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

State Plan Goal 1. Quality and Effectiveness: “Maintain and strengthen a system of postsecondary education institutions recognized nationally for academic excellence and effectiveness in fulfilling the educational needs of students and the economic and societal development needs of the state and the nation.”

BCCC has many partnerships underway with the Baltimore City Public School System (BCPSS) designed to align our programs and services with theirs. The College currently has 11 Tech Prep agreements that apply to all BCPSS high schools with the appropriate Career and Technical Education programs. BCCC offers one of the three federally funded Upward Bound (UB) Programs available in Baltimore City.

While the successful-persistor rate for developmental completers has fallen, that group’s rate is more than twice that of developmental non-completers (Indicators 10b and 10c) and 11 percent higher than that of college-ready students (Indicator 10a). The four-year developmental completion rate fell to 27 percent (Indicator 9). The vast majority of our students need developmental education; thus, BCCC is committed to enhancing these courses as described in our response to the Commission’s second question (page 7).

In order to improve student retention and success, the Academic Advising Council developed a proposed academic advising model based upon the results of student and staff focus groups which were conducted to evaluate BCCC’s advising experience. Recommendations support mandatory advising through requiring all advisors to be trained and sign a contract outlining what occurs in advising sessions and requiring students to meet with an advisor at least twice per semester. BCCC is also institutionalizing the Performance Alert Intervention System (PAIS), a web-based referral system which faculty use to report students who display behaviors that can inhibit academic success. Such behaviors include tardiness, missed assignments, erratic attendance, inappropriate class behavior, and poor performance. Referred students are notified by mail and e-mail and are encouraged to meet with their division advisor. By October 2009, 2,256 students were reported through PAIS, of whom 1,430 received an alert other than “never attended” and were provided intervention; 63 percent of them returned in spring 2010.

A First Year Experience (FYE) program is also recommended where faculty and professional advisors will collaborate for a critical thinking and developmental advising approach to retain a high-risk student population. The PRE 100 (orientation course) curriculum will be redesigned so that faculty can help students develop the critical thinking skills they need, especially in core curriculum classes, while academic advisors help students evaluate their educational goals and identify realistic strategies to achieve them. Another part of PRE 100 will be Academic and Career Advising portfolios for specialized advising focusing on the specific needs of this targeted group. BCCC will continue monitoring each course component and the faculty and student results to refine efforts. In consultation with the Program or FYE advisor, each student develops a plan for successful transition into the College connecting them to specific academic support resources suited to their individual needs. Innovative aspects of the program will include a campus-wide FYE Advising Committee that will coordinate the program and develop yearly professional development opportunities for faculty and professional advisors working with new
FYE students; a website with links and resources for advisors; proactive advising; academic monitoring and active intervention; a campus-wide campaign of calling new students who applied to be full-time but have not registered; and transition meetings of the FYE Coordinator and Academic Deans/Chairs to place students with appropriate faculty advisors. The program will connect students with academic advisors early in their college careers. Research shows that students who meet with advisors in their first semester will have higher GPA’s and retention and graduation rates than those who do not regularly meet with advisors.

The Office of Articulation and Partnerships has instituted 76 program agreements with 12 senior institutions since 2006. Transfer workshops were held to help students use ARTSYS (an online source of statewide transfer information) and to make good decisions regarding course selection and transfer. Transfer fairs were held on campus with representatives from public and private senior institutions. These initiatives are designed to improve transfer outcomes and maintain the high level of graduate satisfaction with educational goal achievement (Indicators 12, 13, and 7).

**State Plan Goal 2. Access and Affordability:** “Achieve a system of postsecondary education that promotes accessibility and affordability for all Marylanders.”

In addition to the Liberty Campus, the Business and Continuing Education Division (BCED) at the Harbor Campus offers full registration services to credit and non-credit students. BCED provides the diverse downtown population with one stop for admissions, testing, registration, payment, and counseling services. Additionally, BCED offers registration and testing at the Reisterstown Plaza Center (RPC) and at multiple sites throughout Baltimore City. BCCC offers free Pre-GED instruction at over 60 sites throughout the City.

All first-time, full-time students must attend a New Student Orientation (NSO) session prior to enrollment. NSO covers important information on financial aid, registration, public safety, student responsibilities, faculty expectations, disability support services, and much more. Traditionally, the NSO was offered face-to-face. An assessment showed that time and space constraints were creating a barrier for enrolling new students. In response, online NSO was launched in July 2009. Nearly 300 more students were served in 2009 than 2008. Data showed that part-time students who attended NSO were more likely to be retained than those who did not; therefore, the NSO will be required for first-time, part-time students, too, in fall 2011.

As a bridge from BCPSS, BCCC provides opportunities for advanced high school students to participate in the Early College Enrollment program; 867 high school students have been enrolled over the past six years. The Summer Bridge program is also being implemented to create a bridge from high school and to combat the attrition rates of under-prepared first-year students.

One of the best tools BCCC has to increase its course offerings has been to expand our online course offerings. BCCC’s enrollment in online credit courses continued to grow tremendously (Indicator 5a). The survey of online students (1,210 respondents) showed that 29 percent were enrolled only in online classes, five percent more than in 2009, and 93 percent said they would take another online course at BCCC.
BCCC students often come from challenging socio-economic backgrounds. The federally funded Student Support Services program (TRIO/SSS-STAIRS) 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 program enrolled 262 participants in the 2009-2010 academic year. Program participants receive individualized, intensive support services. Seventy-five percent (of 237) of students served in fall 2009 returned in spring 2010 and 63 percent of those served in 2008-9 had graduated, transferred, or returned in fall 2009.

BCCC’s enrollment in non-credit basic skills and literacy courses increased by nearly 400 students in FY 2009 (Indicator 30a), where BCCC has exceeded its 2010 Benchmark by 29 percent, and BCED’s English Language Services (ELS) program’s full-time equivalent students (FTES) increased by ten percent. The eligible FTES for Pre-GED/GED rose by five percent in FY 2010 and by nine percent for ELS. The strongest growth has been in the refugee programs due to strong partnerships. A refugee scholarship was established this year and the program received additional grant funds to support free ELS instruction to adults and youth. BCCC remains the main provider of ELS education in Baltimore City and the only provider of refugee services in Maryland. In order to meet specific student needs, ELS further expanded its diverse course menu to include Reading for Healthcare, English for Construction, English for Health Purposes, and English Fluency. In conjunction with the Mayor’s Office of Employment Development, a tutorial was developed to assist ESL clients with accessing one-stop services. While BCCC’s enrollment in community service and lifelong learning decreased (Indicator 29), FTES in courses for seniors increased and was a growth area in our contract training programs.

To ease the transition of English Language Institute (ELI) students into credit courses, BCED introduced innovative strategies through the ELI Science, Technology, Engineering, and Mathematics (STEM) learning community. Students are co-enrolled in ELI and credit courses with intensive support, embedded tutoring, and contextualized ELI coursework. ELI student advisement has been expanded through the College Link Activities program. Mandatory Student Orientation was implemented for all ESL students. Individual Learner Plans were developed to monitor student goals for continued learning and skills development. New Individual Success Plans were implemented to help build basic math and reading skills. ELI focus groups were held and student surveys were administered throughout the ESL program; both showed high levels of satisfaction. Classroom presentations were held to ease the transition from ABE to credit courses and programs. All ABE and GED students were given accounts for SkillsTutor online software.

The low incomes, great personal responsibilities, and arduous job schedules characteristic of most BCCC students have always made affordability a key issue in providing accessibility to our students. Many BCCC students receive Pell grants and other financial aid. Students can now complete their FAFSA online in the Financial Aid Office. BCCC strives to keep tuition and fees at a fraction of those for Maryland public four-year institutions (Indicator 6). The percentage of expenditures on instruction remained stable at 47 percent and the percentage of expenditures on instruction and academic support increased to 53.5 percent in FY 2009 (Indicators 31 and 32). BCCC remains committed to providing accessible, affordable, and high quality education.
Goal 3. Diversity: “Ensure equal opportunity for Maryland’s diverse citizenry.”

The percentage of minority student enrollment at BCCC has always exceeded the corresponding percentage in the service area; 91 percent of BCCC’s fall 2009 enrollment were minorities, compared to 67 percent of the city’s population (Indicators 14a and 14b). Minorities constituted 61 percent of full-time faculty and 72 percent of full-time administrative/professional staff (Indicators 15 and 16). BCCC advertises via many venues to recruit a diverse candidate pool.

African-Americans comprise the majority of BCCC’s students, thus their Successful-Persistor Rates and Graduation-Transfer Rates (Indicators 17 and 18) are relatively close to college-wide outcomes (Indicators 10 and 11). The plans and data discussed elsewhere apply to successful persistence, graduation, and transfer outcomes for African Americans and other minorities.

Goal 4. Student-Centered Learning: “Achieve a system of postsecondary education that promotes student-centered learning to meet the needs of all Marylanders.”

Because not all BCCC students come equipped with computer skills, BCCC’s library offers free technology training sessions to students throughout the semester. Topics include PowerPoint Basics, Excel Basics, Word for MLA Papers, and Word for APA Papers. Students also come to BCCC without things most people take for granted, such as dependable health care. BCCC’s Health and Wellness Center (HWC) is open year round to service student health needs. Trained personnel educate and promote preventative health strategies and coordinate referrals. Services include annual health fairs; blood pressure and diabetes screenings; immunizations; HIV and pregnancy testing, first aid treatment; seminars; flu vaccines; and pamphlets on health topics.

Our students have varying goals for enrolling at BCCC. BCCC’s survey of non-returning students in the spring 2010 cohort showed that 66 percent had completely or partly met their educational goal before leaving BCCC (Indicator 8). It is important to note that 77 percent of those that did not meet their goals indicated that they hope to return to BCCC in the future. Personal reasons, financial issues, and employment demands were major reasons for attrition, a fact that reflects the significant economic challenges faced by most of the service population. Community college students often “stop-out” for financial, family, and employment reasons and return in subsequent years as conditions allow.

In an effort to further develop a learning community atmosphere, the Office of Judicial Affairs was developed to provide students with a learning experience involving due process, respect, accountability, self-governance, personal and institutional integrity, honesty, and citizenship in accordance with the goals of the College. “Passport Leadership,” a student leadership program where student participants learn and cultivate leadership skills, was launched this year.

Goal 5. Economic Growth and Vitality: “Promote economic growth and vitality through the advancement of research and the development of a highly qualified workforce.”

To help students prepare for their careers, the Career Development and Job Placement Center hosted a Career Week this spring with workshops to learn techniques for winning resumes, interviewing, and dressing for success. Students take an electronic career inventory and build
career portfolios. The Maryland Department of Labor presented information about BRAC and BRAC jobs coming to Maryland. A career fair and Employer Visibility Day were held; selected employers were invited on campus to interview BCCC student full- and part-time job-seekers. In response to the growing demand for STEM professionals, BCCC created the BCCC Life Science Institute (LSI) at the University of Maryland BioPark. It opened in August 2009 and is a state-of-the-art bioscience instructional facility linking BCCC’s associate degree and non-credit programs with the apparatus of a major research university. BCCC’s Environmental Science, Biotechnology, Venipuncture, Certified Nursing Assistant, and the Science Transfer option (of the Arts and Sciences Transfer program) programs are offered in their entirety at the LSI. BCCC also opened the Maryland Center for Construction Technologies (MCCT) in fall 2009 to provide training for entry level construction jobs. Various credit and non-credit construction training programs are being developed for this site. The focus in ESL was shifted to preparation for continued training and employment through infusion workplace education and specialized employment preparation courses. English language offerings were expanded for those with limited English proficiency to enhance success in the workplace. English for Special Purposes is one of the specialized courses. In spring 2009, the Workforce Creation Scholarship program was implemented to recruit and retain students in Maryland’s workforce shortage areas. To date, 79 students have been awarded full scholarships to pursue careers in education, human services, allied health, construction management, and biological sciences.

BCCC’s licensing examination and passing rates remain high (Indicator 23). In the non-credit area, many initiatives are underway to increase enrollment in workforce development, continuing professional education, and contract training (Indicators 24, 25, and 27). In FY 2010, BCCC’s enrollment BCCC increased its number of contract training partners in FY 2009 (Indicator 26). BCED’s partnership with the Construction and Energy Technology Education Consortium kicked off the Weatherization Certificate Program. To date, BCED has served 149 participants in the Weatherization Program. Through a contract training agreement with Chesapeake College Child Resource, BCED offered Emergency Preparedness Training for Childcare Facilities. Over 200 participants left with detailed plans for their facilities. BCED contracted with the Hampstead Hill Academy to train staff in command Spanish and partnered with MOED Career Centers to promote job placement services for students. BCED is currently in the search process for a new Director of Workforce Development and Community Education. In FY 2010, the eligible FTES in open enrollment workforce training rose by four percent. BCCC’s survey of employers’ satisfaction with contract training services showed 100 percent satisfaction for the fourth year (Indicator 28).

Response to Commission Questions

1. Annual unduplicated headcount (Indicator 1b) - In FY 2008, BCCC enrolled 10,312 credit students. This represents the lowest number of credit students enrolled at the college in at least the last four years, and is far below the college’s FY 2010 benchmark of 12,100 students. Explain the reason for the consistent decline in the number of credit students enrolled, and provide a summary of institutional plans to reverse this downward trend.

BCCC’s unduplicated credit headcount increased slightly in FY 2009 to 10,546 and increased more in FY 2010 to 11,189. However, BCCC did not experience the enrollment growth of other
community colleges in the state in 2009, which was expected due to the economic downturn that typically contributes to enrollment growth. A few one-time factors are believed to have been responsible for BCCC’s modest growth. First, closing the Harbor Campus Bard Building in phases resulted in enrollment losses that were not immediately or entirely replaced by the opening of the MCCT or the LSI at BioPark. Second, the poor economy forced the Baltimore City Police Department to cancel a contract with BCCC. Third, the Baltimore City Fire Department’s budget cuts included reducing the number of candidates admitted to the program and, therefore, the number of BCCC courses. Going forward, BCCC anticipates increases in credit enrollment. This will be a result of strengthened and strategic collaboration among the Marketing and Enrollment divisions as well as increased marketing efforts aimed at creating a credit enrollment pipeline from among non-credit program students. The “I Did It, You Can Too” campaign will be enhanced, focusing on real-life student success and employment stories. Finally, an environmental scan, to be conducted in the coming year, will better inform strategic planning and marketing strategies based on BCCC’s market positioning. Marketing resources will also support and advance the continued growth of online courses and enrollment to add to our credit headcount. Additionally, retention should increase due to implementation of the PAIS system (discussed earlier) to identify and help students having difficulty early in the semester. The Student Affairs and Academic Affairs Divisions are collaborating, with representatives from across the College, in the Strategic Enrollment Management and Retention Committee to manage student enrollment and retention and improve student and institutional outcomes.

2. Developmental completers after four years (Indicator 9) - For the fall 2002 and 2003 cohorts the rate of developmental completers after four years increased to 34% from 30% for the fall 2001 cohort. However, the rate for the fall 2004 cohort dropped and again returned to 30%. What is the explanation for the drop in this rate, and what new plans or initiatives has the campus introduced to ensure that more students successfully complete their developmental course requirements?

In fall 2004, some changes to developmental education courses were introduced, resulting in more rigorous standards for course completion. Although these changes increased successful-persistence rates for the fall 2004 cohort of developmental completers, the developmental completion rate fell. Subsequently, a second developmental reading course was introduced, placement test review sessions were provided, the “Second Chance” program was implemented for developmental math, and more developmental sections were offered through the new twelve-week cycle. Additionally, the Center for Academic Achievement provides tutoring in English, math, and reading free of charge on an individual or small group basis. However, these changes have yet to yield consistent improvements among the eight developmental courses, thereby preventing BCCC from meeting its developmental completion targets.

The President convened the Developmental Education Task Force to research best practices in developmental education and recommend initiatives that would ensure improved developmental completion rates for future cohorts. The Task Force conducted extensive research in literature, the field, and visits to other institutions. The Task Force has developed into a standing committee that works with the academic departments, the Student Affairs division, and BCED concerning the implementation of ongoing institutional, program, course, and classroom strategies to improve student success in developmental courses.
In order to raise the developmental completion rate, the Developmental Education Committee has established the following charges for fall 2010:

1. Reduce the number of semester hours in developmental English, reading, and math for fall 2011 registration.
2. Align all developmental English, reading, and math curriculum “up and down” for fall 2011 registration.
3. Identify the lowest Accuplacer placement score ranges for ENG 80, RDG 80, and MAT 80; develop placement and implement instructional approaches for the students for scheduling for the fall 2011 registration.
4. Identify and implement standardized diagnostic tests for developmental English, reading, and math courses to determine students’ learning gaps and the extent of those gaps, and develop modules to address the learning gaps.

The committee will form workgroups to align the curriculum. The final report from the committee will be completed in December 2010. In January 2011 the revised courses will be submitted to the College’s Curriculum Instruction Committee for review and approval. In the spring of 2011, the developmental courses will be updated for fall 2011 scheduling and registration.

3. Graduation-transfer rate after four years for African American students (Indicator 18a) - The graduation-transfer rate after four years for African American students in the fall 2004 cohort was 23%, and this rate has ranged between 22%-25% for the last four years. The rate continues to fall well below the college’s benchmark of 30% for the fall 2006 cohort.

In the nursing and allied health programs, most students do not immediately transfer to a senior institution. The degree/certificate enables them to obtain employment immediately or right after they complete their registration, licensure, or certification exam. There were 94 graduates in 2007, 95 in 2008, 85 in 2009, and over 100 in 2010.

The following four key factors need to be noted and addressed in order to improve graduation-transfer outcomes for African-American students. First, most entering students require developmental education (Characteristic B.). Therefore, BCCC students are more likely to take longer to complete graduation requirements. In a four-year period, the successful-persistence rate is consistently higher than the graduation-transfer rate since so many students begin college with a required load of zero-credit developmental courses. Second, BCCC has not yet been able to enhance its developmental education courses sufficiently to raise the number of students successfully completing the courses (Indicator 9). Third, when BCCC does enhance its developmental education courses, the successful-persistence and graduation-transfer rates will both rise (compare Indicators 10b and 11b with 10c and 11c). Fourth, successful-persistence and graduation-transfer rates for BCCC as a whole reflect mostly those for African American students, given the high proportion of African Americans in the student body (Indicator 14a). Consequently, the initiatives undertaken in response to the need for raising the developmental completion rate (previous question) shall also result in raising the successful persistence and graduation-transfer rates for African Americans at BCCC. Furthermore, BCCC has enhanced its
two advising/support programs specifically targeted toward African American students in order to enhance the likelihood for their academic success: “Quest” for men and “Women with Extraordinary Determination for Success” for women.

4. Occupational program associate degrees and credit certificates awarded in data processing (Indicator 19b) - The number of certificates and degrees awarded in data processing decreased from 34 in FY 2007 to 16 in FY 2008. The current figure marks the lowest number of awards in this area in at least the last four years, and is well below the college’s benchmark of 62 awards.

Several factors may have contributed to the low enrollments and graduation rates in the Computer Information Systems (CIS) and related programs; most of the factors have been addressed. CIS programs require constant retooling to keep up with the dynamic nature of the field. A new program coordinator is aggressively revising the programs with recommendations from the enhanced Program Advisory Committee which consists of members from the private and public sectors. Revisions include modifying the course contents, implementing adaptive course scheduling, and textbook changes with hands-on instructional delivery. More students have enrolled in the programs and the downward trend in awards is beginning to reverse upward (the number of graduates increased from 8 in 2009 to 11 in 2010). New certificates are also being developed to attract a new group of students including Computer Gaming and Simulations, Cyber Security, and Computer Graphics. Aggressive efforts are underway to retrain returning students and to add more articulation agreements with high schools and four-year institutions.

5. Occupational program associate degrees and credit certificates awarded in public service (Indicator 19f) - The number of certificates and degrees awarded in the field of public service has decreased from 162 in FY 2005 to 133 in FY 2008. The current number of awards marks the lowest number of certificates and/or degrees in this area in at least the last four years, and is well below the college’s FY 2010 benchmark of 213 awards.

In the public service area, the loss of several full-time instructors, a move from the Harbor to Liberty campus, enrollment declines, and the end of long-term contractual partnerships have all contributed to the decline in the number of degrees and certificates awarded. In the Allied Human Services program, two full-time faculty retired. With only two full-time faculty left, many courses could not be offered. BCCC will reverse the trend by hiring two full-time faculty and establishing a program coordinator to oversee the fieldwork. The Special Education Certificate is being rewritten to reflect the current needs of education professionals. The Early Childhood Education Degree program maintained its enrollment while the MSCCA Training Certificate’s declined. BCCC is working to rebuild the connection with BCPSS which will increase enrollment and awards. In 2008, the Police Academy ended its relationship with BCCC due to budget constraints, resulting in enrollment declines in the Correctional Administration and Law Enforcement programs. The Police Cadet program also ended in 2009 and the coordinator left BCCC. With these losses, the Criminal Justice Program suffered. However, a new program coordinator has been appointed who has been working to rebuild the program. The Legal Studies program lost two full-time faculty in 2008, one of whom was the program coordinator. The move from the Harbor to Liberty Campus affected enrollment, too. A new program coordinator, hired in 2009, has been rebuilding enrollment by recruiting students from local law offices and holding summer courses in legal studies for the first time.
Community Outreach and Impact

BCCC’s Strategic Plan calls for strengthening community outreach and the College remains 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 is actively involved in serving the needs of Baltimore City.

Student Involvement

The Student Activities department has partnered with Baltimore Rising to mentor local middle school students. The College received an award for mentoring excellence.

BCED Off-Campus Programs and Partnerships

BCED continued to offer free literacy, pre-GED, and GED preparation courses. This year they were offered at more than 60 sites throughout the City. BCED expanded its partnerships with immigrant service providers and employment agencies, as well as the Walters Art Gallery and other art institutes in support of adult and youth programming. A partnership with MOED led to the Youth Opportunity Program to provide youth with online coursework to earn their high school diploma. BCED offers program services for seniors at centers throughout the City. In the fall, BCED partnered with St. Bernadine’s Catholic School to train sixth, seventh, and eighth graders in Spanish I. BCED offered the Alternative Option Diploma through the GRIGGS International Diploma Program for out-of-school and under-credited youth to earn a high school diploma. BCED contracted with the Baltimore Head Start Program to offer command Spanish to staff and teachers.

BCED’s new partnership with Experienced Corps, an education grantor for seniors, created a new recruitment pool of seniors. BCCC brought new senior centers aboard this year and increased its “open enrollment” component through aggressive marketing, expanded course offerings, and competitive pricing. Courses include computer literacy, financial literacy, PowerPoint, Spanish, and leadership development.

Partnerships: BCPSS

BCCC has forged a partnership with BCPSS since 1994 by providing outreach services through the TRIO Talent Search program to population of 600 students each year who are among the least likely to pursue, attend, and complete a program of postsecondary education. Students whose families are classified as low-income and first-generation college students constitute at least two thirds of the population served. Early intervention services are provided to middle school participants to assist them in choosing courses in grades six through eight that will help them lay a strong academic foundation for the pursuit of rigorous academic classes once they arrive at the high school level and, ultimately, to be adequately prepared for college. Participants attend workshops on conflict resolution, relationship building with peers and authority figures, career exploration, study skills, time management, and mentoring. Numerous students are simultaneously enrolled in special programs to enhance their learning opportunities, such as
regional math/science programs (housed at colleges and universities in a six-state area) and other enrichments activities to broaden their experience connecting classroom learning experiences to life and the need for higher education. High school students are given intensive support services that include an individual educational plan to map out their high school academic and co-curricular plan to prepare them for higher education. They also participate in activities to inform them about college admissions and financial aid, career opportunities and pathways, test preparation, personal/social counseling, study skills, time management, and cultural exposure to heighten their awareness as they make decisions about college, career, and life. Talent Search students go on visits to two- and four-year college and university campuses for a first-hand look at college life and experiences. The 2008-9 annual performance report submitted to the USDE showed that of the non-high school senior participants, 96 percent were promoted to the next grade level and of the 2009 graduating seniors, 91 percent enrolled in college by fall 2009.

Founded in 1966, BCCC’s Upward Bound Program is designed to help high school students reach college by providing guidance and academic and personal support. Each year the program serves 85 students recruited from eight BCPSS high schools. Each fall, about 30 percent of the graduating seniors begin their college careers at BCCC. Eligible students live in households where parents or guardians do not have a degree at or above the bachelor’s level. The program consists of Saturday sessions, after school tutoring, a summer residential program, and a college bridge program. The program maintains community partnerships with the University of Maryland School of Social Work; the University of Maryland Extension Service (4-H Teen Corps-Leadership Initiative) and the Baltimore College Access Providers Consortium; Mayor’s Office of Employment Development; and Towson University.

The Student Affairs Division began its Pathway to Excellence - Skills 2 Compete Parent and Student Mentoring and Educational Initiative, a partnership with BCCC, the Department of Social Services, and Grove Park Elementary/Middle School. This unique five-week intensive mentoring and educational program provides individual and group learning experiences for middle school students and their parents. It provides information on career and educational options and behavioral expectations as students create plans for their futures with a focus on education as the pathway to excellence, success, and better lives for them and their families.

BCED expanded the after school program for youth in partnership with the BCPSS’s English for Speakers of Other Languages (ESOL) Office to provide ESOL services including homework help, art instruction, college preparation, and mentoring to refugee youth at four schools. BCCC offered a summer program for BCPSS ESOL high school students on campus, a program which included academic college preparation and College Link Activities.

BCED also partnered with BCPSS to provide adult literacy and computer training for parents of school-aged students and also provided a Credit Recovery Program for under-credited youth using the online NOVEL software.

**Community Programs and Events on Campus**

BCCC’s community outreach initiatives also include extending the use of campus facilities to community, business, and public service organizations to help them meet their goals in the
community. They use College space for meetings, conferences, and special events. Examples of such non-profit organizations include Dress for Success, the U.S. Census Bureau, Camp SuperKids, Alzheimer’s Association, AARP, and Narcotics Anonymous. BCCC has supported the efforts of local government through providing space for the events of the Baltimore City Department of Planning and the Baltimore City Council.

BCCC plans and host activities that are fun for the whole family including the BCCC Community Flea Market, Nigerian Day, the WBJC Classical Concert for Youth, and the BCCC Child Development Program’s “Grimm’s Fairytale Children’s Festival,” and family movie nights.

Two health fairs are held annually for the BCCC and surrounding communities. Approximately 250 people attend each health fair, which sponsors health care providers from the Baltimore City community. Cholesterol, diabetes, vision screening, blood pressure screening and fat caliper testing are done free of charge for all attendees. Additionally, the Baltimore City Health Department conducted flu shot clinics for the community at large in the fall. More than 100 persons were immunized at these events. Baltimore Health Care Access came to the BCCC campus and provided information on the state’s free health insurance. Representatives provided one-on-one sessions where individuals could complete and submit applications.

BCCC’s Health and Wellness department and the Disability Student Support Services (Ascenders Club) partnered with the March of Dimes of Maryland to raise funds through participation in the annual Walk of Dimes. Information was distributed on campus regarding prevention of and impact of premature childbirth.

Community Fairs and Festivals

The Academic Affairs Division in collaboration with various members of the campus community delivered the Second Annual Community Parenting Fair. The purpose of the Fair is to improve parenting outcomes and reduce youth-related problems in Baltimore City.

The Student Affairs Division is planning a “Financial Literacy Fair” to improve the financial literacy among students and the community at large.

Information Dissemination

Every year workshops are held for the BCCC community to provide health care information and awareness on numerous topics. They include but are not limited to breast cancer awareness, colon-rectal cancer, women’s heart disease, sexual assault, and domestic violence.

BCCC provides staff as a resource for the community through the use of our Speaker’s Bureau, which is free of charge and BCCC staff go to the organization’s location to share their information. This year’s topics range from e-commerce to tap dancing. Other subjects include fundraising, grant preparation, and career counseling.
Cost Containment

Significant cost containment actions adopted by the institution in FY 2010 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>
</tr>
</thead>
<tbody>
<tr>
<td>Reduced Waste:</td>
<td></td>
</tr>
<tr>
<td>• None Reported</td>
<td></td>
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<tr>
<td>Improved Efficiency:</td>
<td></td>
</tr>
<tr>
<td>• Implemented a Project Management Model including managing renovation projects in-house utilizing in-house tradespersons</td>
<td>50,000</td>
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<tr>
<td>• Switching from roll-off containers for waste removal to commercial containers</td>
<td>5,508</td>
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<tr>
<td>• Postage savings - greater reliance on email, electronic notification, and direct deposit</td>
<td>26,326</td>
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<tr>
<td>Cost Savings:</td>
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<tr>
<td>• Environmental Services - eliminating proprietary cleaning chemical products and replacing them with GS 37 compliant multipurpose cleaners</td>
<td>20,116</td>
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<tr>
<td>• Complete closing of College (all facilities) during Spring Break and starting Winter Break one day earlier in addition to periodic staffing reductions (Furlough Plan)</td>
<td>822,297</td>
</tr>
<tr>
<td>• Student Affairs Division Reorganization including efficiency of operations and contractual staffing realignment</td>
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<td>• Contractual staff realignment - Internal Audit Office</td>
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<tr>
<td>• Realignment of Articulation and Partnership Office functions to Student Affairs (including salaries and fringe)</td>
<td>187,601</td>
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<tr>
<td>• Utility cost reduction - State negotiated lower rates in conjunction with closing of Bard building and implementing a light bulb replacement program</td>
<td>125,000</td>
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</tbody>
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Total Cost Containment $1,481,713

Source: BCCC Budget Office