportunity for BCCC students, change in Panther Pride Week to the fall 2021 semester and the upcoming “Let’s Talk Series” in recognition of Asian American and Pacific Islander Heritage Month. Also, the SGA team was thanked for their hard work and support during a pandemic year. Special recognition was given to the SGA 2021 graduates and to Oluwafemi Toriola for doing a great job representing BCCC students on the Board of Trustees this academic year.

Activities and Events

Due to the exam schedule in early May, graduation and then summer registration, it was decided to have a later event in May and prepare for activities in June especially in support of the new MSP students arriving later in the month.

May 28, 2021 - “Let’s Talk Series” - The Student Government Association and the Office of Student Life and Engagement continued with their “Let’s Talk Series”. The topic/discussion for this session was on how we can support our Asian American and Pacific Islander communities. The program was held in recognition of Asian American and Pacific Islander Heritage Month and took place virtually via Zoom from 2 - 3 p.m. A second event is planned for the month of June.

STUDENT SUCCESS CENTER

During the month of May 2021, 1314 students checked in for virtual services at the Student Success Center (SSC) via the Virtual Help Desk, emails, and phone. The Student Success Center team continue to advise new and returning students for Summer and Fall semester classes and engage them in reviewing and updating their academic goals. The office has been active in supporting MSP summer bridge, working across divisions for the VISTA (ACE STATS) grant to increase the success rate of students enrolled in MAT 107. The team has actively been involved in Banner training and Acalog training.

STUDENT SUPPORT AND WELLNESS SERVICES

During the month of May, Student Support and Wellness Service (SSWS) continued seeing students for individual counseling. The office concluded their work with two graduate student interns from Morgan State University and University of Maryland Baltimore Schools of Social Work.

The last two wellness workshops of the spring semester were conducted and program planning began for the summer and fall. This included new workshops, social media posts, and an internship manual. SSWS continued their collaboration with NAMI Baltimore regarding “I Will Listen Week” in the fall semester. SSWS has contributed to the Mayor’s Scholars Program Summer Bridge planning. Several professional developments, clinical groups, and affinity groups were attended. SSWS continues to support the call center.

TRIO/SSS-STAIRS PROGRAM

Each year the TRIO/SSS-STAIRS program hosts a Recognition Day event to acknowledge the accomplishments of SSS participants. Almost 40 students and alumni attended this year’s virtual celebration on May 18, 2021, that embraced the theme “The Best is Yet to Come.” Academic excellence awards were presented to 40 participants who achieved a 3.0 to 3.49 GPA and 27 participants who achieved a 3.5 and above GPA. Other award categories included ‘Against all Odds,’ awarded to four participants who excelled in the face of adversity, and the ‘Shining Star,’ award presented to six participants who inspired others with their attitude and commitment to academic excellence. Furthermore, the program proudly saluted 37 Associate degree and nine certificate recipients. Also, seven graduates received acceptance to 4-year universities such as Coppin, Morgan, and UMGC. Additionally, at Recognition Day, a special presentation acknowledged the retirement of Mrs. Tope Aje, Program Director. Staff presented a video presentation that spanned her career and presented an award for 30 years of excellence and dedication to the program and the BCCC community.

UPWARD BOUND MATH & SCIENCE SUMMARY

The Upward Bound Math & Science program is preparing for its annual summer program. The program consists of a six-week instructional program for 25-30 Baltimore City Public School high school students.

This year’s curriculum will consist of instruction in Math, English, Computer Science, Robotics/Engineering and College and Career Counseling activities. The program is offered through the BCCC/CANVAS virtual platform. Academic enrichment is provided through the infusion of **STEM Standards of Practice** which is to learn and apply rigorous content to answer complex questions, investigate global issues, and develop solutions to real world problems. The program will utilize Baltimore City Public School I-READY assessment tools for student pre-assessment in addition to those from the KHAN Academy. There will be a SAT/ACT PREP program based on the Princeton Review guidelines. The program will utilize BCPSSQUARTER 1 Curriculum content in Math and English. The BCCC Upward Bound Math and Science Program is an online Youth Works site allowing students to participate in a paid virtual internship. The program is designed to assist program participants in developing an understanding of their personal values, strengths and abilities in preparation for postsecondary education and ultimately for careers in Math and Science.

Baltimore City Community College

CABINET UPDATE

Board of Trustees, June 2021

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

WORKFORCE DEVELOPMENT & CONTINUING EDUCATION (WDCE) DIVISION

WDCE classes are delivered fully on-line, with additional resources for academic support and remote testing. New classes start each month, with a total of 411 students in May. Seventy-seven (77) students completed workforce training (Healthcare 42; Child Care 5; Diesel 16; Cyber 8; Construction 4; Customer Service 2).

ABE/ELS Program Improvement – Community ABE and ESL classes start each month. In May, new class sessions included 226 ABE and ESL students.

- The ABE/ESL Department continues to develop new community and business partnerships to increase enrollment. In the past month, new community partner development includes the YES Drop-in Center for young adults, and the Tuerk House Organization. These community-based service providers encourage students to complete their GED as part of a pathway to career entry and success.
- The Laptop Lending Program continues to support students accessing on-line classes. This month 12 new ABE student received laptops.
- Expanding on-line tools and resources for students included purchasing IXL, TABE Tutor online, TABE Tutor Workbooks, and Newsela for ABE and ESL. Additional free on-line resources are shared as well, such as the TI-30XS calculator and National Geographic ESL instructional materials.
- In May, the ABE/ESL Department, in partnership with Workforce Development, hosted several information sessions to enroll ABE and ESL students in an Integrated Education and Training (IET) program for Certified Community Health Worker (CHW). This program pairs academic instruction with the workforce training program so students have additional support specific to their training program. Twenty (20) students will have access to this integrated training starting in June.
- Throughout May, guest presenters in ESL and Citizenship classes shared information regarding community resources and support services, including information on Financial Literacy, the DHS Supplemental Nutrition Assistance Program (SNAP), and Healthy Eating Habits.

Workforce Development Program Development and Expansion – The Workforce Development (WD) Department enrolled more than 185 students in May and worked closely with the Career Services Office to support graduates transitioning to employment. Additional activities include:

- In May, more than 150 students benefitted from GEER 1, GEER 2, and Community College Relief Now funding scholarships. Students may select one of 15 training programs to complete as part of their career preparation and advancement.
- In May, the Maryland Department of Health (MDH) gave approval for a new program - BCCC Certified Community Health Worker (CHW). As a result, students completing the BCCC program (12 weeks of training) will be eligible for MDH Certification. This is only one of seven accredited programs in Maryland, and the only program in the Baltimore Region.

- New cohorts for several training programs were initiated under current Contract Training Agreements. Goodwill supported a new cohort for Pharmacy Technician, University of Maryland Hospital sponsored a cohort in Patient Care Technician (PCT), and Johns Hopkins Hospital initiated two cohorts for CNA.
- The Career Services team continues to work with hiring partners to place current students and graduates in employment. In May, this team assisted with job placements, virtual job fairs, and interview prep for positions across all training program areas (Health, IT, Hospitality, and Transportation)

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

- In May, the BCCC P-TECH College Liaison worked with BCPSS school leadership at New Era, Dunbar, and Carver High Schools to register current and new students for the Summer Term.
- P-TECH students at Carver High School are working with the IBM Corporate Liaison and students from Dunbar are working with Johns Hopkins to prepare for Summer internships.
- In partnership with City Schools and the Mayor’s Office of Employment Development, the college has registered more than 120 Youth Works students. Several BCCC programs serving Baltimore City youth, such as the MSP Summer Bridge and Refugee Youth Project, include this option for students.

ENVIRONMENT SERVICES AND FACILITIES

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

- In May, the Facilities team and the Environmental Services staff continue to support the operation of the Baltimore City Health Department (BCHD) COVAX site on the main campus, the CVS COVID Testing and Vaccine site in South Pavilion, as well as labs for Nursing and Dental programs.
- Project planning continues for upcoming capital funding for facility renewal projects, deferred maintenance, and the demolition of the Bard Building. Design work continued for all renovation and expansion projects.

PUBLIC SAFETY AND SECURITY

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

- Public Safety continues to coordinate public access to the Baltimore City Health Department (BCDH), COVID Vaccination Site on the main campus and to the CVS MinuteClinic at the South Pavilion.
- In May, the Public Safety Office increased access and COVID-screening for a limited number of returning faculty, staff and students. The phased-in return to campus includes prioritization for students needing clinical and lab examinations in order to complete their program and meet licensing and/or certification requirements for graduation and future employment.

Baltimore City Community College

CABINET UPDATE

Board of Trustees, June 16, 2021

Ms. Channa Williams, Interim Vice President, Finance & Administration

BUDGET OFFICE

1. Revenue Summary as of 4/30/2021

Revenue Fund	Revenue Amount	Notes
General (Unrestricted)	\$51,637,701	(Includes Bookstore of \$890,632)
Restricted	\$15,447,434	(Includes WBJC of \$1,517,464)
Total Revenue	\$67,085,135	

Unrestricted Revenue: Total Unrestricted Revenue through April FY21 is \$5M (9%) less than revenue through the same period FY20.

- **Tuition & Fees (\$1.0M):** Despite increases in Summer I/II and Winter Session tuition revenue (\$510k), total tuition revenue through April FY21 lags FY20 due to decreased Fall revenue (\$945k) and Spring revenue by \$634k. Non-Credit Tuition through April FY21 (\$967k) is greater than FY20 by \$339k. Total fee revenue lags FY20 by \$221k (9%).
- **Sales, Service, Aux & Leasing (\$1.6M):** The rental revenue from the Lockwood property lease has not been received by BCCC resulting in a \$1.6M reduction in leasing revenue when comparing FY20 to FY21.
- **Bookstore Revenues (\$374k):** Overall reduction in all Bookstore Revenue categories in FY21 as a result both of reduced foot traffic in the store and the overall reduction in credit instruction.

Restricted Revenue: Total Restricted Revenue through April FY21 is \$2.0M higher than the same period FY20. The receipt of CARES Act grant funding from DOE and State sources (\$3.1M) drives this increase. These funds have been used to offset specific COVID-related expenses and to support students via direct payments, tuition/fee remediation, computer connectivity assistance and increased delivery of career training, et al. Net increases in revenue from WBJC (\$127k) due largely to a net increase in donations, memberships and underwriting revenues along with other third-party grant support for public radio through CARES Act.

2. Expense Summary as of 4/30/2021

Expense Fund	Expense Amount	Notes
General	\$37,309,369	(Includes Bookstore of \$1,264,778)
Restricted	\$12,609,598	(Includes WBJC of \$1,077,575)
Total Expenditures	\$42,918,967	

- 3. Unrestricted Expenditures:** FY21 Unrestricted expense savings (\$4.3M) from FY20 chiefly by PIN employee vacancies (\$2.8M). Other savings in contractual employees (including both adjunct and contract staff) total \$1.9M. While the budget anticipates significant payments to Ellucian, the Banner ERP software and consulting services provider, fiscal year-to-date, the College has reduced spending on third party contractors (\$262k) compared to FY20.

4. **Restricted Expenditures:** FY21 restricted expenditures are being expended according to the restricted allowable expenses defined by their fund sources.

5. **State/Federal Reports Submitted:**
 - Requisite bi-weekly reporting of program and spending State of Maryland (\$1.2M) Recovery Now funds provided to Department of Budget and Management (DBM).
 - The College informed DBM are no planned changes to the MFR strategy, vision, objectives and measures for the upcoming FY23 budget cycle.

6. **State/Federal Reporting Upcoming:**
 - Revisions to previously submitted estimates for timing/use of ARP (HEERF 3) based upon actual award required to DBM by June 11.
 - Reporting requirement to DBM for CARES Act funds appropriated by the State in FY21 to support Covid-19 related expenses (\$1,062,560) has not yet been received.

7. **Operational Process Improvement:**
 - The Budget team has created templates to gather PIN salary and operating expense assumptions from BCCC Cabinet as an integral part of an in-process budget development/resource allocation methodology for FY22/FY23. Workshops to review these templates with senior leadership are to be scheduled.
 - The team has focused on creating a data validation process to support PIN budget reporting including key reports that summarize filled/vacancy, salary, job title categories.
 - As part of the College's ERP implementation, the Budget Director is actively participating in the creation of Banner Chart of Accounts, including mapping of data flows from State accounting system (FMIS) to Banner chart with additional focus on the system's reporting capabilities.
 - The team is developing processes to regularly update intra-year (FY21) operating forecast.
 - Budget team to create Current Year +1 forecast process.
 - Ongoing efforts are underway to supplement monthly YTD College-level financial variance analysis.
 - The monthly YTD budget report used to communicate spending variances with departments has been postponed during the Banner implementation and allocation of FY22 budget resources.
 - Processes to prepare monthly expense projections by division will also follow Banner implementation.
 - A deliverables calendar, outlining ongoing internal and external project work schedules for department is in development.

OFFICE OF STUDENT ACCOUNTING

1. **Highlights**
 - Collaborated with Ellucian regarding process improvements as it relates to:
 - Tuition & Fee Assessment Rules
 - Financial Aid
 - Finance: System Education & Configuration of External Interfaces

- Collaborated with the Office of Financial Aid, 797 students were recipients under the CARES ACT (Institutional portion) totaling \$426,084.27 as an incentive to pay off past due balances.
CARES Act – Status & Methodology

HP LAN AWARD CODES	Sum of Award Balances]	Count	DESCRIPTION
CI	384,747.90	694	CARES ACT: INSTUTIONAL
PI	24,344.00	72	PBI FUNDS
PU	16,992.37	31	BOE Funds
Total	426,084.27	797	

- Spring 2021 Receivables: Reduced by 5.47%
 - May 31, 2021: \$1.21M
 - April 30, 2021: \$1.28M
- Processed 972 students totaling \$1.248M.
- Collaborated with the P-Tech program to finalize additional Spring ‘21 awards.

2. Student Accounting Communication Updates

- Payment reminder communications were sent to students regarding “Method of Payment” to all Summer 2021 (Sessions I).
- Communications were sent to students notifying them of their outstanding refunds statuses (e.g., uncashed, undeliverable, etc.).
- Collaborated with the Office of the Registrar regarding “Graduating Candidates” with outstanding balances (Spring 2021 Commencement).
- Collaborated with the Office of Admissions regarding students under international students under VISA 2 & 3 statuses regarding their outstanding receivables.

3. Operational Process Improvements

- Redefining the Department's mission and goals.
- Working with the Financial Aid Office to streamline the disbursement process and setting up a disbursement schedule.
- Collaborating with the Admissions Office streamlined the process for identifying specialty population students.
- Coordinating with Senior Leadership and the Directors of Student Affairs to generate an Operational Calendar for the Fall 2021, Winter 2022, and Spring 2022 semesters, respectively.
- Streamlining the collections process and submitting accounts with approval to members of the “Cabinet” for outstanding balances owed (compliance requirement).
- Reviewing and updating the “Policies & Procedures” Manual for the Office of Student Accounts.
- Streamlining the Refund Process.

4. Banner Office of Student Accounts Implementation Schedule

- The Finance and Administration Team has participated in the Banner Kick-off and implementation for the division (Student Accounts & Senior Analyst – Finance, Controller, and Budget).

Summary of Upcoming Events		
Transition Schedule Summary	Target Timeframe	Status
Database Management Training	Spring '21	In Progress
Banner Management Training - Financial	Spring '21	In Progress
Banner Management Training - Student	Spring '21	In Progress
Banner Management Training – Financial Aid	Spring '21	In Progress
Banner Kick-off Training – Student Accounting/Bursar	Spring '21	In Progress
BCCC Design Catalog- Kick-off	Spring '21	In Progress
Attended Ellucian Conference	Spring '21	April 2021
Strategic Management - BCCC	Summer '21	Early Discussion Stage
Refund Processing Schedule (FY '22)	Summer '21	Early Discussion
Operating Calendar for Academic Year 2021 – 2022	Spring '21	Finalized May 2021
Banner Training – Title IV Aid Requirements	Summer '21	Starts 6/01/2021

PROCUREMENT

1. Bookstore

- Between January 1, 2021 and May 31, 2021, the bookstore sent 5,816 Spring 2021 textbooks/access codes to students, which totaled \$506,136.80.
- Textbooks and shipping are free to all students registered for summer 2021 session classes.
- Between May 10, 2021 and May 31, 2021, the bookstore sent 1,222 Summer 2021 textbooks/access codes to students, which totaled \$127,693.92.

2. Grants

- Contract for In-Kind Grant for Unified Yoda AI Chatbot (Contract Agreement for \$44,600.00) was awarded in April.
- Two grant awards to IRC (one for \$166,338 and the other for \$52,000) were submitted to OSP-DGS on 3/4/2021. OSP rejected the awards because they required retroactive, sole source contracts. Procurement finalized these documents to be submitted to AAG for review. AAG has reviewed one and deemed it ready for submission to BPW for approval and is the process of reviewing the second.

3. Operational Process Improvements

- Procurement continues to maintain a system to better track all requisitions from assignment to award. This will keep all awards on track. It will also enable better tracking of expiring contracts that need renewal. This will allow the college to begin the process of contract renewal

or procuring successor contractors in a timely manner to ensure fewer lapses of essential services and/or retroactive contract approvals.

- Procurement continues to identify areas in which departments need to be trained on their roles and responsibilities in the procurement process. Training will be developed to educate departments in the areas identified.

4. Other Business

- Banner training for Procurement was launched. Training sessions conducted by the vendor were completed, and self-training continues. Procurement will be training all departments on how to submit requisitions in the new system.
- The processing of requests from the bookstore for summer session is ongoing and will be prioritized to ensure timely arrival of books.

CONTROLLER'S OFFICE/GENERAL ACCOUNTING/GRANTS/FOUNDATION

1. Single Audit

- The Single audit for the State of Maryland began in April 2021 by Clifton Larson Allen. Most of the information for the Internal Control portion of the audit has been compiled.

2. Howard P Rawlings Audit

- The Controller's Office and General Accounting are working with Student Affairs Division to facilitate providing the information to Clifton Larson Allen. The Office of Financial Aid provided the paper documents, and that information was uploaded to the SharePoint site.
- Once it is confirmed by Student Affairs that all information from the various areas is uploaded to the SharePoint site, the information will be provided to Clifton Larson Allen by the Controller's Office.

3. Ellucian Banner Update

- The College Chart of Accounts has been drafted and is loaded into the test site. The second load of the College Chart was provided to the Banner consultant. Mapping between the State system, FMIS and Banner has started.
- The Controller's Office has been working with IT Services on the vendor information on the mapping from FMIS to Banner.

4. OLA Audit

- The Controller's Office, General Accounting, and Accounts Payable have been providing documents requested by the Office of Legislative Audit as it is being requested.

5. Economic Impact Study

- The Controller's Office worked with the Office of Institutional Research to complete the Economic Impact Study.

6. BCCC Foundation 990 Return

- The Controller's Office provided the information to Clifton Larson Allen for the BCCC Foundation 990 return, and the return was filed timely.

7. BCCC Operations

- Standard Operating Procedures (SOP's) have been updated and approved.

8. CARES ACT Spending (HEERF I)

- The Controller's Office is working closely with Procurement and the Bookstore to track the bookstore purchases and shipping charges. Summer Books that will be provided to students at no-charge will be charged to the CARES ACT – Institutional Funds.
- The Controller's Office and Budget Office are tracking the expenditures related to the Institutional Spending, the GEER Spending, and the PBI Spending of funds.

9. **Grant Reporting**

- The Controller’s Office and Grant Accountant provided a number of monthly and quarterly grant reports.
- The Controller’s Office and Grant Accountant worked with the Grants Development Office to provide support for several grants and programs.
- The CCCPDF Grant Monitoring Visit was completed and there were no findings.

ACCOUNTS PAYABLE

1. Accounts Payable submitted information related to open purchase orders by division to be distributed. Feedback is needed very soon for which purchase orders should be closed.
2. The Accounts Payable staff continues to provide support and information to departments that need to enter requisitions to clear up old invoices.
3. **Total Payables**

Summary	Totals
<31	97,665.95
31-60	181,707.76
61-90	76,509.04
>90	165,091.97
Grand Total	520,974.72

1. **A/P Over 31 Days and older.**

- These categories of payables are all higher than last month. For vendor who mail their invoices, getting these invoices timely has continued to be an issue. Purchase order creation has slowed down due to vacancies in Procurement.

2. **A/P Over 90 Days**

- Contributing Factors - For vendors who mail their invoices, getting these invoices timely is an issue. In some cases, contract renewals are needed.
- Several vendors invoices are in dispute contributing to the payables greater than 90 days.
- This category is lower than last month.

4. **A/P Corrective Action Plan (CAP)**

- To address outstanding payables, the A/P staff has begun to implement the following processes:
 - Continue to communicate with vendors to convert the invoice delivery via email rather than US Mail. An additional effort is being made to communicate with the vendors that continue to send invoices through the US Mail to send them through the Accounts Payable email address.
 - Continue to work with the various departments to clear up any outstanding invoices including getting requisitions entered and purchase orders created.
 - Continue to support the departments and provide information so the authorization to pay requests are returned timely.
 - Although overall payables increased, the payables greater than 90 days decreased.

Baltimore City Community College

CABINET UPDATE

Board of Trustees, June 16, 2021

Mr. Stephan Byam, Chief Information Officer

TECHNOLOGY

Enterprise Resource Planning (ERP) Project

Implementation Engagements

The Ellucian/Banner implementation engagements have continued throughout the month of May, still, with most of the focus being directed to the Finance implementation. At this point in the project, the team has made the determination that the College should target the Finance module implementation for the latter part of Q3 to ensure that integrations have been tested and confirmed; training and organizational readiness efforts have been completed; and user simulation and acceptance testing have been thoroughly exercised.

Finance- The Finance/facilities sub-team has been trained in the Banner Finance Upload (FUPLOAD) process which will allow the BCCC Finance team to upload Journals etc. from external sources into the Banner system.

Financial Aid – The Financial Aid team participated in engagements on the weeks of 5/11 and 5/23 and began preparing the system for Funds Management, Financial Aid Packaging and Disbursements.

Human Resources – The HR team reviewed the configurations for Employee Classes, Salary Schedules, Leave, and Position Classes as well as the payroll and time entry process for regular and a contract employee.

Data Migration

The plan for the second round General Person data extraction was subsequently changed to only include vendors. This change in plan occurred in order to minimize the number of manual updates in Banner that would be needed for functional areas including student and employee data prior to student and HR Go-live dates. This data extraction was successfully completed on May 11, 2021.

Financial Aid round 1 data was successfully loaded into Banner on 5/24/2021. This load will be used for testing and data validation in the coming weeks.

Finance Vendor round 2 data was successfully loaded into Banner on 5/31/2021. This load will be used for data validation and data mapping in Banner in the coming weeks.

General Student round 1 data is scheduled to be loaded into Banner on 6/14/2021.

Academic History round 1 data is scheduled to be loaded into Banner on 6/14/2021.

State Interfaces – Financial Management Information System (FMIS)

The College's new Business Systems Analyst (BSA), a member of the Enterprise Application Services team, is currently working on the interfaces for the FMIS. The first interface, the Vendor file, is completed and in the process of being tested.

OPERATIONS

Enterprise Applications Services (EAS)

Enterprise Resource Planning

The EAS Team continues to contribute to the ERP Implementation work by providing additional data extracts for the Data Migration efforts and developing the FMIS interface files. To date, the team has completed the Vendor Interface file which is currently being tested. Other interface files include files for Accounts Receivable, Accounts Payable, Journal Entries, HR/Payroll and Student Refunds.

Operations

The EAS Team is working to refine its support model for the Enrollment Management offices (i.e., Financial Aid, Admissions and Registrar) and the Bursar. The current model for support for those areas (and the campus at large) is primarily ticket-based whereby work is requested through the IT's ticketing system. While this system is effective for discreet incidents and "unplanned" work, it has not served the Enrollment Management (EM) offices for their operational deliverables that require IT support. As such, the team is employing tactics that will establish an operational calendar that integrates the EM deliverables; establish a meeting cadence that provides the directors for those areas' direct connectivity to the EAS leadership; and refocus staff within the EAS team to provide dedicated support to the EM group.

Infrastructure, Systems and Telecommunications

Redundant Internet Circuit

The College's Infrastructure team (Network) and facilities team are scheduled to meet with Maryland's Department of IT (MD DoIT) and their sub-contractors to discuss the implications of the impending Loop Road project on the Redundant circuit. The purpose of the meeting is to identify whether the College can leverage the already-slated Loop Road construction work to introduce conduit for the circuit, and potentially reduce the cost for the circuit installation; or if Loop Road will have no impact on the circuit at all and should be treated as an independent project. This meeting is scheduled for June 9, 2021.

Nursing Building Expansion Project

The infrastructure team has contributed to the development of the plan for the expansion of the Nursing building. This work comprised of the College's new Network Engineer performing a survey of the existing building and its infrastructure, and then reviewing the plans for the proposed expansion.

Currently, the Nursing building has three floors with an equipment room on each floor housing a stack of POE Switches. The new extension of the Nursing building will, at a minimum, be identical to the current network in the old building, i.e., each floor having its own equipment room and connected to the corresponding floor in the old building via Fiber Optic connection. The size of the network will at a minimum be doubled. Considerations will also be made for wireless to accommodate the density of wireless devices needed both from the administrative side and the new cache of Internet of Things (IoT) devices etc.

Information Security/Audit

Office of Legislative Affairs (OLA) Audit

While the Office of Information Technology Services (ITS) has provided all the requested information from the initial request of the OLA Auditors, the team has been responding to additional requests and follow-up engagements.

Baltimore City Community College

CABINET UPDATE

Board of Trustees, June 16, 2021

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

OFFICE OF GRANT DEVELOPMENT

Key Grants Development activities including the hosting of external monitoring visits; management of grants for reporting deadlines and closeouts; and grant research, identification of new opportunities and grants submissions. The activities occurred in collaboration with the Grants Finance Office, Workforce Development and Continuing Education, Procurement, Academic and Student Affairs, and the Office of the President. The work leveraged continuous improvement tools to ensure seamless communication among all College divisions. During this period, much-needed enhancements to the grants administration and management portal in SharePoint led to increased usage of the system Collegewide.

Virtual Site Visits

- **Complete College Maryland One Step Away (OSA) Near-Completer Grant**
Virtual Monitoring Meeting with MHEC – Wednesday, May 12

The College met via Zoom with Maryland Higher Education Commission (MHEC) Grants Management staff to discuss its Complete College Maryland OSA Grant. The purpose of the meeting – required of all OSA grantees – was to discuss the progress of the project including activities/services/recruitment strategy; the number of One Step Away participants (near-completers) graduated and/or re-enrolled; credits awarded to One Step Away participants; project challenges/successes/lessons learned; a goals/outcomes update; and Budget review (expenditures/remaining funds).

The BCCC project achieved many of the targets outlined in its initial grant application:

100% of OSA participants will have degree audits conducted upon return to the College: A total of thirty-three (33) degree audits were conducted for fall 2020 (22 audits), winter (2 audits) and spring 2021 (10 audits) semesters/terms. Of those, thirty-one (31) registered for classes and 4 dropped courses leaving 27 students who completed their courses. Not a single Near Completer students withdrew from their courses.

The College will] Increase the number of degrees awarded by 5% (22) over the number of degrees awarded in FY 2019 (431) by June 30, 2021.

At the end of the One Step Away Near-Completer project, the College anticipates awarding a total of 448 degrees for FY21. To date, BCCC has awarded one (1) OSA degree, it plans to award six (6) OSA degrees for spring 2021 and will increase by 5% (22) the number of degrees it awards by the end of the grant in August 2021.

A former student who responded to the Near-Completer outreach communication had adequate credits to be awarded a degree during fall 2020 without taking additional coursework. After the degree audit was conducted, it was discovered that one course was missing. The Vice President

of Academic Affairs processed a course substitution allowing the student to complete the degree.

- **Child Care Career and Professional Development Fund (CCCPDF)**
Meeting to Share Findings on Grant Monitoring Tool – Monday, May 17

The College met with The Maryland State Department of Education (MSDE) to receive findings from the recently submitted Child Care Career and Professional Development Fund (CCCPDF) Grant Monitoring Tool. The completed tool, outlining important aspects of the grant including Financial Management, Time and Effort Reporting, and the most recent State Single Audit, was submitted. No major concerns or findings were communicated.

- **Baltimore Children & Youth Fund (BCYF) Year 2 Continuation Grant**
Grant Closeout Meeting – Tuesday, May 25

BCCC completed its Year 2 \$220,000 Continuation Grant from the Baltimore Children & Youth Fund (BCYF) and participated in a closeout meeting via Zoom with Grant Technical Assistant Cheryl Goodman. The meeting focused on the College's thoughts about the BCYF program overall; the future of its funded program (Workforce Development and Continuing Education VP **Michael Thomas** expressed, "As Baltimore's community college, we desire to serve Baltimore and stay engaged," and that the doors to academic and workforce success would always remain open at BCCC to its core City constituents.)

In its final report to BCYF, the College was able to boast about the student-centered impact of its program:

BCYF funding has made it possible for 100 Baltimore City Youth to access workforce training programs in a range of career fields. Based on their area of interest, students selected from seven programs. All training programs were at no cost to the student, including all tuition, fees, books, certification exams, and licensing related to the career field. Additional support and career services were provided to ensure a successful transition to employment. As a result:

- 47 enrolled/selected Certified Nursing Assistant (CNA).
- 16 enrolled/selected Certified Pharmacy Technician.
- 13 enrolled/selected Multi-Skilled Medical Technician.
- 12 enrolled/selected Phlebotomy/Venipuncture.
- 6 enrolled/selected Information Technology-Cybersecurity.
- 5 enrolled/selected Diesel Mechanic Technician; and,
- 1 enrolled/selected Construction Pre-Apprenticeship.

The certification/licensure rate for those who completed the training program of their choice was 82% (40 out of 49). This advanced level of preparation supported a high rate of employment for graduates of 61% (30 out of 49).

Grant Administration Overview

- **BCCC-Campus Compact Mid-Atlantic AmeriCorps VISTA Project**

BCCC will host a mathematics tutor beginning in Summer 2021 through a partnership with Campus Compact Mid-Atlantic (CCMA) and AmeriCorps VISTA. The tutor will be hired through a BCCC Human Resources-CCMA joint vetting process and be available to the College as a full-time mathematics coach at the nominal cost of \$7,500 per year. Highlights of progress of the project are as follows:

- Grant PIs developed a detailed Project Work Plan and continue to revise it.
- Human Resources identified three candidates and forwarded their applications to Academic Affairs.
- The project group defined the interview and onboarding process and how to coordinate College hiring requirements with those of CCMA.

Grants Submitted

- **Maryland Department of Labor (DLLR)**

The Consolidated Adult Education and Family Literacy (ABE) continuation grant includes five (5) program areas and budget lines for a total Grant award of **\$956,672**. In addition, the grant requires matching funds to support program implementation. BCCC has included \$423,078 in matching funds. This is a total program cost of \$1,379,750.

The MD Labor ABE/ESL grant program supports a total of 221 ABE and ESL classes, with a total enrollment of 2,943 students (duplicated count). Most classes consist of 60 hours of instruction. Submitted: 05/12/21 Grant: 07/01/21 – 06/30/23 Period

Grants Awarded

- **Maryland Department of Human Services (DHS)**

Maryland Office for Refugees and Asylees (MORA) provides support and services to federally-recognized refugees and political asylees to ease their integration into American society. The College applied for and received funding as follows:

MORA English for Speakers of Other Languages (ESOL) grant program. The goal of the ESOL grant is to provide 260 refugees and asylees access to case management services and English instruction. FY22 Grant Award: **\$137,000**.

MORA Refugee School Impact Grant (RSIG) program provides refugees and asylees students and their families access to case management services and support for student success. This includes English instruction through after-school programming, social integration activities and case management services in partnership with Baltimore City Schools, International Rescue Committee (IRC), and Soccer Without Borders (SWB).



Baltimore City Community College

BCCC will provide services for an estimated 130 students. FY22 Grant Award: **\$346,700** and includes sub-awards to the IRC (50%) and SWB (15%) as required in the MORA Scope of Work.

MORA Service to Older Refugees (SOR) grant program. The goal of the SOR grant is to provide 32 refugees and asylees access to case management services and English instruction. FY22 Grant Award: **\$42,500**

Baltimore City Community College

CABINET UPDATE

Board of Trustees, June 16, 2021

Ms. Lyllis M. Green, Chief Internal Auditor

INTERNAL AUDITS, REVIEWS, and INVESTGATIONS

Internal Audit activity during the month of June focused on:

- Support during external audits by oversight agencies including:
 - Veteran’s Administration (VA) compliance audit
 - Office of Legislative Auditors’ (OLA) Financial Compliance Audit
 - Office of Legislative Auditors’ (OLA) IT audit
- Strategic Planning Sessions
- Training and information sessions with Ellucian for the ERP
- Reviews and follow-up of external audit findings,
- IT Risk Assessment
- Support in the preparation of institutional reports required by various oversight agencies including.
 - MSDE Monitoring visit
 - Cultural diversity Report
 - EEOC Report

The internal audit activities required collaboration with the College’s President, General Counsel, the Assistant Attorney General, and the President’s Cabinet. Additionally, several staff members from the Student Affairs division, Administration & Finance Division, Information Technology Services, the Office of Public Safety, and the Office of Human Resources provided information and/or assistance. This month’s report highlights the oversight agency audits.

OVERSIGHT AGENCY AUDITS

VA Compliance Audit

Periodically, the College is selected by the VA for a review of policies, procedures and practices related to the administration of veteran students’ admission, enrollment, and completion. The audit requires the use of records maintained by the Student Affairs division including records, registration and financial aid.

The field work exit conference was held on May 23, 2021; however, the College continues to receive additional follow-up inquiries while waiting for the issuance of the final report.

OLA Financial Compliance Audit

The College received email notification from the legislative auditors with potential findings and discussion notes. It should be noted that the email contained preliminary information and no exit meeting has been scheduled to discuss the potential findings and discussion notes.

OLA IT Audit

The OLA’s IT audit is still underway. The Chief Information Officer has scheduled weekly status update meetings with the OLA auditors along with a tracking spreadsheet to ensure all issues are addressed.

Baltimore City Community College

CABINET UPDATE

Board of Trustees, June 16, 2021

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

COMMUNICATIONS/MEDIA RELATIONS

Media Mentions

During the month of May, BCCC was mentioned in the following stories which helped to increase brand exposure and positive perception of the College:

- May 1, Justice On The Frontline What's Up? Annapolis
- May 6, BCCC announces free textbooks for Summer 2021 classes, Afro-American
- May 14, Ellington Carthan Birthday LIVE STREAMING CONCERT, Baltimore Magazine
- May 18, Abandoned Row Home In West Baltimore Set To Become A Home For The Arts, Washington Afro-American
- May 19, Shalia Pettiford Joins Havre De Grace Housing Authority Staff, AEGIS
- May 24, Study: UMD College Park rated 'best value college' in Maryland, Baltimore Fish Bowl
- May 24, Loretta Inez Dates Smith, former Baltimore City Public Schools librarian, dies, Baltimore Sun

Content writing/editing

- Publications
 - A Community Engagement publication is being finalized.
- Newsletter
 - Four newsletter editions were released to Faculty/Staff.
- Press Releases
 - Press releases were written for free textbook summer initiative, 2021 Commencement and Valedictorian.

MARKETING

Enrollment Campaigns and Metrics

- Summer Credit Schedule was completed.
- 2021 Fall Marketing Campaign draft creative is complete and pending approval.
- Fall Campaign: Additional edits made to creative drafts at:
<https://bcc0.sharepoint.com/sites/DawnKirstaetter/Shared%20Documents/Forms/AllItems.aspx?viewid=af60c1f1%2Da9b9%2D41b0%2Dad45%2De9f1946cf32f&id=%2Fsites%2FDawnKirstaetter%2FShared%20Documents%2FMarketing%2FMarketing%20Plans%20%26%20Presentations%2FFall%202021%20Marketing%20Plan>
- Summer Campaign: Additional edits made to creative drafts at:
<https://bcc0.sharepoint.com/sites/DawnKirstaetter/Shared%20Documents/Forms/AllItems.aspx?viewid=af60c1f1%2Da9b9%2D41b0%2Dad45%2De9f1946cf32f&id=%2Fsites%2FDawnKirstaetter%2FShared%20Documents%2FMarketing%2FMarketing%20Plans%20%26%20Presentations%2FSummer%202021%20Marketing%20Plan>

Rebranding

The College completed the following additional rebranding initiatives:

- The Brand Style Guide is complete, pending final review and approval.
- We have started the process of developing template designs for department use, while also addressing the tools required by faculty and staff for continuing use.

Branding & Awareness

- The department developed suggested creative for consideration to consolidate “Make It Happen” campaigns with the introduction of the 75th anniversary. Leveraging both campaigns into one extended, larger campaign could potentially double the advertising benefit while reinforcing an awareness campaign tied to BCCC *Making It Happen for 75 years*.
- During May, an extensive photoshoot was conducted on Campus yielding more than 700 images for use with College creative needs.
- COVID safety signage proposals were reevaluated, and approximate pricing provided
- 2021 Commencement creative, social posts, final printing, promo, stuffing, etc.
- Complete review of signage for CUBE, bus, bus shelter, Mondawmin Mall, downtown Baltimore, Liberty Heights, Towanda, West Pavilion, and main campus, with draft designs consolidating Make It Happen and BCCC’s 75th anniversary rollout. We are awaiting final approval of the CUBE, bus and bus shelter contract.
- Final letterhead and PowerPoint templates were approved and added to web link.
- Two videos for recruitment and Commencement were developed, with the recruitment video being used as paid digital advertising and being embedded on key website pages.
- The RFP for videographer for BCCC advertising is complete and ready to award pending further discussion.
- At-a-Glance publication copy has been updated and is currently being designed.
- The team has been working with Blackboard to establish BCCC colors on all web pages; the webmaster is working on rendering.

Campus Beautification

The following have been developed for Campus beautification including signage:

- Several creative drafts for sign replacement have been designed for consideration including BCCC signs/ banners Downtown, Liberty Heights Avenue, Towanda Avenue, and the Liberty Main campus.
- New ideas for Campus maps and way finding signage are being researched.
- A new Register banner is being designed.

Market Research

- Solicited free third-party feedback about the BCCC website, enrollment, and social media platforms. This information is being used to develop creative changes and content proposals to ensure that the BCCC story and its brand are positively impacted while improving the complete user experience on our website, using social media, and in the enrollment campaigns we create. Ongoing research is planned.

Social Media Analytics

- The Spring Marketing Campaign digital campaign is executing very well with the following total summary through 5/30/2021:

Total Reach (Facebook, Instagram, Google): 624,800

Total Clicks (Facebook, Instagram, Google): 6,667

Total Ad Engagements (Facebook): 22,289

The comparison of these reach and click counts as compared against web analytics for the month indicate that we are strongly positioned with these ads to positively impact summer enrollment.

- ***Facebook***

During May, Facebook experienced:

2,508 page views

74 page likes

157,481 reach, up 64%

Post engagement in the form of likes, forwards, etc. reached 15,191, up 113%.

Video views were 15,767, up 23087% (this number is correct as a percentage)

Page followers were 85, up 112%

BCCC is rated #4 as Pages to Watch

- ***Instagram***

1,732 posts

1,288 followers

789 following

- ***Twitter***

Tweets: 40, up 15.3%

Tweet Impressions: 9,319, up 15.3%

Profile visits 1,922, up 103.4%

Mentions: 26, down 23.5%

Followers 1,677, up 5 (followers)

- Social Media Content Management Proposal submitted for discussion, then combined with communication proposal, awaiting feedback.

Digital Advertising

- **Facebook Paid Digital Advertising Results**

Reach: 151,800

Link Clicks 4,507

Post Engagement 20,129

Summary

Last 30 days ▾

Michael Berends spent \$6.34K on 10 ads in the last 30 days.

<p>Reach</p> <p>151.8K</p> <p>View Details</p>	<p>Post Engagement</p> <p>20,129</p> <p>View Details</p>
<p>Link Clicks</p> <p>4,507</p> <p>View Details</p>	<p>Page Likes</p> <p>--</p> <p>View Details</p>

Active • May 10

[View Results](#)

...

<p>Website Visitors</p> <p>Register for Tuition-Free* Summer Classes and Text...</p>	<p>33,488</p> <p>Reach</p>	<p>822</p> <p>Link Clicks</p>	<p>\$685.42</p> <p>Spent at \$30.00 per day</p>	
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Active • May 7

[View Results](#)

...

<p>Website Visitors</p> <p>Apply or Register for BCCC Tuition-Free Summer Cl...</p>	<p>34,023</p> <p>Reach</p>	<p>703</p> <p>Link Clicks</p>	<p>\$523.06</p> <p>Spent at \$20.00 per day</p>	
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Completed • Apr 20

[View Results](#)

...

<p>Website Visitors</p> <p>BCCC's Workforce Development & Continuing Edu...</p>	<p>37,572</p> <p>Reach</p>	<p>419</p> <p>Link Clicks</p>	<p>\$596.66</p> <p>Spent at \$20.00 per day</p>	
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Active • Apr 13

[View Results](#)

...

<p>Website Visitors</p> <p>Practical nursing education at BCCC is designed as ...</p>	<p>27,063</p> <p>Reach</p>	<p>714</p> <p>Link Clicks</p>	<p>\$699.71</p> <p>Spent at \$20.00 per day</p>	
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Active • Apr 6

[View Results](#)

...

<p>Website Visitors</p> <p>BCCC students who have taken a college break- Yo...</p>	<p>45,646</p> <p>Reach</p>	<p>1,036</p> <p>Link Clicks</p>	<p>\$1,688.61</p> <p>Spent at \$30.00 per day</p>	
---	----------------------------	---------------------------------	---	---

Active • Apr 6	View Results			...
Website Visitors We're proud to ensure that our veterans have a sea...	38,312 Reach	965 Link Clicks	\$1,700.52 Spent at \$30.00 per day	
Completed • Apr 6	View Results			...
Website Visitors Choose from a wide selection of associate degree ...	5,046 Reach	266 Link Clicks	\$976.99 Spent at \$20.00 per day	
Active • Apr 6	View Results			...
Website Visitors Finish your degree faster at BCCC. Current students...	42,090 Reach	885 Link Clicks	\$1,700.73 Spent at \$30.00 per day	
Active • Apr 6	View Results			...
Website Visitors Thinking about completing an associate degree? T...	44,623 Reach	822 Link Clicks	\$1,407.45 Spent at \$30.00 per day	
Active • Apr 1	View Results			...
Website Visitors Summer 2021 class registration is now open. Choo...	33,661 Reach	1,121 Link Clicks	\$1,554.93 Spent at \$30.00 per day	

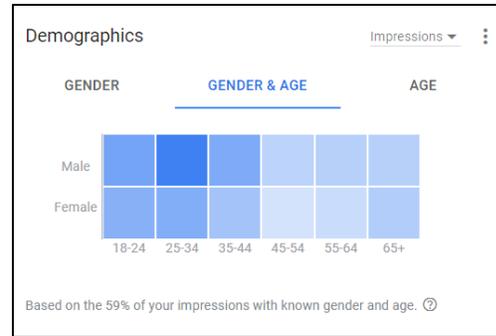
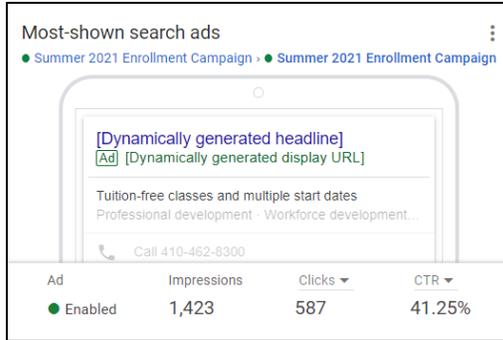
- Google Paid search: Advertising began in mid-April**

Impressions: 473,000
Clicks: 2,260
Average CPC: .50 cents

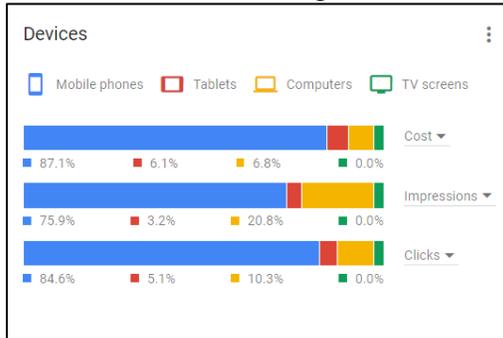


Most shown ads

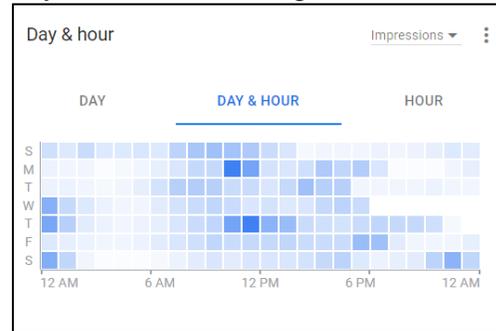
Gender breakdown for viewing ads



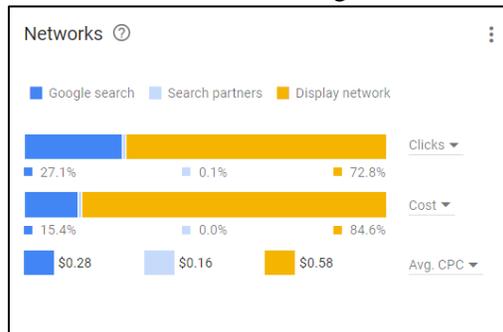
Devices used while viewing ads



Day and hour for viewing ads



Networks used while viewing ads



Website Highlights

- The College continues to make edits that improve the Website user experience while also investigating longer term CMS platform solutions.
- The Webmaster concentrated on a website content schedule while also working to replace old logos, place new images, and create a better user experience on Admissions website pages.
- In keeping with new brand standards, we are working to modify the current platform to BCCC colors and reviewing third-party wrappers to ensure they meet brand requirements.
- Webpages Content Updates (Ongoing) – Ongoing regular and special campaign content updates and page restructuring to improve the user experience. Regular updates include relevant homepage updates including updated billboards, What to Know section, website calendar and other homepage navigation and content features. These routine updates encourage user engagement and ensure content is student centered.

Website Analytics

- Home page: Unique (new) pageviews are down from the prior year by 8.24%, or a decrease of 26,514 new visitors

- Apply page: Unique (new) page views are **up from the prior year by 105.05%, or an increase of 5,183 new visitors**
- Register page: Unique (new) page views are **up from the prior year by 224.27%, or an increase of 7,033 new visitors.**
- MSP page: Unique (new) page views are **up from the prior year by 7.38%, or an increase of 127 new visitors.**

Creative Design

- Finalization of Commencement and Fall Marketing Campaign collateral
- Additional brand efforts to finalize letterhead are complete pending review.
- Two short Commencement announcement videos were produced for social media: Facebook, Instagram, Twitter.
- MSP, Academic Programs and general interest billboards were produced



EVENTS

Commencement

The ASP team, led by the Director of Special Events and Scheduling, provided high level support to the Student Affairs division by coordinating the virtual Commencement ceremony production during the month of May in addition to supporting two Commencement related mailings to graduates.

Poly Senior Fest

The Poly Parent Faculty Association (PPFA) held its Poly Senior Fest at the College’s Liberty Campus on June 5 to celebrate Poly’s 2021 graduates.

FOUNDATION

- Donor appeal sent from Constant Contact on May 27
 - Sent: 10,736; Open (1,221) 20%; Click Rate: 3.4%
- Donor appeal sent from Blackbaud on May 27
 - Sent: 2,600; Opens: (353) 13.4%; Click Rate: 0.1%
- Weekly fund review meetings
 - Locating and organizing fund files
 - Updating fund contact information; resolving issues as required

Scholarships

- Due to the low count of 52 applications, the scholarship application deadline date was moved to August 1, 2021.

WBJC RADIO STATION

At the end of May of 2021, WBJC currently has \$1,629,396 in revenue and is projected to have a surplus by the end of FY21. The station provides classical music programming to an audience in six states plus the District of Columbia. Current membership is 6,792. Current cumulative audience is 120,000. WBJC ranks 16th in the Baltimore market.

Engineering

- WBJC tower tenant AT&T is upgrading their wireless transmission to 5G. This work should be completed in early June.
- The station installed a new Studio Transmitter Link (STL) antenna.
- Internet was installed at the station tower but is still not functioning. This installation will be completed by mid-June.
- Broadcast computers will be installed in June.

Programming

Specialty programming included the following interviews:

- BCCC President Dr. Debra L. McCurdy highlighting Commencement 2021 and Free Textbook Initiative for Summer classes. Aired on Friday 5/14 and 5/15.
- BSO Musician Jane Marvine regarding OrchKids, BSO Academy, and Rusty Musicians Program. Aired on 5/30.
- Composer Joseph Schwantner about his work New Morning for the World. Text by Martin Luther King. Aired on 5/23.
- Melissa Jachman, Executive Director of the Erin Levitas Foundation, about their May 1 "Stroll and Roll" fundraiser. ELF's mission is to prevent sexual assault by educating young people about consent, healthy gender norms, and more. Event on 5/1.
- Booknotes: Confederate Exodus. A new book by Alan Marcus examines the largest organized group of white Americans ever to emigrate from the United States voluntarily. Aired on 5/8 & 5/9.



Baltimore City Community College

Realignment Tasks Update

Board of Trustees, June 16, 2021

Dr. Liesl Jones, Vice President, Academic Affairs

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.”

ALIGNMENT OF ACADEMIC AFFAIRS PROGRAMS AND WORKFORCE

Alignment of Academic Affairs programs & Workforce

Baltimore Police Department (BPD) & BCCC Crosswalk

The revised draft crosswalk between the Baltimore Police Department’s police academy curriculum and BCCC’s Associate degree in criminal justice has not changed since the last meeting and remains the same as shown below. Currently the faculty at the Police Academy are writing syllabi to provide the College with a record to show the course equivalents.

BCCC/BPD COURSE SYLLABUS

BCCC Course Code	CRJ 213
BCCC Course Title	Criminal Substantive Law
BCCC Department	Criminal Justice

BCCC Course Description	Students are introduced to the origins, sources, and structure of criminal substantive law. The course focuses on the various elements and sub-elements of proof for common law and statutory crimes against persons, property, and the public peace. Maryland law is covered in depth. Current issues in criminal law including, but not limited to, recent trends in the criminal justice system, defenses of crime, sentencing, and substance abuse are discussed. Evidence in criminal cases and case preparation are also addressed.
BCCC Course Credits	3

BPD Lessons	Hours	Descriptions
LAW 101	2	Introduction to the Law -- Overview of the Maryland Court System.
LAW 102	2	Baltimore’s Legal System -- Overview of Baltimore City's Court System.

BPD Lessons	Hours	Descriptions
LAW 103	2	Understanding Crimes -- Introduction to looking up crimes using the CJIS manual and breaking crimes down into elements: mens rea (guilty thought), actus reus (guilty action), attendant circumstance.
LAW 104	2	Theft and Fraud Crimes -- Introduction to Property Crimes related to theft and fraud.
LAW 105	2	Destruction and Burglary Crimes -- Property Crimes related to burglary and destruction of property.
LAW 106	2	Violent Crimes -- Crimes against persons related to assault, homicide, robbery.
LAW 107	2	Sex Crimes -- Crimes against persons related to rape and sex offense.
LAW 108	2	Vulnerable Person Crimes -- Crimes against persons related to child abuse, kidnapping, and human trafficking.
LAW 109	2	Harassment Crimes -- Crimes against persons related to harassment, stalking, and hate crimes.
LAW 110	2	Crimes Against Persons (Written Scenarios) -- Using hypothetical scenarios to identify relevant crimes.
LAW 111	2	CDS and Possession Crimes -- Possession crimes, specifically focused on CDS (drug) crimes.
LAW 112	2	Weapon Crimes -- State and city weapon violations.
LAW 113	2	Public Order Crimes -- Crimes related to public order.
LAW 114	2	Police Interaction Crimes -- Crimes related to dealing with law-enforcement.
LAW 115	2	1 st Amendment Rights -- 1st-Amendment limits on enforcing crimes (specifically "disorderly" and "failure to obey").
LAW 116	2	Criminal Liability -- Attempt, Conspiracy, and Accomplice Liability.
LAW 117	2	Substantive Crimes Review -- Review of covered Maryland Crimes and the criminal justice system.
LAW 118	2	Substantive Crimes Assessment -- Written test on Maryland Crimes and the criminal justice system.
LAW 301	2	Evidence -- Overview of how evidence recovered must be accounted for and authenticated in order to be admitted at trial.
LAW 305	2	Juvenile Law -- Overview of law related to youths, including: when they are charged as an adult and how the juvenile justice system works.
LAW 308	5	Courthouse Visit – Visit to District Court to observe judicial proceedings.
TRA 202	4	Transportation Articles, Part 1 -- Maryland's vehicle code. Use and understanding of Maryland Transportation Code, specifically the Annotated Transportation Article book. Focus on Definitions, Roadway restrictions, vehicle licensing and registration, equipment violations.
TRA 203	4	Transportation Articles, Part 2 -- Maryland's vehicle code. Use and understanding of Maryland Transportation Code. Focus on moving violations: turns, stops, speed, etc.
BPD 185	1	MPCTC Testing -- Testing on Maryland Police and Correctional Training Commission-required objectives covered in classes up to this point. Each objective must be passed with a 70% or greater score.
Total	54	



Learning Outcomes	
Instructional Resources	
Course Activities	
Student Responsibilities	
Student Evaluation	
Course Assessment	
Grading System	
Course Objectives	
Additional Information	
BPD Instructor(s) of Record	



Baltimore City Community College

Realignment Tasks Update

Board of Trustees, June 16, 2021

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

Realignment Task #2

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

WORKFORCE DEVELOPMENT PROGRAM DEVELOPMENT AND EXPANSION

Workforce Development Program Development and Expansion

The Workforce Development Department develops training programs are designed to meet industry requirements while advancing student opportunities for employment and career advancement.

- In May, more than 200 students benefitted from GEER 1, GEER 2, and Community College Relief Now funding scholarships. Students may select one of 15 training programs to complete as part of their career preparation and advancement.
- In May, the Maryland Department of Health (MDH) gave approval for a new program - BCCC Certified Community Health Worker (CHW). As a result, students completing the BCCC program (12 weeks of training) will be eligible for MDH Certification. This is only one of seven accredited programs in Maryland, and the only program in the Baltimore Region.
- New cohorts for several training programs were initiated under current Contract Training Agreements. Goodwill supported a new cohort for Pharmacy Technician, University of Maryland Hospital sponsored a cohort in Patient Care Technician (PCT), and Johns Hopkins Hospital initiated two cohorts for CNA.
- The Career Services team continues to work with hiring partners to place current students and graduates in employment. In May, this team assisted with job placements, virtual job fairs, and interview prep for positions across all training program areas (Health, IT, Hospitality, and Transportation)



Baltimore City Community College

Realignment Tasks Update

Board of Trustees, June 16, 2021

Dr. Liesl Jones, Vice President, Academic Affairs

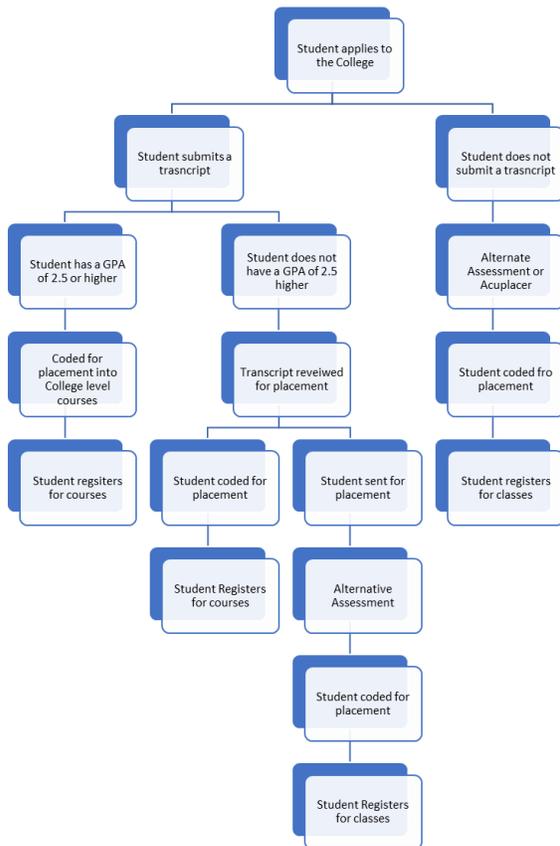
Realignment Task #3

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

Multiple Measures

A new policy has been developed and the procedures are currently being developed to institutionalize the use of multiple measures to place students in English and math and other college-level courses. The chart below is the draft procedures for implementing the policy.

Process Flow for Executing Multiple Measures Draft 1 4/7/2021



Middle States

The College is slated to enter this summer in the Self Study Academy to begin the work to produce the Self Study for the accreditation visit set for spring of 2024.



Baltimore City Community College

Realignment Tasks Update

Board of Trustees, June 16, 2021

Dr. Liesl Jones, Vice President, Academic Affairs

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.”

Dual Enrollment

A new reporting feature is that dual enrollment (DE) tutoring is separated from general tutoring to better capture the usage by high school students. In May, there were 218 page views in the DE tutoring shells, and 3 new actions taken indicating flat usage of tutoring by students heading into Finals. Dependent on a recommended review of grades in DE courses, a possible outcome may be a need to incentivize the use of tutoring among DE students to bolster grades further.

Summer tutoring shells have been opened as tutoring contracts have been finalized. Separate Mayor Scholars Program tutoring shells for the courses being offered in Summer II will allow for easier tracking of statistics within the MSP program. ITS has the request to load the shells with students currently enrolled and continue to load as they enroll. With the separation now in place, this will allow the Center for Academic Achievement and others to look at student access history for tutoring as it relates to meeting the requirements for MSP participation.

PTech

The PTech Coordinator and the Vice President for Academic Affairs meet weekly to review student progress, issues with the courses, and communications with the High Schools. PTech students have all been registered for summer courses. Tutors will be made available to work with the Ptech students to help them be successful in the program.

Summer enrollment by Course

Course Title	Session (Spring)	# of students
ACCT221	A217	7
BIO 101	A217	8
BIO 102	A217	1
BIO 102L	A217	1
BIO 212	A217	3
BIO 212L	A217	3
CADD200	A217	3
CADD200L	A217	3
CHE 101	A217	8
CHE 101L	A217	8
CHE 102	A217	5
CHE 102L	A217	5
CLT 100	A217	2



CRJ 101	A217	3
ECO 201	A217	1
ENG 101	A217	11
ENG 200	A217	2
HLF 210	A217	25
MAT 107	A217	2
MAT 128	A217	9
MAT 129	A217	8
MGMT222	A217	2
PHI 105	A217	7
PRE 100	A217	51
PSY 101	A217	11
PSY 104	A217	3
SOC 101	A217	7
SP 101	A217	42
TSCM120	A217	4
Total Tuition		245

Mayor’s Scholars Program

Tutors have been secured to assist through the MSP bridge program to support students with writing and math skills. The tutoring will be embedded and required for 1 hour following the class each day.



Baltimore City Community College

Realignment Tasks Update

Board of Trustees, June 16, 2021

Ms. Channa Williams, Interim Vice President, Finance & Administration

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

Realignment Task #5

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

STUDENT AFFAIRS

Information Sessions

The admissions recruitment staff conducted reoccurring new student information sessions for general student and special populations. These special populations include the Mayor’s Scholar’s Program, International Students, LatinX community, dual enrollment and international students.

New Student Communications

With input from various departments, the Admissions department developed a new student communication plan including phone calls, emails, text messages targeting each of the following populations.

- Returning BCCC Students (1 year or more since last registration)
- Transfer
- Non-Matriculating
- Veterans
- International
- Mayor’s Scholar’s Program
- Near Completer Grant Program

Alternate Placement Options

The Admissions staff received cross training to review process placement alternatives to the Accuplacer entrance exam to support the new Multiple Measures policy. These placement options include:

- High School Transcripts
- GED Transcripts
- SAT Scores
- CANVAS based Alternate Placement Assessment

Advising Training

The admissions staff received cross training to provide first semester course recommendations and registration support to new students based on initial placement scores.

Internal Operations to Support Registration Activities

College-wide collaborations between Academic Affairs, Student Affairs, Institutional Research, Workforce Development, Finance and Administration, Office of Information Technology, and Advancement and Strategic Partnerships Division to create the operational schedule per semester/session.



Joint initiatives across the seven areas include the following:

Operational Schedules:

- Academic Calendar
- Academic Catalog
- Course Schedule
- Portal Schedules for Grades Submission

Registration Activities

Collaborations with Baltimore City Public Schools, Academic Affairs, Student Affairs, Workforce Development, and Finance and Administration to assist students with the course registration process.

Registration:

- Information technology: (1) Student portal modifications were made to the student portal to remove unnecessary language and links to create a less cumbersome registration experience. Students are now able to more quickly complete the registration process and view the bill; (2) Comcast Internet Essentials promotion: BCCC partnered with Comcast to provide Free Internet service initially from October 2020 to June 1, 2021. The free internet service was extended to BCCC students to June 1, 2022.
- Website update for registration: the registration webpage was updated to provide 4 easy steps to register for courses, to include links for course searches for the term, course descriptions, and a *Register Now* button for students to click to be sent directly to the student portal to complete registration. This change improved the office's overall efficiency to the registration process
- To improve student pathways to success and to support enrollment agreements with Baltimore City Public Schools, select courses were coded specifically for high school students. Block registration was completed for cohort groups. Students in Dual enrollment, MSP, and P-TECH programs were enrolled in pre-selected courses by the registrar.
- Individual degree audits are processed as an advising tool to track progress toward degree completion. The degree audit is a vital planning tool for students and advisors to help students' monitor and plan the courses taken and the remaining degree requirements. Having a degree audit also helps the student and the institution to remain compliant with Federal Financial regulations by ensuring that the student takes only those courses in the major course of study.
- Assist students with billing inquiries and direct them to Student Accounting, if needed.

Retention Strategies

To retain currently enrolled students and reduce stop outs, two strategies were implemented to increase enrollments and the graduation rate.

Academic Standing:

- BCCC implemented a new Academic Standing Policy. Academic standing is determined at the end of each semester (Fall and Spring) and session (Summer). Students are notified by the Registrar of their academic standing status.
- There are four academic statuses: (1) Good Standing, 2.0 or better; (2) Academic Warning or Probation, students no longer in good standing with less than 2.0; (3) Dismissal, students on academic warning and fails for a second consecutive semester to maintain the minimum academic standards.



Baltimore City Community College

Realignment Tasks Update

Board of Trustees, June 16, 2021

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

Realignment Task #7

“Establish strong relationships with key stakeholders.”

Continuing Partnerships

- During the month of May, the College continued partnerships with CVS Health and the Baltimore City Health Department to offer COVID testing and vaccinations on Campus.
- BCCC continues to strengthen partnerships with the following stakeholders to increase early college access and provide support to students as they transition to college and careers in the Baltimore area:
 - City Schools -dual enrollment classes and P-TECH summer classes.
 - Coppin State University
 - University of Baltimore
- Business and community partnerships to support access to job training programs and ABE/ESL programs include the Maryland Foodbank, Unity Center for Christianity, Achievement Academy High School, Center for Urban Families, Bon Secours Community Works and Turnaround Tuesday.
- The ABE program continues to work with the Department of Public Safety and Correctional Services (DPSCS) to expand access to instruction and support given current restrictions.
- The BCCC Public Safety Office continues to support access for weekly training sessions at the North Pavilion for Baltimore Police Department’s S.W.A.T unit.
- The College continues to partner with Fostering Change Network to hold weekly mentoring circles. The SLE and SGA continue to work with the League of Women Voters Baltimore.
- In partnership with City Schools and the Mayor’s Office of Employment Development, the College is a Youth Works site for Summer 2021. Several BCCC programs serving Baltimore City youth, such the MSP Summer Bridge and Refugee Youth Project, include this option for students.
- The ABE/ESL Department continues to develop new community and business partnerships to increase enrollment. In the past month, new community partner development includes the YES Drop-in Center for young adults, and the Tuerk House Organization. These community-based service providers encourage students to complete their GED as part of a pathway to career entry and success.
- ABE/ESL Department, in partnership with Workforce Development, hosted several information sessions to enroll ABE and ESL students in an Integrated Education and Training (IET) program for Certified Community Health Worker (CHW). This program pairs academic instruction with the workforce training program so students have additional support specific to their training program.
- The Maryland Department of Health (MDH) gave approval for a new program - BCCC Certified Community Health Worker (CHW). As a result, students completing the BCCC program (12 weeks of training) will be eligible for MDH Certification.



- Goodwill supported a new cohort for Pharmacy Technician, University of Maryland Hospital sponsored a cohort in Patient Care Technician (PCT), and Johns Hopkins Hospital initiated two cohorts for CNA.

Developing Partnerships

- Ongoing meetings and discussions are being held with the Baltimore City Office of Food Policy and Planning Division and the University of Maryland Extension and Maryland's SNAP-Ed Program to develop a partnership to address food insecurity of our students and neighboring community by scaling up the College's food pantry efforts.
- Discussions are underway regarding the College participating in future Healing City Summit.
- The College's partnership with the Baltimore City Health Department will expand to include information sessions through the WIC program.
- The College is in discussion with the Black Mental Health Alliance's Youth and College Division.



Baltimore City Community College

Realignment Tasks Update

Board of Trustees, June 16, 2021

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

REALIGNMENT TASK # 8

“Develop and market a brand for BCCC.”

REALIGNMENT TASK #8

Develop and market a brand for BCCC.

During the month of May 2021, the College concentrated on several areas to advance BCCC brand recognition and understanding through: Commencement 2021, BCCC Brand Style Guide, Summer Marketing Campaign, development of Fall Marketing Campaign, BCCC Website enhancements, and social marketing strategy.

For Commencement 2021, the department concentrated on final design work for programs, the graduation box, invitations, the commencement web page, and social strategy. These blended efforts tied a consistent creative approach together in all areas while working to build spirit, enthusiasm, and pride for BCCC 2021 graduates.

The College completed a new BCCC Style Guide. A well-developed style guide is an essential tool for establishing brand identity. The brand style guide (also known as a brand book or brand guide) acts as a key document that helps content creators communicate a consistent message to your audience, so it's an asset for creating consistent, on-brand content. In addition, the style guide is essential to keep brand identity consistent, recognizable, and ownable, even as several different people develop content for your brand.

The Fall marketing campaign has been designed with two central ideas to consider: show fulfillment of dreams and/or BCCC's value proposition. “Make It Happen @ BCCC”, the campaign name, is a variation of the Summer Marketing Campaign, and is fully integrated across many platforms to build brand identity and impact College enrollment. Additionally, we are working to introduce BCCC's 75th Anniversary by inclusion in the campaign that could potentially stretch throughout 2022.

Lastly, the College continues to execute brand marketing efforts tied to both improving the user experience on the Website and increasing awareness of the Academic and Workforce Training programs available at BCCC. These efforts were tied to all social platforms as well.

BCCC was mentioned in the following stories which helped to increase exposure and positive perception of the College:

- May 1, [Justice On The Frontline](#) What's Up? Annapolis
- May 6, [BCCC announces free textbooks for Summer 2021 classes](#), Washington Afro-American
- May 14, [Ellington Carthan Birthday LIVE STREAMING CONCERT](#), Baltimore Magazine
- May 18, [Abandoned Row Home In West Baltimore Set To Become A Home For The Arts](#), Washington Afro-American
- May 19, [Shalia Pettiford Joins Havre De Grace Housing Authority Staff](#), AEGIS
- May 24, Study: UMD College Park rated 'best value college' in Maryland, Baltimore Fish Bowl
- May 24, [Loretta Inez Dates Smith, former Baltimore City Public Schools librarian, dies](#), Baltimore Sun



Content writing/editing

- Publications
 - A Community Engagement publication is being finalized.
- Newsletter
 - Four editions were released to Faculty/Staff.
- Press Releases
 - Press releases were written for free textbooks, commencement and valedictorian.



Baltimore City Community College

Realignment Tasks Update

Board of Trustees, June 16, 2021

Mr. Stephan Byam, Chief Information Officer

REALIGNMENT TASK #9

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

Enterprise Resource Planning (ERP):

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

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

Implementation Engagements

The Implementation Teams continue to be engaged with their respective Ellucian teams.

Data Migration

The plan for the second round General Person data extraction was subsequently changed to only include vendors. This change in plan occurred to minimize the number of manual updates in Banner that would be needed for functional areas including student and employee data prior to student and HR Go-live dates. This data extraction was successfully completed on May 11, 2021.

Financial Aid round 1 data was successfully loaded into Banner on 5/24/2021. This load will be used for testing and data validation in the coming weeks.

Finance Vendor round 2 data was successfully loaded into Banner on 5/31/2021. This load will be used for data validation and data mapping in Banner in the coming weeks.

General Student round 1 data is scheduled to be loaded into Banner on 6/14/2021.

Academic History round 1 data is scheduled to be loaded into Banner on 6/14/2021.

State Interfaces (FMIS, Workday etc.)

The College’s new Business Systems Analyst (BSA), a member of the Enterprise Application Services team, is currently working on the interfaces for the FMIS. The first interface, the Vendor file, is completed and in the process of being tested.

Organizational Readiness

The Chief Financial Officer (CFO) and the Chief Information Officer (CIO) are partnering to develop the model for the training plan, using the Finance team as a pilot program. This “train-the-trainer” model will utilize strong content experts as trainers for other end users in their department, and in some cases, the wider community. To date, the CIO and CFO partnership has yielded a framework for the training within a draft Training Plan.



The Training Plan aims to address the following training objectives:

1. Ensuring the correct staff and role alignment
2. Providing the correct knowledge and skills
3. Developing and creating a dynamic and unified team
4. Encouraging and empowering users to grow with technology as it evolves

Goals:

The goal of the ERP Training for all users is to ensure that BCCC personnel are provided with the technical skills, procedural and best practices knowledge necessary to conduct College business effectively and efficiently using the new ERP system. Users to be trained include:

Train-the-Trainer: *A user that has been identified or selected to be a training resource/instructor that will be trained (by experienced internal or external trainer in a specific subject area). Trainers will deliver courses workshops, and seminars in their functional areas.*

Technical Users: *Users include networking, operating systems, testing, data warehouse, document imaging, identity management, systems, infrastructure, and patch management, upgrades, configuration management, system fine tuning. (Systems, Functional, Database, Network, programmers, Helpdesk, etc.)*

Power Users: *this role is a module subject matter expert who provides training and support to the other team members in a narrow and specific knowledge area. Each of the major modules require training one person as a super user (i.e., Admissions, Financial Aid, Registration, Advising, and so on)*

General Users: *the people who will be using the new system day to day.*

Training Curriculum:

Once the users have been categorized, they will be introduced to a training curriculum that is as follows:



Trainings Structure:

- Over of the System (Banner 101)
 - Access Test Site
 - Navigation
 - Online Learning
 - Action Line Support
- Overview of the process (Functional 101)
- Functional Training
 - Administrative (sit with functional areas to outline the subset areas)
 - End Users

Centralized Training:

In addition to the training required at the time of the implementation of the ERP, considerations must be made for new staff that are onboarded into the different functional areas. Navigation training and essentials need to be provided by the Information Technology group and HR, while functional training will be housed in the individual departments.

Additional Training Considerations:

- **Develop Standard Operation Procedures:** Ensure that each functional area adopts and documents standard operating procedures for the functional training to be aligned with.
- **Develop Quick Reference and Training Aids (1-2-minute videos)** – Create 1-2 minute “How-to” videos so that users can quickly reference functional exercises that are germane to their work and are easily digestible.
- **Utilize online Self-learning-** Ensure users are familiar with the online training tools and simulations that are provided by Ellucian.

Future Engagements

The following are the scheduled engagements through June:

i. Finance

Engagement	Dates	Status
Simulation End to End (Round 1)	5/31/2021 - 6/4/2021	Scheduled
Simulation End to End (Round 1): Purchase & Procurement, Accounts Payable	6/7/2021 - 6/8/2021	Scheduled

ii. Student Accounting

Engagement	Dates	Status
Account Receivable Mapping	6/15/2021	Scheduled
Fee Assessment Configuration	6/29/2021 - 7/1/2021	Scheduled

iii. Human Resources

Engagement	Dates	Status
Catalog Training	6/2/2021	Complete
Basics of Positions Using Configured Data/ How to Configure Rule and Validation Tables	6/7/2021 - 6/10/2021	Scheduled
Simulate Position Control	6/22/2021 - 6/24/2021	Scheduled



iv. Student

Engagement	Dates	Status
Catalog Training	6/2/2021	Complete

v. Financial Aid

Engagement	Dates	Status
Data Load and Tracking Training	6/3/2021	Scheduled
Simulate Funds, Period Budgeting, Packaging & Disbursement	6/8/2021, 6/10/2021	Scheduled
Design COD	6/15/2021 - 6/17/2021	Scheduled
Train COD	6/22/2021 - 6/24/2021	Scheduled
Simulation COD	6/29/2021	Scheduled

vi. Information Technology

Engagement	Dates	Status
BCCC: PROD Ethos/Banner Functional Mapping	6/10/2021	Scheduled
Integration Architecture Planning (Follow Up)	6/29/2021	On hold



Baltimore City Community College

Realignment Tasks Update

Board of Trustees, June 16, 2021

Office of the President

REALIGNMENT TASK #10

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

Inner Harbor Site

Also known as the Bard Building, Governor Hogan has now signed a budget that includes a specific appropriation for demolition of this property.

The Lockwood Property

As reported earlier this year, the College holds a ground lease for the property at 500 East Pratt St., known as the Lockwood Development. Pursuant to the request of Lockwood Associates, the College agreed in March, 2020 to defer rent payments. Lockwood Associates now owes the College over \$2 Million in back rent, plus a late fee consisting of 1.5% of the amount owed. The parking garage and retail properties at the Lockwood Development have opened and are now generating revenue, so Lockwood Associates will make the regularly scheduled payment due on July 1, 2021 and the parties are close to agreeing upon a schedule for payment of the outstanding balance.

55 Marketplace

The College continues to rent the space at 55 Marketplace to house many of its continuing education and workforce development programs for approximately \$504,000 per year (about \$18 per square foot) plus C.A.M. charges. The current lease expires on December 31, 2024 and has a termination for convenience clause that will allow BCCC to vacate the space if a better opportunity arises.

Palladium Parking Lot

BCCC rents space in the lot immediately across the street from its Liberty Heights campus in order to make parking available to students, for \$82,236 per year. For the past year, the College has invoked the lease’s “suspension of performance” clause, which allows the College to suspend the lease and stop paying rent during the time that it does not need the space.

Reisterstown Plaza

BCCC rents two separate spaces in Reisterstown Plaza. One houses continuing education courses and the other provides office space for WBJC. Both leases will be renewed this year for 5 and 3 years, respectively.



Baltimore City Community College

Realignment Tasks Update

Board of Trustees, June 16, 2021

President McCurdy & Cabinet

REALIGNMENT TASK #12

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

The 2021-2024 Strategic Plan activities continued Wednesday, May 19, 2021 with Keeling & Associates facilitating an “Information Gathering Interview” with the College’s Board of Trustees. Guiding questions were presented to gauge the institution’s strengths and opportunities, such as:

- How might BCCC become more student-centered—through its programs and services, and in the ways in which students navigate the College, from enrollment and retention to completion and life/career?
- How might BCCC reimagine credit and non-credit programs to be more responsive to the needs of the workforce, the city of Baltimore, and the interests and intentions of students?
- How might BCCC become the employer of choice, transform institutional culture, and reward and celebrate areas of excellence?

In addition to the Board of Trustees, Keeling & Associates convened multiple meetings with the Cabinet and departmental leadership, cumulatively 17 hours of interviews in total with dozens of participants.

Keeling & Associates will produce a report of institutional themes from the “Information Gathering Interviews”.

The “**Strategic Planning Sessions**” will be held in June, July & August 2021 where an expanded group of faculty and staff will help to reach consensus about the College’s strategy, priorities, goals, and objectives for the strategic planning period.



BOARD OF TRUSTEES
BALTIMORE CITY COMMUNITY COLLEGE

TAB 11 | Active Search Listing



HR Active Search List As of May 31, 2021

Baltimore City Community College							
	Div	PIN #	Position	Oversight	Date posted	Status 5/1/21	Status 5/31/21
1	AA	66711	Coordinator of E-Learning	Dr. Liesl Jones	8/21/2020	Resumes forwarded to Vice President	Resumes forwarded to Vice President
2	AA	TBD	Dean of Natural & Physical Sciences, Business, Technology, Engineering, & Math	Dr. Liesl Jones	1/19/2021	Resumes forwarded to Vice President	Resumes forwarded to Vice President
3	AA	66725	Dean, School of Nursing & Health Professions	Dr. Liesl Jones	11/4/2020	Resumes forwarded to Vice President	Resumes forwarded to Vice President
4	AA	66789	Assistant Professor of Nursing-Mental Health	Dr. Liesl Jones	11/10/2020	Resumes forwarded to Vice President	Resumes forwarded to Vice President
5	AA	TBD	Assistant Professor of Nursing-Adult Medical/Surgical	Dr. Liesl Jones	3/12/2021	Resumes forwarded to Vice President	Resumes forwarded to Vice President
6	AA	TBD	Assistant Professor of Nursing-Adult Medical/Surgical	Dr. Liesl Jones	3/12/2021	Resumes forwarded to Vice President	Resumes forwarded to Vice President
7	AA	84360	Director of Assessment	Dr. Liesl Jones	12/8/2020	Resumes forwarded to Vice President	Resumes forwarded to Vice President
8	AA	TBD	Assistant Professor of Microbiology	Dr. Liesl Jones	3/15/2021	Resumes forwarded to Vice President	Resumes forwarded to Vice President
9	AA	TBD	Assistant Professor of Psychology	Dr. Liesl Jones	3/15/2021	Resumes forwarded to Vice President	Resumes forwarded to Vice President
10	AA	TBD	Assistant Professor/Program Coordinator of Criminal Justice	Dr. Liesl Jones	3/15/2021	Resumes forwarded to Vice President	Resumes forwarded to Vice President
11	AA	TBD	Assistant Professor of Dental Hygiene	Dr. Liesl Jones	4/21/2021	Resumes forwarded to Vice President	Resumes forwarded to Vice President
12	SA	66948	Director of Testing & Accommodative Services	Dr. Rose Reinhart	5/15/2020	Resumes forwarded to Vice President	Resumes forwarded to Vice President
13	SA	66908	Director of Student Life & Engagement	Dr. Rose Reinhart	9/15/2020	Resumes forwarded to Vice President	Resumes forwarded to Vice President
14	SA	TBD	Assistant Vice President of Enrollment Management	Dr. Rose Reinhart	2/2/2021	Resumes forwarded to Vice President	Resumes forwarded to Vice President
15	SA	TBD	TRIO-STAIRS Director	Dr. Rose Reinhart	4/12/2021	Resumes forwarded to Vice President	Resumes forwarded to Vice President
16	SA	TBD	Director of Financial Aid	Dr. Rose Reinhart/ Channa Williams	4/21/2021	Resumes forwarded to Vice President	Resumes forwarded to Vice President
17	ASP	66666	WBJC General Manager	Dawn Kirstaetter	7/15/2020	Resumes forwarded to Vice President	Resumes forwarded to Vice President
18	ASP	TBD	WBJC Business Manager	Dawn Kirstaetter	1/26/2021	Resumes forwarded to Vice President	Resumes forwarded to Vice President
19	ASP	66960	Assistant Director of Development	Dawn Kirstaetter	5/4/2021	N/A	Resumes forwarded to Vice President
20	ASP	66648	Senior Graphic Designer	Michael Berends/Dawn Kirstaetter	5/21/2021	N/A	Resumes forwarded to Vice President

21	WDCE	73965	Director of Business Development Services	Michael Thomas	11/12/2020	Resumes forwarded to Vice President	Resumes forwarded to Vice President
22	WDCE	66722	Director of Workforce Development	Michael Thomas	3/2/2021	Resumes forwarded to Vice President	Resumes forwarded to Vice President
23	WDCE	66631	Director of English Language Services	Michael Thomas	3/11/2021	Resumes forwarded to Vice President	Resumes forwarded to Vice President
24	WDCE	TBD	Assistant Director of Capital Projects	Michael Thomas/ Kate Dixon	4/21/2021	Resumes forwarded to Vice President	Resumes forwarded to Vice President
25	WDCE	TBD	Maintenance Supervisor	Michael Thomas/ Kate Dixon	4/21/2021	Search is Open	Resumes forwarded to Vice President
26	WDCE	66853	Property Control Specialist	Michael Thomas/ Kate Dixon	5/26/2021	N/A	Resumes forwarded to Vice President
27	WDCE	TBD	HVAC Technician	Michael Thomas/ Kate Dixon	5/26/2021	N/A	Resumes forwarded to Vice President
28	WDCE	66964	Logistics Manager	Michael Thomas/ Kate Dixon	5/27/2021	N/A	Resumes forwarded to Vice President
29	A&F	86279	Police Officer II	Michael Thomas/ Leonard Willis	7/28/2020	Resumes forwarded to Oversight & VP	Resumes forwarded to Oversight & VP
30	A&F	86277	Police Supervisor	Michael Thomas/ Leonard Willis	11/9/2020	Resumes forwarded to Oversight & VP	Resumes forwarded to Oversight & VP
31	A&F	66984	Lead Payroll Specialist	Danielle Porter/ Kia Johnson/ Channa Williams	11/23/2020	Resumes forwarded to Oversight & VP	Resumes forwarded to Oversight & VP
32	A&F	TBD	Assistant Director of Human Resources- EEO & Compliance	Danielle Porter/ Kia Johnson/Channa Williams	4/16/2021	Resumes forwarded to Oversight & VP	Resumes forwarded to Oversight & VP
33	A&F	TBD	Assistant Director of Procurement	Channa Williams	4/21/2021	Resumes forwarded to Vice President	Resumes forwarded to Vice President
34	A&F	73966	Director of Procurement	Channa Williams	5/7/2021	N/A	Resumes forwarded to Vice President
35	A&F	TBD	HR Generalist	Danielle Porter/ Kia Johnson/Channa Williams	5/21/2021	N/A	Resumes forwarded to Oversight & VP
36	A&F	TBD	Assistant Director of HR & Payroll	Danielle Porter/ Kia Johnson/Channa Williams	5/21/2021	N/A	Resumes forwarded to Oversight & VP
37	OP	TBD	Director of Special Programs/Associate Director of Admissions	Dr. Debra McCurdy	12/15/2020	Resumes forwarded to President	Resumes forwarded to President
38	OP	66855	Special Assistant to the President	Dr. Debra McCurdy	4/20/2021	Resumes forwarded to President	Resumes forwarded to President
39	OP	TBD	Programmer/Analyst	John Schiesler/Stephan Byam	5/10/2021	N/A	Resumes forwarded to Oversight & CIO