



**Board of Trustees  
Open Session  
Wednesday  
September 19, 2018  
4 p.m.  
Liberty Campus  
Mini Conference Center**



**BALTIMORE CITY COMMUNITY COLLEGE**

**Board of Trustees**

**Kurt L. Schmoke, Esq. (Chair)**

**Dr. Rosemary Gillett-Karam (Vice Chair)**

**Ms. Maria Tildon**

**Mr. J. C. Weiss, III**

**Mr. John D. Lewis**

**Mr. Peter Nachtwey**

**Dr. Rachel Y. Pfeiffer (Ex-Officio)**

**Mr. Jason Perkins-Cohen (Ex-Officio)**

**Ms. Maricruz Abarca (Student Trustee)**

# TAB 1



**BALTIMORE CITY COMMUNITY COLLEGE  
BOARD OF TRUSTEES  
UNAPPROVED OPEN SESSION AGENDA  
September 19, 2018  
4 p.m.  
Liberty Campus  
Mini Conference Center**

**CALL TO ORDER (Kurt L. Schmoke, Esq., Chair)**

**I. ADOPTION OF AGENDA**

Approval of the September 19, 2018 Agenda.....TAB 1

**II. NEW BUSINESS.....TAB 2**

A. Realignment Tasks Update (Bryan Perry, Esq.) (INFORMATION)

**III. BOARD ACTIONS / CONSENT AGENDA (All actions requiring a vote)**

A. Approval of the June 20, 2018 Minutes .....TAB 3

B. College Contracts.....TAB 4

C. Student Government Association (Mr. Victor Anokwuru (SGA)).....TAB 5

D. AFSCME Local # 1870 at BCCC ( Ms. Charlene Gray, President).....TAB 6

E. Faculty Senate Report.....TAB 7

**Action: Move to approve the Board Actions/Consent Agenda**

**IV. ITEMS REMOVED FROM THE AGENDA.....TAB 8**

**IV. PUBLIC PRESENTATIONS.....TAB 9  
(ACTION)**

A. Performance Accountability Report (PAR)

Ms. Eileen Hawkins, Director of Office of Institutional Research (OIR)

**VI. COLLEGE POLICIES.....TAB 10**

**VII. PRESIDENT’S REPORT ..... TAB 11**

(Dr. James H. Johnson, Jr., Interim President)

A. Enrollment Report..... (INFORMATION)

(Ms. Sylvia Rochester, Interim VP Student Affairs)

B. Mayor’s Scholar Program (MSP) Update Report

(Ms. Barbara Pointdexter Webb, MSP Director)

C. Active Search Listing.....TAB 12

**IX. MOTION FOR ADJOURNMENT**

**THE CLOSED SESSION OF THE BOARD OF TRUSTEES IS DESIGNED TO DISCUSS PERSONNEL ISSUES; PENDING PURCHASE OF PROPERTY FOR THE FUTURE NEEDS OF THE COLLEGE; AND TO OBTAIN LEGAL ADVICE.**

**X. NEXT MEETING:** Wednesday, October 17, 2018, Mini Conference Center

# TAB 2

**NEW BUSINESS**

**Realignment Tasks Update**



## Baltimore City Community College’s Implementation Plan Executive Summary

### REALIGNMENT TASKS UNDER HB1595

#### **Realignment Task Number 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.

- Based on enrollment data and employment outlook, begin to sunset low and under enrolled programs
- Focus resources on expanding the enrollment in to high demand programs such as allied health, and transfer programs.
- Expand enrollment capacity for other high demand areas such as robotics/mechatronics, biotechnology, and nursing.
- Review certificate offerings with program advisory boards, and begin to eliminate certificates that hold little value with employers.
- Better align its credit and non-credit pathways in employment growth areas

#### **Realignment Task Number 2**

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

- Enhance BCCC’s job and career advancement services
- Align workforce development programs to economic opportunity
- Eliminate barriers to success and establishing career pathways
- Expand Workforce Development Programs
- Expand Apprenticeships
- Maximize funding and grant opportunities to support workforce development initiatives
- Complete an inventory of existing contracts and MOUs
- Expand relationship with the Mayor’s Office of Employment Development (MOED)

#### **Realignment Task Number 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.

- Redesign of BCCC’s developmental education model
- Accelerated developmental education learning
- Implementing Open Education Resources (OER)
- Exploring the creation of an OER degree pathway in General Studies
- Achieving The Dream
- Mayor’s Scholars Program
- Increase the number of dual enrollment students

#### **Realignment Task Number 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.

- Increase partnerships with city high schools and institutions of higher education
- Develop more articulation agreements to help students seamlessly transfer from associate degree programs to four year institutions

#### **Realignment Task Number 5**

Align the budget of BCCC with realistic enrollment projections.

- Budget is based on enrollment projections of 3000 FTE students per year. (Completed)

#### **Realignment Task Number 6**

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

- Engage a qualified firm to conduct a comprehensive staffing audit of BCCC faculty, staff, and administration.
- Phase One - Planning, Information and data gathering (Currently underway)

#### **Realignment Task Number 7**

Establish strong relationships with key stakeholders.

- Reengage and solidify partnership agreements with BCCC stakeholders

#### **Realignment Task Number 8**

Develop and market a brand for BCCC.

- Conduct a brand positioning workshop.
- Redesign the college website.
- Increase social media presence.

#### **Realignment Task Number 9**

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

- Address BCCC IT infrastructure.
- Begin strategic infrastructure refresh
- Continue to explore options of partnering with Coppin State University on some IT services

#### **Realignment Task Number 10**

Develop or *sell* all unused or underutilized real estate, including the Inner Harbor site.

- Issue RFP for Bard redevelopment
- Select successful bidder and enter into a memorandum of understanding (MOU) on the financial terms and conditions to redevelop the Bard property.
- Negotiation of ground lease for the Bard property.
- Ensure that all BCCC owned or leased property is fully utilized





### **Realignment Task Number 11**

Identify barriers in State or local laws or regulations that impede the ability of BCCC to operate efficiently and effectively, including procurement and capital construction projects.

- Address BCCC's limited procurement authority

### **Realignment Task Number 12**

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

- Review FY 2018-2022 strategic plan timeline; Board-approved mission and vision statements; draft goals and objectives with Board of Trustees



## Baltimore City Community College's Implementation Plan

### REALIGNMENT TASKS UNDER HB1595

#### Realignment Task Number 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.

<b>Sub Task</b>	<b>Tactic</b>	<b>% Completed to Date</b>	<b>Predicted Completion Date</b>
Based on enrollment data and employment outlook, begin to sunset low and under enrolled programs	<ol style="list-style-type: none"> <li>1. Review enrollment data for programs and certificates to determine the number of students enrolled.</li> <li>2. Compare this to the list of in-demand jobs/career pathways for all educational levels at the college, including transfer to university, AA to workforce, certificate to workforce and noncredit programs/certificates to workforce.</li> </ol> <p>Create a list of low enrolled and low viability (based on the needs established in #2) and determine if/how to sunset.</p>	<p><b>2%</b></p> <p>Two program were sent to MHEC summer 2018 for sun setting;            “Substitute Teacher and Mental Health Services.”</p>	<p>Process for beginning this sub task will start prior to October 31, 2018, however the completion date is predicted to be June 2019.</p>

<p>Focus resources on expanding the enrollment in to high demand programs such as allied health, and transfer programs</p>	<ol style="list-style-type: none"> <li>1. BCCC is pursuing an OER CTE grant that related to education, health and cybersecurity. This grant will focus on high demand programs.</li> <li>2. Summer 2018, BCCC was granted approval for a Robotics Certificate which is stackable to the Robotics/Megatronics AAS program. The CADD certificate was also reactivated.</li> <li>3. Several other certificates and degrees were also updated and revised; including the admission criteria for various allied health programs.  BCCC needs to establish the needs and resources to expand our offerings. This would include budget for new faculty; facilities; equipment and supplies as many of these programs have heavy laboratory components which already in need of upgrading to improve the workforce readiness of our students.</li> </ol>	<p><b>25%</b></p>	<p><b>October 31, 2018</b></p>
--	--	-------------------	--------------------------------

<p>Expand enrollment capacity for other high demand areas such as robotics/mechatronics, biotechnology, and nursing.</p>	<ol style="list-style-type: none"> <li>1. Academic Affairs will continue working with Workforce Development on mapping programs that are high demand.</li> <li>2. Creating “pathways” for programs between Workforce Development and Academic Affairs will expand enrollment capacity.</li> </ol>	<p><b>25%</b></p>	<p><b>October 31, 2018</b></p>
<p>Review certificate offerings with program advisory boards, and begin to eliminate certificates that hold little value with employers.</p>	<ol style="list-style-type: none"> <li>1. Program Coordinators will work collaboratively with Workforce Development on provide information about their respective advisory boards. The aim is to create one advisory board representing an industry sector. Information that will be collected will be regarding their membership and meetings. If there are no boards in place, Program Coordinators/Workforce Development will develop a timeline to create their advisory boards and information about what the membership should look like. The advisory boards will be tasked to review our certificates/programs (and what courses/skills are acquired) and make appropriated</li> </ol>	<p><b>25%</b></p>	<p><b>October 31, 2018</b></p>

	<p>recommendations. This may result in programs being revised with some courses being deleted and others added. It may also lead to entire certificates/programs being deleted. The advisory boards may ask for new certificates to be developed to meet their workforce requirements. This will be industry specific and not a one size fits all approach</p>		
<p>Better align its credit and non-credit pathways in employment growth areas</p>	<p>Credit programs have been revised as per CCRCCA. The work to be done now is the alignment of credit and non-credit programs/courses. Discussions regarding this work has been underway for several months.</p>	<p><b>25%</b></p>	<p><b>October 31, 2018</b></p>

Completed By: **Dr. Tonja L. Ringgold, Dr. Kathy Berlyn, Pat Mikos, Edward Ennels, Chanae Tynes**



**Baltimore City Community College's Implementation Plan**

REALIGNMENT TASKS UNDER HB1595

**Realignment Task Number 2**

Make workforce development and job placement top educational priorities of BCCC

<b>Sub Task</b>	<b>Tactic</b>	<b>% Completed to Date</b>	<b>Predicted Completion Date</b>
Enhance BCCC's job and career advancement services	We will continue to cultivate partnerships and staff capacity	100%	Completed
Align workforce development programs to economic opportunity	Timeline is ongoing. We are currently aligning workforce programs with credit side	50%	10/27/2018
Eliminate barriers to success and establishing career pathways	We've addressed academic barriers (intergraded job readiness/ academic support/ IBest Model) but need to address larger, systematic barriers	37.5%	10/12/2018
Expand Workforce Development Programs	We've realigned and expanded workforce programming and continue to do so through spring and moving forward.	>10%	5/1/2019



Expand Apprenticeships		<b>100%</b>	Completed
Maximize funding and grant opportunities to support workforce development initiatives	Still some work that needs to be done with Grants and CFO Office on both credit and non-credit side	<b>50%</b>	9/27/2018
Complete an inventory of existing contracts and MOUs		<b>100%</b>	Completed
Expand relationship with the Mayor's Office of Employment Development (MOED)		<b>100%</b>	Completed

Completed By: **Mr. Michael Thomas, Mr. Quintin Davis, Mr. Scott Olden, Mr. Otilio Baez, Ms. Ebony Mcfadden**

**Baltimore City Community College's Implementation Plan**  
REALIGNMENT TASKS UNDER HB1595



**Realignment Task Number 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.

<b>Sub Task</b>	<b>Tactic</b>	<b>% Completed to Date</b>	<b>Predicted Completion Date</b>
Redesign of BCCC's developmental education model	Reduced levels of developmental education. <ul style="list-style-type: none"> <li>• <b>English:</b> 3 levels-&gt;2 levels(12Credits-&gt;8 credits)</li> <li>• <b>Math:</b> 3 Levels-&gt; 2 some cases 1 level.</li> </ul> Ongoing review of developmental ed.	100%	Completed
Accelerated developmental education learning	Offer A1 & A2 Courses (Allowing 2 sections in one semester) <ul style="list-style-type: none"> <li>• 12- Week</li> <li>• Summer A1(5Week) &amp; A2(5 Week)/8 Week</li> <li>• Modalities- Traditional, Online and Hybrid.</li> <li>• ECI summer bridge program &amp; MSP boot camp</li> <li>• Exploring embedded tutors</li> <li>• Online tutoring</li> <li>• Transfer students who are completed at other</li> </ul>	75%	09/10/2018



	institutions are allowed to credit-level courses.		
Implementing Open Education Resources (OER)	<ul style="list-style-type: none"> <li>• (Not all courses) Need to be intentional</li> <li>• On-going review of courses suitable for OER</li> <li>• Provide incentive for Faculty implementation (Summer OER Institute)</li> <li>• Fall 2017, spring 2018, summer 2018 (242 Courses).</li> </ul>	<b>100%</b>	Completed
Exploring the creation of an OER degree pathway in General Studies	<ul style="list-style-type: none"> <li>• Missing courses- PH101, HEA, CLT 100 etc.</li> <li>• General studies coordinator is needed (By Fall 2018)</li> <li>• 1 or 2 release credits for faculty to develop OER courses. (Textbook for CLT 100 is \$200- and high failure rate)</li> <li>• Timeline0 Fall 2020- complete on boarding incorporate QM( Top Down)</li> </ul>	<b>&gt;10%</b>	Fall 2020
Achieving The Dream	<ul style="list-style-type: none"> <li>• Focus on advising Pathways</li> <li>• 20 course reviewed (Ex. CLT 100 – Highest enrolled –Lowest success)</li> </ul>	<b>&gt;10%</b>	Fall 2020

	<ul style="list-style-type: none"> <li>• Of the 20 courses , 17 are OER</li> <li>• 1<sup>st</sup> Yr. Completed</li> <li>• 2 more years to go- In Progress</li> </ul>		
<p>Mayor’s Scholars Program</p>	<ul style="list-style-type: none"> <li>• Summer Bridge—Boot camp</li> <li>• Cohorting implemented for Fall 2018</li> <li>• Spring 2018 Cohort in progress</li> <li>• Ongoing recruitment and review</li> <li>• Clear communication</li> </ul>	<b>100%</b>	<b>Completed</b>
<p>Increase the number of dual enrollment students</p>	<ul style="list-style-type: none"> <li>• Spring 2019- UB Collaboration with BCPSS</li> <li>• ECI- Institutional Model</li> <li>• Increasing courses at the high school</li> <li>• Align BCCC courses with BCPSS (Pathways)</li> <li>• P-TECH, STEM-CORE, ECI (strengthening MOU)</li> <li>• Align with MSP—college readiness courses before they graduate (Spring semester)</li> </ul>	<b>30%</b>	<b>Fall 2019</b>

Completed By: **Ms. Diana Zilberman, Mr. Melvin Brooks, Ms. Barbara Webb, Ms. Kijaffa Butler, Mr. Scott Saunders**

**Realignment Task Number 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.



- A. Increase partnerships with city high schools and institutions of higher education.
- B. Develop more articulation agreements to help students seamlessly transfer from associate degree programs to four year institutions.

Sub Task	Tactics	Short Term	% Completed to Date	Predicted completed Date
<b>A</b> 1. Review Articulation/Contracts/MOU Agreements 2. Schedule Meetings (Internal/External) 3. Partnership/Collaboration	How to determine: <ul style="list-style-type: none"> <li>• Signature</li> <li>• Negotiation</li> <li>• Implementation</li> <li>• Invoicing</li> <li>• Student Success Tracking</li> </ul>	Articulations Reverse Transfer  Develop industry sectors based on industry needs.	<b>25%</b>	<ul style="list-style-type: none"> <li>• Develop a Process/Procedures</li> <li>• Target Schools</li> </ul> <b>Spring 2019</b> <b>Fall 2019</b>  Increase business partnerships (Customize Training) by 2% (baseline).

<ol style="list-style-type: none"> <li>1. Establish visibility at all BCCC locations.</li> <li>2. Analysis of the students Grades/Attendance</li> <li>3. Credits/Certification</li> <li>4. Job Prep Workshops</li> <li>5. Interviews</li> </ol>	<ul style="list-style-type: none"> <li>• Identify and prioritize a pool of qualified students.</li> </ul>	<p>Establish placement sight partnerships based on offered programs..</p>	<b>25%</b>	<p>Increase Workforce student placements (Credit and Non-Credit).  <b>Fall 2019</b></p>
<ol style="list-style-type: none"> <li>1. Implement software</li> <li>2. Follow-up with students</li> <li>3. Follow up with employer</li> </ol>	<ol style="list-style-type: none"> <li>1. Train BCCC staff how to use software.</li> <li>2. Design a student release form and obtain student signature.</li> <li>3.</li> </ol>	<p>Identify a tracking software for the college to purchase.</p>	<b>25%</b>	<p>Track workforce student placements (Credit and Non-Credit).  <b>Fall 2019</b></p>
<p><b>B</b></p> <ol style="list-style-type: none"> <li>1. Current Negotiation Partnerships</li> <li>2. ARTSYS Training</li> <li>3. Reverse Transfer</li> <li>4. Revisit/Modify Educational Plan to include 4 year options for transfer</li> <li>5. Workshops/Meetings Partner with Deans</li> <li>6.</li> </ol>	<ul style="list-style-type: none"> <li>• Bring Universities to BCCC (luncheon/events)</li> <li>• Determine University Programs</li> </ul>	<p>Determine Global List Collect and Analysis of Data, Where Students Go?    Target Schools</p>	<b>10%</b>	<ul style="list-style-type: none"> <li>• Increase Articulation</li> <li>• Process to Track articulation agreements  <b>Spring 2019</b></li> </ul>



**Next Steps:**

1. Schedule Meeting with Workforce Development (non-credit)
2. Schedule Meeting with BCPSS (CTE Pathway)
3. Review and Update Articulation Procedure Manual
4. Identify Show Stoppers
5. Develop and Implement Plan to Increase Articulation Agreements
6. P-TECH Model, Review Process Flow (non-credit)
7. Follow-up Partnership/Katana Hall

Team Members

**Dr. Daphne Snowden**  
Karen Mobley  
Nicole Cameron  
Shawnette Shearin

**Committee Members**

Dr. Daphne Snowden – Academic Affairs  
(Lead)  
Nicole Cameron – Student Affairs  
Karen Mobley – Academic Affairs  
Shawnette Shearin – Workforce Development



**Baltimore City Community College's Implementation Plan**  
REALIGNMENT TASKS UNDER HB1595

**Realignment Task Number 5**

Align the budget of BCCC with realistic enrollment projections.

<b>Sub Task</b>	<b>Tactic</b>	<b>% Completed to Date</b>	<b>Predicted Completion Date</b>
Budget is based on enrollment projections of 3000 FTE students per year. (Completed)	<ul style="list-style-type: none"> <li>Follow up Tuesday</li> </ul>	100%	Completed

Completed By: **Dr. Solomon Fakinlede, Mr. Brian O'Connell, Ms. Eileen Hawkins**



**Baltimore City Community College's Implementation Plan**  
REALIGNMENT TASKS UNDER HB1595

**Realignment Task Number 6**

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

<b>Sub Task</b>	<b>Tactic</b>	<b>% Completed to Date</b>	<b>Predicted Completion Date</b>
Engage a qualified firm to conduct a comprehensive staffing audit of BCCC faculty, staff, and administration.	Short Term/ Long Term Goal- <ul style="list-style-type: none"> <li>• Contractual Positions</li> </ul>	<b>100%</b>	The staffing audit has been completed.

Completed By:

Ms. Tawanda Carter                      Ms. Sylvia Rochester  
 Ms. Michelle Williams                      Ms. Charlene Gray



**Baltimore City Community College's Implementation Plan**

REALIGNMENT TASKS UNDER HB1595 - Realignment Task Number 7

Establish strong relationships with key stakeholders.

**Realignment Task Number 7: Establish strong relationships with key stakeholders**

<b>Sub Task</b>	<b>Tactic</b>	<b>% Completed to Date</b>	<b>Predicted Completion Date</b>
Reengage and solidify partnership agreements with BCCC stakeholders	<p><b>Government</b></p> <ul style="list-style-type: none"> <li>• City of Baltimore</li> <li>• DPW</li> <li>• DOT</li> <li>• BCFD</li> <li>• BPD</li> <li>• Housing</li> <li>• Mayor's Office</li> <li>• Mayor's Scholars Program</li> <li>• MOED</li> </ul> <p>City Schools (<b>Need Ringgold/Rochester</b>)</p> <p>** Dual Enrollment Upward Bound**</p> <p>Stem Core</p> <p>(Need names of schools)</p> <ul style="list-style-type: none"> <li>• Digital Harbor</li> </ul>	<b>80%</b>	<b>09/27/2018</b>



	<ul style="list-style-type: none"> <li>• Forest Park</li> <li>DSS</li> <li>DLLR</li> <li>Legislative Tour</li> <li>**Need to Redefine Dual Enrollment to include all programs</li> </ul> <p style="text-align: center;"><b>Business</b></p> <ul style="list-style-type: none"> <li>• CVS</li> <li>• Nursing</li> <li>• Apprenticeship</li> <li>• Future Care</li> <li>• Greyhound</li> <li>• P-Tech</li> <li>• IBM</li> <li>• UMMS</li> <li>• Kaiser Permanente</li> <li>• Hopkins</li> <li>• Amazon</li> <li>• Robotics/ Mechatronics</li> <li>• Career</li> </ul>		
--	---	--	--

## **Community**

- GMCC
- Coppin Heights
- NW/Sinai/Lifebridge
- Internships
- Clinical Science
- Status of Community Engagement Plan
- LBS
- Bio Park
- Associated Black Charities
- City Charter Review
- Call to Action
- Youth Fund Taskforce
- Youth Works host
- Bon Secour
- Hosted numerous town halls:
  - Consent decree
  - LOF Productions

## Higher Education

- Morgan
- Coppin
- Articulation Agreement:
  - Business
  - Health
  - Nursing
  - Cyber Waiver
- UB
  - Articulation Agreement
- Bowie
  - Cyber Waiver
- Bellevue
- UMD
- Bio Tech
- Lab Annual Science
- UMMS
- Capitol

\*\*Achieving the Dream

## Corporate Funders

CareFirst  
 Kaiser Permanente  
 T. Rowe Price  
 (Legg Mason)  
 Board  
 Space

	<p><b>Partnerships</b>          YearUp          P-Tech          Stem Core          Innovation Village/ Conscious Ventures</p> <p><b>BCCC Initiatives</b></p> <ul style="list-style-type: none"> <li>• Promise academy</li> <li>• MSP</li> <li>• GTW</li> <li>• RYP</li> </ul>		
--	---	--	--

Completed by:  
**Dawn Kirstaetter**  
**James Knighton**  
**Paul Beckham**  
**Dr. Katana Hall**  
**Dr. Bob Iweha**



**Baltimore City Community College's Implementation Plan**

REALIGNMENT TASKS UNDER HB1595

**Realignment Task Number 8**  
 Develop and market a brand for BCCC.

Sub Task	Tactic	% Completed to Date	Predicted Completion Date
Conduct a brand positioning workshop.	<ul style="list-style-type: none"> <li>Conducted and completed the brand positioning workshop</li> <li>Developed a marketing plan</li> <li>Initiated and completed procurement process to generate signed contract with The Hatcher Group</li> <li>The Hatcher Group and OpinionWorks will conduct focus groups, interviews and surveys to determine public</li> </ul>	<div style="background-color: #90EE90; padding: 5px;"> <p>100%</p> <p>75%</p> <p>100%</p> </div> <div style="background-color: #FF0000; padding: 5px; margin-top: 5px;"> <p>&lt;20%</p> </div>	<p>01/26/18</p> <p>12/1/18</p> <p>08/01/18</p> <p>12/21/18</p>

	awareness and define target audiences		
Redesign the college website.	<ul style="list-style-type: none"> <li>• Launch new website, March 2018</li> <li>• Increased new user visits by 61,531: (3-month average) Apr-May-June 2017=28,565 Apr-May-June 2018=90,096</li> <li>• Reduced web pages from 900 to 500</li> <li>• Reduced section editors from 50 to 10 administrators</li> <li>• Collaborating with ITS to create a working group, for more website enhancements, involving a new content management system.</li> </ul>	>100%	03/15/18
		100%	03/15/18
		100%	03/15/18
		<u>100%</u>	03/01/19
		_____	(3 <sup>rd</sup> qtr. FY19)
	<25%		
Increase social media presence.	<ul style="list-style-type: none"> <li>• Completed Social Media Strategic Plan</li> <li>• Implemented use of videos, photos and interactive posts</li> </ul>	100%	06/01/18
		100%	06/01/18

	<ul style="list-style-type: none"> <li>• Utilized analytics to increase user engagement by ___%:             <ul style="list-style-type: none"> <li>○ 4,667 Facebook Likes</li> <li>○ 1,299 Twitter Followers</li> </ul> </li> <li>• 9,5420 LinkedIn Profiles</li> </ul>	<b>100%</b>	<b>06/01/18</b>
<p style="text-align: center;">Campus beautification</p>	<ul style="list-style-type: none"> <li>• Installation of branded beautification projects, campus-wide:             <ul style="list-style-type: none"> <li>• New light pole banners along public streets- Lombard Street and Liberty Heights Avenue</li> <li>• New light pole banners on Liberty Campus</li> <li>• New student-focused wall murals</li> <li>• New wayfinding signage on Liberty Campus, Main Building, Student Services Wing</li> <li>• New carpet, paint and chairs in Nursing Auditorium and Fine Arts Theatre</li> <li>• New directional and office location signage in Main Building, Student Services Wing</li> </ul> </li> </ul>	<b>50%</b>	<b>03/01/19</b> <b>(3<sup>rd</sup> qtr. FY19)</b>

	<ul style="list-style-type: none"><li>• New awnings on campus buildings – West Pavilion, North and South Pavilions</li><li>• Additional murals, refresh of student lounge and cafeteria</li></ul>		
--	---	--	--

Completed By:

**Mr. Jeff White**

**Ms. Shanta Rao**

**Daviedra Sauldsberry**

**Mr. Daniel Staples**

**Mr. Chris Jordan**





**Baltimore City Community College's Implementation Plan**  
REALIGNMENT TASKS UNDER HB1595

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

<b>Sub Task</b>	<b>Tactic</b>	<b>% Completed to Date</b>	<b>Predicted Completion Date</b>
Address BCCC IT infrastructure.	<b>Admin Wing –</b> <ul style="list-style-type: none"> <li>• Partnering with DoIT to provide comprehensive design of IT equipment list including networking, Voice, and systems.</li> <li>• Equipment list and Pricing provided for BCCC review on 8/21/2018</li> <li>• Project Plan provided for BCCC review on 8/21/2018</li> </ul> Revisiting project plan to determine if a more	<b>&gt;80% on planning &amp; design</b>	Pricing, Project Plan – September 2018 Implementation – Q1 CY 2019

	aggressive schedule is possible		
Begin strategic infrastructure refresh	<p><b>Modernization</b> –</p> <ul style="list-style-type: none"> <li>Partnering with DoIT to provide comprehensive design of IT equipment list including networking, Voice, and systems.</li> <li>Equipment list and Pricing provided for BCCC review on 8/21/2018</li> <li>Project Plan provided for BCCC review on 8/21/2018</li> </ul>	> <b>80%</b> on planning & design	Pricing, Project Plan – September 2018 Implementation – Q2 CY 2019
Continue to explore options of partnering with Coppin State University on some IT services	Focus is initially on improving infrastructure. We can then have more substantive conversations on partnerships. We are engaged with Coppin St on their experiences with certain technologies and modernization efforts to help inform our decision making.	<b>100%</b>	FY 2019

Completed By:

**Dr. Cazabon      Ms. Wendy Harris      Mr. Chima Ugah**



**Baltimore City Community College's Implementation Plan**  
REALIGNMENT TASKS UNDER HB1595

**Realignment Task Number 10**

Develop or *sell* all unused or underutilized real estate, including the Inner Harbor site.

<b>Sub Task</b>	<b>Tactic</b>	<b>% Completed to Date</b>	<b>Predicted Completion Date</b>
Issue RFP for Bard redevelopment		<b>100%</b>	Completed 10/2017
Select successful bidder and enter into a memorandum of understanding (MOU) on the financial terms and conditions to redevelop the Bard property.		<b>100%</b>	Completed 11/2017
Negotiation of ground lease for the Bard property.	BPW expected November 2018	<b>100%</b>	Completed 08/2018



Ensure that all BCCC owned or leased property is fully utilized	Non Harbor Property → Harbor Property →	(15%) (>10%)	Dec 2018 March 2019
---	--	-----------------	------------------------

Completed By:

Mr. Calvin Harris    Mr. Lenard Willis    Ms. Benita Scott    Mr. James Revis    Mr. John McCoy    Mr. Maurice Howell



**Baltimore City Community College's Implementation Plan**  
**REALIGNMENT TASKS UNDER HB1595**

**Realignment Task Number 11**

Identify barriers in State or local laws or regulations that impede the ability of BCCC to operate efficiently and effectively, including procurement and capital construction projects.

<b>Sub Task</b>	<b>Tactic</b>	<b>% Completed to Date</b>	<b>Predicted Completion Date</b>
Address BCCC's limited procurement authority	<ul style="list-style-type: none"> <li>• Oversight agency approval prevents timely procurement for academic services. Greater Specialized Procurement's: Autoclave, Refrigeration equipment, PayPal legislative agenda. Budget for procurement</li> <li>• The process delays in purchase orders (Legislative Agenda)</li> <li>• Need to have Procurement authority as other higher Ed. Institutions. (Legislative Agenda)</li> <li>• Increase spending limits on CPC.</li> </ul>	<b>50%</b>	09/30/2018

	<ul style="list-style-type: none"> <li>• Less oversight on capital construction projects/ Increase spending level for BCCC.</li> <li>• COMAR 17 (Legislative Agenda)</li> <li>• Central Collections Bureau rules and regulations prevent the College from registering students that have past due balances of \$250.</li> </ul>		
--	---	--	--

Completed By:

**Mr. Drexel Paulk**

**Mr. Richard Walsh**

**Ms. Lyllis Green**

**Mr. Fred Paraskevoudakis**

**Mr. Chris Nehmer**



**Baltimore City Community College’s Implementation Plan**

**REALIGNMENT TASKS UNDER HB1595**

**Realignment Task Number 12**

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

<b>Sub Task</b>	<b>Tactic</b>	<b>% Completed to Date</b>	<b>Predicted Completion Date</b>
Review FY 2018-2022 strategic plan timeline; Board-approved mission and vision statements; draft goals and objectives with Board of Trustees	<ul style="list-style-type: none"> <li>The Board of Trustees approved the 2018-2023 Strategic Plan goals and objectives at the April 18<sup>th</sup>, 2018 Board of Trustees meeting.</li> </ul>	<p><b>100%</b> of subtask is completed, but there is still substantive work on the strategic plan that needs to be done.</p>	<p><b>100%</b> of subtask is completed.</p>

Completed By:

**Dr. Bonnie Thomas**

**Eileen Hawkins**

**Alicia Greene**

# TAB 3

Minutes





**BOARD AGENDA  
TAB 3 – ACTION  
JUNE 20, 2018**

**BALTIMORE CITY COMMUNITY COLLEGE  
BOARD OF TRUSTEES  
UNAPPROVED OPEN SESSION MINUTES  
JUNE 20, 2018**

**Board Members Present:** Kurt L. Schmoke, Esq. (Chair); Dr. Rosemary Gillett-Karam (Vice Chair); Maria Tildon, Esq.; Dr. Rachel Pfeifer; Mr. Jason Perkins-Cohen; Mr. J. C. Weiss, III; Mr. Ferdinand Anokwuru; Mr. John D. Lewis; Mr. Peter Nachtway

**Board Members Absent:**

None

***\*The Board unanimously approved the June 20, 2019 agenda.***

The Board Chair called the meeting of the Board of Trustees of Baltimore City Community College to order.

The Board continues to work very hard on the issue of the Presidential Search and has briefed all of the leaders of SGA, AFSCME, and Faculty Senate. We have a consultant to assist us in vetting the candidates and have received many applicants; however, we will not be able to make a decision within the timeframe that Dr. May retires. We, the Board, have looked very seriously at having an interim until the search is completed. None of the applicants will serve as interim and the Board has unanimously selected an academic leader with vast experience, Dr. James H. Johnson, Jr. will serve as interim president as of July 2, 2018 and continue until a permanent president is selected.

Dr. Johnson is a registered professional engineer and the recipient of several national awards. He currently serves as trustee and past chair of the Board of Trustees for Anne Arundel Community College and a past chair of the Maryland Association of Community Colleges. For 38 years, Dr. Johnson was a faculty member and administrator at Howard University where he served as a professor of civil engineering and Dean of the College of Engineering, Architecture and Computer Sciences. Most recently, Dr. Johnson was a visiting professor in the Department of Civil Engineering at Morgan State University. Dr. Johnson brings a wealth of experience in higher education leadership and public service to his role with the College.

Dr. Johnson thanked the Board for the opportunity to serve Baltimore City Community College and he looks forward to working with the students, faculty, and staff. Chair Schmoke stated that the Board requested Dr. Johnson focus on three areas, which are;

- 1) Assure that The Mayors Scholars Program
- 2) Assure that the opening of the Fall Semester went smoothly

3) File, on time, the required report of HB 1595 The Realignment Tasks

## **I NEW BUSINESS**

Mr. Perry stated that most recently the Workforce Taskforce presented their recommendation making Workforce a priority at the college. The staffing audit has been completed and we have reviewed the first draft are awaiting the final draft.

To date three of the task have been completed, a) Strategic Plan, b) Workforce Taskforce, and c) Staffing Audit. We are well on the way of having the realignment tasks completed by December, we are at an interim stage at this point.

The Board inquired as to if there will be a document that details what the college has done to meet those tasks with metrics. Mr. Perry responded that there would be a document that would be a before and after snapshot of where we were prior to HB 1595 and where we are today. Some of the recommendations of the Workforce Taskforce are being applied to the Mayor's Scholars Program which is being used as a pilot as it will form a good framework of how not to evaluate just the MSP but lay the foundation for evaluating all programs.

**II** The consent agenda was unanimously approved by the Board.

**III** Mr. Jason Perkins-Cohen, co-chair of The Workforce Development Task Force introduced Ms. Diane Bell-McCoy, a member co-chair and gave a synopsis of what the process of the Workforce Development Task Force. Mr. Perkins-Cohen stated he appreciated what the committee was about, which included many of the administrators of the college and the sense of urgency that the committee would deliver the product before July 1, 2018 that would stand as a guidepost for the college and the importance of investing in the workforce.

Ms. Diane Bell-McCoy is the President and CEO of the Associated Black Charities. Ms. Bell-McCoy thanked the members of the taskforce, which was comprised of BCCC Leadership, Business and Industry Leaders, Philanthropy and Community Partners, and Government and Research Partners. Ms. Bell-McCoy stated the charge of the taskforce was to;

- Align BCCC programs to economic and workforce (employment) development needs
- Expand BCCC workforce development programs
- Identify support systems to remove barriers to student success

The subcommittee charges entailed;

- Making specific recommendations relating to the goal of meeting the needs of students and industry to ensure sustainable career advancement
- Use data, best practices, and other resources, recommend processes, key staff needs, culture/values to ensure success
- Outreach to specific industry leaders and the State Department of Labor, Licensing and Regulation.

### **The Process**

- Confirm Task Force Goals, Objectives, and develop a Timeline
- Review BCCC's Programs and Outcomes
- Research on Economic and Workforce Development
- Examine Best Practices in Community Colleges
- Review of Business and Community Partners
- Establishing Subcommittees
- Report from Subcommittees
- Establishing Recommendations to move the college forward

### **Recommendations**

- Establish an accountability and measurement system in addition to the aligned with mandated accountability measures required by the various oversight bodies.
- A public scorecard that will highlight data for all stakeholders and include agreed-upon benchmarks that track BCCC's progress.
- An internal set of dashboards to be used by BCCC's leadership to improve student outcomes, programmatic performance, and program accreditation rates, and to guide program review and alignment.
- Additional, semi-annual or annual performance reports to focus on specific alignment issues and performance of critical sub-populations of students.
- A fiscal/resource management dashboard that will focus on BCCC's internal operational process/metrics with benchmarks.
- Based on best practices in data governance, create a cross-sector Accountability Steering Committee to oversee the proposed accountability system.
- Develop a partnership with the Maryland Longitudinal Data System Center and the Jacob France Institute to collect and report employment and wage data for BCCC students before and after their enrollment and completion.
- BCCC should focus on the six workforce sectors;
  - Health Careers
  - IT, Computing, Cyber Security
  - Hospitality and Tourism

- Transportation, Distribution, Logistics
- Advance MFG, MFG Technologies
- Construction
- Develop a well-defined career pathways
- Converting non-credit certifications into credit for advancement
- Align and expand College wide Career Pathway Advisory Boards

***\*A complete report is on file in the Office of the President.***

#### **IV President's Report**

The Board deferred Dr. May's letter until later and requested the Enrollment Report be given.

#### **Enrollment Report**

Interim Vice President Sylvia Rochester reported that BCCC enrollment increased by 1% for Summer I (current credit enrolled students is 1,002 as compared to 993 in Summer I in 2017. Summer II has also increased by 13%, (436 credit students compared to 385 in Summer II 2017.

Ms. Rochester requested to defer to Mr. Andre Williams to speak about Sexual Harassment Assault Survey.

Mr. Williams reported that BCCC has made great strides to report and apprise students of who to report sexual assault/harassment to and what happens. According to the students that participated in the survey, they were knowledgeable of how and who to report sexual harassment and what happens to on campus. 882 students were trained as well as 76 faculty and staff on sexual assault/harassment basic training.

Mr. Williams reported that during the survey period there were 11 incidents between July 1, 2016 and July 1, 2018 which were broken down into separate categories:

- 0 - Sexual Assault I – non-consensual sexual intercourse
- 3 - Sexual Assault II – non-consensual sexual contact
- 8 - Other Sexual Misconduct – Stalking, sexual intimidation, sexual violence, sexual harassment

Mr. Williams also reported that BCCC would like to request the purchase of software, as used by University of Baltimore, which will require students to complete an online presentation and sign off before registering.

#### **The Mayor's Scholars Program (MSP)**

Ms. Barbara Poindexter Webb reported that the MSP is ready to go on Monday and thanked everyone for their support.

As of today, there were 529 students who have confirmed that they would be joining us on Monday. 374 have been registered and confirmed for Youth Works.

385 students that accuplacer scores have been given from BCPSS. Success coaches are working with the MSP team. In terms of moving on, although our system is manual, with the additional assistance from BridgeEdu we will be able to confirm all students with financial aid.

All instructors have been identified and are awaiting contracts to be signed so that they are ready to go. Professional Development for faculty and BridgeEdu has begun for all of the instructors.

Meetings have been had to ensure the checklist of necessities, e.g. food, etc., are in place for Monday's launch. Break-out sessions will be given for parents and students to learn more about the program and answer any questions that they may have.

Mayor Pugh has indicated that she will be joining us on Monday and we are happy to have her.

The Board inquired as to how many contracts have not been signed. Ms. Webb responded that she knew that the Math instructors have been coming in to sign; however, she was not sure about the English department but would find out and report back to the Board.

The Board inquired as to the difference between Youth Works and the total number are they the students that will not be paid. Ms. Webb responded that there are a number of students that have not been funded and the students that will not be paid have been notified.

The Board inquired to Ms. Rochester regarding the enrollment report for Summer II included the MSP students. Ms. Rochester responded that they were not included in that number.

The Board inquired as to if students would be in the PE Center for five hours. Ms. Webb responded that they will be in the PE Center the majority of the time (3 hours); however, breakout sessions will be offered. Ms. Rochester reported that during this time an orientation and presentations will be given. Some of the students will be getting paid for this day.

The Board shared that they wanted to ensure that the students are engaged and that we instill motivation and excitement to want to complete the program. Ms. Webb responded that they are prepared with various activities, which include fact sheets and packets for the parents.

**V** The Board stated that a vote was required to ratify the interim services of Dr. James H. Johnson, Jr. by the Board in Open Session. The Board unanimously approved.

**VI** The Board thanked Dr. May for his commitment and work he has brought to BCCC during his tenure and asked the audience to join in applauding Dr. May.

**VII** Motion to adjourn the public session.

# **TAB 4**

**College Contracts**



# **NO COLLEGE CONTRACTS**



# TAB 5

SGA REPORT



**Baltimore City Community College  
Student Government Association  
(SGA)  
Board Report  
September 2018**

**BOARD AGENDA  
TAB 5 – INFORMATION  
SEPTEMBER 19, 2018**

During the month of July, there weren't any formal student government programs. The SGA President, Victor Anokwuru was studying abroad in Costa Rica with the Granville T. Woods Scholars. However, before his trip, selections for the open positions of secretary, treasurer, and five senators were completed. The remaining open positions will be filled during the first month of the fall semester to create opportunities for the Mayors Scholars Program, new and returning students. The SGA Vice President Madelle Djomou checked in regularly to organize and meet with the staff to plan for the upcoming semester.

On August 24, 2018, the SGA President hosted an SGA Leadership retreat in the Tranquility Lounge. The agenda included icebreakers, expectations, goal setting, office hours and event brainstorming. In attendance were the Office of Student Life and Engagement team, BCCC alumni and Coordinator for Academic Services, Patricia Edwards, and Angela Donn, Office of Student Support and Wellness Services, who presented information on the “Truth Initiative” program (Truth Initiative is a nonprofit tobacco control organization dedicated to achieving a culture where all youth and young adults reject tobacco). The student leaders will participate in another retreat in mid-October, which will consist of all student leaders throughout the BCCC community.



BCCC Welcome Week Fall 2018 was held August 27 – 31, 2018. The details of the daily activities will be provided in the October SGA Board Report.

# TAB 6

AFSCME



**BOARD AGENDA  
TAB 6 – INFORMATION  
SEPTEMBER 19, 2018**



**AFSCME Local 1870 Presentation to the BCCC Board of Trustees  
Wednesday, September 19, 2018**

**LABOR-MANAGEMENT ISSUES:**

1. Manual of Policy & Procedures Created by Public Safety Department for Sworn Police Officers (SPO):  
In August the union was given 100+ pages of changes made to standard operating procedures for SPOs. The report also included proposed policy and procedures for the SPOs. Union leadership noted that the majority of these changes are directly connected to “terms and conditions of the workplace” as described in the MOU and therefore it would have to be bargained over with AFSCME representatives and Local 1870 officers. In December 2018 it will be time to declare “intent to negotiate existing MOU between the College and AFSCME/Local 1870 and so it will be an opportune moment to negotiate changes proposed by management in the Public Safety area.
2. HR’s “Work In Progress” of new Classification and Compensation/Charts for BCCC Employees: Union leadership has met with HR’s staff to get briefed on drafts of classification and compensation charts to replace current documents. In a PowerPoint presentation, Ms. Rory Wallace and HR staff presented the rough draft of new classification scales connected to compensation charts; HR is also creating job specs for various staff positions. It was emphasized that it is a *rough draft only* and there is clear understanding that it all such changes as it affects Bargaining Unit employee positions in the College will have to be negotiated by AFSCME/Local 1870 representatives before HR can implement it.
3. Health and Safety Issue: Union leadership expressed concern about construction in the Fine Arts theater area due to the health risk posed by asbestos in the theater and lower area of the building. Additionally, Union questions why signage that used to be posted on the lower level doors warning of asbestos in the area have now been removed.

Ongoing

- A) LMC Cancelled in July and August 2018. Next scheduled meeting is September 6, 2018.
- B) Contractual Conversion: At Prior LMC meetings HR informed Union that contractual positions were being converted to PIN positions college-wide (if positions opened up and this was possible).

# **TAB 7**

**FACULTY SENATE REPORT**



Faculty Senate Report to  
Board of Trustees  
Prepared by Dr. Chima Ugah,  
Senate President  
September 19, 2018 Board Meeting

**BOARD AGENDA**  
**TAB 7 – INFORMATION**  
**SEPTEMBER 19, 2018**

### **May 18, 2018 Full Faculty Senate Meeting**

Dr. Chima Ugah convened a full Faculty Senate meeting as the newly elected President. The meeting was titled “Listening Session” for the purpose of hearing faculty concerns and suggestions to improve the College. The following items came out of the listening session.

- I. Faculty success, stories and activities are unknown to the College community. Dr. Ugah promised to secure a spot in the College newsletter to be titled “Faculty Spotlight” to tell our story.
- II. Faculty expressed concerns on how hiring procedure of a new College President is being handled without fully engaging the faculty in the process. Dr. Ugah promised that our faculty will be well-informed with any information available to him as the procedure progresses.
- III. Faculty expressed the interest of having a faculty member to serve on the Board of Trustees like some other Colleges. The College has a student on the Board. Dr. Ugah stated that, for a faculty to serve on the Board of Trustees, it will be in the forefront of this Faculty Senate administration.
- IV. Lack of custodial staff in most of the buildings are major concerns. Some of the housekeeping staff are overburdened to maintain multiple floors with limited resources. Dr. Ugah promised to schedule a meeting with the Director of Facilities to address their concerns.
- V. Information Technology (IT) services are poor for the instructional technology support. Dr. Ugah stated that he will chair the Instructional Technology Committee of the Senate Executive Committee and any faculty concerns should be forwarded to him.
- VI. The College lacks a “Communication Plan” and our communication at the college is very sporadic and unstructured. Dr. Ugah promised to add a “Communication Plan” on the to-do list for this Senate administration along with “Shared Governance” document with policy and procedures as a College-wide committee.
- VII. There are too many reserved parking space for administrators. Dr. Ugah stated that the only space designated for the Faculty Senate President that was established during his first administration was eliminated. He promised to bring the issue to the attention of the VP for Administration and Finance and the Director of Facilities whenever we have a scheduled meeting.
- VIII. The College should be consistent when having a memorial service for any deceased student. There should be no preferential treatment on who should have a memorial service and who should not have one at the College. Dr. Ugah

promised to call the matter to the attention of the employee in charge of coordinating students' memorial services.

**May 24, 2018 meeting with CEO/President Gordon May, Ph.D.**

- Dr. May was asked to identify his accomplishments during his tenure at the College as CEO/President. He identified the following accomplishments:
  - I. The College improved its accreditation status by removing the warning from the Middle States.
  - II. The College restored the trust of the community and grant contributors are in support of the College.
  - III. The College received the approval of 100% of the general budget by the State of Maryland's House and Senate.
  - IV. The College was the first institution in Maryland to be involved with the P-Tech program. New Era Academy has been added in addition to the Mayor's Scholars Program. A total of 525 estimated number of high school students are expected to attend the College in the summer by June 20, 2018.
  
- Where is the College with the realignment tasks?
  - I. Bryan Perry is the responsible party.
  - II. Most of the realignment tasks must be answered by the end of the year, especially workforce development initiatives.
  - III. The State of Maryland's House and Senate have been very supportive of the College's efforts to restructure.
  - IV. Also, advising and recruitment are very important to the realignment efforts, especially, one-on-one advising with the students, and it should be high on the priorities.
  - V. Bridge.edu will work with students in the Mayor's Scholars Program.
  
- Where is the College with the Enterprise Resource Planning (ERP) system and give us an update on the overall IT infrastructure?
  - I. Upgrading the existing system is a very slow process and the College's legacy system still persist.
  - II. The College has been unable to make the right call in hiring a Chief Information Officer (CIO), which posed a challenge in moving the College forward with the IT upgrade implementation.
  - III. Interim position of the CIO is one of the positions required to be filled along with the Vice President of Student Affairs.
  - IV. Dr. Gary Burnett is the new CIO of Information Technology Services. There is a need to upgrade all the IT infrastructure across the College before moving forward with the ERP system implementation.

- V. Previous Faculty Senate leadership called for a complete audit of funds appropriated for the ERP system, and specifically with the Navigator. The Faculty Senate have not received the requested audit. Dr. May promised to follow through with the request.
- What is your opinion on shared governance?
    - I. President May is in support of shared governance.
    - II. Dr. May was asked about having a faculty as an ex-officio member on the Board of Trustees because some Boards do have a faculty as a member similar to BCCC having a student on the Board of Trustees. Dr. May indicated that it is a decision that should come from the Governor of Maryland.
    - III. Dr. May was asked about his opinion on a faculty serving as part BCCC President's cabinet. He stated that he has no problem with a faculty serving as part of the College President's cabinet in decision-making processes, and this will be a decision for the new College President.
  - College security is a major concern to our faculty who are covering classes over the summer 2018 session. What security measure does the College have in place for a better supervision of high school students that will be starting this summer of 2018?
    - I. The Faculty Senate has to consult with Chief Willis on security matters.

### **May 31, 2018 Assessment Day**

The Spring 2018 Assessment Day was very successful. Faculty facilitators covered several areas of assessment that addressed General Education and Programs Core Competencies, using TracDat assessment software, Curriculum Mapping, Course Outcomes, using Rubrics in Canvas, and Learning Improvement Plan. Dr. Bonnie Thomas, Associate Vice President of Institutional Effectiveness and Planning provided the overview of College assessment.

### **June 4, 2018 meeting with Police Chief Leonard Willis**

Chief Willis was asked to briefly highlight the security measures for Summer 2018 with the influx of over 500 high school students on College campus.

- Chief Willis identified the following:
  - I. Emergency Call Center will be up and running by July 1, 2018.
  - II. There are plans to increase the number of officers being present during the critical time of 11 a.m. to 3 p.m. this summer when the high students are on campus taking classes.
  - III. Public Safety planned to contact the Baltimore City Public School Police for assistance to identify problematic students and how to manage the situation if a problem arises.



- IV. Public Safety will make a presentation to the students during the summer orientation before classes begin.
- V. Public Safety planned to present an 18-page proposal to the Board of Trustees that includes information requesting that the police officers in the BCCC Public Safety Department have the power of police in arresting individuals on campus. Also, he plans to request an increase in the number of police officers on the force.
- VI. Currently there are 13 former police officers on the force. He has interviewed for two (2) additional officers. There are currently 24 security officers in the Department.
- VII. Chief Willis asked for faculty to set the tone in the classroom, by setting rules and regulations that must be followed in their classes.
- VIII. Chief Willis stated that he would like the faculty to be an advocate for Public Safety.

Dr. Chima Ugah mentioned that during his 2010-2012 tenure as the Senate President, Faculty Senate worked closely with Chief Alvin Winkler on a public safety document that included to allow the BCCC Police force to carry fire arms. However, the Chairman of the Board of Trustees, Garland Williamson declined to entertain the idea of fire arms in the Police force. Are there any plans to resuscitate the idea of BCCC Police force bearing fire arms since violence is on the increase on college campuses across the nation?

- I. Chief Willis stated that the Police/Public Safety Department is considering a new proposal in a near future that will make its way through every College constituent.

Faculty Senate provided the following recommendations:

- I. There should be more signs around the college campus with the message "You Are Under Surveillance!"
- II. Security presence is required around the cafeteria area, but not in the cafeteria, for a quicker access in time of need. Faculty/Staff lounge should be unlock during lunch hours.
- III. The visitors' parking lot and kiosk should have an officer present at all times to assist visitors when coming on campus. Chief Willis agreed.
- IV. All classes that are in not use during summer session should be locked to prevent unacceptable activities by students.

### **June 7, 2018 meeting with the Chief Counsel, Mr. Bryan L. Perry, Esq.**

The primary emphasis of this meeting was on the 12 realignment tasks. Faculty Senate requested for an update on all 12 realignment tasks. Also, moving forward, faculty should be in the loop with the process.

- I. Mr. Perry provided the updated status of the 12 realignment tasks starting with the 12<sup>th</sup> task down to the 1<sup>st</sup> in reversed order.

- II. The tasks required BCCC to identify any barrier with procurement. The major barrier is the limitation below \$50,000 procurement without oversight. The College made a request to increase the limit to \$250,000 without oversight. The new limit is comparable to other colleges and universities in the State. This will increase the College's purchasing power without oversight and will speed up our process with procurements.
- III. In the realignment tasks, there should be a Memorandum of Understanding (MOU) required by the State of Maryland with all partners and business incubators using our facility. Lease agreement will be generated for all partners and business incubators. The partners and business incubators will be paying for the space moving forward.
- IV. A developer has been selected for the Harbor Campus Bard building to be ready by 2021. The redevelopment of downtown building will be a 45-story mixed use facility and will be the second tallest building in downtown. What was left to finalize the process is the lease agreement with the developer.
- V. The cost for the Palladium rental is still unknown in the realignment task document.

#### **June 8, 2018 meeting with Human Resources on Community Forum Planning**

The primary focus of this meeting was on planning the sessions for the College Community Forum that will benefit the College and also engage faculty interest. The Community Forum theme was "Organizational Change" which will serve as the theme for the academic year. The Faculty Senate President mentioned the faculty theme to be "Faculty Engagement" that will feed into the organizational change.

#### **June 11, 2018 meeting with Chairman of the Board, President Kurt L. Schmoke**

The primary focus of this meeting was on the BCCC Presidential search update. The Chairman of the Board updated the Faculty Senate with the following:

- I. Dr. May's position will end after the Fiscal Year of 2018, which was June 30.
- II. The search process is two and half (2 ½) months behind schedule due to technicalities with the State of Maryland's change in procedure.
- III. A total of 52 applicants were received and 26 applicants that met the criteria were reviewed. The 26 applicants were further narrowed down to six (6) applicants and the Board is looking forward to streamline the current six (6) applicants.
- IV. Because of the two and half (2 ½) months delay, an interim President will be selected to start on July 1, 2018 with three primary responsibilities:
  - a. Oversee the Mayor's Scholars Program implementation,
  - b. Prepare for 2019 school year to start without major issues, and
  - c. Assure that the State Senate Bill 1595 alignment task will be addressed and reported as expected, which is due on July 31 with a follow-up due date on December 1, 2018.

#### **July 18, 2018 meeting with Vice President of Academic Affairs, Dr. Tonja Ringgold**

The meeting covered a broad spectrum of Academic Affairs that included Achieving the Dream, Middle States Monitoring Report, hard-to-hire faculty from certain disciplines, and status of approved certificates and degree programs by the Curriculum and Instruction Committee (CIC) and the Senate Executive Committee (SEC).

- I. Dr. Ugah pointed out that Achieving the Dream should be a faculty-driven effort and he would like to see a greater number of faculty participation in the process. Dr. Ringgold stated that faculty will be actively involved moving forward and this will include attending the Achieving the Dream conferences and other internal activities.
- II. On the Middle States Monitoring Report, the College is in good status. The Accreditation Monitoring Council will continue to meet and the Faculty Senate President is a member of the Council. The school receives feedback every six (6) months from the Annual Institute Update (AIU). Every school must give an updated report each year in August. The next Self-Study is in 2023.
- III. Dr. Ringgold stated that the hard-to-hire faculty issue could be addressed at the cabinet-level administration with a collaborative effort with Human Resources. Dr. Ugah mentioned several programs are having a hard time retaining their faculty after couple of years because of the low salary issue that have remained static over the years, and should be included in the discussion.
- IV. On the status of internally approved certificates and degree programs, Dr. Ringgold presented recently received letters from Maryland Higher Education Commission (MHEC) concerning certificates and degree programs that have been approved by the CIC and the SEC with the following updates:
  - a. The below programs were added to the academic program inventory at the request of BCCC on July 9, 2018:
    - i. Arts and Sciences Transfer w/ A.O.C. in Science
    - ii. Arts and Sciences Transfer w/ A.O.C. in Pure and Applied Mathematics
    - iii. Business w/ A.O.C. in Business Management
    - iv. Business w/ A.O.C. in Business Marketing
    - v. Fashion Design w/ A.O.C. in Fashion Retailing
  - b. The program below was discontinued from the academic program inventory at the request of BCCC on May 15, 2018:
    - i. Addiction Counseling

#### **August 10, 2018 meeting with Interim President James H. Johnson, Jr., Ph.D.**

Faculty Senate met with Dr. James H. Johnson, Jr. which covered a broad spectrum of college issues that included unresolved request for the ERP system audit with previous President, Dr. May, faculty engagement with the realignment tasks, integrity issues affecting the College, hard-to-hire faculty, and facility concerns considering the sudden surge and expansion of the students population with our Partners such as YearUp, P-Tech, Mayor's Scholars Program, and the New Era Academy.

- I. Dr. Johnson, Jr. promised to have an internal audit to review the level of work completed so far with the IT infrastructure updates, including the Navigator, and

what is being allocated to improve IT infrastructure. He stated that there may be a need to add two additional auditors to the internal auditing staff.

- II. On the issue of engaging faculty with the realignment tasks, Dr. Johnson, Jr. stated, moving forward, faculty will be involved in the process. He would like to have a total of 12 faculty with one on each task.
- III. Dr. Johnson, Jr. noted the integrity concerns presented by the Faculty Senate and promised to look into the issues.
- IV. The hard-to-hire faculty was discussed during the meeting. Dr. Johnson, Jr. acknowledge that Dr. Ringgold brought our concern to his attention. Dr. Ugah requested for a comprehensive faculty salary study as well.
- V. Faculty expressed challenges with the classroom/computer lab scheduling, especially when there is a need to add more classes. Coordinators have to go through a convoluted process to determine the availability of space with course scheduling. Dr. Johnson, Jr. stated that the College will be acquiring new scheduling software for the classrooms and labs.
- VI. There are efforts for a facility plan to accommodate the surge of college expansion that include renovating the Library building and the Fine Arts wing. However, the College must first hire an architect who will help with the facility planning efforts.

### **August 16, 2018 Town Hall Faculty Breakout Session**

Dr. Chima Ugah, Faculty Senate President, reported on the outcomes of the summer meetings before a full Faculty Senate and called for a need to bring back the ad-hoc Committee on Academic Confidence (CAC). The committee did an excellent job during his previous administration as the Faculty Senate President. However, the group will be renamed as **Committee on Ethics and Institutional Integrity** and will serve as an SEC standing committee. After several deliberations, faculty agreed to have the committee begin as an ad-hoc committee and faculty will assess the level of their productivity before bringing the committee back for a vote as a SEC standing committee. Faculty who taught the courses for the Mayor's Scholars Program requested for a focus group discussion with BCCC Interim President and to compare notes on areas for future improvements.

### **August 17 Full-Time Faculty Academy**

The all-day Fall 2018 Faculty Academy was very successful. Faculty embraced the theme for the Academy, "**College Governance: Faculty Matter**," which feeds into the Faculty theme for the year "**Faculty Engagement**." The current Faculty Senate President, Dr. Chima Ugah, along with immediate past President, Professor Edward Ennels, and past President, Dr. Katana Hall, were the keynote presenters on the Faculty Academy theme. Multiple breakout sessions were held that included Uncovering Barriers to Help Our Students, Age Diversity in the Classroom: Tapping into the Potential of Multi-Generationalism, ADA: Faculty Roles in Teaching and Learning, FMLA/Workers Compensation, Safe Space, and Restructuring Our Career Pathways: Bridging the Gap between Workforce Credits. Interim President James Johnson, Jr., Ph.D., was in attendance.

### **August 18 Adjunct Faculty Academy**

The Adjunct Faculty Academy went very well. Faculty were informed on current and proposed activities in the College. Faculty were engaged with questions and requested for evening support services that include access to office with photo copying machines and IT support during evening sessions. Dr. Chima Ugah, Faculty Senate President informed Adjunct Faculty on Faculty Senate efforts to include them in the Senate Meetings and other full-time faculty activities. Several retired BCCC full-time faculty who are adjunct faculty and other retirees volunteered to play any key role alongside with our full-time faculty during the day and to serve as the voice of the adjunct professors. Interim President James Johnson, Jr., Ph.D., was in attendance.

### **August 27, 2018 Realignment Task Force Activities**

A large number of faculty participated on the realignment tasks exercises. Faculty Senate President thanked the Interim President, Dr. James H. Johnson, Jr. for including our faculty in the exercises.

Humbly Submitted,

Dr. Chima Ugah  
Faculty Senate President

# TAB 8



**BOARD AGENDA  
TAB 8 – INFORMATION  
SEPTEMBER 19, 2018**

**NO ITEMS  
REMOVED FROM  
AGENDA**

# **TAB 9**

## **PUBLIC PRESENTATIONS**





### **Draft 2018 Performance Accountability Report**

The Performance Accountability Report (PAR) is an annual requirement of the Maryland Higher Education Commission (MHEC) for all Maryland public colleges and universities. The PAR operates on a five-year cycle and 2016 marked the beginning of a new cycle. At the beginning of each cycle, institutions must establish five-year benchmarks for a series of indicators established by MHEC. The benchmarks are based on four years of trend data (provided by the institutions for most indicators and by MHEC for a few). There are 34 indicators and many are broken down further into sub-groups. In 2018, the indicators were reorganized by the three goals of the *2017-2021 Maryland State Plan for Postsecondary Education - Increasing Student Success with Less Debt: Access, Success, and Innovation*. Additionally, nine required student characteristics are included to clarify institutional missions and provide context when reviewing the indicators. Each year, colleges must update the trend data for the characteristics and indicators with the most recent year's information. Each year, Baltimore City Community College's (BCCC) Director of Institutional Research conducts work sessions with teams from each College division to review the data and progress towards meeting the benchmarks. Institutions are permitted to revise benchmarks only once in the cycle: year two. BCCC utilized that opportunity and revised the benchmarks related to seven indicators.

In addition to the indicators and benchmarks, narrative sections are required related to Institutional Assessment; and Community Outreach and Impact. The Institutional Assessment section is the key to explaining what the College is doing to address its performance in the areas measured by the indicators in keeping with the goals of the current State Plan. New, current, and planned initiatives are discussed as well as external and internal factors. The activities BCCC has underway are equally, if not more, important as whatever progress is shown via the indicators. The Community Outreach and Impact

section provides a valuable opportunity for the College to discuss the various partnerships and outreach initiatives that we have underway with the Baltimore City Public School System, area organizations, and community groups. MHEC guidelines mandate strict page-limits which are noted and adhered to in the draft Report.

The indicators and benchmarks make up the heart of the PAR, which has important internal and external uses. Internally it helps drive our strategic planning assessment processes and Managing for Results submission. Externally, it is a significant MHEC requirement that is compiled into a statewide submission to the Governor's office and, ultimately, can influence various processes at the State level. Additionally, the PAR is periodically shared with the Middle States Commission on Higher Education.

The College's progress in meeting our benchmarks is monitored carefully. If BCCC does not appear to be advancing towards meeting a benchmark at any point in the cycle, the Secretary of Higher Education requires a response detailing specific activities designed to improve BCCC's progress in meeting its goals. Thus, a proactive and comprehensive Institutional Assessment section is critical. This year's Commission assessment and BCCC's response are included in the Institutional Assessment section, as per MHEC's guidelines. BCCC has always come through the PAR process well and we expect to this year, too.

MHEC requires that each institution's governing board approve their PAR. The 2017 PAR must be submitted to MHEC by October 1, 2018.



**BOARD AGENDA  
TAB 9 – ACTION  
SEPTEMBER 19, 2018**

**BALTIMORE CITY COMMUNITY COLLEGE  
2018 PERFORMANCE ACCOUNTABILITY REPORT**

**I. MISSION**

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

## **II. INSTITUTIONAL ASSESSMENT (Page limit = 9)**

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

BCCC's annual unduplicated credit headcount decreased to 6,346 in FY 2017 while the market share of part-time undergraduates increased sharply to 36.7% which represents 556 students (Indicators 1b and 3). The majority of BCCC's students enroll part-time, 68.2% in fall 2017 (Characteristic A). The characteristics and personal responsibilities of the majority of BCCC's students make full-time enrollment challenging: 55.3% of credit students are 25 years of age or older and 44.1% are employed at least 20 hours per week (Characteristics F and G). The market share of first-time, full-time freshmen remained relatively stable at 12.9% in fall 2017 (Indicator 2). BCCC continues its efforts to support full-time enrollment. Of the respondents to the spring 2018 Community College Survey of Student Engagement (CCSSE), 39.9% reported having children that live with them and 49.9% reported that child care is an important service to them. The College's Clarence W. Blount Child Care Center is accessible for the children of students and staff (with limited slots for the community) age six months to 12 years and offers evening care. It is open every day that the College is open for regular operations (excluding spring break and scheduled professional development days). Scholarships are offered through the federal Child Care Access Means Parents in School grant. The College continues to expand its course offerings and modalities which include hybrid, online, weekends, and accelerated sessions. Tutoring services and training and support for use of Canvas by faculty and students have increased. BCCC launched new programs this fall including the Robotics and Mechatronics Certificate, the reactivated Computer-Aided Drafting and Design Certificate, and various areas of concentration within existing programs. BCCC is committed to offering a variety of modalities, sequencing courses, and developing more accelerated options, where appropriate, to facilitate students completing their coursework. Various BCCC student surveys show that over half of students access information via their smart phones or tablets. Therefore, BCCC launched a new website in 2018 that is more mobile friendly. Students were surveyed in the summer II PRE 100

(Preparation for Academic Achievement) session and 100% indicated that the website was very or somewhat helpful in getting the information they needed (n=95).

The market share of recent, college-bound high school graduates remained relatively stable at 19.2% in fall 2017 (Indicator 4). The implementation of the Mayor's Scholars Program (MSP) is a result of the strong collaboration between BCCC, the Mayor's Office, and the Baltimore City Public School System (BCPSS). Through this innovative last-dollar scholarship program, BCPSS high school graduates who are City residents have the opportunity to complete an Associate Degree, Certificate, or workforce development program with their tuition and fees covered. Participants must complete a FAFSA, remain in good academic standing with at least a 2.0 GPA while attending BCCC, and complete their program within 150% of the expected time (three years for an Associate Degree). Over 300 MSP students participated in the 2018 Summer Bridge program prior to enrolling in fall classes. The seven-week comprehensive program included an orientation and academic support services designed to ease the transition from high school to college. Students toured campus facilities; met key faculty, advisors, coaches, and student leaders; participated in enrichment activities; and enrolled in PRE 100 (one credit) and one other credit course based on their major. The PRE 100 course was well-received by the students; 100% reported they would recommend the course to a friend, 98.8% would recommend BCCC to a friend, and 85.5% reported they could use the skills learned in PRE 100 in other courses. As of the first week of the 16-week fall 2018 session, over 200 of the summer MSP students had registered for classes and more are in the process of registering for the 12-week session that begins in October. Enhancements are being made to many areas of the main campus, including the game room, to encourage students to spend more time together on campus.

The number of dual enrolled high school students increased to 139 for fall 2017 (Indicator 5). In summer 2017, the first cohort of the Pathways to Technology Early College High School (P-TECH) partnership with BCPSS enrolled in four college-level courses: PRE 100, English (ENG) 101, Computer Literacy (CLT) 100, and Health & Life Fitness (HLF) 100. Cohort 1 continued their coursework throughout AY 2017-18. The second cohort of

100 P-TECH students from Carver and Paul Lawrence Dunbar high schools enrolled in the summer 2018 five-week session to complete courses in English, Health & Life Fitness, Economics, and CLT 100. The first four-year track PTECH students are on the path to graduate in May 2019 with a high school diploma and an Associate Degree. P-TECH students received support services including embedded tutoring and skill-building sessions and the Coordinator met with students, parents, and schools regularly throughout the summer session.

The College's partnership with Year Up continued to grow. The fall 2018 cohort increased by over 30 students from the fall 2017 cohort. At the end of the year-long Year Up program which includes coursework, workforce training, and paid internships, students are invited to continue their studies at BCCC while continuing their employment. As the partnership grows, the College anticipates increased enrollment of full- and part-time students. BCCC has expanded its use of Hobsons, a student relationship management tool, to capture student inquiries from events and deliver targeted messages as well as to provide important information regarding registration, financial aid, and payment deadlines. Additionally, the improved website is making information more accessible to prospective and current students.

After years of continued growth, enrollments in credit online courses leveled off in FY 2016 and declined to 6,721 in FY 2017 (Indicator 6a). The spring 2018 Learning With Technology student survey (135 respondents) showed that 80.0% of online students felt they were part of a community. Additionally, 96.6% would enroll in another "Z-course," a BCCC course that utilizes Open Educational Resources (OER). The "Z" stands for zero-cost textbooks because OERs are free, web-based accessible educational resources including textbooks, media, and other digital materials. The following degree programs can be completed entirely online or in combination with face-to-face classes: Accounting; Allied Human Services, Arts and Sciences – Psychology, Business Administration Transfer, Business – Management, Early Childhood Education, General Studies Transfer, Health Information Technology, Law Enforcement and Correctional Administration, and Legal Assistant. The Coding Specialist Certificate can also be

completed online or in a combination of traditional and online courses. All students taking online or hybrid courses for the first time are required to attend an online student orientation which explains the student and faculty expectations and familiarizes them with Canvas. Turnover in faculty posed a slight delay in having faculty trained to teach online with Canvas. New and returning faculty are offered expanded training opportunities through the E-Learning Office. The number of Z-course sections and offerings has expanded; in fall 2017, 132 sections of Z-courses were offered. A campaign was launched to educate all BCCC constituents about Z-courses and OER Institutes are held routinely for faculty. Using the Quality Matters Curriculum Standards, faculty started with the learning outcomes for their courses, then obtained OER materials to meet those learning goals. Over 20 BCCC faculty and staff attended the OER Summit sponsored by the Kirwan Center for Teaching Innovation and Maryland Online. Student assessment of the learning outcomes was incorporated into selected assignments and tests during the course redesign phase. Faculty surveys were conducted and 60.8% felt that OERs increased learners' engagement with the lesson content (n=23). Continuing education online course enrollments increased to 879 in FY 2017 (Indicator 6b) largely due to increased online access to APEX courses, used for credit recovery and support for Adult Basic Education (ABE) and English as a Second Language (ESL) courses. Additional support for Tests of Adult Basic Education (TABE) preparation and English discovery now includes a hybrid course with face-to-face support. Currently, there are 190 students enrolled in online workforce development course offerings through the Military Spouse Career Advancement Account (MyCAA) scholarship program. MyCAA helps military spouses pursue licenses, certificates, certifications, or associate degrees necessary to gain employment in high demand, high growth portable career fields and occupations.

Low incomes and extensive personal and job responsibilities are characteristic of most BCCC students, making affordability a key issue; 44.1% of our credit students work more than 20 hours per week and 40.8% receive Pell grants (Characteristics G and E). Spring 2018 CCSSE respondents reported that 61.4% use their own income/savings as a major or minor source for paying their tuition and 49.5% reported that the lack of finances is the reason that would cause them to withdraw from class or college. As noted in the College's

mission, BCCC is committed to providing quality, affordable, and accessible education to its diverse population. BCCC strives to keep tuition and fees at a fraction of those for Maryland public four-year institutions and stayed below our benchmark at 34.5% in FY 2018 (Indicator 7). The College utilizes a market-based tuition and fee model which calls for adjustments based on programmatic needs and sustaining existing services while remaining affordable. The application fee has been eliminated and the College has maintained its flat rate tuition and fee schedule for students enrolled in 12 to 18 credits. Easing students' financial burdens is the primary reason BCCC expanded its use of OERs which provide students with cost-free resources including e-textbooks and videos. In addition to the cost savings, students get immediate access to the resources on the first day of class via computer, tablet, or smartphone. The College completed its first implementation year of three OER mini-grants from the University of Maryland's Kirwan Center for Excellence to create and offer PRE 100, PSY 101 (Introductory Psychology), and BIO 102 (Principles of Biology) course sections designated as Z-courses. All PRE 100 sections are now Z-courses; the fall 2017 PRE 100 pass rate (ABC/ABCDFW) was 78.7%, the highest in several years.

BCCC's unduplicated headcount in continuing education increased to 9,798 in FY 2017 (Indicator 1c.) The Business and Continuing Education Division has been renamed as the Workforce Development and Continuing Education (WCDE) Division and a new vice president (VP) was appointed in fall 2017. WDCE remains committed to responding to the needs of the City's citizens and business community. Unduplicated annual headcount and annual course enrollments in continuing education community service and lifelong learning courses increased in FY 2017 to 784 and 1,109, respectively (Indicator 8) largely due increased course offerings for senior citizens at the Waxter Senior Center. A new director position in WDCE has been designated for continuing education and expanding its offerings and enrollment, particularly in programming designed for the City's youth. The unduplicated annual headcount and annual course enrollments in continuing education basic skills and literacy courses fell in FY 2017 to 5,895 and 13,287, respectively (Indicator 9). Despite the impact of the refugee resettlement concerns in the City and State, the annual unduplicated headcount in ESL courses increased in FY 2017



to 3,765 (Characteristic D). Enrollments in ABE declined due to a change in the intake process which entails a three-hour computer-based test. WDCE has since increased communication, facilitation, and support for students registering for ABE courses along with expanded service hours and coaching for potential students.

The percentage of minority student enrollment at BCCC has always exceeded the corresponding percentage in its service area; 92.1% of fall 2017 credit students and 87.7% of FY 2017 continuing education students were minorities compared to 69.8% of the City's population (Indicator 10). In fall 2017, 76.7% of full-time faculty and 74.6% of full-time administrative/professional staff were minorities (Indicators 11 and 12). The Office of Human Resources uses a variety of channels to attract a diverse, qualified, and competitive applicant pool. All positions are posted on the BCCC website, *HigherEd Jobs*, *Inside Higher Ed*, *Academic Careers Online*, *Diverse Jobs.net*, *Maryland Diveristy.com*, *Community College Jobs Now*, *Higher Education Recruitment Consortium*, and *the Chronicle Vitae*. Vacancies for certain positions are also posted on specialty niche websites including Dice, the Society for Human Resource Management, Chesapeake Human Resources Association, Idealist Careers, and others for recruiting specialized skill sets such as those in the field of Health Information Technology and Surgical Technology. BCCC utilizes various social media platforms including Twitter, Facebook, and LinkedIn to garner additional applicants. BCCC actively participates in job fairs including the Baltimore 1000 Job Fair, Goodwill Job Fair, the Coppin State University Job Fair, the Morgan State University Job Fair, and others. Additionally, BCCC has partnered with the Maryland Workforce Exchange (MWE) to hold hiring events at local MWE offices to fill select high-need positions. This fall BCCC will be hosting its second annual Career Expo, a massive hiring event open to the community featuring a multitude of local area employers.

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

BCCC's fall-to-fall retention rate increased to 37.1% for the fall 2016 cohort of developmental students (Indicator 13a). The four-year developmental completer rate leveled off at 26.6% for the fall 2013 cohort after a sharp increase with the fall 2012 cohort to 29.6% (Indicator 15). With most students requiring developmental coursework, 85.7% of all first-time entrants in fall 2017 (Characteristic B), focus must remain on successful developmental completion and the initiatives put in place to increase retention and persistence, particularly in students' first year. As mentioned, course pass rates in PRE 100 have increased over the past five years as have those in CLT 100 and BUAD 112 (Computers for Business Management); these are three of the College's top enrolled first-year courses. The streamlining of developmental reading and English courses into combined RENG courses occurred in spring 2012, and the fall 2012 cohort was the first to have RENG courses as their only option (separate developmental reading and English courses were no longer offered). Students testing into the lowest levels would now have just three RENG courses to complete rather than six reading and English courses. Beginning this fall, RENG 90 will no longer be offered. Special sections of RENG 91 will be designated for students whose placement test results indicate the need for RENG 90. Pass rates in RENG 91 and RENG 92 have increased from fall 2012 to fall 2017 by 19 percentage points and 23 percentage points, respectively. All RENG courses are accelerated hybrid courses allowing students who test into RENG 92 to take RENG 92 and ENG 101 in accelerated sessions within the same semester. In fall 2017, 98.2% of students who took the placement test were recommended into developmental math. MAT 80 pass rates have increased by 10 percentage points from fall 2012 to fall 2017. The fall 2012 entering cohort was the first to benefit from the streamlined MAT 87M course that combines the upper two developmental math courses for non-STEM majors. In summer 2017, OERs were offered to all face-to-face developmental math sections and MAT 86M was added as a modularized curriculum that allows students to progress at their own pace with online and instructor support in a computer lab. MAT 86M enrollment was fairly low in fall 2017 with 44 in MAT 86 and 22 in MAT 86M, but the course pass rate in 86M was 20 percentage points higher than that of MAT 86 (not modularized). Accelerated and streamlined sessions are offered in MAT 92 and MAT 107 enabling students testing into the highest level of developmental math to complete both courses in the same term.

RENG and MAT instructors work with the Promise Academy to provide students in the lowest levels with supplemental support including embedded tutoring.

In addition to the tutoring services provided through the College's Center for Academic Achievement, BCCC began offering free eTutoring in summer 2018. eTutoring is an online platform which allows tutors to answer questions in real time or reply to questions and essay submissions that students have left for review and commentary. Currently, the subject areas offered include writing (all levels including ESL), math, accounting, computer science, biology, and anatomy and physiology. All BCCC students can use eTutoring services via Canvas.

The federally-funded Student Support Services/Students Taking Action in Reaching Success (TRIO/SSS-STAIRS) program is designed to increase retention, graduation, and transfer rates of low-income, first-generation college students and students with disabilities needing academic support. In AY 2017-18, the program served 230 students many of whom received individualized, intensive support services. Of those students, 52 graduated with degrees, 9 with certificates, and 12 transferred in fall 2018. To address some of the students' non-academic needs and enhance their sense of belonging in college, the program initiated and held three "Meet and Eat" events where participants had the opportunity to connect and share with one another and staff in a relaxed atmosphere. Eighty-two percent (82%) found the event to be relevant in meeting their needs and 18% found it to be somewhat relevant. Other events held during the year include a tour of the National Museum of African American History and Culture, the annual "Clothing Swap and Shop," March of Dimes fundraiser, and workshops in "Understanding Money and Credit," and "Study Skills for Success."

The fall-to-fall retention rate for the 2016 cohort of Pell grant recipients increased to 34.8% (Indicator 14a). As seen with past cohorts, the Pell-recipient and developmental student retention rates are similar (Indicator 13a). The number of Pell grant recipients fell by nearly 400 students from FY 2016 to FY 2017, as reflected in the lower percentage of students receiving Pell grants in FY 2017 of 40.8% (Characteristic E). The Enrollment Management

Department and Student Accounting Office have increased and clarified communications to students regarding FAFSA deadlines and payment arrangement options and deadlines. The Office of Financial Aid continually offers workshops; day, evening, and weekend hours; and free assistance for completing the FAFSA to new and continuing students; and their parents. Financial aid presentations are a component of the PRE 100 course and new student orientations.

The total number of degrees and certificates awarded fell to 488 in FY 2017 (Indicator 20); however, the total number certificates awarded increased from 113 to 201, an increase of 77.9%. FY 2018 saw further increases across all awards: 656 total degrees and certificates were awarded, an increase of 34.4% from FY 2017. Recent increases in certificates were largely in Accounting and Information Technology Basic Skills, which is the focus of the College's partnership with Year Up. The College has placed a greater emphasis on its career pathways, stackable credentials, and targeted academic advising for students with one or two courses left to complete. Through Hobsons communications tools, staff can reach more students in a timely way to encourage degree audits, advising, and remind them of key information related to graduation requirements and dates.

Enrollment in STEM programs decreased in fall 2017 to 2,596 while STEM awards increased slightly to 242 in FY 2017 (Indicator 21). Program Coordinators have worked to establish internship opportunities for STEM students. Lab Animal Science Certificate students have internships while enrolled at the College with the Johns Hopkins Hospital and University, University of Maryland, Baltimore, and private animal care facilities. These students are employed immediately after graduation as Lab Animal Technicians. The Biotechnology Club is actively engaging students through guest speakers, exposure to career opportunities, and interactions with professionals and successful alumni. FY 2018 had the first graduates (9 degrees and certificates awarded) of the Cyber Security & Assurance programs which began in fall 2014 with 44 students and grew to 74 students in fall 2017. BCCC is a participant in the Cyber Warrior Diversity Program (CWDP). BCCC will join Bowie State University, Coppin State University, Morgan State University, and the University of Maryland Eastern Shore in training students in computer networking and

cyber security, including training to achieve specified Computing Technology Industry Association (CompTIA) certifications. The CWDP Baltimore-based tech training company Digit All City worked with the colleges and Northrup Grumman to establish the program to provide students with certifications required for clearances for cyber security work by the U.S. Department of Defense and other government agencies. CWDP will launch this semester and include courses leading to A+ certification; the grant funds will cover the exam costs. STEM programs are focusing on more faculty engagement, earlier interventions, monthly updates, more field trips, and networking opportunities for students with professionals to encourage and facilitate interest in the fields, internships, and employment opportunities.

BCCC's graduate satisfaction with educational goal achievement maintained a high rating of 92.1% for the 2016 graduates (Indicator 22). Through the promotion of Educational Plans, the College has seen increased access and use by faculty, advisors, and students. Surveys of non-returning students show that 56.7% of respondents completely or partly achieved their educational goal (Indicator 23). While reasons for leaving vary, 62.5% of those who did not meet their goal said they plan to return to BCCC. The most common reason provided for those who did not meet their goals was "financial reasons."

BCCC graduates' licensing examination pass rates remain very high with Dental Hygiene achieving a pass rate of 100% in FY 2017 (Indicator 25). Respiratory Care achieved a 93.3% pass rate, Licensed Practical Nursing achieved a pass rate of 85.7%, and Physical Therapy Assistant achieved 78.6%. The pass rate for Registered Nursing (RN) graduates increased to 84.1% through strategies implemented over the past year including additional retention and transition support via the RISE initiative (Retention, Integration, Success, Employment) which includes a Retention Specialist, a Health Careers Transitions Coach, more interactive learning techniques, simulation, and a required preparatory course for the licensing exam. Additionally, BCCC received a 2018 Maryland Clinical Simulation Resource Consortium Equipment & Materials Award for the Nursing program. The grant allows BCCC to purchase essential technologies to update its simulation labs that prepare students for work in the nursing field after graduation. The

contractual Retention Specialist for the Nursing program has been transitioned to a full-time permanent position to support all the Health Professions programs. The Dental Hygiene program added a skills lab to its practical lessons. The Physical Therapy Assistant and Respiratory Care programs are adding the Test of Essential Skills this fall.

The performance of BCCC transfer students at senior institutions increased in AY 2016-17. The percentage of students with a cumulative GPA of 2.0 or above after the first year increased to 88.3% and the mean GPA after the first year increased to 2.76 (Indicator 26). Graduates' satisfaction with transfer preparation remained high at 84.6% (Indicator 24). BCCC has implemented new articulation agreements including an opportunity for Nursing students to be dual-enrolled at BCCC and the University of Maryland. Information regarding transfer and articulation agreements are more accessible to students through the Transfer Center, the enhanced BCCC website, and more communications from the Registrar's Office and Advisors about graduation requirements and opportunities. BCCC hosts semesterly transfer events on campus and participates in those hosted by senior institutions. Coppin State University (CSU) recently announced the implementation of a partnership with BCCC to offer two-years of tuition-free enrollment at CSU to eligible graduates of BCCC beginning with 2018 graduates. To be eligible for the CSU Finish4Free program, applicants must be a graduate of a BCPSS high school, have received an Associate degree from BCCC, and completed a FAFSA

BCCC is committed to student success by allocating as much of its resources as possible to instruction, academic support, and student services (Indicator 27). The percent of expenditures spent on instruction remained stable at 43.2%; the percent on academic support increased to 9.5%. The percent of expenditures spent on student services increased slightly to 11.2% and "other" declined slightly to 36.2%.

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

Responses to the 2016 Graduate Follow-Up Survey show that 75.0% were employed in a field related to their BCCC program and 85.7% were satisfied with the job preparation they received at BCCC (Indicators 28 and 29). The most recent data from the Jacob France Institute show that the FY 2014 graduates' median income more than doubled from one year prior to three years after graduation (Characteristic I). The Panther Workforce Center was created in response to the College's realignment tasks under House Bill 1595. A new Director and three staff members were hired to operate sites at the main campus and Harbor site. The Center's priorities are to increase visibility through hiring events for students, integrate job-readiness courses throughout credit and continuing education courses and programs, update career service tools and support structures for all students, and partner with industry sector areas for internships and job placements in those industries. Workshops are being held in resume preparation and interviewing; "College Central" links staff and students to labor market trends and occupational information (via O\*Net). Staff are exploring new funding and grant opportunities to support paid internships and expanded work-study options. The Center provides up to two years of follow-up support services for completers/graduates. The TRIO/SSS-STAIRS program provides career counseling and referrals to the Panther Workforce Center. Year Up and P-TECH students have access to industry mentors who are brought to the campus to explain job opportunities. The first group of graduates, anticipated for 2020, will have 100 students going right into employment in their industry sectors. Results from the 2016 and 2018 administrations of the CCSSE show an increase in the percentage of students who report that their experience at BCCC contributed to their developing clearer career goals (86.6% in 2016 and 89.5% in 2018) and getting information about career goals (81.9% in 2016 and 84.9% in 2018).

All enrollments and registrations related to workforce development increased in FY 2017. BCCC formed the Workforce Development Task Force in response to the realignment tasks of House Bill 1595. The Task Force is comprised of external representatives from key industry sectors and representatives from each BCCC division. Task Force recommendations included expansion into such industry sectors as transportation. The annual unduplicated headcount and registrations in continuing education workforce

development courses increased substantially in FY 2017 to 2,628 and 3,495, respectively (Indicator 30). These increases reflect the full implementation of the Cyber Pathways Across Maryland (CPAM) grant. CPAM funded courses for 300 students in cyber security, Network+ certification, and A+ certification. Under the new VP for WDCE, the Director of Workforce Development position was updated to reflect an industry sector-based approach. Searches are underway for Associate Directors who will be subject matter experts in their respective industry sector focus. The unduplicated headcount and course enrollments in Continuing Professional Education leading to government or industry-required certification or licensure had notable increases in FY 2017 to 1,219 and 1,695, respectively (Indicator 31) largely due to CPAM enrollment. The unduplicated headcount in contract training increased by over 600 students to 2,958 and course enrollments increased to 4,385 (Indicator 33). BCCC provided contract training and services to the Maryland State Highway and the Department of Corrections (DOC). The DOC training increased from FY 2016 related to professional development for incumbent correctional officers; 1,000 officers were served over the course of the year. The number of business organizations continued to increase in FY 2017 to 75 and employer satisfaction with the contract training remained at 100% (Indicators 32 and 34). The College has been expanding its partnerships with City and State agencies including the Department of Social Services and the Mayor's Office of Economic Development to increase job training programs. In FY 2017 and 2018, new training was initiated for Service Employees International Union #1199 for Johns Hopkins Hospital (Certified Nursing Assistant) and Goodwill Industries (Pharmacy Technician). WDCE staff are working with the Maryland Apprenticeship and Training Council to develop BCCC's first registered apprenticeship program in Industrial Maintenance Mechanic. The College's commitment to strong customer service through being as flexible and responsive as possible in developing, packaging, and delivering the training needed by area employers drives the employers' high satisfaction rate. BCCC's Budget, Contracts, and Operational Services Department works to have effective, efficient, and customer-driven contract management. Additionally, a search is underway for a new Director of Business Services to ensure effective engagement of programs aligned to workforce development needs.



## Response to Commission Questions

**Commission Assessment:** *Successful-persister rate after four years all students in cohort (Indicator 16d); Successful-persister rate after four years of African American/Black students (Indicator 17a); Graduation-transfer rates after four years all students in cohort (Indicator 18d); Graduation-transfer rates after four years of African-American/Black students (Indicator 19a).* In response to the 2017 Performance Accountability Report, the Commissioners expressed concern about the persistent statewide gaps in college success and completion when comparing African American students with their peers. To better understand the contributing factors and institutional responses to these persistent gaps, the Commission seeks additional insight from institutions tied to these indicators.

In its 2017 Performance Accountability Report, the College reported that its successful-persister rates and graduation-transfer rates for all students and African American students are almost identical because African American students comprise the majority of the College's credit students; therefore, the College does not report any achievement gaps between these populations.

That said, the College has surpassed the benchmarks for all four indicators. To what does the College credit these outcomes and how will this affect future benchmarking on these indicators?

BCCC's overall successful-persister rate for all students in the fall 2013 cohort fell to 52.2% after a sharp increase with the fall 2012 cohort. The developmental completers' rate fell slightly to 77.2% but remained more than double that of the developmental non-completers (Indicator 16). The successful-persister rate for African-American students mirrored the decline of the overall cohort, 51.0% for the fall 2013 cohort (Indicator 17a). The overall four-year graduation-transfer rate decreased for the fall 2013 to 33.0% and to 42.6% for the developmental completers (Indicator 18). The decline in the graduation-transfer rate for African-American students was nearly the same as that for the total cohort

at 32.9% for the fall 2012 cohort (Indicator 19a). The primary focus for BCCC remains improving the developmental completion rate which drives nearly all other outcome measures. As discussed, the need for remediation remains high for BCCC students; the College is committed to reducing as many barriers as possible to completing the recommended developmental coursework and all program requirements. Our benchmarking and initiatives will be informed by that focus. The streamlined levels of developmental education in math and reading/English are making a positive impact, as discussed above. The College continues its work to decrease its advisor-to-student ratio, expand its support services to all students, expand course modalities, offer creative scheduling options, increase financial aid literacy, increase students' access to information, increase staff training on transcript evaluation, and implement a reverse transfer application process in AY 2018-19. Student success remains BCCC's number one strategic priority and the College's initiatives will all be planned and implemented with that in mind.

## **COMMUNITY OUTREACH AND IMPACT (Page limit = 3)**

BCCC's new Strategic Plan calls for growing and strengthening partnerships and community engagement. The College is committed to engaging and improving communities in the greater Baltimore area. Dedicated faculty, staff, and students provide their time and expertise to serve the City's citizens, neighborhood and community organizations, public schools, and employers.

### **Student Involvement**

Involvement in community service helps to create and increase students' sense of belonging. In AY 2017 -18, TRIO/SSS-STAIRS students and staff and members of the College's Ascenders Club donated blankets and served food to the homeless at the Franciscan Center in the City. In addition, the Ascenders Club raised \$315.00 for the March of Dimes and participated in the March for Babies at the Canton Waterfront Park. BCCC STEM scholars represented BCCC at the College App Hackathon and College Fair hosted at the Startup Nest, a Baltimore business incubator and co-working space. The Scholars were invited to join the event to help Maryland youth become more competitive for college and maximize certain financial aid resources BCCC can make available. The Scholars shared their experiences and information about BCCC's fifth annual STEM Community Day. BCCC's new LatinXUNI2 Student Club officers and community leaders participated in a roundtable discussion with U.S. Senator Ben Cardin in November 2017 where students shared how decisions related to the Deferred Action for Childhood Arrivals would impact BCCC students and their dreams to continue their education.

BCCC's annual Spring Fashion Show featured designers from Baltimore City Design School and Stevenson University along with BCCC fashion design and merchandising students and BCCC faculty and staff. This year's show, "Fashion Zone 2018," had 150 guests from the community and local design and art schools. The Physical Therapy Assistant program hosted its fifth annual "Fitness Can Be Fun Games," a free, public

event to benefit Mount Washington Pediatric Hospital. The games, hosted by the Physical Therapy Assistant program's students, included family-friendly activities such as hopscotch, relay and scooter board races, a football toss, and other activities to promote health and wellness. Participants enjoyed yoga, Zumba, music, a silent auction, and local vendors and food trucks. Staff from Mount Washington Pediatric Hospital spoke about the Weight Smart® program to educate children, parents, caregivers, and the community about healthy living to reduce and prevent obesity.

BCCC's Dental Hygiene and Nursing Programs, in collaboration with the Oral Cancer Foundation, hosted a public free oral cancer screening and awareness event in April 2018. BCCC Dental Hygiene and Nursing students provided information on oral cancer risk factors, early detection, and avoidance. The Dental Hygiene department held its annual "Senior Week" community service project and "Sealant Saturday." Senior Week is held for adults 62 and over from greater Baltimore who receive free dental cleanings, fluoride treatments, blood pressure screenings, full dental x-rays, oral cancer screenings, dental and periodontal exams, brushing and flossing instructions, and tobacco cessation and nutrition counseling. "Sealant Saturday" brings children from the community ages 5-18 to the Dental Hygiene Clinic at the Liberty campus for free dental sealants

### **Partnerships and Outreach: Baltimore City Public School System (BCPSS) and Community Sites**

BCCC's Upward Bound Math and Science Program has continued its five-decades-long partnership with BCPSS. In fall 2017, BCCC was again awarded a five-year grant from the United States Department of Education. The program has attracted over 70 students from eleven high schools to its Saturday instructional sessions and intensive six-week summer academic and residential program. One-third of the students live on the Towson University campus for five weeks during the summer months prior to commuting to the BCCC's Liberty Campus for the sixth week. At the heart of the program is academic study in science, math, engineering, and biotechnology. Additional coursework in English composition along with computer literacy, study skills, and leadership training supplement

the academic services. Individual and group counseling regarding academic matters and financial aid information is readily available.

BCCC hosted the Youth Entrepreneurship Startup (YES) program, a five-work summer work program operated through Youthworks, the City's youth summer program. Participants, age 14 to 18, developed a startup business which included learning to create a business plan, effectively market their products and services, and develop a business pitch. The program culminated with a "Shark Tank" type event where the 20 students vied for \$5,000 to develop their businesses. Mayor Catherine Pugh met and addressed the students encouraging them to learn from everything they do. The College held a step show on campus, "The Panther Revolution: Step Up or Step Aside," which featured BCCC's Prancing Paws step team along with teams from six BCPSS high schools. The show was featured on the WBAL news.

BCCC partnered with BCPSS for the Courting Art program which promotes youth artwork and connects the legal communities with local Baltimore City communities. Led by the Baltimore Bar Association of Baltimore City, the contest is open to all BCPSS high school students. BCCC's Associate Dean of English, Humanities, and Visual & Performing Arts coordinated the submissions. The theme of the spring 2018 contest was "We Are Baltimore." Prizes included scholarships for art programs or post-high school degrees, and gift certificates for art supplies. The top works were professionally reproduced for long-term display at the Baltimore City Eastside District Courthouse. BCCC hosted a reception for the winners with their works on display at the College's main campus

### **Business, Organizations, and Agencies**

Staff from BCCC's English Language Services area conduct Citizenship Preparation Workshops at agencies throughout the City and State to provide assistance with the application process. WDCE has collaborated with Amazon and Southwest Airlines to host job fairs for the community. The T. Rowe Price Foundation has provided a grant for \$15,000 to BCCC to connect students in West Baltimore to workforce skills development,

job attainment, community resources, and success in higher education. The T. Rowe Price Foundation will help BCCC assess and leverage the power of its existing partnerships to better understand student and community needs.

### **Community Programs and Events on Campus**

Over the summer, more than 65 area youth took part in the free BallStars Basketball Camp held at BCCC's Physical Education Center. The weeklong camp included basketball instruction, talks by community leaders, haircuts, and free breakfasts and lunches. The Camp was conducted by former NBA All-Stars Otis Birdson and Michal Ray Richardson. BCCC also hosted 240 of the City's top athletes for the fifth annual Brunson League summer basketball league whose games are popular community events. The league helps to fill the void of professional basketball in Baltimore and uses the power of sports to unite the community.

More than 60 local youth, age 14 – 17, were on campus for two weeks this summer for an Entrepreneur Workshop held by Heart Smiles, a local non-profit organization whose purpose is to support Baltimore's youth by providing resources and services that "Motivate, Inspire and Empower them to BMORE." The program was part of the Department of Recreation and Parks' Keys 2 Success program. Workshops included leadership skills, money management, health and wellness, and healthy relationships. Participants engaged in a community service activity by preparing and delivering bag lunches to local homeless people. Nearly 60 community and non-profit leaders attended the Baltimore Children & Youth Fund's (BCYF) Community Capacity Building session held at the main campus over the summer. BCCC hosted the "Investing in Parents" Town Hall in February 2018. Mayor Catherine Pugh and Dr. Sonja Santelises, CEO of BCPSS, spoke, and a panel discussion was conducted by local, State, and federal officials on how parents can be engaged with schools and their children's education.

BCCC's free Citizenship Preparation program is the largest such program in Maryland. Multi-level citizenship classes prepare students with the English-language skills and

knowledge in U.S. civics, history, and government needed to pass the federal naturalization exam. Amazon held an on-site hiring event for warehouse positions in July 2018 at BCCC's Harbor site. Councilman Leon F. Pinkett, III held a town hall meeting at the main campus to educate citizens on how to navigate the City's 311 and 911 systems.

BCCC hosted the free Community Resource Fair at the main campus in November 2017. Free services included HIV testing, dental hygiene table clinics, opioid overdose prevention training, Zumba classes, yoga sessions, and blood pressure screenings. Other participating organizations included the Center for Urban Families, MD Legal Aid, Penn North Recover Center, and the Baltimore City Health Department.

### **Community Forums, Fairs, and Festivals**

BCCC participated in the free FAFSA Forward Workshops sponsored by the Office of the Mayor of Baltimore, BCPSS, the Fund for Educational Excellence and Baltimore's Promise. BCCC had representatives on site along with representatives from Coppin State University, Johns Hopkins University, Loyola University, Maryland Institute College of Art, Morgan State University, the University of Baltimore and the University of Maryland, Baltimore. The first workshop was held at the War Memorial Building and several others were hosted at various BCPSS schools throughout the City. The events focused on educating and assisting parents with the FAFSA form, which colleges and universities use to determine how much financial aid applicants qualify to receive. Students and families met with financial aid officers and volunteers to get answers to questions and help with completing FAFSA forms.

**BALTIMORE CITY COMMUNITY COLLEGE  
2018 ACCOUNTABILITY REPORT**

**Student Characteristics (not Benchmarked)**

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

	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
A. Credit students enrolled part time	68.6%	68.4%	69.9%	68.2% (2,855/4,188)
B. Credit students with developmental education needs	86.2%	87.0%	59.8%	85.7% (575/671)
	<b>Spring 2012</b>	<b>Spring 2014</b>	<b>Spring 2016</b>	<b>Spring 2018</b>
C. Credit students who are first-generation college students (neither parent attended college)	45.0%	43.7%	38.0%	48.4% 201/415
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	3,950	3,939	3,537	3,765
E. Financial aid recipients	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
a. Credit students receiving Pell grants	51.7%	53.6%	44.2%	40.8% (2,591/6,346)
b. Credit students receiving loans, scholarships and/or need-based financial aid	60.5%	62.1%	52.9%	50.8% (3,225/6,346)
F. Students 25 years old or older	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
a. Credit students	59.6%	59.0%	57.3%	55.3% (2,316/4,188)
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
b. Continuing education students	72.4%	78.4%	79.3%	78.9% (7,901/10,015)
	<b>Spring 2012</b>	<b>Spring 2014</b>	<b>Spring 2016</b>	<b>Spring 2018</b>
G. Credit students employed more than 20 hours per week	53.8%	50.4%	45.4%	44.1% (161/365)
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
H. Credit student racial/ethnic distribution				
a. Hispanic/Latino	2.8%	2.8%	2.0%	2.3%
b. Black/African-American only	79.1%	77.0%	74.3%	73.4%
c. American Indian or Alaskan native only	0.2%	0.1%	0.1%	0.2%
d. Native Hawaiian or other Pacific Islander only	0.2%	0.1%	0.1%	0.1%
e. Asian only	2.4%	2.6%	2.4%	2.0%
f. White only	7.7%	7.5%	8.2%	6.9%
g. Multiple races	2.0%	1.8%	1.9%	1.8%
h. Foreign/Non-resident alien	3.7%	6.2%	8.3%	11.2%
i. Unknown/Unreported	1.9%	1.9%	2.0%	2.1%
<i>Total Fall Credit Enrollment</i>	5,024	4,726	4,409	4,188
	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>
I. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$18,737	\$20,964	\$18,525	\$16,882
b. Median income three years after graduation	\$38,242	\$42,446	\$39,219	\$34,377 (345/439)

**Goal 1: Access**

	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
1. Annual unduplicated headcount					
a. Total	17,890	16,583	15,443	16,049	16,265
b. Credit students	7,995	7,407	6,679	6,346	6,880
c. Continuing education students	10,023	9,278	8,874	9,798	9,850
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
2. Market share of first-time, full-time freshmen	18.0%	15.0%	13.5%	12.9% (226/1,752)	20.0%
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
3. Market share of part-time undergraduates	29.4%	22.2%	25.5%	36.7% (2,327/6,337)	27.2%
	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Benchmark Fall 2020</b>
4. Market share of recent, college-bound high school graduates	24.0%	25.4%	19.8%	19.2% (249/1299)	28.0%
Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.					
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>



**BALTIMORE CITY COMMUNITY COLLEGE  
2018 ACCOUNTABILITY REPORT**

5	High school student enrollment	53	117	102	139	<b>255</b>
		<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
6	Enrollments in online courses	6,903	7,593	7,489	6,721	<b>8,491</b>
	a. Credit	306	181	374	879	<b>186</b>
	b. Continuing education					
		<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>Benchmark FY 2021</b>
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	35.6%	33.7%	32.9%	34.5%	<b>37.4%</b>
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.				(3,196/9,260)	
		<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	1,232	932	634	784	<b>790</b>
	b. Annual course enrollments	1,721	1,265	943	1,109	<b>1,150</b>
		<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	7,736	6,905	6,182	5,895	<b>6,100</b>
	b. Annual course enrollments	16,644	15,525	14,824	13,287	<b>13,500</b>
10	Minority student enrollment compared to service area population	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
	a. Percent nonwhite credit enrollment	91.8%	93.8%	90.9%	92.1%	BCCC Does Not Benchmark (3,341/3,629)
		<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	b. Percent nonwhite continuing education enrollment	90.7%	87.7%	90.3%	87.7%	BCCC Does Not Benchmark (8,453/9,636)
		<b>July 2014</b>	<b>July 2015</b>	<b>July 2016</b>	<b>July 2017</b>	<b>Benchmark July 2020</b>
	c. Percent nonwhite service area population, 18 or older	69.3%	69.4%	69.6%	69.8%	Not Applicable (336,632/482,039)
		<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
11	Percent minorities (nonwhite) of full-time faculty	68.3%	72.0%	75.7%	76.7%	BCCC Does Not Benchmark (79/103)
		<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
12	Percent minorities (nonwhite) of full-time administrative and professional staff	73.2%	70.6%	74.6%	74.6%	BCCC Does Not Benchmark (144/193)

**Goal 2: Success**

		<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Benchmark Fall 2019 Cohort</b>
13	Fall-to-fall retention					
	a. Developmental students	31.9%	33.0%	34.3%	37.1%	<b>38.0%</b>
					(169/456)	
	b. College-ready students	38.8%	39.7%	na (n=29)	53.2%	<b>44.7%</b>
					(167/314)	
		<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Benchmark Fall 2019 Cohort</b>
14	Fall-to-fall retention					
	a. Pell grant recipients	31.9%	31.6%	34.6%	34.8%	<b>36.6%</b>
					(187/538)	
	b. Non-recipients	34.7%	40.5%	32.5%	37.3%	<b>Not Applicable</b>
					(87/233)	

**BALTIMORE CITY COMMUNITY COLLEGE  
2018 ACCOUNTABILITY REPORT**

		<b>Fall 2010 Cohort</b>	<b>Fall 2011 Cohort</b>	<b>Fall 2012 Cohort</b>	<b>Fall 2013 Cohort</b>	<b>Benchmark Fall 2016 Cohort</b>
15	Developmental completers after four years	24.7%	18.4%	29.6%	26.6% (249/686)	<b>24.0%</b>
		<b>Fall 2010 Cohort</b>	<b>Fall 2011 Cohort</b>	<b>Fall 2012 Cohort</b>	<b>Fall 2013 Cohort</b>	<b>Benchmark Fall 2016 Cohort</b>
16	Successful-persister rate after four years					
	a. College-ready students	75.0%	57.8%	na (n=48)	56.0%	<b>62.8%</b>
	b. Developmental completers	75.5%	81.3%	80.1%	77.2%	<b>86.3%</b>
	c. Developmental non-completers	35.2%	31.5%	35.8%	31.9%	<b>Not Applicable</b>
	d. All students in cohort	50.8%	45.9%	57.9%	52.2% (307/588)	<b>50.9%</b>
		<b>Fall 2010 Cohort</b>	<b>Fall 2011 Cohort</b>	<b>Fall 2012 Cohort</b>	<b>Fall 2013 Cohort</b>	<b>Benchmark Fall 2016 Cohort</b>
17	Successful-persister rate after four years	47.9%	45.0%	55.0%	51.0%	<b>50.0%</b>
	a. Black/African-American only	na (n=20)	na (n=11)	na (n=14)	na (n=23)	<b>Not Applicable</b>
	b. Asian only	na (n=10)	na (n=0)	na (n=11)	na (n=13)	<b>Not Applicable</b>
	c. Hispanic/Latino				(251/492)	
	Note: Not reported for groups with < 50 students in the cohort for analysis.					
		<b>Fall 2010 Cohort</b>	<b>Fall 2011 Cohort</b>	<b>Fall 2012 Cohort</b>	<b>Fall 2013 Cohort</b>	<b>Benchmark Fall 2016 Cohort</b>
18	Graduation-transfer rate after four years					
	a. College-ready students	60.0%	39.1%	na (n=48)	46.0%	<b>44.1%</b>
	b. Developmental completers	40.1%	36.9%	47.7%	42.6%	<b>41.9%</b>
	c. Developmental non-completers	27.8%	24.5%	31.3%	23.3%	<b>Not Applicable</b>
	d. All students in cohort	34.0%	28.7%	40.8%	33.0% (194/588)	<b>33.7%</b>
		<b>Fall 2010 Cohort</b>	<b>Fall 2011 Cohort</b>	<b>Fall 2012 Cohort</b>	<b>Fall 2013 Cohort</b>	<b>Benchmark Fall 2016 Cohort</b>
19	Graduation-transfer rate after four years					
	a. Black/African-American only	31.4%	28.0%	38.1%	32.9%	<b>33.0%</b>
	b. Asian only	na (n=20)	na (n=11)	na (n=14)	na (n=23)	<b>Not Applicable</b>
	c. Hispanic/Latino	na (n=10)	na (n=0)	na (n=11)	na (n=13)	<b>Not Applicable</b>
	Note: Not reported for groups with < 50 students in the cohort for analysis.				(162/492)	
		<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
20	Associate degrees and credit certificates awarded					
	a. Career degrees	301	237	193	108	<b>287</b>
	b. Transfer degrees	141	168	232	179	<b>206</b>
	c. Certificates	150	104	113	201	<b>154</b>
	d. Total awards	592	509	538	488	<b>647</b>
		<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
21	STEM programs	2,519	2,236	2,695	2,576	<b>2,600</b>
	a. Credit enrollment					
		<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	b. Credit awards	317	315	237	242	<b>390</b>
		<b>Alumni Survey 2008</b>	<b>Alumni Survey 2011</b>	<b>Alumni Survey 2014</b>	<b>Alumni Survey 2016</b>	<b>Benchmark Alumni Survey 2018</b>
22	Graduate satisfaction with educational goal achievement	92.0%	98.7%	94.4%	92.1% (93/101)	<b>95.0%</b>
		<b>Spring 2011 Cohort</b>	<b>Spring 2013 Cohort</b>	<b>Spring 2015 Cohort</b>	<b>Spring 2017 Cohort</b>	<b>Benchmark Spring 2019 Cohort</b>
23	Non-returning student satisfaction with educational goal achievement	89.0%	77.1%	54.4%	56.7%	<b>65.0%</b>

**BALTIMORE CITY COMMUNITY COLLEGE  
2018 ACCOUNTABILITY REPORT**

		(21/37)				Benchmark
		Alumni Survey	Alumni Survey	Alumni Survey	Alumni Survey	Alumni Survey
		2008	2011	2014	2016	2018
24	Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2016.	80.0%	83.3%	100.0%	84.6% (22/26)	100.0%
		FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
25	Licensure/certification examination pass rates	70.5%	56.9%	78.8%	84.1%	
a.	Nursing - National Council Number of Candidates	61	72	52	44	85.0%
b.	Licensed Practical Nurse - National Council Number of Candidates	na	na	100.0%	85.7%	90.0%
c.	Physical Therapy - Assessment Systems Number of Candidates	19	12	14	14	97.5%
d.	Dental Hygiene - National (Written) Board Number of Candidates	23	18	14	14	97.5%
e.	Respiratory Care - MD Entry Level Exam Number of Candidates	10	12	7	15	86.7%
		AY 13-14	AY 14-15	AY 15-16	AY 16-17	Benchmark AY 2019-20
26	Performance at transfer institutions	Not Available	Not Available	83.4%	88.3%	Not Applicable
a.	Cumulative GPA after first year of 2.0 or above	Not Available	Not Available	2.75	2.76	Not Applicable
b.	Mean GPA after first year	Not Available	Not Available			
Methodology to calculate this indicator changed starting in AY 15-16						
		FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
27	Expenditures by function	42.0%	42.5%	43.8%	43.2%	35.5%
a.	Instruction	8.2%	8.4%	8.7%	9.5%	8.8%
b.	Academic support	10.8%	11.5%	10.7%	11.2%	12.3%
c.	Student services	39.0%	37.6%	36.8%	36.2%	43.4%
d.	Other					
<b>Goal 3: Innovation</b>						
		Alumni Survey	Alumni Survey	Alumni Survey	Alumni Survey	Benchmark
		2008	2011	2014	2016	Alumni Survey
		2008	2011	2014	2016	2018
28	Full-time employed career program graduates working in a related field	50.0%	80.0%	na (n=3)	75.0% (21/28)	
		Alumni Survey	Alumni Survey	Alumni Survey	Alumni Survey	Benchmark
29	Graduate satisfaction with job preparation Note: Response categories changed starting in 2016.	84%	86.7%	na (n=3)	85.7% (18/21)	85.0%
		FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
30	Enrollment in continuing education workforce development courses					
a.	Unduplicated annual headcount	1,061	1,421	1,892	2,628	2,800
b.	Annual course enrollments	1,758	2,302	2,257	3,495	3,600
		FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
31	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a.	Unduplicated annual headcount	1,031	723	730	1,219	1,250
b.	Annual course enrollments	1,683	1,113	1,041	1,695	1,750
		FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
32	Number of business organizations provided training and services under contract	61	66	73	75	91
		FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
33	Enrollment in contract training courses					
a.	Unduplicated annual headcount	797	1,137	2,261	2,958	2,300
b.	Annual course enrollments	1,522	2,460	2,863	4,385	2,900

**BALTIMORE CITY COMMUNITY COLLEGE  
2018 ACCOUNTABILITY REPORT**

	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
34 Employer satisfaction with contract training	100%	100.0%	100.0%	100.0%	<b>100.0%</b>



**BOARD AGENDA  
TAB 10- INFORMATION  
SEPTEMBER 19, 2018**

# **NO COLLEGE POLICIES**



# **NO COLLEGE POLICIES**



# TAB 11

# PRESIDENT'S REPORT



**BOARD AGENDA  
TAB 11 –  
SEPTEMBER 19, 2018**

Baltimore City Community College (BCCC)

Presidents Board Report

September 19, 2018

A. Since assuming the responsibility Interim President, I have focused on four major tasks.

(1) Realignment Tasks - (See Tab 2)

(2) Mayor's Scholars' Program - (See Tab 11 B)

(3) Senior Leadership Team Development Exercises - The goal of the exercises is to elevate the team's leadership competency and drive cultural change. Prior to my arrival a retreat for senior leadership (40 people including President's Cabinet) was held in March 2018. The outcome of the retreat was a listing of things College personnel need to "let go" in order for cultural change to take place. The list included: unproductive behaviors that gives BCCC a bad reputation, unfair/ responsive management/leadership, poor planning/prioritization, and negative attitudes to name a few.

In July 2018 the President's Cabinet (13 people) held a second retreat. The outcome of the retreat was the following consensus declaration:

*"We want to create a culture at BCCC that is student focused. This is important to our success because the student experience and outcomes define us. We will accomplish this by setting clear priorities; collaborating; being accountable; personally owning BCCC's success; and being responsive to other students, our community and each other."*

A third retreat for senior leadership is planned for late September to discuss core values. All the retreats were facilitated by John Frisch of Miles Stockbridge.

In addition, the President's Cabinet has a weekly discussion on several chapters from the book Leadership and Self-Deception.

(4) Eisenhower Matrix Exercise- Each member of the President's Cabinet was asked to identify the urgent and important tasks they needed to be completed in the next 90 days. In addition, each was asked to identify the challenge/barrier delaying or preventing completion of the urgent/Important tasks. For the most part resources have been provided to mitigate the challenge/ barrier.





The urgent/ important tasks have been translated to smart goals. My evaluation of each member's performance will be based upon the smart goal(s).

B. The items below represent external meetings and activities I have participated in since July 2, 2018.

1. Governor's Round Table Discussion-September 13, 2018.
2. Meeting with Bob Embry and Bonnie Legro of the Abell Foundation- September 4, 2018.
3. Team site visit to Anne Arundel Community College- August 21, 2018.
4. Presentation at the BCCC Forum- August 16, 2018.
5. Meeting with Senator Nancy King- August 13, 2018.
6. Meeting with Jackie Caldwell of the Greater Mondawmin Coordinating Council, Inc. - August 10, 2018.
7. Participated in the Mayors Press Conference to announce a new Industrial Mechanic Apprenticeship Program- August 8, 2018.
8. Participated in Bard Building property lease discussion w/ The Cordish Companies- August 6, 2018.
9. Participated in Maryland Council of Community College President's Meeting- August 2-3, 2018.
10. Attended a meeting with Department of Budget and Management Capital Budget hearing- July 26, 2018.
11. Attended the Greyhound Partnership Planning meeting- July 19, 2018.

C. The following are informational items provided by members of the President's Cabinet.

- 1) **Vice President of Advancement and Strategic Partnerships, Dawn Kirstaetter,**  
Fundraising: Raised over \$677,789 in grants and \$19,915 in individual donations.

Website: Recently launched a new, more responsive, user friendly website (March 2018) we are working hard on the next design phase, content edits and a new platform.

Paid Media/Advertising: Conducted two major advertising campaigns on buses, Metro stations rail stations, elevator cube and ran 30 second spots on major local radio stations throughout the summer.

- 2) **Vice President of Workforce Development and Continuing Education Division, Michael Thomas,**  
In August, Mayor Catherine E. Pugh and BCCC Interim President James H. Johnson Jr. announced the launch of a new **Industrial Maintenance Mechanic Apprenticeship**. The apprenticeship program was developed with input from local



businesses and organizations with interest in the energy sector. This 3 year apprenticeship also includes a pre-apprenticeship class in Construction Core to provide access to students new to a career in construction and/or manufacturing. BCCC is the first community college in Maryland to sponsor a registered apprenticeship program.

Development of a **FirstGroup/Greyhound Partnership** to establish a Transportation Training Center at BCCC continued with hosting a site visit for FirstGroup/Greyhound team in July. Follow-up to that meeting includes shipping equipment to the BCCC Transportation Training Center. The equipment includes engines, busses, and other lab equipment to support the launch of Fall 2018 classes. In addition, two Job Fair/Hiring Events are scheduled for September and October. Bi-weekly conference calls between WDCED and FirstGroup Greyhound ensure on-going implantation of project goals.

Expanding partnerships to support Transportation Sector-based training included new training opportunities for CDL Drivers with Lazarus Rite and for maintenance mechanics with **Vehicles for Change**. These community partners provide additional recruitment and support for BCCC students entering and advancing in the career pathway.

WDCED has established **new business and funding development** to expand training. New partnerships and funding include:

- ✓ Veolia Energy- Industrial Maintenance Mechanic Apprenticeship (July Approval);
- ✓ Baltimore City Dept. of Public Works- Water Operator/Certification Prep;
- ✓ Cyber Range Baltimore- Cyber Security (EARN II grant);
- ✓ Center for Urban Families (CFUF)- proposal for multiple programs
- ✓ Baltimore City Dept. of Human Resources (DHR)- multiple programs;
- ✓ Baltimore City Dept. of Social Services (DSS)-multiple programs;
- ✓ Baltimore City Fire Dept.-EMT-B and Report Writing Professional Development;
- ✓ Baltimore City Police Departments- ELS classes and Professional Development;
- ✓ Life Span- multiple programs; and
- ✓ Jewish Community Service Career Canter- computer literacy and workforce.



The college in partnership with City Schools initiated the STEM CORE program for dual enrollment in mathematics and computer science. More than 40 rising 12<sup>th</sup> graders completed the summer Math86 classes and will advance through Math92 during their senior year of high school.

WDCED provides coordination and support for **(3) P-Tech Schools**. Students participated in summer enrichment courses this summer:

- ✓ Carver: Cyber Security and Computer Information Systems;
- ✓ Dunbar: Nursing (Summer Enrichment Program);
- ✓ New Era: Transportation and Supply Chain Management (Orientation activities)

#### Grants Awards and Revenue

- ✓ Baltimore Children & Youth Fund (\$220k)
- ✓ MCCACET Workforce Sequence Scholarship (tbd)
- ✓ DLLR ABE Grant (\$929,165)
- ✓ Baltimore Promise (\$93,959.10)
- ✓ EARN 2 grant (\$46,000)
- ✓ Annie E. Casey RYP (\$20,250)
- ✓ Isaac and Leah Potts Foundation- RYP (\$4,500)
- ✓ CareFirst Blue Cross RYP (\$4,500)
- ✓ CPAM additional \$13,300 cyber
- ✓ DSS (\$24,500) additional cohorts will run Sept 2018-June 2019
- ✓ DHS/SNAP (\$40,747)
- ✓ MYCCA Career Tech (\$63,250) on-line courses for military

#### 3) **Vice President of Academic Affairs, Dr. Tonja Ringgold,**

The department received notice of full accreditation by the Accreditation Council for Business School and Programs (ACBSP) in the following career pathways: Accounting, Business Administration, Marketing, Office Administration and Computer Information Systems.

MHEC approved the following programs:

- CERTIFICATE: Robotics and Mechatronics
- DEGREE: Business Management, Business Marketing, Elementary Education/Generic Special Education PreK-12, Fashion Retailing, Pure and Applied Mathematics and Science
- CERTIFICATE: CADD



The University of Maryland School of Nursing (UMSON) and Baltimore City Community College (BCCC) signed an agreement of dual admission that will ensure students' seamless transition from BCCC's Associate Degree in Nursing (AND) program, BCCC becomes the ninth community college in Maryland to sign such an agreement with UMSON.

UMSON has partnered with BCCC nursing program to support PTECH students through the ADN degree and into the BSN program at UMSON. Monies from a MHEC NSP II grant, secured by UMSON, will be subcontracted to BCCC to provide an academic advisor and tutors specifically for P-TECH students entering the nursing program.

Articulation Agreements:

- DeSales University signed and effective 06/08/2018.
- UMD School of Social Work Field Education Agreement effective 07/02/2018.
- Coppin State University Articulation Agreement effective 07/12/2018.
- Cooperative Agreement with Biotechnical Institute of Maryland renewal effective 07/18/2018.

4) **Vice President of Administration and Finance, Calvin Harris, Jr.**

Facilities:

- Facilities Department completed renovation of two major venues (Fine Arts Auditorium and Nursing Building Gaare Auditorium), replacing carpeting, paint schemes, and 510 seats total.
- Controller/Finance -Analyzed and finalized short-term solution for online student payments via PayPal, while starting process for long-term solution for online payments through CashNet.
- Procurement- Started and provided day-long customized training for departments around campus.
- IN PROCESS- A lease for the downtown Inner Harbor (Bard Building) site is currently in active negotiation, following the successful completion of a project redevelopment Request for Proposal ("RFP"), developer selection (The Cordish Companies), Memorandum of Understanding ("MOU"), and environmental analysis.
- IN PROCESS-The College engaged an outside IT expert firm to assess the information technology infrastructure of BCCC. That firm (which is also providing IT leadership services pending the engagement of a full-time Chief Information Officer) has provided that report. The College is working with oversight agencies, such as State Department of Information Technology



(“DoIT”) on a long-term infrastructure plan and the implementation of these needs.

5) **Director of Governmental Relations, James Knighton, Esq.,**

- BCCC hosted several campus tours for elected officials that focused on the College’s capital facilities. The tour was organized by Governmental Relations with support and collaboration from Administration & Finance and Advancement & Strategic Partnerships. The goal of the tours was to build advocacy relationships as BCCC pursues capital improvements in a more proactive and professional manner.
- Interim President Johnson met with Senator Nancy King incoming Chair of the Senate Budget & Taxation Committee, to discuss progress on realignment and the overall direction and vision of BCCC. Discussions were extremely positive and productive.
- The Director met with Delegate Brooke Lierman to update her on realignment, The Bard Building transaction, and other areas of progress at BCCC.
- The Director, Chief of Staff, and VP Administration & Finance met House Speak Pro Team Adrienne Jones to update her on realignment and to discuss advocacy strategies for the 2019 General Assembly session.
- Interim President Johnson and Government Relations staff met with (Delegate and Senator-elect) Cory McCray.
- The Director was designated by Interim President Johnson as BCCC’s representative to the Greater Mondawmin Coordinating Council.

6) **Chief Information Officer Gary Burnett**, reports Infrastructure Plan, PC Refresh and Policy Development:

**Infrastructure Plan**

- ✓ Draft plan completed and presented to BCCC Leadership.
- ✓ The Admin Wing- IT target implementation no later than January 2019
- ✓ Infrastructure modernization- target implementation Q2 CY2019/Q3 FY2019.

**PC Refresh**

- ✓ Phase 1- Final Weeks of over 600 pc’s being installed across BCCC in classrooms and labs.

**Policy Development**

- ✓ Reviewing current policies for modification if required
- ✓ Policies under development:
  - Bring Your Own Device (BYOD)



- Mass electronic Communications
- Privacy
- Mobile Device
- Information Classification

**7) Chief Internal Auditor, Lyllis Green,**

- Five out of seven audit findings from 2010- 2013 Office of Legislative Auditor's (OLA) report have been eliminated or migrated (two items remain regarding infrastructure: Firewall security and Personally Identifiable Information).
- Five out of seven findings from 2013-2016 Audit have been addressed. There are two remaining findings: Foundation Agreement and missing assets report to DGS.
- Received the Final Determination Letter from the US Department of Education's Financial Aid Audit. The College has addressed and the Department has closed all six findings.

**8) Director of Human Resources, Michelle Williams,**

The following were accomplished during June, July and August:

- Closing out FY2018 budget with no overages
- Completed FY2019 Budget with no issues
- HR Director selected to Co-Chair the Baltimore City Board of Women Commissioners on Employment and economic Development (2 year post)
- Completed Staffing Realignment for all BCCC positions
- Completion of Re-Alignment #6 staffing draft plan
- Hosted 2018 Community Forum
- Facilities 4 Professional Development courses to Faculty Academy

**9) Interim Vice President of Student Affairs, Sylvia Rochester,**

- TRIO/SSS- STAIRS- Received our Grant Award Notification (GAN) for the 2018/19 program year in the amount of \$369,200 and are required to serve 10 additional students bringing our total to 240 students.
- July 5<sup>th</sup>- Presentation to new PIN employees: the main objective of this session is to inform new employees about sexual harassment and Title IX in hopes that awareness of this issue(s) may help prevent incidences. By the end of the session, employees should be able to:
  - Recognize sexual harassment;
  - Differentiate between two main kinds of harassment;
  - Understand Title IX and follow workplace policy regarding sexual harassment;



- Report incidents and cooperate in investigations of sexual harassment; and
- Help promote and maintain a comfortable, productive school and work environment.

10) **Chief of Staff and General Counsel Bryan Perry, Esq.** – (See Tab 2)

11) **Director of Mayors Scholars Program, Barbara Webb** - ( See Tab 11)



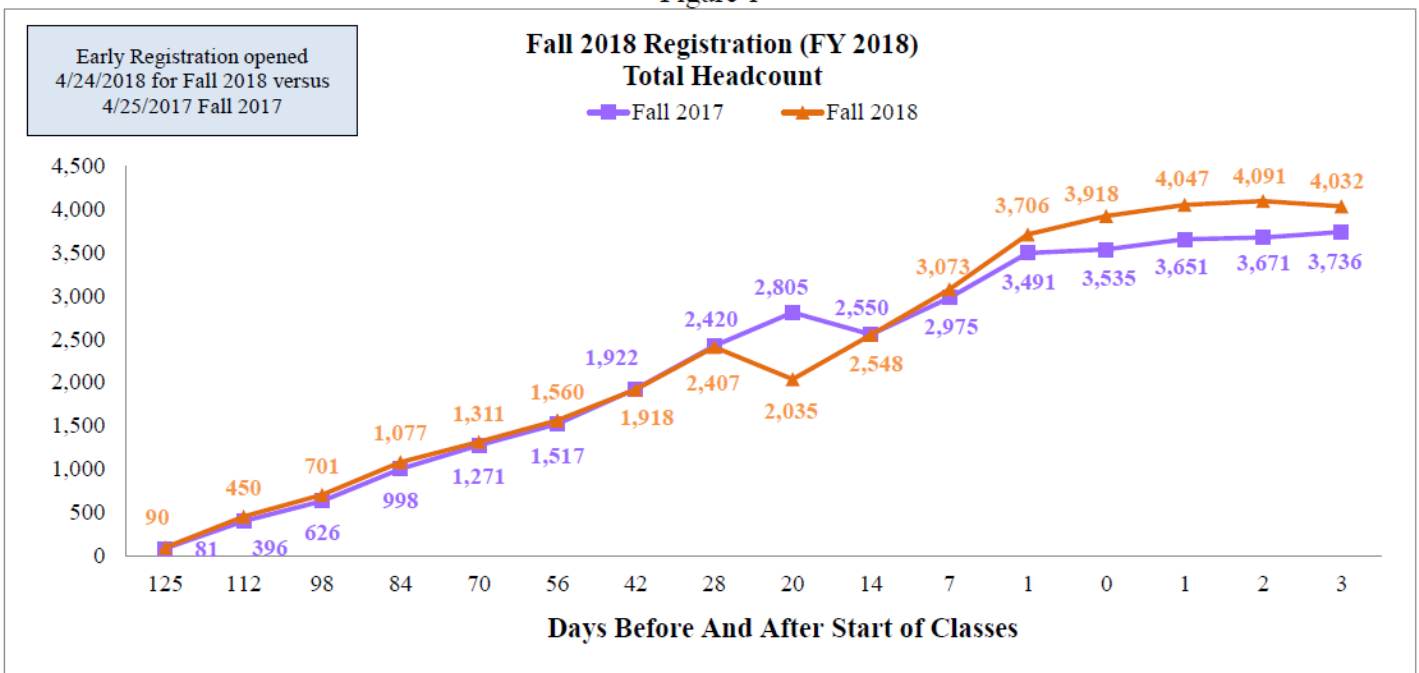
**Enrollment Report**  
 Sylvia Rochester  
 Interim Vice President of Student  
 Affairs – Student Affairs Division

**BOARD AGENDA**  
**TAB 11 – INFORMATION**  
**SEPTEMBER 19, 2018**

The below information reflects enrollment/registration activity for **Fall 2018** as of August 30, 2018

- 4,032 credit students are currently enrolled compared to 3,736 (+8%) in Fall 2017 (Figure 1).
- There was a purge for no payment plan this morning for Fall 2018. A purge occurred in Fall 2017 on the corresponding date.

Figure 1



**Hobson’s Communication Outreach for Fall 2018**

**May**

- Registration: Began sending monthly emails to remind students who were registered in the Spring 2018 semester to register for Summer and Fall 2018 semesters.
- Student Accounting: Emails to remind students who had not paid for summer and fall classes began going out in May and were sent weekly (Student Accounting Impact)

**July**

- Registration: Started sending weekly registration emails 7/30/18 to encourage students to register for Fall 2018

**August**

- Student Accounting: Once the drop happened on 8/7/18, an email was sent that day to students who had been dropped and after each weekly drop



- Registration: Emails have been queued to be sent weekly to remind students to register for the 12-week and Accelerated II sessions

**August/ September**

- Retention: An email was sent on 8/31/18 welcoming students and giving helpful hints for a good semester, a second email is queued to go out on 9/7/18

**Student Accounting Impact**

- In the Fall 2016 semester. The College did not send out notification to students after dropped for Non- Payment.
- The College started notifying the students for the Fall 2017 semester and improved the process in the Fall 2018 semester.

SEMESTER	Fall 2016	Fall 2017	Fall 2018
	(A169)	(A179)	(A189)
DROPPED & RECAPTURED	625	569	735
TOTAL DROPPED	1,414	956	1154
HEAD COUNT	3,850	3,767	4,129
Percentage of Recaptured	44%	60%	64%
Changes in Percentage		16% increase	4% increase



## MAYOR'S SCHOLARS PROGRAM

### **BOARD AGENDA TAB 11 -INFORMATION SEPTEMBER 19, 2018**

#### **MSP PROGRAM REPORT**

Barbara Poindexter Webb, Director  
Office of The President

As of August 31, 2018, we have:

- 278 MSP students registered, 369 identified as Mayor's Scholars
- 165 MSP students with outstanding financial aid issues

#### **MSP Highlights**

##### **June**

- Start of seven-week Summer Bridge Program 6/25 through 8/11
  - 6/25 kick-off day with Mayor Pugh and Chair Schmoke in attendance
  - 387 students in attendance
- Students enrolled in Youth Works
  - Students earned money while in the summer bridge program
- MSP students received breakfast and lunch daily through the summer lunch program
- Bus passes were provided to students in need
- Students began career assessments
  - Summer partner BridgeEdU conducted assessments to assist students with identifying career/major choices

##### **July**

- Students began summer classes during BCCC's summer 2 session and earned 3 college credits
  - Students were enrolled in CLT 100 or HLF 210 and Pre 100 classes
- BridgeEdU provided exclusive support to MSP scholars
  - Students were engaged in personal coaching, tutoring, financial aid education

##### **August**

- 278 students registered for fall classes
- Mayor Pugh covered costs for students unable to complete required financial aid process prior to the beginning of the fall semester
- Orientation held for students who did not attend summer bridge program

- Students who opted out of the summer bridge program were provided an abbreviated orientation on BCCC and MSP
- MSP gathering held to welcome students back to BCCC
  - BCCC welcome week included an event specifically for the MSP cohort
  - BCCC Social Worker on site to provide resource information
- First of three financial aid workshops held to assist students who still have not completed the FAFSA
  - BCCC is still working with students to complete outstanding FAFSA issues

# Mayor's Scholars Program

---

1. How many students were enrolled in MSP as of July 1?
  - ✓ 387
2. How many students completed the MSP summer bridge?
  - ✓ 366
3. How many students did not complete the summer bridge?
  - ✓ 21 did not complete
  - ✓ 23 planned to start in the fall 2018 due to summer school and special circumstances
4. What was the total number of hours available to participate in the bridge?
  - ✓ 165 hours were available for 7 weeksWhat was the average number of hours completed?
  - ✓ Average number of hours completed is difficult to assess due to inconsistent recording of attendance. It is an issue we have identified as needing improvement and we are addressing this.
5. Did you take attendance? **Yes**. What was the average daily attendance over the summer? How many students attended more than 50% of the time? How many attended less than 50%?
  - ✓ See above.
6. If a student failed to complete the summer bridge, are they still in the program and able to enroll in the fall? **Yes**
7. As of 8/20, how many students that enrolled in MSP had yet to complete their FAFSA?
  - ✓ 31 students never completed the application
8. How many MSP students are expected to be enrolled in the fall? How many in for-credit and how many in non-credit?
  - ✓ As of 9/13/18, enrolled total = 311 with 13=non-credit  
(Students are still registering for the 12-week session which begins 9/24)

9. With the summer behind us, what improvements would the college make to the summer bridge for next year?

- ✓ **Managing the daily responsibilities of YouthWorks**
- ✓ **Managing attendance**
- ✓ **Sequencing/Course Scheduling**
- ✓ **Financial Aid requirements**

*\*Additional details regarding above included in PowerPoint presentation*

10. Does the college believe that MSP students are prepared for the rigor of college? What data would the college use to assess this?

- ✓ Preparedness varies based on individual students as evidenced by pre and post-placement test scores, as well as personal circumstances including lack of parental and financial support.
  - Many students' Accuplacer post-test scores moved them to into college level English and math. This may correlate with the seven-week English and math "boot camp" offered during the summer bridge program as well as embedded tutoring in math classes.
- ✓ Students appear better prepared based on needs assessment and exit survey results administered by Bridge EdU
  - Percentage of students identified as needing assistance with choosing a major, managing academic requirements and test taking showed notable improvements based on exit survey results.

*\*Additional details regarding above included in PowerPoint presentation*



# **MAYOR'S SCHOLARS PROGRAM UPDATE**

---

**SEPTEMBER 17, 2018**

# **BCCC Mayor's Scholars Program (MSP)**

## **Mayor's Vision**

- Invest in Baltimore's youth for sustainable violence reduction, increase access to higher education, and improve job opportunities and the livelihood of its citizens

## **What makes the MSP different than other Promise Programs?**

- The MSP has less restrictive requirements than other programs  
For example: no minimum GPA to enter, open to students immediately out of high school, no requirement to work in Maryland post-graduation.
- BCCC partnered with Youthworks where students had the opportunity to earn money during the summer while attaining three college credits.

# BCCC Mayor's Scholars Program Logic Model

<u>Activities</u>	<u>Output</u>	<u>Short Term Outcomes</u>	<u>Long Term Outcomes</u>
A. Monitor Student Attendance (1,2,3,4,5,6,7,8,9,10)	1. FASFA Completion (D)	Student Success	Violence Reduction
B. Grades on Assignments	2. Performance in Class (A,S,E,F,J)	Student Success (Classroom)	Equip Students for Success
C. Meet & Talk to students or Individuals & Cohorts	3. Completion Rates	Student Success (Workforce Training)	Employment
D. Financial Aid/ Financial Literacy Training	4. Job Placement (M,L)	Student Success	Further Education
E. Tutoring	5. Academic Success & Transfer Students (A,B,D,M)	Holistic Support	Increase livelihood of youth in the city
F. Academic Advising	6. Term to Term Retention (A,B,D)	Academic	Increase BCCC's Capabilities
G. Solicit Student Feedback	7. Progress in Development Courses (A,J)	Emotional	
H. Policies for engagement	8. Placement of Students/ Special need Students	Psychological	
I. Resource Referral Listing (Money, etc.)	9. ESL Success & Other (C,I,H)	Fiscal	
J. Optimum Scheduling & Grouping of Students	10. Course Pass Rates(A,B,F) (H,J,G,I)		
K. Job Readiness Programs	11. Satisfactory Academic Progress (Credits) (A,B,D,F)		
L. Articulation Programs	12. Student Satisfaction (C,G)		



## **BCCC Mayor's Scholars Program**

### **Summer 2018 Bridge Program**

#### **Summer Bridge**

- The Summer Bridge Program included multi-level interventions to build individualized paths to success. The model consisted of services and interventions to support academic success including the following:
  - Math and English boot camps
  - Courses earning a total of three college credits
  - Career assessments
  - Tutoring and success coaching
- 387 were enrolled in the Bridge Program at the end of the first week.

# BCCC Mayor's Scholars Program

## Summer 2018 Bridge Program

### BCCC Courses

- 343 students registered for three credits including:
  - Preparation for Academic Achievement (PRE 100) for one credit
  - Computer Literacy (CLT 100) or Health & Life Fitness (HLF 210) for two credits.
- 34 students never attended one of their two college classes
  - 8 never attended both of their two classes
- 335 students took summer college courses (excludes those who never attended both classes).
  - 14.9% earned 1 college credit.
  - 10.7% earned 2 college credits.
  - 43.0% earned 3 college credits.

\*Balance of students received failing grades.

# **BCCC Mayor's Scholars Program**

## **Accuplacer Pre-Test and Post-Test Changes**

### **English**

- 144 participants (who did not already test at the college level in English) took pre- and post-placement tests.
  - 29.3% improved by 1 or 2 levels:
  - 9.8% improved by 1 or 2 levels to place at college-level English.
  - 19.5% improved by 1 or 2 levels (remaining at a developmental level).

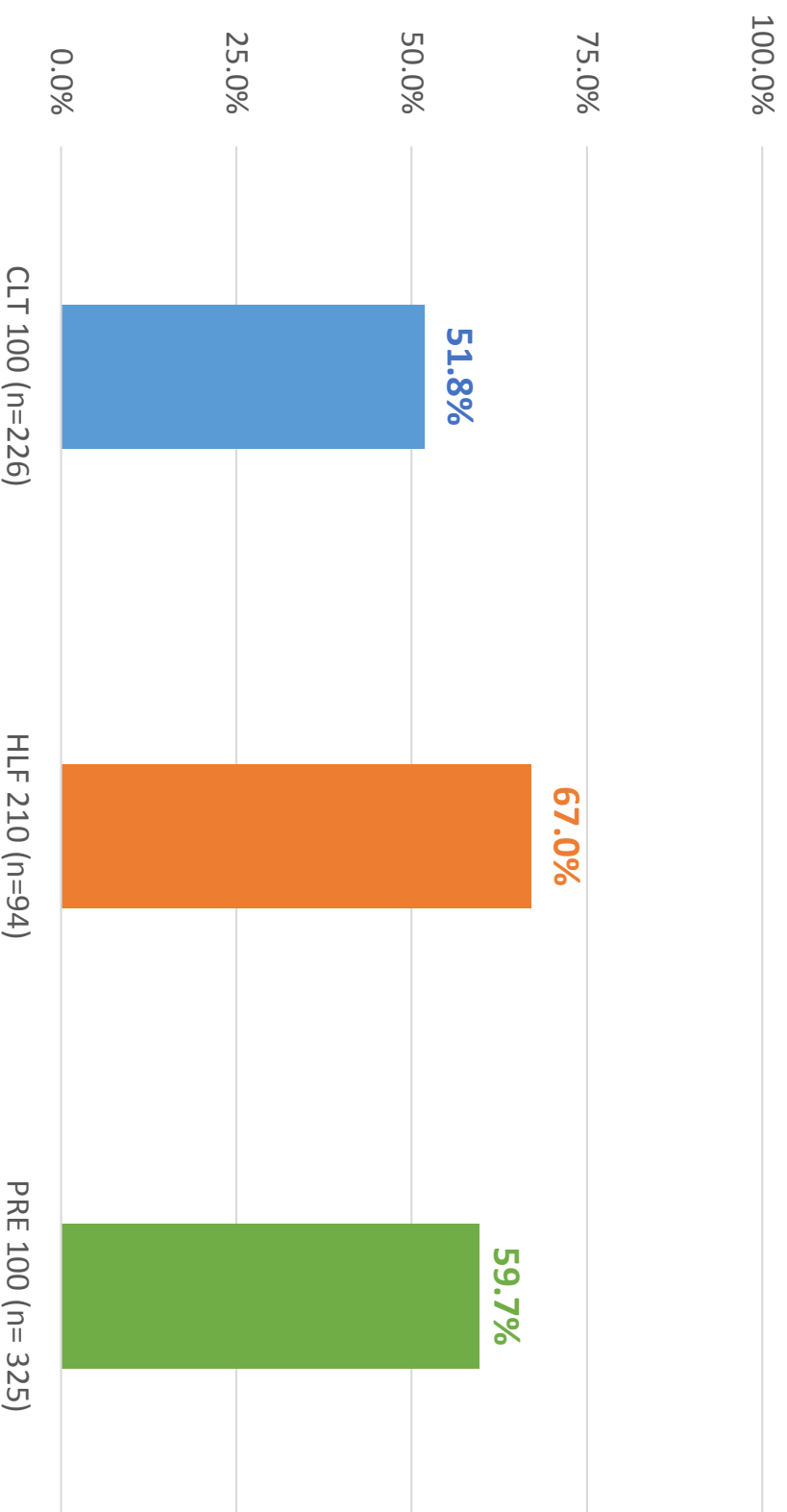
### **Mathematics**

- 239 participants (who did not already test at the college level in mathematics) took pre- and post-placement tests took pre- and post-placement tests.
  - 12.3% improved by 1 or 2 levels:
  - 1.8% improved by 1 or 2 levels to place at college-level mathematics.
  - 10.5% improved by 1 level (remaining at a developmental level).

*\*Post-test improvements reflective of where students placed on Pre-test*

# BCCC Mayor's Scholars Program

## Summer 2018: Pass Rates in College Courses



Note: Pass = ABC/ABCDF. Students who never attended a given course were excluded from the calculations (CLT - 17, HLF 210 - 7, and CLT 100 - 14).

Source: BCCC Student Information Management System - BCCC OIR - September 7, 2018

## **BCCC Mayor's Scholars Program**

### **Summer 2018 PRE 100 Course Survey Results**

BCCC's PRE 100 Survey was administered to all MSP Summer 2018 sections. Highlights from the 85 respondents (age 18 and over) include the following:

- 100% would recommend PRE 100 to a friend.
- 98.8% would recommend BCCC to a friend.
- 85.5% indicated they could use the skills they learned in PRE 100 in other courses.
- 91.5% plan to return to BCCC next semester.
- 97.6% plan to earn an Associate's Degree or Certificate from BCCC.

# **BCCC Mayor's Scholars Program**

## **Summer 2018 PRE 100 Course Survey Results:**

### **Communication**

- Students provided insight into how they prefer to receive information from the College.
  - 79.5% reported they prefer to be provided current information or announcements via email
  - 72.3% reported Canvas
  - 67.5% reported text messages
  - 44.6% reported the BCCC website

# **BCCC Mayor's Scholars Program**

## **Summer 2018 Needs Assessment and Exit Survey Results**

### **Needs Assessment (College Student Inventory administered by BridgeEdu, n=324)**

- 87% requested help with study habits.
- 86% requested help selecting an academic major.
- 85% requested help with basic math skills.
- 85% requested help with exam skills.

### **Exit Survey (Survey developed and administered by BridgeEdu, n=276)**

- “What do you need to start your Associates degree, certificate or Workforce training program?”
  - 42.9% indicated, “I know exactly what I want to do and I’m ready.”
  - Only 33.8% indicated, “I need more information about available programs—I don’t really know what I want to do next.”
- “How do you rate the Summer Bridge Program?”
  - 41.5% indicated, “It was a great experience. I learned a lot and it helped me prepare for my future.”
  - 48.0% indicated, “It was a good experience. I liked certain parts of the program.”

# **BCCC Mayor's Scholars Program Summer 2018 Faculty Feedback**

## **Summer 2018 MSP Faculty Survey**

Highlights from the survey results (14 respondents) include the following:

- 78.6% indicated the duration of the program was, “about right.”
- 92.9% indicated they would or might consider teaching in the Summer 2019 MSP Summer Bridge Program.

## **Faculty Meetings (September 7, 2018, n=14)**

Feedback from the meeting included the following:

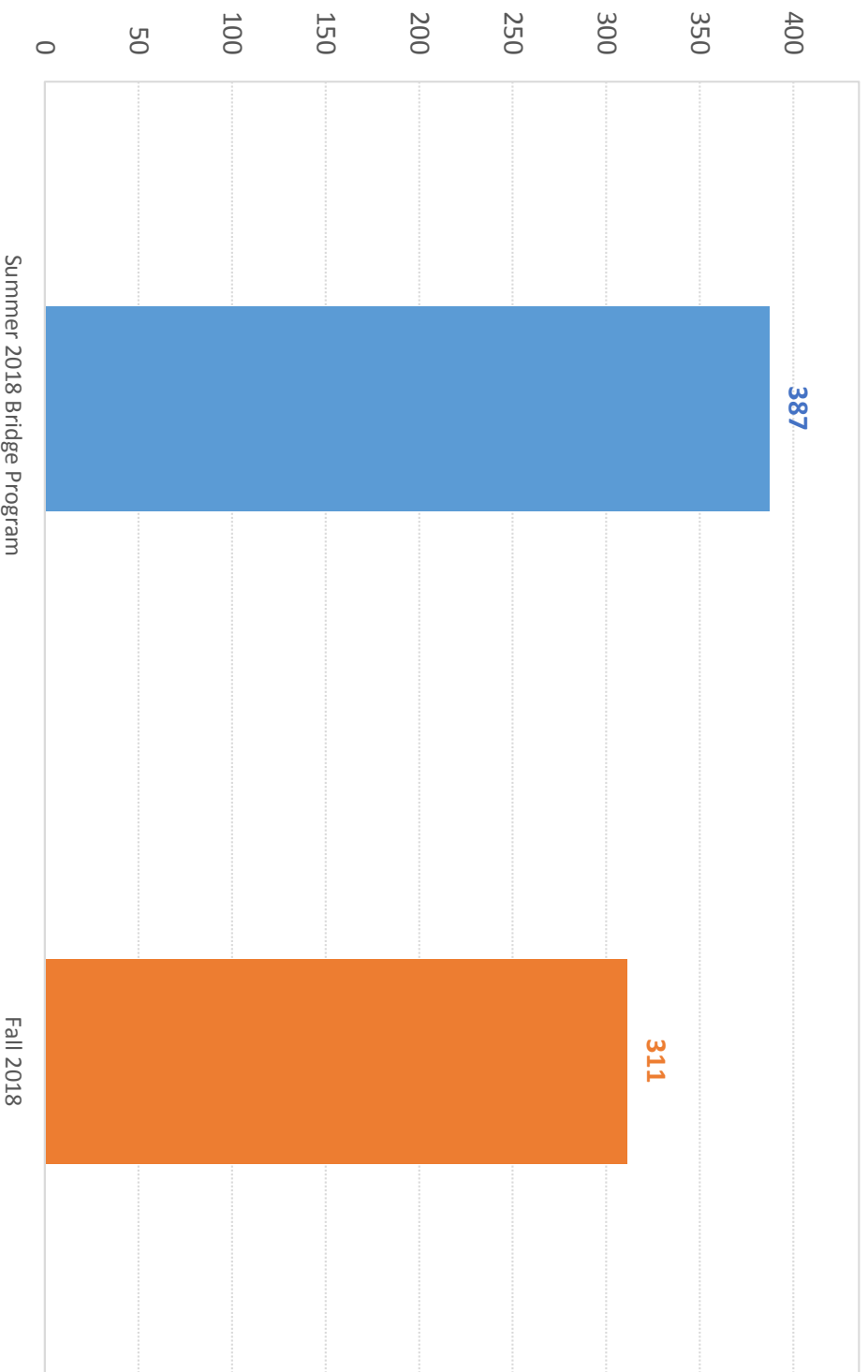
- Five days a week seemed to be a lot for both faculty and students; students felt they missed out on Summer.
- Class schedule did not allow for office hours or time for students to speak with instructors after class.
- Faculty would like opportunity to debrief midway through the summer to recalibrate and make improvements.
- A transition day may be helpful to prepare students for the experience of the summer program with more clarity and specifics provided.



## BCCC Mayor's Scholars Program

# Summer Bridge Enrollment Compared to Fall 2018\* Enrollment

(\*As of September 13, 2018; students are still registering for the 12-week session that begins on September 24, 2018. Includes some students who were not enrolled in summer program )



2901 Liberty Heights Avenue • Baltimore, Maryland 21215 • Phone: 410-462-8300 • [www.bccc.edu](http://www.bccc.edu)

# **BCCC Mayor's Scholars Program**

## **Fall 2018 Student Information**

**311\* MSP students were enrolled in Fall 2018 classes as of September 13, 2018.**

### **Courses (50 sections)**

- |                                  |  |
|----------------------------------|--|
| • CLT 100 (credit)               | 1) General Studies Degree – 21.0%                  |
| • CRJ 101 (credit)               | 2) General Studies: Interest in Nursing – 13.4%    |
| • ELL 80 (credit)                | 3) Business Management Degree – 8.2%               |
| • ELL 81 (credit)                | 4) Business Administration Transfer Degree – 4.4%  |
| • ELL 82 (credit)                | 5) Engineering Transfer Degree – 4.1%              |
| • ELL Level 1 (non-credit)       | 6) Early Childhood Education Degree – 4.1%         |
| • ELL Level 2 (non-credit)       | 7) Arts & Sciences Transfer Degree: Science – 3.3% |
| • ENG 101 (credit)               | 8) Law Enforcement Degree - 2.7%                   |
| • HLF 201 (credit)               | 9) Fashion Design Degree – 2.7%                    |
| • MAT 86 (developmental credit)  | 10) Computer Information Systems Degree – 2.2%     |
| • PSY 101 (credit)               |  |
| • RENG 91 (developmental credit) |  |
| • SP 101 (credit)                |  |

### **Top Ten Enrolled Majors**

\* Students are still registering for the 12-week session which begins on September 24, 2018.

# BCCC Mayor's Scholars Program

## Lessons Learned and Improvements

Lessons Learned	Plans for Improvement
<p><b>Managing the daily responsibilities of YouthWorks</b></p> <ul style="list-style-type: none"> <li>• Large amounts of paperwork</li> <li>• Very time consuming</li> <li>• System-wide problems with payments to students</li> <li>• Students more concerned with signing time sheets than being in class and being on time</li> </ul>	<p>Meeting with MOED leadership 11/2018 to discuss a revised process of payment - possibly a stipend* paid two to three times per summer.</p> <p>*Stipend system was used by CASA for undocumented students with no interruptions to daily program.</p>
<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>• Faculty inconsistent with taking attendance</li> <li>• Student lateness to various classes</li> <li>• Drop in attendance after YouthWorks ended</li> <li>• Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure all faculty record attendance (Canvas).</li> <li>• Provide clear messaging regarding attendance requirements to faculty and students.</li> <li>• Summer Bridge Program needs to be mandatory for participation in MSP.</li> <li>• Ensure proper coding of students in MSP.</li> </ul>

# BCCC Mayor's Scholars Program

## Lessons Learned and Improvements Continued

<p><b>Sequencing/Course Scheduling</b></p> <ul style="list-style-type: none"> <li>• Credit courses began two weeks after summer program began- students not as serious as expected.</li> <li>• Classes offered back-to-back left no time to connect with colleagues and/or students (e.g., no office hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Work on summer 2019 Bridge Program to develop a schedule that better meets the needs of students and faculty.</li> <li>• Assess length of program, course offerings, etc.</li> </ul>
<p><b>Financial Aid</b></p> <ul style="list-style-type: none"> <li>• Many students did not complete FAFSA by the deadline and were not awarded aid in time for fall.</li> <li>• Many FAFSA applications were incomplete -parents believed the MSP was “free” and required no document submission.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop promotional materials that are clear and consistent regarding MSP/FAFSA requirements.</li> <li>• Offer support to students and parents with several information sessions for completing applications.</li> <li>• Hire additional financial aid staff to assist with meeting application deadlines.</li> </ul>

# Questions?

**Please contact:**

**Barbara Poindexter Webb**

Director of Mayor's Scholars Program

BPWebb@bccc.edu

410-462-7449

**Eileen F. Hawkins**

Director of Institutional Research

EFHawkins@bccc.edu

410-209-6042

**TAB 12**

