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

This section refers to the student characteristics indicators which are at the end of the report. BCCC continues to enroll the largest share (26 percent) of Baltimore City residents as undergraduates among all Maryland colleges 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” while pursuing their education; most have family responsibilities and work at least part-time as well (Characteristic E). However, many 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 84 percent in fall 2008 (Characteristic B). BCCC is the largest provider of literacy education in the city and enrollment in our English for Speakers of Other Languages (ESOL) continues to grow; we served 3,156 ESOL students in FY 2008 (Characteristic C). Of our credit students, 92 percent 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, which increased 50 percent from 2004 to 2008 for the 2005 graduates (Characteristic G).

Accessibility and Affordability

Enrollment and Market Share

BCCC’s annual unduplicated headcount increased to 22,049 in FY 2008 (Indicator 1a). The unduplicated non-credit headcount increased to 12,171 (Indicator 1c), while the unduplicated credit headcount fell slightly to 10,312 (Indicator 1b). We promoted our twelve-week sessions for credit students who missed the start of the semester, as well as our five- and eight-week sessions.

BCCC enrolls more Baltimore City residents as undergraduates than any other Maryland college or university. All three of the indicators related to market shares showed increases for BCCC. Of city residents who enrolled as first-time, full-time freshmen at any Maryland college or university, BCCC’s share rose by nearly 5 percent to 24 percent (Indicator 2). Of city residents who enrolled as first-time, part-time freshmen at any Maryland college or university, BCCC’s share rose to 39.2 percent (Indicator 3). Of recent Baltimore City Public School System (BCPSS) graduates who attended a Maryland college or university, BCCC’s share increased to 28.9 percent (Indicator 4). In order to further increase the enrollment of high school graduates and aid their transition to BCCC, we have many initiatives underway (State Plan - Goal 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 Upward Bound program also partners us with the 4H Teen Corps, University of Maryland – Social Work program, and the University of Baltimore – Applied Psychology program so that participants are provided free counseling services. The Tech Prep program coordinates the articulation and transfer of high school classes to BCCC’s programs to assure that graduates acquire knowledge and skills preparing them to join the workforce. BCCC invited BCPSS counselors and principals on campus to showcase and discuss our honors programs along with an open house for parents.
and students. Additionally, the Business, Management and Technology Department hosts an annual High School EXPO with the Student Affairs division. (State Plan - Goal 3). The 11th Annual BCCC Community-Wide Scholarship Breakfast was held this spring. Proceeds will support scholarships to assist incoming high school student pursuing an associate’s degree.

In an effort help improve overall enrollment and retention, the Strategic Enrollment Management and Retention Committee was formed in fall 2008. The Committee is a cross-institutional committee and consists of representation from all divisions of the College. The Committee’s primary goal is to develop a comprehensive enrollment and retention plan for the College.

BCCC is expanding our access to the community for recruitment and enrollment. For example, our Business and Continuing Education division (BCED) conducted a recruitment drive in the city which resulted in over 500 prospective students for enrollment in both credit and non-credit courses. Online registration continues to become more flexible and provides a more convenient means for returning and new students to find information and enroll. Our mix of evening, weekend, accelerated, and online courses and services continues to expand in order to meet the needs of working adults and increase access to courses and services (State Plan – Goal 2).

We are also committed to providing access to computers and the Internet on campus. We have 59 student computer labs, 926 student computers, and Internet access in our libraries. We also have free Wi-Fi service anywhere on the Liberty and Harbor Campuses (State Plan – Goal 4).

Marketing
BCCC’s marketing initiatives focus on promoting and communicating the attributes of: BCCC overall; specific programs; new programs; and special events. The overall purpose is to build and disseminate messages and campaigns based on a foundation of knowledge about the market’s needs, the competitive environment and BCCC’s capacity to meet the changing needs of our diverse population of students, prospective students and key stakeholders. In addition to articulating the relevance of our academic programs, affordable tuition, and accessible learning sites, an anchor element of ongoing marketing and promotions is BCCC’s Workforce Pipeline Solutions. This message speaks to multiple stakeholder audience groups: to prospective students it says BCCC is where you go to prepare, through either transferring to a four-year institution or going directly into the workplace, for a high-growth, high demand career/job field; to the business community it says BCCC is where to go when you need highly skilled competent staff or customized, workplace-based training programs; and to state and city officials it says BCCC is a partner in addressing the region’s critical workforce shortage areas, including biotechnology, hospitality, allied health and nursing and construction (State Plan - Goal 5). A key component of the Workforce Pipeline Solutions campaign is representative images of successful BCCC graduates in a variety of real-life work environments, exclaiming “I did it! You can, too.” This campaign is designed to also appeal to disenfranchised individuals who may not be convinced that education is accessible, that educational success is possible and that it is essential to improving their quality of life. In addition to building awareness and articulating image, this campaign supports recruitment goals related to recovering drop-outs and enhancing retention.

Online Courses
BCCC’s enrollment in online credit courses increased from 5,779 to 6,835 (FY 2007 to FY 2008) (Indicator 5a) and the number of courses increased to 148 (fall 2008). FTE enrollment in credit online courses increased 84 percent from FY 2005 to FY 2008, from 373 to 686 FTEs.
Unduplicated non-credit enrollment increased from 470 to 480; many online GED and NOVEL courses are not reflected due to the strong on-campus component (Indicator 5b). Online credit students are surveyed each semester. The majority of students have expressed high satisfaction with the courses and services. In spring 2009, 616 students responded and 92 percent indicated that they would take another online course through BCCC. BCCC has received many awards for its distance learning program (State Plan – Goals 1, 2). Our program’s unique technology enables students and faculty to access all their online courses with one log-in; this has increased the number of faculty using 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. Online course offerings expand weekly through ED2GO; this year the offerings in the Education area have especially increased (State Plan - Goal 2).

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 (38.2% in FY 2008, Indicator 6) (State Plan - Goal 2).

Quality and Effectiveness: Student Satisfaction, Progress, and Achievement

Developmental Education: Needs and Completers
Eighty-four percent of our first-time students need developmental education (Characteristic B). For the fall 2004 cohort, 30 percent completed the required developmental courses (Indicator 9). To enhance this rate, the Title III Grant Office issues certificates of completion for Developmental Education; over 2,500 have been awarded since 2005. The First Steps to College Bridge Learning Community provides a support system to enhance the success of developmental students and offers developmental education scholarships. It began with a summer 2006 cohort and two more summer cohorts have entered the program. As of fall 2008, 99 developmental education scholarships were awarded. Eighty percent of the summer 2007 cohort were retained in fall 2008 (State Plan – Goal 1). Nearly all students require developmental math who took placement tests. The Test Center offers review sessions for students to refresh their skills prior to retaking the placement tests which can help increase their scores, possibly reducing the number of developmental courses needed. Because enhancing the developmental math program is a priority, the Second Chance program started in January 2008 to provide additional instruction for students who did not pass their math course in the fall. In summer 2008 and winter 2009, all three developmental math courses were offered, at no cost to students, in the intensive, accelerated three-week format to students whose grade was between 60 and 69 in the prior semester. Results for successful Second Chance course completers’ go to the registrar’s office so that they can move on to the next level. Pass rates have varied; of the 214 students who participated in winter 2008, summer 2008, or winter 2009 sessions, 70% earned a C or better. Additionally, the Center for Academic Achievement offers group and individual tutoring, workshops, and audio-visual and print materials to reinforce instruction and promote success.

The Developmental Education Task Force has been reconstituted to make recommendations on developing course sequences that include pre- and post-placement testing and learning modules
based on skill level. A new Grade Reporting and Performance Alert System was implemented this year which is linked to the faculty grade-reporting system. It allows student-performance concerns, identified by faculty, to be tracked and addressed at key points during the semester. These initiatives should raise developmental course completion rates and, ultimately, increase our students’ successful persistence rates. The fall 2004 cohort of Developmental Completers who became Successful-Persisters showed an increase of 15 percent to 82 percent (Indicator 10). As expected, their rate greatly exceeded the Developmental Non-Completers’ rate of 33 percent. The Successful-Persisters rate of the fall 2004 cohort of “College-Ready” students (this cohort includes entrants who were not tested within a year of enrolling) increased by 8 percent to 68 percent thereby surpassing our benchmark. While the decline in the rate for Developmental Non-Completers is disappointing, student characteristics and data indicate that it is, unfortunately, not unexpected; through the initiatives listed, we hope they will become Developmental Completers. The Graduation-Transfer rate (Indicator 11) for the fall 2004 “College-Ready” cohort increased to 55 percent, surpassing our Benchmark. This rate increased for the fall 2004 cohort of Developmental Completers by 10 percent to 43 percent; however, we must expect that these students will need more time to graduate or transfer since most need many semesters to complete zero-credit developmental courses (State Plan – Goal 4).

Initiatives to enhance developmental course outcomes through faculty training include the Faculty Academy which provides research and professional development opportunities focused on developmental education. Through the Title III Grant Office, 19 conferences have been supported and six faculty members attended the Kellogg Institute for certification in Developmental Education and two more will go this summer. The Center for Teaching and Learning Excellence (CTLE) offers workshops on state-of-the-art instructional techniques and a teaching resource lab. The CTLE also implemented a new mentoring program in which experienced BCCC faculty are matched with new faculty to orient them to the College, inform them about campus support services, assist with teaching and learning issues, and assist them in the early stages of their academic careers at BCCC; sixteen were mentored in fall 2008.

Our Student Support Services program (TRIO/SSS-STAIRS) is in year four of the current grant cycle (2005-2009). It is designed to increase the retention, graduation, and transfer rates of low-income, first-generation college students and students with disabilities needing academic support. The 230 participants receive individualized, intensive support services including study skills workshops, tutoring, academic advising, transfer services, mentoring, career exploration, personal and financial aid counseling, and cultural enrichment activities. The performance report submitted to USDE in fall 2008 showed that 70 percent of all participants served in 2007-8 had graduated and/or transferred or returned in fall 2008 (State Plan – Goals 1, 4)

**Quality and Effectiveness: Student Satisfaction, Progress, and Achievement**

**Graduates & Transfers**

Of the 2005 graduates who responded to a follow-up survey, 92 percent achieved their educational goals completely or partly (Indicator 7). The equivalent rate for non-returning students in the spring 2007 cohort increased to 74 percent (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. (Please note that the 74% goal-attainment rate represents the educational goal achievement for non-returning students responding to the survey. The number of respondents has typically been quite small and may not be representative of all non-returning students.) The benchmarks reflect our resolve to increase goal achievement for graduates and non-returning students (State Plan - Goals 1, 5).

The performance of BCCC transfers at senior institutions increased from AY 2006-7 to AY 2007 – 8. The percent with cumulative GPA after first year of 2.0 or above increased from 70 percent to 77 percent (Indicator 12a) and the mean GPA after the first year of transfer rose from 2.39 to 2.57 (Indicator 12b). The percent of transfer program graduates satisfied with the preparation for transfer fell from 76 percent (2002 graduates) to 73 percent (2005 graduates) (Indicator 13). Despite some improvement in transfer outcomes, we recognize that our students’ challenges – at school, home, and work follow them to senior institutions. We are undertaking several initiatives to ease the transfer process and further improve transfer outcomes. The Office of Articulation and Partnerships (OAP) develops and implements a variety of articulation agreements with senior institutions. The OAP has instituted agreements for 76 programs with twelve senior institutions since 2006. The Transfer Center opened within the Student Success Center (SSC) and hosts transfer fairs and holds transfer workshops. Representatives from UMUC, UB, and Coppin State University visit students at the SSC weekly. The Center offers resources through the new Maryland Transfer Portal System, as well as ARTSYS, to assist students with planning a seamless transfer. The SSC offers advisement for first-time full-time students, which requires students to meet with their Student Success Specialist at least three times per semester. Students complete a career assessment in their first semester to help them choose a major and receive a program outline that helps them map out a plan for achieving their educational goals, with aid from their Student Success Specialist. This creates a partnership with Success Specialists in which students become more self-directed, life-long learners and are enabled to take more ownership of their educational experience and academic and professional careers. BCCC is committed to improving transfer outcomes, as our benchmarks reflect (State Plan – Goals 1, 5).

Diversity
The percentage of minority student enrollment at BCCC has always exceeded the corresponding percentage in our service area; 91 percent of BCCC’s fall 2008 undergraduates were minorities, compared to 68 percent of the city’s population. Minorities constituted 62 percent of full-time faculty (Indicator 15) and 63 percent 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, Monster, Hispanic Outlook, Women’s Chamber of Commerce, Highered.com, Diverse Issues, Hispanic Chamber of Commerce, and our website. The Human Resources Office also participates in job fairs held in the city to promote recruitment of minorities. 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 (81 percent); thus, their Successful-Persister Rates (44 percent, Indicator 17) and Graduation-Transfer Rates (23 percent, Indicator 18) are relatively 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. In addition, BCCC’s Quest Program is an accelerated academic program targeting African American males. It is designed to foster and stimulate academic growth through a
structured learning community where students take two or more prescribed classes together and benefit from active learning via academic coaching, mentoring, and collaborating with faculty. Quest prepares students for the associate’s degree in General Studies, Allied Human Services, or Early Childhood Education. For African American women, BCCC implemented the Women with Extraordinary Determination for Success (WEDS) program. WEDS is an accelerated degree program with custom prescribed programs and services such as mentoring, coaching, tutoring, and workshops (State Plan – Goal 3). Other minority cohorts had too few students to report.

Economic Growth and Vitality. Workforce Development

Our students do very well on licensure exams (Indicator 23). The LPN, Physical Therapy, Dental Hygiene, and Emergency Medical Services programs all achieved 100 percent passing rates (State Plan – Goals 1, 5). A significant enhancement for the Nursing Program included the award of a federal grant through the Maryland Association of Community Colleges for $88,000 to purchase and maintain equipment in the Nursing lab.

BCCC’s total number of degrees and certificates decreased slightly in FY 2008, mainly due to declines in Data Processing and Public Service (Indicator 19). The percent of career program graduates employed full-time in a related field fell (69 percent to 63 percent) while satisfaction with job preparation went up (76 percent to 79 percent) (Indicators 20 and 21). These data reflect the need to enhance career programs and services. BCCC’s Program Review and Evaluation Committee (PREC) is in its second cycle of evaluations with the Construction Supervision, Arts and Sciences - Social and Behavioral Sciences Options, Allied Human Services, Legal Assistant, Business Administration, Hospitality Management, Computer Science, Criminal Justice, and Engineering programs. This faculty committee reviews data from the Office of Institutional Research (OIR) for each program regarding enrollment trends; rates for short-term retention, graduation-transfer, and successful-persistence; and occupational projections from the Maryland Department of Labor, Licensing and Regulation to monitor the job market for each occupational area. OIR conducts surveys of students in class, graduates, and faculty teaching in each program. The PREC interviews Program Coordinators and reviews the program advisory committees’ work. The PREC then evaluates how well each program supports BCCC’s mission and goals; develops and applies student learning outcomes; provides graduates with relevant credentials for the job market; contributes to accessibility to higher education in the service area; generates enrollment and awards to justify resources; supports employment and/or transfer outcomes for graduates; provides instruction and support that enhance retention and graduation-transfer outcomes; hires faculty with appropriate credentials and experience; supports on-going professional development; and meets expectations of the program advisory committees. The PREC then recommends steps to improve each program, as needed. BCCC’s administration uses the recommendations to decide whether to enhance, maintain, or eliminate a program. In terms of job placement, the Career Development and Job Placement Center was established in FY 2008 to provide professional employment and training services to students and alumni including career counseling; workshops on career exploration, resumes, interviewing, and dressing for success; on-campus recruitment and job fairs; and SIGI-3, a computerized career guidance tool. Our benchmarks reflect our goal to raise career program outcomes (State Plan – Goals 1, 5).

Business and Continuing Education: Workforce-Related Offerings
One hundred percent of employers were satisfied with our contract training, although our response rate remained low, primarily due to transitions in staffing at the time of the survey’s administration (Indicator 28). The unduplicated headcount in non-credit workforce development decreased to 3,334 and the annual course enrollments fell to 4,109 in FY 2008, but both remained above our benchmark (Indicator 24). The English Language Institute (ELI) offered additional courses through its English Language Services’ Listening and Speaking Training at the Police Academy to newly arrived Puerto Rican recruits. The unduplicated headcount and annual course enrollments in Continuing Professional Education leading to certification or licensure both increased to 967 and 1,339, both surpassing our benchmarks (Indicator 25). The recent centralization of healthcare, licensure and certification training at Reisterstown Plaza Center (RPC) has expanded our capacity to meet the training needs of workers seeking entry-level jobs such as Certified Nursing Assistants, Venipuncturists, Medicine Aides, and Multi-Skilled Medical Technicians. A partnership between BCED and the Baltimore Alliance for Career in Healthcare (BACH) was kicked off in July 2008 and offers a curriculum in basic skills development for hospital employees with a focus on math for healthcare providers. While enrollments in entry-level healthcare training have increased, BCED plans to extend our capacity to provide career ladders to respond to future growth and demand for skilled healthcare professionals. We are exploring new strategies with employers and organizations to increase enrollment and provide pathways for entry-level employees into healthcare careers by developing the necessary skill sets for a career path to increased employment opportunities and earnings. Healthcare partners include the Johns Hopkins Healthcare System, University of Maryland Medical Center, and the Baltimore Alliance for Healthcare Careers. The number of organizations provided contract training fell to 39; however, the number of contracts with each organization increased. BCED is working with Head Start organizations to offer off-campus credit early childhood accreditation programs at more sites (State Plan – Goals 4, 5). The unduplicated headcount and annual course enrollments both decreased, to 3,053 and 3,844 (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. Credit and non-credit staffs are developing plans for sharing instructional resources and facilities. 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**

Enrollment in non-credit community service and lifelong learning increased by 57 percent and 37 percent, respectively, to 2,319 and 3,134 (Indicator 29). FY 2008 unduplicated annual headcount and annual course enrollment in non-credit basic skills and literacy courses (Indicator 30) increased by 18 percent and 22 percent, to 6,961 and 14,557, reflecting increases in the areas of Adult Education, GED, and ESL classes for refugees. Support instruction, like Skills Tutor, enhanced instruction and increased GED passing rates. Retention overall was improved by adding student orientations for each program and incentives like student award ceremonies. With funding from BCPSS, we added the Alternative Options program to our alternative high school diploma programs with students enrolled in the online NOVEL program for credit recovery (State Plan – Goals 2, 3). The Refugee Youth Program, an after-school program for refugees (including high school students), gained international attention with its national Geography Photomaps. The program was one of 40 that were selected internationally for the Photo Camp.
Effective Use of Public Funding
BCCC’s percentage of expenditures on instruction increased to 47 percent and the percentage of expenditures on instruction and academic support remained stable at 52 percent in FY 2008 (Indicators 31 and 32). BCCC remains committed to attaining State Plan Goal 2 by providing accessible, affordable, and cost-effective high quality higher education.

Response to Commission Questions

Market share of first-time, full-time freshmen – This market share was 19.2 percent in fall 2007, its lowest point in four years and down from 22.4 percent in fall 2006.

BCCC’s market share of first-time, full-time freshmen increased in fall 2008 to 24 percent. As discussed earlier in the report, BCCC’s marketing initiatives will build and communicate messages that we are able to meet the changing needs of our diverse population of students, prospective students, and key stakeholders. Our Workforce Pipeline Solutions message speaks to multiple audience groups: prospective students, the business community; and to state and city officials it says BCCC is a partner in addressing the region’s critical workforce shortage areas.

Occupational Program Associate Degrees and Credit Certificates Awarded – Engineering Technology – The number of awards earned in the decreased from 20 in FY 2006 to 11 in FY 2007. The college is now only a third of the way toward meeting its benchmark of awarding 32 degrees and/or certificates in this area by FY 2010.

In FY 2008, the number of degrees and certificates earned in Engineering Technology rose from 11 in FY 2007 to 17. This increase was primarily due to awards in various options of CADD, which rose from eight to 15. In order to raise the total number of awards in Engineering Technology, we must increase the awards in Electronics Technology/Telecommunications, where awards fell from six to two from FY 2005 to FY 2008, and in Construction Supervision, where awards fell from five to zero from FY 2005 to FY 2008. The declines are attributed to past funding problems which limited program marketing and purchases of equipment and software. A faculty member has agreed to coordinate both programs and is taking many steps to re-invigorate them. Our establishment of the Maryland Center for Construction Technologies (MCCT) will provide for a facility with equipment and laboratories for a wide range of training for jobs in the construction industry. The MCCT will support increases in awards for Engineering Technology by raising enrollment in courses related to construction. The program will be marketed as part of BCCC’s Workforce Pipeline Solutions campaign, which will include extensive media advertising. Workforce Investment scholarships will enhance enrollment within the next few semesters. The Coordinator has been promoting the program with green construction principles incorporated. Grants, such as the MHEC-BRAC Grant, will support enrollment and two short-term certificates to meet the needs of a larger audience are being developed for submission to MHEC. Enrollment in Electronics Technology/Telecommunications and Construction Supervision increased in fall 2008 and is expected to raise more as we implement the various initiatives. These initiatives will also increase the total awards in Engineering Technologies.
COMMUNITY OUTREACH AND IMPACT

BCCC’s 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, public schools, and employers. The entire BCCC community, including students, is actively involved in serving the needs of Baltimore City.

Student Involvement

BCCC’s students are actively involved in community outreach activities. BCCC students manned voter registration tables on all campuses throughout the election season and registered nearly 2,000 voters. BCCC also hosted an open-forum panel discussion related to race relations. The Student Governance Board (SGB) sponsors free lectures, concerts, and activities open to students and the community. The Dental Hygiene Clinic’s Senior Week was filled to capacity offering consultations to senior citizens from across the city which included free oral cancer exams, x-rays, cleaning, and fluoride treatments. Panther Pride, or spirit week, is held annually and the community can participate in events on campus. Adult Education and English Language Services (AEELS) students organized an International Film Festival for the community.

Business Organizations

BCCC is a member of many business organizations that play key roles in the city’s economic development, including the Greater Baltimore Committee, Greater Baltimore Alliance, Baltimore Area Convention and Visitors Association, Downtown Partnership, Maryland Chamber of Commerce, and Greater Mondawmin Coordinating Council. The Governor’s Workforce Investment Board and the Baltimore Workforce Investment Board are key in meeting local and state workforce needs and our participation conveys our presence to a wider audience in need of our programs and services which align with critical skill shortage areas identified by the Boards.

BCED Off-Campus Programs and Partnerships

BCED has a long history of partnerships with business, industry, community, BCPSS, and government organizations. Many of the activities take place off-campus across the city. We have been a resource for senior adult learners for over 30 years, offering flexible schedules and affordable fees. Arts and crafts, photography, dancing, and aerobics classes are held at Waxter Senior Center as well as introductory computer classes. Other city locations include the Senior Network of North Baltimore, Hatton Senior Center, and Southwest Senior Center. Future activities will focus on baby boomers nearing traditional retirement age who still want to learn and contribute. The Refugee Youth Project (RYP) is a partnership with the Walters Art Museum (WAM), Maryland Institute of Art, and BCPSS for an after-school program at three middle and high schools for newly-arrived refugee youth. In addition to academics, they create and study art at the WAM. The RYP is funded by the Maryland Office of Refugees and Asylees and WAM donates an AmeriCorps volunteer. The students created a festival of maps and a quilt, both of which were displayed at WAM and City Hall. BCCC remains the city’s largest provider of
literacy training with 130 free or nearly free Pre-GED, GED, ESL, and Youth Empowerment courses at over 80 city sites.

**Partnerships: BCPSS**

BCED partnered with the Baltimore Alliance for Careers in Healthcare (BACH) to pilot the six-week Pre-College Summer Math Program to 23 students from three BCPSS high schools. Held at the Harbor Campus, it offered seniors a mix of math, test-taking skills, and career orientation/development in addition to science-oriented field trips. Students earned a stipend for attendance through the Mayor’s Youth Works program. Students met with staff from our Admission Office and many expressed an interest in enrolling at BCCC. In 2008, the ELI hosted the second “My Baltimore” ESL High School Summer Program; juniors and seniors from three BCPSS high schools were admitted for a daily intensive program emphasizing academic skills development, college preparation, and familiarization with the Baltimore area. They attended presentations by the Admissions Office and academic program offices, used career exploration software, toured the Liberty Campus, and enjoyed field trips in Baltimore City and Washington, D.C. BCED’s Business and Industry Services (BIS) and the Maryland Center for Environmental Training (MCET) will hold a three-year Water Treatment Technician program for the city’s Bureau of Water and Wastewater. Apprentices will get 150 hours of classroom instruction each of the three years in which they are employed. To meet the city’s need for apprenticeship opportunities, BIS, BCPSS, and the Associated Builders and Contractors partnered to offer ‘Year 1 Apprenticeship’ for electrical trades to 23 Mergenthaler Vocational High School students. ‘Kids in College’ is a partnership among BCED, BCPSS, and the Reginald Lewis Museum (RLM). Gifted and Talented program students enroll for eight-week classes at the RLM in archaeology, storytelling, cultural heritage, music, and dance taught by RLM staff, culminating in an archeological dig at Liberty Campus. MHEC awarded the Computers, Mathematics, Engineering, and Sciences Department with a Maryland Access Challenge Grant to partner with Booker T. Washington Middle School. It funds weekend and summer Science, Technology, Engineering, and Mathematics (STEM) projects to prepare high-risk/low-income students for college. The parents are also given information on the benefits of higher education and opportunities available.

**Workforce Needs**

Under the Refugee Employment Training Program (RETP) grant, BCCC trained 50 refugees as Geriatric Nursing Assistants (GNA) while our partner, Lutheran Social Services, found them employment. Several were placed at the Keswick Nursing Home (KNH). KNH contacted BCCC directly for training of additional refugees to be held at KNH. Training included clinical practice and the English for Special Purpose in Healthcare course to help them develop necessary English speaking and listening skills. Opening in fall 2009, the ‘BCCC Life Science Institute @ UMBio’ will prepare 200 students a year for the high-demand jobs projected for Maryland’s health and biotechnology industries. Housed at the University of Maryland at Baltimore’s new Biomedical Research Park, the Institute will offer students enrolled in pre-professional programs access to University researchers and facilities, area biotechnology businesses, and internship opportunities.

**Community Programs and Events on Campus**
Our community outreach initiatives also include extending the resources of campus facilities to community, business, and public service organizations for meetings and special events. WIZ-TV 13 used BCCC’s physical education facility to film their colon cancer prevention public service commercials. In an open forum at Liberty Campus, members of the 40th Maryland Legislative District delivered a comprehensive ‘Report to the Community’ on the outcomes of this year’s General Assembly. Community members took advantage of the invitation to hear the report and ask questions regarding state legislation, policy, and funding. This is the third year that Senator Catherine E. Pugh and Delegates Frank M. Conaway, Jr., Barbara A. Robinson, and Shawn Z. Tarrant have selected BCCC to host this important community outreach event. Our long-standing relationship with AARP is leading to the creation of a BCCC senior volunteer program this summer, with benefits including facilities use, reduced tuition, and bookstore discounts. Liberty Campus hosted Dr. Ben Carson as the keynote speaker of the graduation ceremony for the Take Back the City Winning Teams Mentoring program, sponsored by the State’s Attorney’s Office.

Our outreach also includes inviting the community in, to take advantage of the services and expertise of our faculty, staff and programs. BCCC’s first annual Community Parenting Fair drew over 100 participants from the community. Exhibitors included the Girl Scouts of Central Maryland, Baltimore City Fire Department, and American Heart Association. The first annual International Heritage Day – Nepali Cultural Day was celebrated with members of the city’s growing Nepalese community along with the Nepali Ambassador to the U.S.; Nepali students comprise the largest share of our international students.

**Community Fairs and Festivals**

Community fairs and festivals present an ideal opportunity to inform the citizenry of the credit and non-credit educational opportunities at BCCC. ESL staff participated in the College’s booth at the Hispanic Festival to share information. This year BCCC participated in the African American Heritage Festival as well as She Matters (women’s retail college fair), Goodwill Industries Career and College Fair, and various community college and career fairs.

**Information Dissemination**

For notification and promotion of events, the College distributes press releases and public service announcements regularly to a wide variety of print, broadcast and online news media, as well as postings with publication calendars, the BCCC Website, and those of regional community and business organizations. BCCC also aggressively pursues media interviews and story placements. Among the College’s most effective communication venues are regular public affairs interviews and public service announcements on BCCC-owned and operated WBJC 91.5 FM, the leading classical music radio station in the Baltimore/Washington region with nearly 200,000 listeners in six-states. College-produced publications, such as class schedules, course catalogs, and notices of upcoming events are available in community buildings, including libraries and adult-learning sites. BCED’s Kaleidoscope newsletter is sent to over 200 businesses and government or non-profit agencies. Further, we utilize an electronic message board at the entrance of each campus. BCCC published a Report to the Community, which documents institutional achievements from 2006 to 2009—including BCCC’s growing economic impact—in areas of interest to key stakeholders.
COST CONTAINMENT

Significant cost containment actions adopted by the institution in FY 2009 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.

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<th>Cost Containment or Reallocation Action:</th>
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</tr>
<tr>
<td>None Reported</td>
<td></td>
</tr>
<tr>
<td>Improved Efficiency:</td>
<td></td>
</tr>
<tr>
<td>Re-engineered workflow of business process by:</td>
<td></td>
</tr>
<tr>
<td>Utilize in-house architect to reduce outsourcing of architectural service</td>
<td>90,000</td>
</tr>
<tr>
<td>Assign HVAC and maintenance projects to in-house project managers reducing outside contractual services</td>
<td>55,000</td>
</tr>
<tr>
<td>Streamline evening and weekend services ;reduction in contractual staffing and associated cost</td>
<td>68,666</td>
</tr>
<tr>
<td>Cost Savings:</td>
<td></td>
</tr>
<tr>
<td>Reduction of adjunct faculty and part-time support staff positions</td>
<td>329,657</td>
</tr>
<tr>
<td>Decrease in postage by using increased electronic data transfer</td>
<td>3,413</td>
</tr>
<tr>
<td>Decrease in travel</td>
<td>4,850</td>
</tr>
<tr>
<td>Reduction in contractual services (temporary, maintenance contracts, etc.)</td>
<td>75,543</td>
</tr>
<tr>
<td>Automation of business processes resulting in reduction in supplies</td>
<td>23,766</td>
</tr>
<tr>
<td>Consolidation of deferred maintenance projects</td>
<td>77,000</td>
</tr>
<tr>
<td>Deferment of new and replacement equipment acquisition</td>
<td>21,704</td>
</tr>
<tr>
<td>Total Cost Containment</td>
<td>$749,599</td>
</tr>
</tbody>
</table>

Source: BCCC Budget Office