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

Student Characteristics

BCCC continues to enroll more City residents as undergraduates than any other college in Maryland and thus provides vital access to higher education and literacy services to Baltimore City, our primary service area. The percent of credit students enrolled part-time has remained relatively stable and is expected to remain so. (Characteristic A) This characteristic may not set BCCC apart from other Maryland community colleges, but the remaining ones do. Our students rarely hold just the title of “student.” Most have family responsibilities and work at least part-time while pursuing their education (Characteristic E), yet they do not earn high incomes. Nearly half of our students receive Pell grants and more receive other financial aid. (Characteristic D) Our proportion of first-time students with developmental needs is usually the highest in the State, at 81% in fall 2007. (Characteristic B) BCCC is the largest provider of literacy education in the City. The high enrollment in English for Speakers of Other Languages (ESOL) courses reflects the vast population we serve (Characteristic C). 91% of our credit students are categorized as minorities. (Characteristic F) The difference BCCC can make in students’ lives is seen in the growth of wages earned before and after graduation. (Characteristic G)

Accessibility and Affordability

Enrollment and Market Share

BCCC’s annual unduplicated headcount increased 9.3% to 22,005 in FY 2007 (Indicator 1a). The unduplicated credit headcount decreased 1.9% to 10,490 (Indicator 1b) and increased 22.7% to 11,981 for the unduplicated non-credit headcount (Indicator 1c). The twelve-week session for those who missed the start of the semester continued, as did the five- and eight-week intersessions. BCCC enrolls 19% of City residents who enroll as first-time full-time freshmen at any Maryland college or university (Indicator 2), 37.6% of part-time first-time freshmen (Indicator 3), and 28.3% of recent Baltimore City Public School System (BCPSS) graduates (Indicator 4). BCCC enrolls more City residents as undergraduates than any other college or university. A number of initiatives are underway in order to increase the enrollment of high school graduates and aid in their transition to BCCC. (Plan 3) Upward Bound and Talent Search help hundreds of BCPSS middle and high school students complete high school and pursue higher education, many choosing BCCC. The Early Enrollment Program offers full tuition scholarships to high school juniors and seniors and has grown consistently since 1999, enrolling 160 students from 30 Baltimore area high schools this year. The Tech Prep program was reinstated in 2007 to coordinate the articulation and transfer of high school classes to BCCC’s programs to assure that graduates acquire knowledge and skills required in the workplace. BCCC hosts an annual recruitment luncheon and recognition ceremony for BCPSS honor students to learn about our scholarships. (Plan 3) The Business, Management and Technology Department hosts an annual High School EXPO with the Admissions Office, drawing 450 students this year. In fall 2009, we will begin a dual enrollment program that will enable students to take courses which fulfill high school graduation requirements and earn college credits. These students complete a planned sequence of courses in high school that are articulated with BCCC programs. BCCC has continued to refine the mix of evening, weekend, and online courses and services in...
order to meet the needs of working adults. (Plan 2) Online registration is more flexible and convenient. (Plan 2) Finally, a comprehensive integrated marketing, communications, and community outreach campaign targeted uniquely to these audience groups will be implemented. Our communications will promote the relevance of our academic programs, affordable tuition, and accessible learning sites. Former students will be engaged to serve as ambassadors and will figure prominently as success stories in our marketing campaigns. BCCC will promote greater involvement by faculty in student recruitment; targeting advertising and publications to new communities; open house events for current students’ families and friends; expanding BCPSS partnerships and helping recover drop-outs; and enhancing student retention services.

Online Courses

BCCC’s enrollment in online credit courses increased from 2,921 to 5,779 (FY 2004 to FY 2007) (Indicator 5a) and the number of courses increased to 131 (fall 2007). (Data for online credit courses have been recalculated to show enrollment in terms of total seats taken in appropriate categories of online courses.) FTE enrollment in credit online courses increased 78% from FY 2003 to FY 2007, from 334 to 578 FTEs. Unduplicated non-credit enrollment increased from 108 to 470 (FY 2006 to FY 2007). (Indicator 5b) Online students are surveyed each semester. Since the beginning, the majority of students have expressed high satisfaction with the courses and services and say they would take another online BCCC course. Studies conducted in 2004 and 2007 comparing passing rates and grades in courses taught by the same instructors in online and on-campus courses showed increased student success in online courses. BCCC was awarded with the Best Distance Learning Program of the Year or the Distance Educator of the year for six consecutive years. (Plan 1, 2) BCCC participated in the Quality Matters (QM) Maryland Online grant to ensure quality design of online courses and implemented the QM process. Our courses have continued to be reviewed and recognized by QM for meeting or exceeding the quality standards. Our program differs from others in Maryland due to technology that enables students and faculty to access all their online courses with one log-in. This has led more faculty to use online technology to enhance courses. All BCCC students can access BCCC’s library databases through Blackboard online and receive around-the-clock online tutoring through Smarthinking. The Student Services tab has current College information. ESOL courses are automatically integrated by Blackboard. These measures have been taken to sustain growth and to ensure that the program’s solutions apply to the whole college. Through ED2GO, online offerings continue to grow in such areas as Technology; Writing and Language; Grant Writing; Business and Careers; Personal Enrichment; and Professional Development. (Plan 2) Many online GED and NOVEL courses are not reflected in Indicator 5b due to the strong on-campus component.

Tuition and Fees

Many BCCC students receive Pell grants and other financial aid. The low incomes, personal responsibilities, and job schedules characteristic of most BCCC students have always made affordability a key issue in providing accessibility to our students. Consequently, BCCC makes every effort to keep tuition and fees at a fraction of those charged by Maryland public 4-year institutions (38.5% in FY 2007, Indicator 6). (Plan 2)
Quality and Effectiveness: Student Satisfaction, Progress, and Achievement

Developmental Education: Needs and Completers

Eighty-one percent of our first-time students needed developmental education (Characteristic B). For the fall 2003 cohort, 34% of students needing developmental courses completed all requirements. (Indicator 9) Our Strategic Plan calls for improving developmental course outcomes and activities are underway. (Plan 1) The First Steps to College Bridge Learning Community began with a summer 2006 cohort of students in developmental courses with a structured support system to enhance success. The Faculty Academy provides research and professional development opportunities focused on developmental education. The Center for Teaching and Learning Excellences offers faculty workshops on state-of-the-art instructional techniques and is establishing a teaching resource lab. The Test Center now offers more structured review sessions for students to refresh their skills prior to retaking the placement exams; these sessions help students increase their scores, reducing the number of developmental courses needed. The Student Success Center, established in fall 2006, better coordinates multidisciplinary tutoring for all students. Access to computers on campus has grown to 59 student computer labs, 926 student computers, and Internet access in our libraries. Nearly all students who take placement tests require developmental math. Enhancing the developmental math program is a major priority. (Plan 4) The Developmental Math Task Force plans to pilot reserved sections of developmental math courses that use supplemental instruction for students attempting a course for the third time. Plans also include reestablishing several sections of Math 80 that combine classroom and computer instruction. A “Second Chance” program in developmental math was piloted in January 2008 to provide additional instruction for students who did not pass in the fall. In summer 2008, all three developmental math courses will be offered (at no cost to students) in the intensive, accelerated three-week format to students who did not pass in spring 2008, but whose grade was between 60 and 69. Successful Second Chance course completers’ results will be sent to the registrar’s office so that they can move on to the next level of math. English faculty will teach Second Chance courses in developmental reading and writing with the goal of helping students retain information already learned, accommodating various learning styles, and facilitating progression to the next level. We expect these initiatives to increase developmental course completion rates and, ultimately, raise successful persistence rates for our students. We plan to raise the Benchmark for the next cycle to reflect the improving completion rates. The data suggest that students who complete their developmental courses become Successful-Persisters. Sixty-seven percent of the fall 2003 cohort of Developmental Completers were Successful-Persisters (Indicator 10). Their rate greatly exceeded the Developmental Non-Completers’ rate (34%), as expected. The Successful-Persister rate of the fall 2003 cohort of “College-Ready” students (this cohort includes entrants who were not tested within a year of enrolling) increased to 60% thereby achieving our benchmark. Student characteristics and data indicate that the outcomes for Developmental Non-Completers are, unfortunately, not unexpected; through the initiatives listed, we hope they will become Developmental Completers. The Graduation-Transfer rate (Indicator 11) for the fall 2003 “College-Ready” cohort (this cohort also includes entrants who were not tested within a year of enrolling) increased to 51%, slightly surpassing our Benchmark. This rate also increased for the fall 2003 cohort of Developmental Completers to 33%; however, we still expect these students to need more time to graduate or transfer since most require several semesters to complete zero-
credit developmental courses. (Plan 4) Our Student Support Services program (TRIO/SSS-STAIRS) is in the third year of the current grant cycle. It is designed to increase to the retention, graduation, and transfer rates of low-income, first-generation college students and students with disabilities needing academic support. The 230 participants receive intensive, individualized support services including academic advising, tutoring, transfer services, personal and financial aid counseling, career exploration, study skills workshops, mentoring, and cultural enrichment activities. 70% of all participants served in AY 2006 - 07 had graduated, transferred, or returned in fall 2007. (Plan 1, 3)

Quality and Effectiveness: Student Satisfaction, Progress, and Achievement

Graduates & Transfers

Of the 2005 graduates who responded to a follow-up survey, 92% had achieved their educational goals completely or partly (Indicator 7). The equivalent rate for non-returning students in the spring 2007 cohort increased to 70% (Indicator 8). Personal and financial issues were major reasons for attrition, primarily because our service population has a high proportion living below poverty level. Community college students often “stop out” for financial, family, and employment reasons and return in subsequent years as conditions allow and many of our respondents plan to return to BCCC. The Benchmarks reflect our resolve to increase goal achievement for graduates and non-returning students. (Plan 1,5) The performance of BCCC transfers at senior institutions has risen; the mean GPA after the first year of transfer was 2.39 for AY 2006-07 (Indicator 12). The proportion of transfer program graduates satisfied with their preparation for transfer fell from 90% (1998 graduates) to 73% (2005 graduates) (Indicator 13). Our students’ challenges – at school, home, and work follow them to senior institutions. BCCC is undertaking several initiatives to mitigate these challenges and improve transfer outcomes. The Student Success Center will establish a Transfer Center in summer 2008 to provide a comprehensive array of transfer services. It will collect information from senior institutions, house computers for access to data regarding course transfer to senior institutions and college and university websites, and offer workshops on how to transfer seamlessly. College recruiters will be invited to meet with students in the Center. The Student Success Center will also offer and manage a student advisement for first-time full-time students, which will require that students meet with their Student Success Specialist at least three times per semester. A career assessment will be done in their first semester to help them choose a major and students will be given a program outline that helps them map out a plan for achievement of their educational goals, with help from their Student Success Specialist. BCCC has many initiatives underway to help ease the transfer process and improve these outcomes. A director and an articulation specialist were hired for the Office of Articulation and Partnerships (OAP) to develop and implement a variety of articulation agreements between BCCC and post-secondary institutions. Since 2006, the OAP has instituted agreements for 46 programs with ten senior institutions. Our Benchmarks reflect our commitment to raising transfer outcomes. (Plan 1, 5)

Diversity

The percentage of minority student enrollment at BCCC has always exceeded the corresponding percentage in our service area; 92% of BCCC’s fall 2007 undergraduates were minorities,
compared to 66% of the City’s population. Minorities constituted 56% of full-time faculty (Indicator 15) and 70% of full-time administrative/professional staff (Indicator 16). We advertise via many venues to recruit a diverse candidate pool including the Chronicle of Higher Education, Asian Chamber of Commerce, Afro-American Newspaper, America’s Job Bank, Hispanic Outlook, National Black Chamber of Commerce, Women’s Chamber of Commerce, Diverse Issues, Highered.com, Hispanic Chamber of Commerce, and our website. The Human Resources Office also participates in job fairs held in the City in order to promote recruitment of minorities for job openings. Based on the advice of counsel, BCCC will not set Benchmarks for Indicators 15 and 16. African Americans comprise the majority of BCCC’s students (82%); thus, their Successful-Persister Rates (43%, Indicator 17) and Graduation-Transfer Rates (25%, Indicator 18) are close to college-wide outcomes (Indicators 10 and 11). The plans and data discussed apply to successful persistence, graduation, and transfer outcomes for African Americans and other minorities. Other minority cohorts had too few students to report. (Plan 3)

**Economic Growth and Vitality, Workforce Development**

Our students do very well on licensure exams (Indicator 23). Both the RN and LPN programs achieved 100% passing rates. (Plan 1, 5) The total number of degrees and certificates increased slightly in FY 2007, due to increases in Business and in Allied Health. (Indicator 19) These data have been corrected to reflect the State’s categories of programs. The percent of career program graduates employed full-time in a related field fell (69% to 63%) while satisfaction with job preparation went up (76% to 79%). (Indicators 20 and 21) These data reflect the need to enhance career programs and services. A career week was held on campus this spring and included SIGI demonstrations, workshops, an employment opportunity day, and a career decision day. The establishment of a Career Center within the Student Success Center this summer will extend job preparation; job location and development; and career planning services to all BCCC graduates. In FY 2008, BCCC began its new program evaluation process with the first cycle of academic programs; recommendations will result in program redevelopment and enhancement of support, services, and equipment. The Graduation Task Force will be institutionalized to coordinate contacting potential graduates and identifying the courses or services needed to graduate. To help students get the classes they need to complete their programs, BCCC has hired a consultant to conduct a study to improve the scheduling process. Our goal to raise career program outcomes is reflected in the Benchmarks. (Plan 1, 5)

**Business and Continuing Education: Workforce-Related Offerings**

Searches are currently underway for a new Vice President and other key management positions for our Business and Continuing Education (BCED). 100% of employers were satisfied with our contract training, although our response rate was very low due to staffing changes at the time of the survey’s administration. (Indicator 28) In FY 2008, refinements were made to how courses are coded, resulting in more accurate data for FY 2004 - FY 2007 than were submitted in prior years. The unduplicated headcount in non-credit workforce development increased to 4,165 and the annual course enrollments totaled 5,476 in FY 2007. (Indicator 24) The unduplicated headcount and annual course enrollments in Continuing Profession Education leading to certification or licensure both fell (to 931 and 1,190), but both remained above our benchmark. (Indicator 25). BCED is focusing on healthcare partnerships to increase enrollment and provide
pathways for entry level employees into healthcare careers. Partners include the Johns Hopkins Healthcare System, University of Maryland Medical Center, and the Baltimore Alliance for Healthcare Careers. BCED is working with Head Start organizations to offer off-campus credit early childhood accreditation programs at more sites. (Plan 4, 5) The number of organizations provided contract training fell to 42; however, the unduplicated headcount and annual course enrollments both increased (to 4,182 and 5,537). (Indicator 27) The number of clients is expected to increase through marketing strategies that reach more organizations, especially those in industries identified by the Baltimore Workforce Investment Board. To help students find work, all open enrollment students will receive resume writing and job search assistance from the Job Developer (JD) who will visit eligible course sections, share information about services, and offer employment options for successful completers. The JD will work with Career Services staff to implement industry-specific employer events, share curriculum, and refer students to potential employers. Credit and non-credit staff are developing plans for sharing facilities and instructional resources. These steps should help to build enrollment, as the Benchmarks reflect.

Community Outreach and Impact

Continuing Education: Lifelong Learning Enrollment and Adult and Community Education

In FY 2008, refinements were made to how courses were coded, resulting in more accurate data for FY 2004 - FY 2007 than were submitted in prior years. Enrollment in non-credit community service and lifelong learning increased slightly. (Indicator 29) To increase enrollment, BCED is targeting State and local agencies as well as agencies with groups of senior facilities. The Lifetime Learners’ College will offer more to senior citizens through classes for personal development and skill-set enhancement for shifting into new careers or fields. BCED plans to expand into the Hispanic and Russian senior centers by offering popular courses in their languages. FY 2007 enrollment in non-credit basic skills and literacy courses (Indicator 30) increased slightly in unduplicated headcount (5,896) and fell in course enrollments (11,887). The Adult Education and English Language Services Unit (AAELS) is developing new programs to increase enrollment. The English Language Institute (ELI) has been restructured so that ELI Academic Track (AT) courses are now the developmental equivalent for ESL students. Students who completed the AT courses in FY 2007 had a 90% pass rate. AAELS Instructional Specialists now serve on the College Council and credit faculty and Admissions Office staff now visit selected classes. The Open Society Institute is funding the Continuing Education High School Program to serve 120 suspended BCPSS students by providing academic and social support services to help them transition back to their home schools and graduate. Non-credit health care students are now issued a math and/or English screening exam before enrollment to assure proper placement in courses; referrals to the AEELS Resource Center or the ‘Math Review for Health Care’ course are given as needed. Many GED and NOVEL courses are online. (Plan 2, 3)

Effective Use of Public Funding

BCCC’s percentage of expenditures on instruction and percentage of expenditures on instruction and academic support both increased (42.9% and 52.36%) in FY 2007. (Indicators 31 and 32) BCCC remains committed to attaining State Plan Goal 2 by providing accessible, affordable, and cost-effective high quality higher education.
Community Outreach and Impact

BCCC’s 2005-2010 Strategic Plan calls for strengthening community outreach and we remain committed to reaching out to the service population in Baltimore City. Dedicated faculty and staff provide their expertise to serve the City’s citizens, neighborhood and community organizations, employers, and public schools. The entire College community, including the students, is actively involved in serving the needs of Baltimore City.

Student Involvement

BCCC’s students are actively involved in community outreach activities. The Student Governance Board (SGB) sponsors free lectures, concerts, and activities surrounding such events as Women’s History Month and African American History Month. Respiratory Care program students assist with Camp Super Kids activities and many volunteer to help with the Special Olympics. The Dental Hygiene Clinic provides free cleanings to community children and senior citizens. Free seminars on parenting strategies, ethics, and cultural programs are available. The Legal Assistant Program reaches out to the homeless via its Community Law Clinic where paralegal students go to local shelters to interview clients prior to the volunteer attorneys’ visits. Panther Pride, or spirit week, is held annually and the community can participate in events on campus including campus plays, fashion shows, and activities for children. This spring’s week included an international film festival and a faculty/staff versus students/alumni softball game. BCCC students, faculty, staff, and community supporters participated again in the local March of Dimes WalkAmerica event this spring. A service learning program was piloted this year and will continue. It provides extra and co-curricular experiences for students. Through service-learning involvement, students solve community problems while experiencing educational growth. The establishment of the Career Center will result in the growth of the number of internship opportunities for students in the community.

Business Organizations

BCCC is a member of many business organizations that play key roles in the City’s economic development, including the Baltimore Chamber of Commerce, Baltimore Area Convention and Visitors Association, World Trade Center Institute, Greater Baltimore Technology Council, Greater Baltimore Committee, Greater Baltimore Alliance, and Downtown Partnership. Participation on the Governor’s Workforce Investment Board and the Baltimore Workforce Investment Board allows us to communicate our presence to a wider community audience in need of our programs and services. These established groups play key roles in meeting local and State workforce needs and our programs are a strong match with the critical skill shortage areas they have identified.

BCED Off-Campus Programs and Partnerships

BCED has a long history of partnerships with business, industry, community, the BCPSS, and government organizations. Much of this programming takes place off-campus across the City. Our Adult Education and English Language Services (AAELS) programs remain the largest provider of literacy training in Baltimore City. BCED offers 130 free or very affordable Pre-
GED, GED, Youth Empowerment, and ESL courses at more than 80 City sites. The ELI continues its ESL Listening and Speaking Training to Police Academy recruits. The ELI will conduct “my Baltimore,” an ESOL summer program for 20 BCPSS juniors and seniors again this year. Training to meet the needs of senior citizens takes place at centers across the City and involves active partnerships with CARE, the Baltimore City Health Department, and City Housing of Baltimore. New programs include Senior Motivation and Coping with Technology Classes, Entrepreneurship for Seniors, and Career Transition Programs. BCED and Academic Affairs have partnered with UMMC to offer the “Pathway to Success” for UMMC employees to move into a new career path in healthcare. The new program began in February 2008 and is designed to help participants enhance key skills, especially preparation for the Accuplacer exam. The first students have just completed the review class. They will be evaluated after taking the Accuplacer to determine the need for further coursework; developmental courses will be offered as needed this fall as will the Surgical Technologist program. Other partners for educational activities to staff or constituents include the Johns Hopkins Health System, Maryland Department of Highways, and Baltimore City Fire and Police Departments.

BCPSS Workforce Needs: Teacher Education

In response to the critical need for certified teachers in the BCPSS, where 30% of teachers were provisionally certified, BCCC designed the Center for Teaching Excellence (CTE) to help this group complete the courses needed to teach under State law. Needs assessments of hundreds of BCPSS teachers were conducted to develop appropriate courses and schedules. Through CTE, hundreds of provisionally certified BCPSS teachers have taken courses in psychology, education, reading, PRAXIS preparation, information technology, and other content area. CTE’s Maryland Teacher Certification Pathway offers a non-degree, non-certificate conferring course of study to teachers with a bachelor’s degree who want to meet MSDE certification requirements. We are proud of CTE’s role in training teachers from BCPSS as well as from private and county schools.

(Plan 4)

Events Hosted on Campus

With the Hispanic College fund and BCPSS, our ELI and Admissions Offices hosted a Computer Literacy Workshop and College Planning Session for Baltimore’s Hispanic Families at the Harbor Campus. BCCC sponsored the BRAC Symposium – Opportunities and Challenges, at the Harbor Campus; representatives from the Lt. Governor’s Office, Homeland Security, RESI, the Mayor’s Office of Employment Development, APG Civilian Personnel Office, local school systems, community colleges, 4-year institutions, and industry addressed the role of education in preparing students to meet opportunities and challenges in response to BRAC.

Organizations Utilizing BCCC Facilities

Community outreach also extends to groups who utilize BCCC facilities for little or no cost. The following groups were among those on-campus in FY 2008: AARP, African American Male Leadership Institute, American Red Cross, Ashburton Elementary School, Lemmel Middle School, Baltimore Ravens, Empowerment Temple Champions to College, Governor’s Office of Service and Volunteerism, BCPSS Junior Leadership Program, National Association of Black
Law Enforcement Officers, Sister to Sister Network, Seniors Companion Group, Universoul Circus, Delta Sigma Theta, Zeta Phi Beta, Frederick Douglas High School, Maryland Public Television, NAACP, Baltimore City Housing Authority, and the Department of Juvenile Justice.

**Community Events, Fairs, and Festivals**

BCCC’s outreach extends to actively supporting public events, too. Fairs and festivals in which BCCC participates include the Baltimore Book Festival, Charles Village Festival, Saint Anthony Italian Festival, the Radio One Career Fair, She Matters, and the Radio One Job Fair.

**Alumni**

Because alumni are such a valuable asset to the College community, the Alumni Connections newsletter has been enhanced to serve a wider audience. It is mailed to nearly 14,000 alumni each semester in addition to community and corporate partners, elected officials, and other friends of the College. It highlights BCCC news, alumni services available, and community events. It also showcases the achievements of our alumni, staff, and students. It provides a valuable linkage between alumni and the community. The Alumni Office hosted its 6th annual BCCC Alumni and Friends Literary Tent at the Baltimore Book Festival which featured readings, storytelling, workshops, and more. A goal for the Tent is to bring diverse programs and activities that support community interests. This year a business component was added to assist with strategic planning and business development. Noted author, business coach, and consultant Melinda Condray conducted a workshop on how to develop and apply strategic thinking. Other Alumni Office initiatives include a workshop conducted by alumna Sally Grant at the Student Leadership Forum. She gave a presentation and conducted a workshop on lobbying designed to build community awareness regarding participation and volunteerism. Alumni participated in the Career Night sponsored by Student Affairs to offer students insights into various professions. This year, the Alumni Relations Director conducted workshops and presentations to current students about the Alumni Association and about “on-purpose networking.”

**Information Dissemination**

Press Releases and Public Service Announcements (PSAs) are distributed to a variety of news media for announcements of events, and they are posted on the BCCC Website events calendar. Media interviews are secured for promotion of events. Newspaper calendar listings of events are secured. Our publications such as class schedules and course catalogs are available in community buildings, libraries, and adult-learning sites as well as posters and flyers for upcoming events. BCED’s Kaleidoscope newsletter is mailed to over 200 businesses and agencies. The college also has 2 electronic message boards outside of each campus to promote activities and events. BCCC provides announcements and interviews regarding community events via WBJC radio station that is housed at RPC and has been the leading classical music station in the Baltimore/Washington Metro area for over 50 years and reaches nearly 200,000 listeners weekly in six states. It is ideal for promoting community events.
Funding Issues

Significant cost containment actions adopted by the institution in FY 2008 and the level of resources saved. This must include detailed ways in which the institution has reduced waste, improved the overall efficiency of their operations, and achieved cost savings. Attach dollar amounts to each specific effort.

<table>
<thead>
<tr>
<th>Cost Containment or Reallocation Action:</th>
<th>Amount</th>
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<tr>
<td>Reduced Waste:</td>
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<tr>
<td>Improved Efficiency:</td>
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<tr>
<td>• Implemented restroom and carpet cleaning programs with new efficient equipment</td>
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<td>• Developed in-house preventative maintenance program for HVAC</td>
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<td>• Revised snow removal program utilizing new efficient equipment, saving labor costs</td>
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<tr>
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Source: BCCC Budget Office