MISSION

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.
State Plan Goal 1. Quality & 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’s graduate satisfaction with educational goal achievement rose from 92 percent to 98.7 percent (Indicator 1). As for attrition, students often “stop-out” for financial, family, and employment reasons and return in later years as circumstances allow. In a national survey (CCSSE, 2010), the two most likely reasons why our students thought they might withdraw from class or from BCCC were lack of finances or transferring to a four-year college or university, findings that were generally in line with those reported by other students elsewhere in other community colleges. Indeed, BCCC’s follow-up surveys of our non-returning students show that personal reasons, financial issues, and employment demands are most often cited for leaving BCCC and reflect the economic and personal challenges faced by the majority of the service population. On the other hand, 74.1 percent of those ‘non-returning’ respondents were satisfied with their educational goal achievement (Indicator 2).

Of non-returning students who were not satisfied with their goal achievement, 77 percent indicated that they hope to return to BCCC in the future. In fact, typically 20 percent of our fall headcount consists of returning BCCC students who had not attended the previous spring. More importantly, of 418 students receiving their first degree or certificate in 2010, 58 percent had “stopped-out” for at least one semester; on average, they had stopped out for 6.4 semesters.

BCCC’s overall successful completion rate for all students rose from 48 percent to 52.2 percent (Indicator 5d). This increase was due to a 7 percent rise for developmental completers and a 6 percent rise for developmental non-completers, which compensated for a decline among the small number of college-ready students (Indicators 5a, 5b, and 5c). As usual, developmental completers had by far the highest successful completion rate at 82.7 percent, as well as the highest graduation-transfer rate at 37.7 percent (Indicators 5b and 6b). Consequently, the key to raising completions and successful persistence lies in improving the developmental completion rate, which declined slightly to 19.0 percent for the 2006 cohort (Indicator 4). BCCC updated its trend data for this rate to be consistent with our new methodology for calculating the rate.

The College has many initiatives underway to increase our students’ retention, persistence, graduation, and transfer rates. The Promise Academy was developed to help retain our least-prepared students. The pilot conducted in summer 2011 for students placed into the lowest level of developmental mathematics included an intensive schedule, supplemental instruction, and mandatory tutoring. It resulted in a 97 percent passing rate that far exceeded the 58 percent earned by the comparison group in the traditional course.

The College has also completely redesigned the Developmental Education program to reduce students’ time to degree and increase successful completion; the model has been designed and provides for a gradual transition to full implementation fall 2012. This model reduces overall credits from 32 to 18, institutes a “diagnostic” tool that more closely identifies students weak
skill areas so they can be addressed, aligns developmental level courses to prevent gaps in instruction, combines reading and writing courses to increase content learning, and establishes a series of math modules that address various competencies to prevent students from being locked into 16-week courses.

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 246 participants in the 2010-2011 academic year. Program participants receive individualized, intensive support services. Of students served in fall 2010, 73 percent returned in spring 2011 and 61 percent of those served in 2009-2010 had graduated, transferred, or returned in fall 2010.

New Student Orientation is now required of all new students, both full- and part-time. Online orientation has been developed and implemented to give all new students greater access and flexibility in terms of completing the required orientation program. PRE 100 has been redesigned to include such topics as math anxiety, career exploration, and financial literacy. The First Year Experience (FYE) program was implemented and is focusing on students considered “high risk” for dropping out; these include first-time college students, first-generation college students, and academically underprepared students. The Performance Alert Intervention System (PAIS) was fully implemented and is now required of faculty. This web-based referral system has faculty and advisors partnering in identifying students’ obstacles and challenges. They work together to recommend appropriate interventions and provide referrals to college resources or community/social service agencies, as necessary.

BCCC graduates’ licensing examination passing rates remain very high with the Registered Nursing exam at 90.9 percent and the Licensed Practical Nursing, Physical Therapy, and Dental Hygiene all at 100.0 percent (Indicator 7).

BCCC remains committed to supporting student success by allocating as much of its resources as possible to instruction, academic support and student services (Indicators 8a, 8b, 8c, and 8d). This is reflected in the proportion of expenditures spent in each area, particularly instruction, which saw a nearly five percent increase.

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

To supplement services at Liberty Campus, the Business and Continuing Education Division (BCED) located downtown provides full registration services to both credit and non-credit students. BCED provides the diverse downtown population with one stop for admissions, testing, registration, payment, and counseling services. BCED also offers testing and registration at the Reisterstown Plaza Center (RPC) and at multiple sites throughout Baltimore City. BCED offers free pre-GED instruction and English as a Second Language (ESL) courses at over 80 sites through the City with statewide offerings in ESL and Citizenship Preparation.
BCCD’s annual unduplicated non-credit headcount remained relatively stable from FY 2009 to FY 2010 and fell again in 2011 (Indicator 9c). However, noncredit student full-time equivalents rose in 2010 and 2011. Activities to ease the transition of English Language Institute (ELI) students into credit courses continued through the ELI Science, Technology, Engineering, and Mathematics (STEM) learning community and the College Link Activities program for ELI student advisement. Mandatory Student Orientation continued for all ESL students and Individual Learner Plans remain part of the process. In the ABE program, new Individual Success Plans were implemented to help build basic math and reading skills. Transition Specialists delivered classroom presentations to ease the transition from ABE and ESL to credit courses and programs. ABE and GED students are given accounts for SkillsTutor and online skill-building software in math, reading, and life skills. New innovative strategies to facilitate access of ABE/GED and ESL students into certificate and degree programs included the Integrated Basic Education Skills Training (IBEST), a pilot program funded by the Department of Labor, Licensing, and Regulation (DLLR) and the Annie E. Casey Foundation to test this integrated basic skills-occupational skills training strategy for ABE and ESL students. ESL and GED students were trained in Certified Nursing Assistant and Construction Apprenticeship, employing the IBEST approach in which a basic skills instructor and a professional from the career team-teach the students. BCCC is part of a consortium of five community colleges in Maryland that were asked to pilot the approach. Throughout the nine-week intensive training, participants had weekly presentations on education and career development and a student coach to walk them through the processes of the College, external agencies, and some next steps. Twelve of 16 participants completed the intensive training program and received their certification at a celebration with speakers from the Maryland Board of Nursing and DLLR.

BCCC’s enrollment in continuing education community service and lifelong learning courses remained stable in terms of unduplicated headcount from FY 2009 to FY 2010; however, the course enrollments increased by nearly 300 in FY 2010 (Indicators 16a and 16b). Enrollment in continuing education basic skills and literacy courses continued to increase in FY 2010 in terms of both headcount and enrollments, with increases of 353 and 525 respectively (Indicators 17a and 17b). The strongest growth remained in the refugee programs due to strong continuing and new partnerships. The refugee youth program tripled in size with a three-year grand for $750,000 which funds the expansion of the after school and summer program for ESL youth. From FY 2010 to FY 2011, the student FTEs rose six percent in Pre-GED and GED and 12 percent in ESL.

BCCC’s annual; unduplicated credit headcount remained relatively stable from FY 2007 to FY 2010 (Indicator 9b); however, the credit student full-time equivalents have risen steadily from 2008 through 2011. BCCC’s market share of first-time, full-time freshmen increased slightly to 19.3 percent, while the market share of part-time undergraduates fell to 32.8 percent (Indictors 10 and 11). BCCC’s market share of recent high school graduates increased nearly four percent to 30.1% (Indicator 12). The number of high school students concurrently enrolled remained relatively stable from fall 2009 to fall 2010, but these numbers are going to increase (Indicator 14). While the number enrolled has not increased, the number of high school students applying for concurrent enrollment has increased. Many of these applicants do not meet the qualifications based on their placement test results. With funding from the Abell Foundation, more than 50 high school students received developmental math help over the summer through our partnership
with the Baltimore Alliance for Careers in Healthcare (BACH). These high school students received instruction in developmental math at Edmondson High School and attended a week-long Orientation program at the Liberty Campus to prepare them for concurrent enrollment at BCCC in fall 2011. Through the Promise Academy, additional high school students were helped in developmental courses to prepare them for concurrent enrollment this fall. Additionally, as part of the College’s coordinated recruitment initiatives, additional recruitment activities will be directed at parents of current high school students through churches, BCPSS, and various community organizations. It is expected that through initiatives designed to better prepare high schools students and increase awareness among their parents, there will be increases in our concurrent high school enrollment.

Enrollment in online credit courses continues to experience tremendous growth. Since FY 2007, enrollment has grown from 5,779 to 8,283 in FY 2010, a 43 percent increase (Indicator 13a). Non-credit online enrollment fell from 817 to 533 in FY 2010; in FY 2011 enrollment increased to 712 (Indicator 13b). The fall 2011 online survey (administered through our Blackboard portal – 738 respondents) showed that 31 percent were enrolled only in online classes, a seven percent increase over two years, and 90 percent said they would take another online course at BCCC. Additionally, 83 percent indicated that they read announcements about BCCC activities and events posted on the Blackboard login page.

The low incomes, tremendous personal responsibilities, and demanding job schedules characteristic of most BCCC students have always made affordability a key issue in providing accessibility to our students. In a national survey (CCSSE, 2010), our students were most likely to list grants and scholarships and their own income/savings as major sources for paying their tuition; these two sources were listed as major sources by our students more often than in either the Maryland or the national cohorts. Many BCCC students receive Pell grants and other financial aid (Characteristic E). Students can now complete their FAFSA online in the Financial Aid Office or through a link on the BCCC website. BCCC strives to keep tuition and fees at a fraction of those for Maryland public four-year institutions and it fell to 40.2 percent for FY 2011 (Indicator 15). BCCC remains committed to providing accessible, affordable, and high quality education.

**State Plan 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 2010 enrollment were minorities, compared to 68.7 percent of the city’s population (Indicators 18a and 18b). Minorities constituted 59.3% of full-time faculty and 75.8% of full-time administrative/professional staff (Indicators 19 and 20). BCCC utilizes a variety of venues to advertise vacant positions in order to recruit a diverse candidate pool.

African-Americans comprise the majority of BCCC’s credit students; therefore, their Successful-Persistence Rates and Graduation-Transfer Rates are relatively close to college-wide outcomes (Indicators 21 and 22). The information and initiatives discussed elsewhere apply to successful persistence, graduation, and transfer outcomes for African-Americans and other minorities.
State Plan Goal 4. Student-Centered Learning: Achieve a system of postsecondary education that promotes student-centered learning to meet the needs of all Marylanders.

BCCC’s transfer students’ performance increased slightly in terms of percent with a cumulative GPA of 2.0 or above after their first year, from 74.9 percent to 76.8 percent (Indicator 23a). The mean GPA after the first year remained the same at 2.51 (Indicator 23b). BCCC’s graduate satisfaction rate with transfer preparation increased to 80 percent (Indicator 24). The Office of School and College has instituted program agreements with 12 senior institutions since 2006 and has more in process. The Transfer Planning Committee was formed to enhance transfer initiatives including “Transfer and College Days” on campus where representatives from public and private senior institutions are available to meet with students. Transfer workshops are routinely held to help students best utilize ARTSYS (an online source of statewide transfer information). These initiatives are designed to improve transfer outcomes and maintain the high level of graduate satisfaction with transfer preparation.

Through 2010, the number of students earning 60 credits or more was stable, but the number of degrees formally awarded fell (Indicator 25). Several initiatives have been developed to reverse this trend; in FY 2011, the number of degrees awarded increased by 14 percent. Furthermore, the Academic Advising Council has designed an “intrusive” advising model has been created to provide a more structured, prescriptive, and success-oriented approach to advising. The model includes built-in degree audits, increases personal relationships with advisors for the students, and requires mandatory credit hour checks at 15, 30, and 45 cumulative credits. Additionally, it provides standardized training and recognition for advisors as well as appropriate caseloads. Furthermore, BCCC initiated the Degrees of Excellence Completion Project. This project entails the Registrar’s Office routinely examining and auditing students who attain 65 or more credits towards a degree or 30 or more credits towards a certificate program. It identifies students who have successfully completed the degree or certificate requirements and notifies the students. Students are then certified as graduates and are invited to participate in commencement. These initiatives are intended to significantly raise the number of completions, as reflected in the overall 36 percent increase in the 2015 Benchmark.

The fall-to-fall retention rate for Pell grant recipients fell slightly with the fall 2009 cohort, but has remained consistently higher than that of the non-recipients (Indicator 26). The Pell-recipient rate has also remained close to but slightly higher than that of our developmental students (Indicator 3a). Given the limited financial resources of most of our students, it is not surprising that those receiving Pell grants have a higher retention rate; it is hoped that it eases one of their burdens and obstacles to focusing on their coursework. In FY 2010, the percent of students receiving Pell grants is the highest it has been since FY 2006 (Characteristic E). BCCC increased access to financial aid stations to provide on-site assistance to completing the FAFSA and provided access to the FAFSA from our website. These initiatives will continue to help more students receive Pell grants and improve their retention. For students who are not eligible to receive Pell grants, the College has instituted “One-Stop Scholarships” so that students only need to visit the Financial Aid Office to learn about all scholarships available to them, whether they are through the BCCC Foundation or through the College. More “targeted” scholarships are
available to provide students going into careers designated as “critical shortage areas” with more direct scholarship opportunities.

BCCC’s credit enrollment and awards in Education transfer programs have declined steadily (Indicator 27). BCCC has developed and implemented the AAT program in Elementary Education/Generic Special Education-PreK-12. With the other degree offerings in teacher education, BCCC has targeted a minimum of 150 students and 60 credit awards in 2015.

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

BCCC’s graduates’ satisfaction with job preparation increased from 79 percent to 84.4 percent, while the percent full-time employed career program graduates employed in their field fell as of the most recent survey administration (Indicators 28 and 29). The decline in the latter measure reflects the poor job market due to the long-term recession. To improve these outcomes, the Office of Career Development and Job Placement routinely hosts workshops for students and graduates to learn techniques for winning resumes, interviewing, and dressing for success. The Office of Student Life, the Office of Career Development and Job Placement, and the BCCC Foundation have opened the Panther Clothing Closet, which provides professional clothing for students who may otherwise not be able to afford to purchase them to prepare for interviews in their chosen field. BCED’s Adult Education program increased its presence in the One-Stop Career Centers throughout the City and worked with key job-placement and career development organizations such as Goodwill Industries of the Chesapeake to increase access and awareness for adult job seekers.

Annual unduplicated headcount enrollment in continuing education workforce development courses continued to decline in FY 2010 while course enrollments remained stable (Indicators 31a and 31b). Similarly, the unduplicated headcount enrollment in Continuing Professional Education leading to government or industry-required certification or licensure fell while course enrollments remained stable (Indicators 33a and 33b). The number of business organizations fell in FY 2010 (Indicator 32). While the headcount enrollment in contract training courses fell substantially, the course enrollments increased by 550 in FY 2010 (Indicators 33a and 33b). From FY 2010 to FY 2011, the student FTEs rose 33 percent for corporate clients, 104 percent for public agencies and non-profits, and 39 percent for open enrollment workforce training. Similarly, the number of contracts with corporations increased 33 percent and the number with public agencies and non-profits rose 21 percent. Employer satisfaction with BCCC’s contract training remained at 100 percent (Indicator 34). BCCC’s STEM credit program enrollment as increased steadily since fall 2007 to 3,432 in fall 2010 (Indicator 35a). The STEM programs awards increased from FY 2009 to FY 2010 (Indicator 35b).

**Responses to Commission Questions**

*Market share of first-time, full-time freshmen, Market share of part-time undergraduates, and Market share of recent, college-bound high school graduates.*

*Commission Assessment: All three of the College’s market share indicators declined in Fall 2009. The College’s market share of first-time full-time freshmen declined to 18.9%, its lowest*
level in six years. The College has mentioned messaging and marketing strategies, as well as coordinated efforts to manage enrollment, retention, and persistence, in the 2009 and 2010 PAR. Provide updates on the efficacy of these efforts and other strategies designed to improve performance on these measures.

BCCC’s annual unduplicated credit headcount has remained relatively stable, ranging from 10,300 to 10,600. While the market share of first-time full-time freshmen declined in fall 2009, it increased slightly in fall 2010. Similarly, while the market share of recent college-bound high school graduates declined in AY 2008-2009, it increased by nearly four percent in AY 2009-2010 to 30.1 percent – the highest it has been in six years. In fact, not only did the rate (share) increase, but the numbers have as well. In the last four years, the number of recent, college-bound high school graduates (the denominator) increased by 515 and our share of that bigger market increased, as well. While our market share of part-time undergraduates fell, the initiatives discussed below should raise this share to 36% in 2015.

Advertising messaging, marketing strategies and other coordinated efforts implemented in 2009 and 2010 designed to improve enrollment, retention, and persistence resulted in market share increases of first-time, full-time freshmen and of recent, college-bound high school graduates. Some of our strategies have changed for upcoming semesters, but BCCC anticipates continued increases in credit full-time and part-time enrollment. This will stem from the promotion of academic programs to prepare students for careers in high-demand fields identified by the state as workforce areas for projected job growth; zip code and constituency-targeted advertising; using social media to inform and engage prospective students early via Facebook, twitter, blogs and other networking methods; comprehensive public relations activities highlighting student and alumni success stories; marketing BCCC’s affordable state-wide tuition; strengthened and strategic collaboration among the Marketing and Enrollment divisions; noncredit-to-credit articulation procedures to increase career pathways for students completing noncredit workforce development programs; and, marketing support to advance the continued growth of online courses and enrollment to add to our credit headcount. The “Jobs Are Coming Back...Are You Qualified?” and “Workforce Pipeline Solutions” ad campaigns for 2011-2012 will emphasize BCCCs bioscience and environmental science programs offered at our Life Sciences Institute @ the University of Maryland BioPark, career preparation in weatherization/energy at the Weatherization Hub, and apprenticeship training in construction at the BCCC Maryland Center for Construction Technologies. Finally, additional environmental scan information will be used to further align strategic planning and marketing strategies based on BCCC’s market positioning.

Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions.

Commission Assessment: This indicator increased sharply in FY 2010, from 38.0% to 43.0%, exceeding the upper limit established by the benchmark on this measure. Explain the reason for the increase and describe steps to be taken to hold tuition and fees below the benchmark level.

In FY 2011, our percent returned to 40.2%, far more in line with our benchmark. BCCC’s Board of Trustees approved a $10 increase in tuition in February 2008 which took effect in fall 2008 (FY 2009). The tuition remained at $78 for FY 2006, 2007 and 2008. Even with the increase, we remain among the lowest in Maryland for tuition compared to the other community colleges.
The Board of Trustees has maintained the current tuition rate of $88 per hour for the past three years in support of the College’s mission and keeping tuition affordable. In comparison, community colleges around the State have increased their tuition rates and/or fees. BCCC’s fall 2010 tuition and fees per credit hour for full-time students ranks as fifth lowest among the sixteen Maryland community colleges.

**Occupational program associate degrees and credit certificates awarded.**

Commission Assessment: The total number of occupational program completions in the six specified areas has dropped substantially in four of the last five years. The total awarded in FY 2009 is 72.6% of the total in FY 2005 and 58.4% of the combined benchmark. Explain the factors contributing to this decline, the place of occupational programs in the College’s overall enrollment strategy, and any initiatives designed to reverse or slow this decline.

As noted earlier, there has been no decline in the numbers of students achieving 60 credits; instead, it appears that students are either transferring without filing for their credential, dropping out, or failing to complete selected program requirements. BCCC has undertaken several steps to increase completions:

- Low-productivity program options have either been consolidated or closed to new enrollees in order to better align program offerings while increasing student skills, competence and marketability; more effectively utilize resources in order to strengthen existing programs and to add new market driven programs; offer an array of program options while at the same time providing students the flexibility to change their minds; and reduce “excessive” credits that lead to a reduction in students financial aid eligibility.
- The process for evaluation academic programs has been strengthened.
- The assessment of student learning outcomes has been targeted for significant enhancement this fall.
- Increased awareness of BCCC’s state-of-the-art Life Sciences Institute @ the University of Maryland BioPark will enhance recruitment and completions for selected programs.
- A new system for academic advising, with special attention to the achievement of certain credit thresholds, will enhance retention, monitor progress toward a degree, ensure that students select those courses needed for graduation, and ensure that students who are eligible proceed to file for formal credentials, rather than simply transfer without receiving the credential.
- Enhanced Non-Credit to Credit Articulations to create workforce development pathways for students to earn credit towards building their career in a field of study.
- Revised Program Review process to add annual data and market info reviews.
- Revised New Program Approval process to add Advisory Committee oversight, learning outcomes assessment and financial analysis.

In FY 2011, there was a 28 percent increase in AA degrees, 4 percent in AS degrees, 8 percent in AAS degrees, and 15 percent in certificates. By 2015, BCCC has targeted a 33 percent increase in career degrees and a 36 percent increase in certificates over the number awarded in 2010.

It should also be noted that the Accreditation Council for Business Schools and Programs commended BCCC for “doing a good job of tracking and documenting student learning outcomes” based on the Associate Degree Board of Commissioners’ review of the College’s quality assurance report. The Board adopted the report and commented that “the standards have been fully deployed at Baltimore City Community College.”
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

The Student Ambassador/Recruiter program was fully implemented during the 2010-2011 academic year. These Ambassadors work closely with the Office of Admissions and Recruitment to connect with potential students who attend community outreach events or walk in to the Admissions Office.

BCCC’s Fashion Design students held the 32nd Annual Fashion Show at the Joseph Meyerhoff Symphony Hall. The show is open to the community and has grown larger each year. The spring 2011 show sold out.

Students and staff both participate in a school-supply drive for the Baltimore City Public Schools. Collection sites are set up on campus to collect all donations.

BCED Off-Campus Programs and Partnerships

BCED continues to offer free literacy, pre-GED, ESL, and GED preparation courses in the community. This year they were offered at more than 80 sites through the City including faith-based organizations, public schools, community centers, and Maryland Office of Economic Development (MOED) One-Stop Career Centers. BCED’s ESL unit partnered with Education Based Latino Organization (EBLO) on a successful grant application to fund an Event Start program for immigrant families at two local elementary schools with ESL instruction for children and adults.

Partnerships: BCPSS

BCED continued its partnership with BCPSS to provide adult literacy and computer training for parents of school-aged children. BCED’s credit Recovery Program served more than 500 under-credited youth using the online NOVEL software, soon to change to APEX Learning for fall 2010.

BCCC continued its long-standing partnerships with BCPSS through providing outreach services through the TRIO Talent Search program and Upward Bound program. Both programs serve students who are among the least likely to pursue and complete postsecondary education programs. Participants receive intensive support services including academic and personal guidance and support. Both programs maintain community partnerships with various senior institutions and government agencies.
Business Organizations

Maryland Daily Record reported on the on the BCCC Maryland Center for Construction Technologies being awarded an Energy Star Award at the first Green Energy Business Opportunity Conference sponsored by the Presidents’ Roundtable Inc.

The Business, Management, and Technology (BMT) Department seeks to build strong relationships and partnerships with business community which will provide the College with a source for advisory committee members, internship opportunities for students, and possible financial support for students. In recent years, the BMT Department has developed a strong relationship with the Maryland Minority Contractors Association (MMCA). MMCA now holds its monthly meetings on our campus and has established a scholarship for BCCC students in our construction programs. Many of our students are recommended by MMCA to various contractors who hire our students and graduates. Additionally, as an education partner, our students have been invited to attend their monthly training sessions.

Community Programs and Events on Campus

A fun, family-oriented Community Flea Market was held by BCCC at the Liberty Campus for the first time. BCCC students, staff, and community participated.

BCCC offered complementary space usage to non-profit and local government organizations for meetings and conferences to help them meet their community goals. Organizations utilizing our campus for such events include Parks and People, U.S. Census Bureau, Camp Super Kids, Narcotics Anonymous, AARP, and Maryland Contractors Association.

We have supported the efforts of our local government through providing space to the Mayor’s Office of Employment Development, Maryland Transit Administration, and Senator Catherine Pugh’s Office. Additionally, BCCC’s Liberty Campus serves as a meeting site for elected officials to have a forum for discussing city-wide issues community and City residents. Some of the elected officials which have held forums at Liberty Campus this year include Delegate Barbara Robinson, City Councilwoman Belinda Conaway, Comptroller Joan Pratt, City Council members, Senator Catherin Pugh, Delegate Shawn Tarrant, Delegate Frank Conaway, Council President Bernard “Jack” Young, and Delegate Nathaniel Oaks. The League of Women Voters sponsored a number of Open Forums on-campus regarding City Elections. Judge-Elect Ramona Moore Baker, Baltimore City’s Orphans Court, addressed BCCC Students in the fall regarding the General Election and why it is important for students to vote. She described the duties and responsibilities of the City’s Orphans Court.

BCCC’s athletics department hosted the first Annual BCCC High School Showcase in the BCCC P.E. Center. The inaugural game featured the boys’ basketball teams from Philadelphia Electrical Technology and Charter School and Patterson High School from Baltimore City.
Community Fairs and Festivals

BCCC was represented and shared information at the 2010 9th Annual African American Heritage Festival at the M&T Bank Stadium. With more than one million attendees, it constitutes one of the largest African American festivals in the United States. BCCC also participated in the National College Fair (by the National Association for College Admission Counseling) at the Baltimore Convention Center. This fair hosted over 10,000 high schools students and gave them exposure to over 300 colleges and universities. The event was free and gave high school students opportunities to meet one-on-one with admissions counselors. Tailored to a different audience, the College participated in The Raising the Bar 2010, Workforce Development Conference. More than 800 business and industry representatives from the Mid-Atlantic region were in attendance.

The Refugee Youth Program, in partnership with the Walters Art Museum, organized the International Family Day event that attracted over 400 immigrant families to visit the exhibitions and view the musical and dance performances staged by the refugee youth.

Information Dissemination

BCCC participated in the National College Fair, by the National Association for College Admission Counseling in the fall at the Baltimore Convention Center. With attendance of more than 10,000; it gave high school students in Baltimore region an excellent opportunity to be exposed to more than 300 colleges and universities in one locale. The Fair was free to high-school students, parents and anyone else interested in higher education. Students met one-on-one with BCCC admissions counselors at their booth to discuss entrance requirements, campus life, application deadlines and majors. Representatives had brochures, catalogs and other literature to distribute.

BCCC hosted a forum entitled, “Getting the Facts: The Affordable Care Act and You!” The forum was held in the P.E. Center at Liberty Campus and provided information for the community regarding health care options and where to obtain care in addition to free screenings for blood pressure, diabetes, and more. Additional workshops were held for the BCCC community to share health care information and increase awareness on numerous issues and resources available.

BCCC participated in the Raising the Bar 2010, Workforce Development Conference held in the fall at the Turf Valley Resort & Conference Center. More than 800 business and industry representatives from Maryland and surrounding states in the Mid-Atlantic region were in attendance.
COST CONTAINMENT

Significant cost containment actions adopted by the institution in FY 2011 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.

One time and temporary actions:

Facilities – Negotiated with vendor providing emergency services for LSB flood resulting in cost savings $189,000

Permanent actions:

Lease renewal negation for academic space at a lower rate resulting in cost savings $ 85,000

Source: BCCC Budget Office