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.
INSTITUTIONAL ASSESSMENT

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 to 98.7 percent (Indicator 1).  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 and reflect the economic and personal challenges faced by the majority of the service population. However, 74.1 percent of our ‘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.

BCCC’s four-year developmental completer rate rose to 19.9 percent for the fall 2007 cohort (Indicator 4).  BCCC’s overall successful –persister rate for all students rose from 52.2 to 55.8 percent (Indicator 5d).  This increase was due to a 1 percent rise for developmental completers and a 2 percent rise for developmental non-completers, in addition to a 24 percent rise among the small number (39) of college-ready students (Indicators 5a, 5b, and 5c).  As usual, developmental completers had the highest successful completion rate by far, at 83.8 percent and had a large increase of 11 percent in their graduation-transfer rate (Indicator 6b).  In fact, both the successful-persister and graduation-transfer rates for all groups increased for the 2007 cohort.

BCCC has many initiatives underway to increase our students’ retention, persistence, graduation, and transfer rates.  The Promise Academy was implemented in summer 2011 to help retain our least-prepared students through supplemental instruction and mandatory tutoring.  The passing rate for developmental math for fall 2011 and spring 2012 combined was 68.5 percent (for the 54 students in the Promise Academy) compared to 40.9 percent for other 1,130 students in traditional developmental math.  The Academy served 75 students in summer 2012.  This year, a comprehensive developmental strategic plan was implemented and the Developmental Education Committee was reconvened.  The Predominantly Black Institutions (PBI) Formula Grant Program launched its Developmental Summer Bridge Program with 68 students completing it.  They took PRE 100, Accuplacer review sessions, and success workshops.  The PBI Academic Acceleration for African American Males (4-A) grant program began in 2012 and serves 83 students, more than double its target.  4-A students receive advising, tutoring, and, in some cases, financial assistance for expenses such as books or bus passes.

BCCC was selected to be the first community college in the country to pilot a program for Year Up, a one-year training program serving predominantly low-income adults ages 18 – 24 who have a high school diploma or GED.  The students receive six months of college-credited skills at BCCC and a six-month internship with a major corporation (including Johns Hopkins, T. Rowe Price, Morgan Stanley, Constellation Energy, and Bechtel).  Maryland Attorney General Douglas Gansler was the first to envision and champion a partnership between BCCC and Year Up Baltimore, to help young adults achieve economic prosperity.  The first cohort of Year Up
celebrated completing their coursework and beginning their internships with a ceremony this summer.

In FY 2011, BCCC developed a plan to completely redesign the Developmental Education program to reduce students’ time to degree and increase successful completion; this was implemented this fall. Overall developmental hours went from 32 to 18 and a diagnostic tool was instituted to more closely identify weak skill areas, align developmental level courses to prevent gaps in instruction, combine reading and writing courses to increase content learning, and establish math modules to address various competencies so students are not locked into 16-week courses.

Successful completion of developmental math remains a tremendous barrier for a large number of our students. In addition to redesigning the developmental courses in all three areas, other initiatives have been put in place. As part of a grant from MHEC, Math 87 has been added to the schedule. Math 87 is an option for developmental students in non-STEM programs. Three sections are running this fall. Accuplacer reviews are offered on Blackboard to help prepare students for the placement test. The Math Lab has been expanded and holds a series of orientation sessions for all classes. An additional lab assistant has been hired to work in the evenings and on Saturdays. Additionally, all full-time math faculty are donating two of their office hours to work in the Math Lab and all adjunct faculty are donating one hour. An “A’s Only” class was offered for free to students who earned an A in Introductory Algebra. We expect that these initiatives will increase developmental math passing rates and further increase the fall-to-fall retention rates for developmental students.

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 233 participants in AY 2011-12. Participants receive individualized, intensive support services. Of students served in AY 2011-12, 53 percent had graduated, transferred, or returned as of the start of fall 2012.

BCCC graduates’ licensing examination passing rates remain very high with the Registered Nursing exam at 94.7 percent, the Licensed Practical Nursing at 100 percent, Physical Therapy at 93.3 percent, and Dental Hygiene at 96 percent (Indicator 7). While the Respiratory Care program saw a decline to 60 percent for 2011, the passing rate increased to 74.4 percent for 2012. An action plan was developed to increase exam success which includes realigning the curriculum with national standards and developing and administering a first-year cumulative review test.

BCCC remains committed to student success by allocating as much of its resources as possible to instruction, academic support, and student services (Indicators 8a, 8b, and 8c). This is reflected in the proportion spent in each area. “Other” expenditures (Indicator 8d) increased 1 percent to fund improvements to the student computer network, labs, classrooms, and library.
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 credit and non-credit students. BCED provides the diverse downtown population with one stop for admissions, registration, testing, payment, and counseling services. BCED also offers testing and registration at the Reisterstown Plaza Center (RPC) and at multiple sites throughout the City. BCED offers free pre-GED and English as a Second Language (ESL) courses at over 80 sites in Baltimore City with statewide offerings in ESL and Citizenship Preparation.

BCED’s annual unduplicated non-credit headcount remained relatively stable from FY 2009 to FY 2010 and fell in 2011 (Indicator 9c). However, noncredit student full-time equivalents rose in 2010 and 2011. BCCC is part of a consortium of five community colleges in Maryland that were asked to pilot the Maryland Integrated Basic Education and Skills Training (MI-BEST) training program, funded by the Department of Labor, Licensing, and Regulation (DLLR) and the Annie E. Casey Foundation. MI-BEST facilitates access of ABE/GED and ESL students into certificate and degree programs through integrated basic skills and occupation skills training to be a Certified Nursing Assistant or for Construction Apprenticeship. A basic-skills instructor and a professional from each career taught the classes as a team. 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. A completion ceremony was held in August. More MI-BEST training programs are in the works to be offered such as fiber optics, pharmacy technician, and construction-weatherization. Outcomes of the two MI-BEST CNA cohorts are very promising: of the 16 ESL students enrolled, 15 successfully completed the training and 16 of the 19 ABE students enrolled became CNAs.

BCCC’s enrollment in continuing education community service and lifelong learning courses declined in terms of unduplicated headcount and course enrollments from FY 2010 to FY 2011 (Indicators 16a and 16b); however, the unduplicated headcount in the GED and ESL areas increased by over 150 students FY 2011. Enrollment in continuing education basic skills and literacy courses declined in FY 2011 in terms headcount, but increased by nearly 500 in terms of course enrollments (Indicators 17a and 17b). The strongest growth remained in the refugee programs due to strong continuing and new partnerships. BCCC received a two-year Citizenship and Integration grant from U.S. Citizenship and Immigration Services. The grant is designed to promote immigrant civic integration and prepare permanent residents for citizenship. BCCC will receive funding for citizenship preparation services through September 2014. 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 increased slightly from FY 2010 to FY 2011 (Indicator 9b); additionally, the credit student full-time equivalents have risen steadily from 2008 through 2011. BCCC’s market share of first-time, full-time freshmen increased by over 4 percent to 24.7 percent in fall 2011, while the market share of part-time undergraduates fell slightly to 31.5 percent (Indictors 10 and 11). While BCCC’s market share of recent high
school graduates decreased to 24.8 percent (Indicator 12), the number of high school students concurrently enrolled increased from fall 2010 to fall 2011 (Indicator 14). Several initiatives were implemented to address the decrease in the high school market share including high school open houses, targeted high school presentation programs, increased high school visits, and hosting meetings for high school counselors. This summer, the Abell Foundation awarded BCCC a grant to establish the BCCC Aspiring Scholars Program, which provides performance-based scholarships to 2012 graduates of Baltimore City Public School System (BCPSS) High Schools. In order to increase other market shares, recruitment activities were also held at the AIRS/GEARS Resource Fair, Ray of Hope Baptist Church, Enoch Pratt Hamilton Branch Library, and Baltimore Behavioral Health.

Advertising strategies utilized in AY 2011-12 consisted of multiple elements targeted to reach diverse constituencies. They included radio, television, billboards, print, faith-based publications, business/industry publications, direct mail, and region-wide signage via transit buses. The immediate objective was to increase credit and non-credit enrollments. Some efforts emphasized bioscience and environmental science programs offered at our Life Sciences Institute (LSI) at the University of Maryland BioPark (BioPark), weatherization training at our Weatherization Training Hub, and construction trade training at BCCC’s Maryland Center for Construction Technologies. In view of Maryland’s emphasis on college completion and occupational preparedness, BCCC ads promoted academic programs in high-demand fields identified as workforce areas forecasted for job growth. BCCC also implemented zip code and constituency-targeted marketing; promoted online courses; used social media to inform and engage prospective students via Facebook and Twitter; and, emphasized BCCC’s affordable state-wide tuition of $88 per credit for all Maryland residents.

Enrollment in online credit courses continues to experience tremendous growth. Since FY 2007, enrollment has grown from 5,779 to 9,183 in FY 2011, a 60 percent increase (Indicator 13a). Non-credit online course enrollments increased to 711 in FY 2011 (Indicator 13b). The spring 2012 online survey (administered via our Blackboard portal – 548 respondents) showed that 90 percent said they would take another online course at BCCC. Additionally, 78 percent indicated that they read announcements about BCCC activities and events posted on the Blackboard login page and 83 percent responded that they felt part of a learning community in their online classes.

The low incomes and tremendous personal and job responsibilities characteristic of most BCCC students have always made affordability a key issue in providing accessibility to our students. Over half of our students work more than twenty hours per week, yet over half receive financial aid (Characteristic E). 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; nearly 90 percent of BCCC’s fall 2011 enrollment was minorities, compared to 68.5 percent of the city’s population (Indicators 18a and 18b). Minorities constituted 59 percent of full-time faculty and 70.1 percent 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 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 in terms of percent with a cumulative GPA of 2.0 or above after their first year, from 76.8 percent to 80.2 percent (Indicator 23a). The mean GPA after the first year increased from 2.51 to 2.69, the biggest increase in years (Indicator 23b). BCCC’s graduate satisfaction rate with transfer preparation increased to 80 percent (Indicator 24). The College has instituted over 70 program agreements with senior institutions since 2006 and has more in process.

The number of career degrees, transfer degrees, and certificates awarded all increased in FY 2011 and the total number of awards increased by 20 percent to 532 (Indicator 25). BCCC implemented “intrusive” advising to provide a more prescriptive and success-oriented approach that includes built-in degree audits, increases students’ personal relationships with advisors, and requires mandatory checks at 15, 30, and 45 cumulative credits. All advisors (both faculty and professional) are provided standardized training and reduced caseloads. The Degrees of Excellence Completion Project continued, with 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. Students identified to have successfully completed the requirements are notified, certified as graduates, and invited to participate in commencement. These initiatives helped to significantly raise the number of awards and bring us much closer to our 2015 Benchmark.

The fall-to-fall retention rate for Pell grant recipients increased slightly with the fall 2010 cohort and has remained consistently higher than that of the non-recipients, which increased by nearly 4 percent (Indicators 26a and 26b). 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 makes sense 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 2011, the percent of students receiving Pell grants was the highest it has been since FY 2006 (Characteristic E). BCCC increased the number of financial aid stations to provide on-site assistance to completing the FAFSA and provided access to the FAFSA from our website. BCCC also held a number of workshops to inform students of the new federal guidelines regarding the Pell Grant and guidance on how to maintain their eligibility according to the new guidelines. Workshops were offered during the day, evenings, and on weekends and were attended by hundreds of students. Our goal is that these initiatives will help students to continue to receive Pell Grants and aid their retention. For students who are not eligible for Pell grants, the BCCC Foundation and the Financial Aid Office have “One-Stop Scholarships” so students only need to visit the Financial Aid Office to learn about all scholarships available,
whether they are through the BCCC Foundation or through the College. More “targeted,” and direct scholarship opportunities are available for students going into careers designated as “critical shortage areas.” Scholarship information is also shared through Blackboard.

BCCC’s credit enrollment and awards in Education transfer programs have declined steadily (Indicator 27). BCCC developed the AAT program in Elementary Education/Generic Special Education-PreK-12 and the program coordinator has set a deadline of December 2012 to complete the curricula revision for the AAT. The AAT degree is designed for students who are 25 years of age or more and attend college on a part-time basis. BCCC faculty are currently evaluating and comparing the curricula to that of surrounding-area community colleges. The revised curriculum is scheduled to be sent to MHEC for program approval in spring 2013 with implementation of the program in fall 2012. In spring 2012, there are 56 students enrolled in the Teacher Education Transfer program, another 24 students enrolled in the Para-professional program, and an initial fall 2012 cohort of 25 students is anticipated for the new AAT program. Therefore, in fall 2012, we anticipate enrollment of 105 students in these programs. The program coordinator has increased the recruiting visits to BCPSS high schools to speak with prospective students who are interested in careers in education, guidance counselors, and BCPSS teachers of education classes. It is hoped that the programs will grow by at least 10 students per year. Strategies to increase the number of graduates in these programs include holding monthly meetings with students to make sure that they are staying on track and identifying key course completion milestones for students to advise them of the courses needed to complete their programs.

**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 alumni to learn techniques for winning resumes, interviewing, and dressing for success. Services include individualized career counseling; career exploration; SIGI-3, a computerized career guidance tool; workshops; on-campus recruitment and job fairs; assistance with internships; a computerized employment bank; and print and electronic resources on career and life planning, education, training, and workforce diversity.

Annual unduplicated headcount enrollment in continuing education workforce development courses increased in FY 2011 as did course enrollments (Indicators 31a and 31b). 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 increased in FY 2011 (Indicator 32). The headcount enrollment in contract training increased to 589 and the course enrollments increased to 903 in FY 2011 (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. Organizations utilizing BCCC’s contract training services include the Maryland Tourism Council, Baltimore City Fire Department, Mayor’s Office of Economic Development (MOED), Department of Energy, Genesis Health Care, and Lutheran Services. Employer satisfaction with BCCC’s contract training remained at 100 percent (Indicator 34).

BCCC’s STEM credit program enrollment increased steadily from fall 2007 to 3,432 in fall 2010, then fell in fall 2011 to 3,287 (including Pre-Nursing and Pre-Allied Health) (Indicator 35a). The STEM programs awards increased from FY 2010 to FY 2011, reaching 208 awards (Indicator 35b). BCCC has been awarded a three-year Advanced Technology Education grant from the National Science Foundation to fund an Engineering/Technology (ET) Project model to increase the success rates of ET students, especially underrepresented minorities and veterans. Through the grant, BCCC will create a new Associate of Science degree in engineering (focusing on electrical engineering) as part of a statewide effort to facilitate transfer into parallel four-year engineering programs. Grant-funded scholarships for ET students will be available for spring 2013.

Response to Commission Questions

Fall-to-fall retention (Indicator 3)
Commission Assessment: The College’s performance on this new indicator has fluctuated significantly for the most recent cohorts, and the retention rate of college-ready appears particularly imperiled. Please provide an analysis of the factors affecting performance on this indicator and any strategies designed to improve performance.

While the fall-to-fall retention rate for college-ready students declined with the fall 2009 cohort to 25.8 percent, it increased over 9 percent with the fall 2010 cohort to 35.1 percent. This is good news, indeed. However, the definition of this cohort requires that students who were not tested be included within the “college-ready” cohort. Even with those students, the number of students in this cohort is quite low. The fall-to-fall retention rate of our college-ready students represents just 52 students from a cohort of 152 and only 23 were truly college-ready based on placement testing and 18 of them were retained (78.3 percent); whereas the rate for developmental students represents 452 students out of a cohort of 1,068. The retention rate of our developmental students, which increased from 41.8 percent to 42.2 percent for the fall 2010 cohort, represents the vast majority of our first-time, full-time enrollment. When transfer is counted along with retention, the developmental group achieved a rate of 48.7 percent.

BCCC has many initiatives in place to improve retention for all students. The new academic advising model incorporates continuous degree-audits at 15-credit-hour increments (15, 30, 45 and 60) through advising milestones which require advisors to meet with students to conduct preliminary degree-audits ensuring appropriate progress towards award completion. Students at these milestones must meet with their advisors before they can register for classes. A caseload approach is now used to ensure that the advisor-to-student ratio stays reasonable. Full-time faculty members are assigned no more than 40 advisees, professional advisors are assigned 120 advisees, and administrators are assigned no more than 25.
The Performance Alert Intervention System (PAIS) was fully implemented last fall when the Board of Trustees approved a policy supporting the web-based student referral system. PAIS tracks performance, behavioral, and retention challenges. The policy requires reports during the third, seventh, ninth, and fifteenth week of the semesters, as well as at mid-term. The Student Success Center then follows up with appropriate interventions.

The Abell Foundation awarded BCCC a grant to establish the BCCC Aspiring Scholars Program, which provides performance-based awards to 2012 graduates of BCPSS high schools. Financial awards are made at key points during the semester, to aid in retention. Students receive awards for two semesters, if they meet the performance requirements. The First Year Experience (FYE) and College Honors (CH) Office addresses the advising needs of first-year students and utilizes an intrusive and developmental approach to advising, retention, and student success. The programs provide orientation, mentoring, the Preparation for Academic Achievement Course (PRE 100), career planning, and learning communities.

The PRE 100 course has been redeveloped with Student Success Advisors as content specialists. Academic advising concepts are incorporated as well as an advising syllabus and a career advising portfolio. For first-year students, the Student Success Advisor serves as an instructor and as an advisor.
COMMUNITY OUTREACH AND IMPACT *(max 3 pages)*

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 program was fully implemented in FY 2011. These five Ambassadors work as an integral part of the Admissions Office team to connect with potential students who attend community outreach events or walk in to the Office. The Fashion Design students held the 33rd Annual Fashion Show, “Unveiled,” which was a sell-out. The International Student Club (ISC) and Student Activities Office held the annual International Heritage Celebration and International Thanksgiving Feast, which are part of International Education Week and American Education Week. Consulate and community associations are always invited and students have the opportunity to share their cultures. The ISC sponsored a religious tolerance forum that was open to the community. Dental Hygiene students continued their community Sealant Saturdays and Senior Week. BCCC students again participated in Student Advocacy Day in Annapolis; the president of our Student Government Association (SGA) was asked by Senator Madaleno to address the legislature to support his bill to eliminate the sales tax on text books. BCCC sent 22 students to a leadership conference as a chance to network with students from across the nation.

The Student Affairs and Academic Affairs divisions sponsored the student-led “Mental Health Symposiums” held in the fall and spring; these were designed to educate the College community on various mental health issues and treatments available. The Student Life Office coordinated the “Real Talk” series which is a civility campaign and promotes monthly “hot topics” related to civility, sensitivity, and related issues. Participants are given an opportunity to hear, share, and understand issues of concern to the College student community. Students and staff participated for the second year in a school-supply drive for the BCPSS with collection sites on campus.

**Bced Off-Campus Programs and Partnerships**

The Business and Continuing Education Division (BCED) continues to offer free literacy, pre-GED, ESL, and GED preparation courses in the community with courses offered at more than 80 sites through the City including faith-based organizations, community centers, public schools, and MOED One-Stop Career Centers. The Refugee Assistance Program offers free English language training for persons 16 years of age or older with refugee or political asylum status. Staff of BCED’s Adult Basic Education (ABE) program partner with agencies and organizations throughout Baltimore City. In partnership with Good Industries, the ABE program received a grant from the Barbara Bush Foundation to pilot a program to show parents at the Waverly Family Support Center how to help their children develop computer skills. These adult learners were awarded completion certificates and a computer. Students pursuing their GED at the Center were awarded completion certificates, City Council Resolutions (given by Councilwoman Mary Pat Clarke), and a computer. The ESL Program expanded its many partnerships with area
immigrant service providers. BCCC and the International Rescue Committee (IRC) partnered on two winning citizenship grants and a renewal with increased funding of the Refugee School Impact grant with IRC, Walters Art Museum, and Soccer Without Borders. ESL staff collaborated with the Education Based Latino Organization to start a Family Literacy program for ESL learners. The Refugee School Impact grant supports the Refugee Youth Project which provides after school programming to 300 youth annually. It is staffed primarily by volunteers, one of whom won the Governor’s Compassionate Marylander award in May.

**Partnerships: BCPSS**

BCCC continued its long-standing outreach partnerships with BCPSS through the TRIO Educational Talent Search (ETS) program and Upward Bound (UB) Math and Science program. ETS provides academic, career, and financial counseling to help participants finish high school and continue to postsecondary education. It serves high school dropouts by encouraging them to re-enter the educational system and complete their education. Participants receive intensive support services including academic and personal guidance. The mission of the UB Math and Science program is to strengthen the students’ math and science skills and inspire them to pursue postsecondary degrees as well as careers in those fields. Services include a six-week math and science residential training component; Saturday academic sessions; year-round counseling and advising; exposure to senior institution faculty members and graduate students; computer training; education/counseling to improve financial and economic literacy; and opportunities to conduct research under the guidance of BCCC faculty members and area graduate students. Both programs maintain partnerships with various senior institutions and government agencies.

Two BCCC professors hosted the 2012 Skill USA Regional Maryland Robotics Competition. They worked with four BCPSS high school teams to help them compete.

**Business Organizations**

BCED partners with many area businesses and agencies. BCED and the Admissions Office established a training agreement with the Maryland Center for Veterans Education and Training for classes to be taught on site. BCED partnered with Apex Learning to provide on-line classes for high school credit recovery for students who did not complete high school. In partnership with the Maryland Tourism Council, BCCC trains taxi drivers regarding knowledge of Baltimore City that can be shared with passengers to foster Maryland’s tourism industry. BCED held art design and production classes for senior citizens through the Senior Network of North Baltimore. Along with other community colleges, BCED offered emergency preparedness training to child care providers. BCED, in partnership with the Department of Energy, held weatherization training for construction crews on retrofitting homes and residential buildings. BCED contracted with the City’s Fire Department for EMT refresher training for recertification and with MOED for multi-skilled medical technician training for the City’s Youth Opportunity program. BCED partnered with Lutheran Services for nursing assistant training for refugees and with Genesis Health Care to prepare nursing assistants for medicine aide certification.

The Student Affairs division hosted the first Business Leaders Breakfast on campus. Thirty businesses were represented including AIRS/Empire Homes of Maryland, Hilton Baltimore,
Wells Fargo, and Brighter Stronger Foundation. Staff from the Admissions Office led the discussion which focused on potential partnership opportunities. BioWorks, a private company, decided to locate at our BioPark site because of BCCC’s close proximity and ability to provide well-trained lab technicians. BCCC’s Foundation Board consists of members from various businesses and industries who serve as community representatives for the College.

**Community Programs and Events on Campus**

BCCC has partnered with the League of Women Voters to sponsor the 2012 Voter Registration Drive in the Student Services Wing of the Liberty Campus, where students gather every day. The SGA is working with faculty and staff to encourage students to register and vote. In their classes, faculty members are discussing the importance of voting in the upcoming election.

BCCC held its first annual Community Open House Week. The spring Fashion Show kicked off the week which continued with activities such as free resume clinics; health screenings; financial aid workshops; breakfast for area ministers; a community job fair; line dance demonstrations; theatre productions; and campus tours for BCPSS students. The College brought Sonya Sanchez to read her poetry. The event was open to the public and was well-attended, especially by students from BCPSS high schools.

BCCC offered free or low-cost space usage to non-profit and local government organizations for meetings and conferences to help them meet their community goals. Groups that utilized our facilities include AARP, Academy for College and Career Exploration, MOED, Rho Xi Omega, Corrective Solutions, and Northwest Development Roundtable. BCCC supports the efforts of local government by providing space to various agencies. The Liberty Campus serves as a site for elected officials to hold forums for discussing city-wide issues with community residents.

**Community Fairs and Festivals**

In BCCC’s continuing effort to build on existing relationships and establish new ones, BCCC had an information table at an event in Druid Hill Park sponsored by the Friends of Druid Hill Park and the Greater Mondawmin Community Council. Information was distributed about our signature offerings and customized training; scholarship opportunities; and the new Aspiring Scholars Program. BCCC participated in the Heritage Community Weekend Bazaar, which was very close to the Liberty Campus. Many local vendors, organizations, entertainers, and residents participated. In addition to various college fairs, staff participated in the LatinoFest fair as well as neighborhood association community fairs including Ashburton and Montebello. BCCC also participated in the Mayor’s Office Back to School Event, a city-wide drive for school supplies for BCPSS. The Admissions Office, with students organized the Pan-African Festival.

**Information Dissemination**

As part of the “Whistle Stop” campaign, BCCC provided information at new sites including the Druid Hill Park Farmers Market, Northeast Market, and Lexington Market. Other new sites include the Juvenile Justice Center, Sandy Spring Slave Museum, and Ray of Hope Baptist Church. BCCC responded to a request from the Urbanite Magazine regarding college students’ use of digital media in the classroom; it resulted in BCCC’s E-Learning Director being quoted.
COST CONTAINMENT

Significant cost containment actions adopted by the institution in FY 2012 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:

- Contracted facility services to minimize personnel overtime costs for summer improvement work - Approximately $30,000
- Reduced the cost of purchasing/replacing PCs - $212,000
- Consolidation and cancellation of under-enrolled class sections – approximately $1,043,800

Permanent actions:

- Renegotiation of the BCED (Lombard) lease for a savings of $138,880 annually for 10 years
- Reduction in rate for Internet service – $44,000

Source: BCCC Budget Office and President’s Staff