Board of Trustees

Open Session
Wednesday
September 18, 2019
4 00 p.m.
Board of Trustees
Board Room
Administration Wing
MNB 140
Liberty Campus

BALTIMORE CITY COMMUNITY COLLEGE

Board of Trustees

Kurt L. Schmoke, Esq. (Chair)
Mr. J. C. Weiss, III

Mr. John D. Lewis

Mr. Peter Nachtwey

Ms. Lelia F. Parker, Esq.

Ms. Leonor Tannhauser Blumm

Dr. Rachel Y. Pfeifer (Ex-Officio)

Mr. Jason Perkins-Cohen (Ex-Officio)

TAB 1

BALTIMORE CITY COMMUNITY COLLEGE
BOARD OF TRUSTEES
UNAPPROVED OPEN SESSION AGENDA
September 18, 2019
4:00 p.m.
Liberty Campus
Administration Building, Room 140

CALL TO ORDER (Kurt L. Schmoke, Esq., Chair)

I. ADOPTION OF AGENDA
Approval of the September 18, 2019 Agenda……TAB 1

II. BOARD ACTIONS / CONSENT AGENDA (Actions requiring a vote)
- **A. Approval of the June 19, 2019 Minutes ……...TAB 2**
- **B. Student Government Association (Olamide Yusuf, President)……...TAB 3**
- **C. AFSCME Local # 1870 at BCCC (Ms. Charlene Gray, President)……...TAB 4**
- **D. Faculty Senate Report (Dr. Chima Ugah, President)……...TAB 5**

Action: Move to approve the Board Actions/Consent Agenda

III. ITEMS REMOVED FROM THE AGENDA……..…TAB 6

IV. NEW BUSINESS……..……..TAB 7
- **A. Introduction of New BCCC Board of Trustee Members……(INFORMATION)**
  - **a) Lelia Parker, Esq.**
  - **b) Leonor Tannhauser Blum**
- **B. Realignment Tasks Update (Dr. Debra McCurdy)…… ……...(INFORMATION)**

V. COLLEGE POLICIES (Director Michelle Williams)……..……TAB 8
- **A. Smoke Free Environment Policy …… ……(ACTION)**
- **B. Smoke Free Environment Procedures**

VI. PRESENTATIONS……..……..TAB 9
- **A. College Branding …… (INFORMATION)**
  - **a) New Logo and Seal (VP Dawn Kirstaetter)**
- **B. MSP Update (Dr. Debra Johnson-Ross) ……..……(INFORMATION)**

VII. PRESIDENT'S REPORT……..TAB 10
- **A. Cabinet Area Reports……..……(INFORMATION)**
- **B. Enrollment Report (Dean Sylvia Rochester)..…….. (INFORMATION)**
- **C. Maryland Higher Education Commission (VP Becky Burrell)..……...(ACTION)**
  - **a) Performance Accountability Report**

VIII. Active Search Listing……..…TAB 11

IX. MOTION FOR ADJOURNMENT

THE CLOSED SESSION OF THE BOARD OF TRUSTEES IS DESIGNED TO DISCUSS PERSONNEL ISSUES; PENDING PURCHASE OF PROPERTY FOR THE FUTURE NEEDS OF THE COLLEGE; AND TO OBTAIN LEGAL ADVICE.

X. NEXT MEETING: Wednesday, October 16, 2019, Board Conference Room

TAB 2

BOARD ACTIONS
CONSENT AGENDA

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BOARD AGENDA
TAB 2 – INFORMATION
SEPTEMBER 18, 2019

BOARD ACTIONS / CONSENT AGENDA

A. Approval of the June 19, 2019 Minutes ….....……...…….……...TAB 2
B. Student Government Association (Olamide Yusuf, (SGA President).....TAB 3
C. AFSCME Local # 1870 at BCCC (Ms. Charlene Gray, President)….....TAB 4
D. Faculty Senate Report (Dr. Chima Ugah, President)…….....…TAB 5

BALTIMORE CITY COMMUNITY COLLEGE
BOARD OF TRUSTEES
UNAPPROVED OPEN SESSION MINUTES
June 19, 2019
4:00 p.m.
Liberty Campus
Board of Trustees Board Room
Administration Building 140

Board Members Present: Kurt L. Schmoke, Esq. (Chair); Mr. Peter Nachtwey (via conference call); Dr. Rachel Pfeifer; Mr. Jason Perkins-Cohen; Mr. John D. Lewis (via conference call); Ms. Maricruz Abarca (Student Trustee).

Board Members Absent:
Dr. Rosemary Gillett-Karam (Vice Chair)
Maria Tildon, Esq.
Mr. J.C. Weiss, III

Chair Schmoke brought the meeting to order.

I. APPROVAL OF THE AGENDA

The Board unanimously approved the June 19, 2019 agenda.

II. NEW BUSINESS

- Dr. McCurdy gave an up-to-date summary of the current status of the twelve realignment tasks, identifying leads on each tasks and on-going processes as well as tasks that require additional work.

  The Board stated appreciation for Dr. McCurdy's comprehensive update and look forward to the updates in September and offered any assistance that may be needed.

- Dr. McCurdy announced the retirement of AFCME President, Ms. Charlene Gray and Vice President, Ms. Shaunta Rao and expressed appreciation for their work.

.III. BOARD ACTIONS / CONSENT AGENDA (All actions requiring a vote)

A. Approval of the May 15, 2019 Minutes
B. Student Government Association, (Mr. Yusuf Olamide, President
C. AFSCME Local # 1870 at BCCC (Ms. Charlene Gray, President

The Board unanimously approved the consent agenda.

IV. ITEMS REMOVED FROM THE AGENDA

- College Contracts
- Faculty Senate Report

V. PUBLIC PRESENTATIONS

A. Cultural Diversity Plan

Interim Vice President Sylvia Rochester presented a draft of the Cultural Diversity Plan for Board approval. IVP Rochester reported that "The Cultural Diversity Plan has five goals that have been established to assist in our efforts to move towards setting a high standard and a model for other organizations traveling this path."

Following are the Cultural Diversity Plan's established goals:

1. Cultivate and sustain a diverse and multicultural student body that is reflective of a global community by recruiting, retaining, and graduating ethnic minority students who are under-represented in higher education.

2. Weave the principles of diversity, equity and inclusion into all aspects of College life.

3. Identify impediments to creating a diverse and inclusive environment, propose solutions to overcome those impediments, and measure our progress at all levels of the College infrastructure.

4. Ensure a variety of channels are utilized to attract and retain a diverse, qualified, and competitive applicant pool of faculty and staff.

5. Provide a supportive and nurturing learning environment to prepare students to collaborate with diverse communities locally and globally in a culturally sensitive manner.

The Board asked about the February 2019 "Closing the Black Divide" lecture series and if this included students, faculty and staff. The Board stated that BCCC could possibly have a leadership role in these types of lectures. IVP Rochester responded that participation included both students and faculty and staff.

Dr. Tonja Ringgold responded that the February 2019 lecture was led by Professor Dr. Baba Zac Kondo, Associate Professor of History.

Dr. McCurdy confirmed that the Cabinet, as well as other committees, had reviewed and supported the submission of the Cultural Diversity Plan for approval by the Board of Trustees.

Chair Schmoke asked for a motion to approve the Cultural Diversity Plan for submission to MHEC which was motioned by Trustee Jason Perkins-Cohen and seconded by Trustee Dr. Rachel Pfeifer.

B. IT Infrastructure Plan Update

VP Harris reported that this report was a follow-up to previous IT updates which were provided at prior Board Meetings and has been shared with the Department of Legislative Management which requested an update by July 1, 2019.

VP Harris reported that the IT Infrastructure is a requirement of the Realignment Task, number 9 which states:

"Address the information technology (IT) and infrastructure needs of BCCC including whether oversight by the Department of Information Technology (DoIT) is advisable."

VP Harris also shared the legislative charge to the college that states:

"BCCC should provide to the budget committees a five-year IT infrastructure plan, including the IT infrastructure that it will upgrade or replace, its timeline for replacing and upgrading, when it will be able to support a new ERP system, and all associated coast. BCCC should work with the DoIT in creating its five-year plan. This plan shall be submitted to the budget committees by November 1, 2018".

VP Harris reported that the colleges response to DoIT and legislation outlined goals for refreshing major components of the technical infrastructure with completion targets identified. Today's report will update the status of those initiatives undertaken to date and will project a timeline for the next phase. VP Harris also reported that in conjunction with Maryland DoIT, significant financial resources and staff time have been directed toward addressing the key areas as identified: Infrastructure; Network & Data Center; Core Business System; Financial Aid Management; and ERP.

VP Harris concluded his presentation with updates on the projected costs and stated that the expected infrastructure cost have not changed.

The Board requested that updated timelines be given at future Board Meetings so that progression on this area can be seen.

VII. **PRESIDENT'S REPORT**

A. Dr. McCurdy stated that the Cabinet's reports of their areas stand. However, she added that the Cabinet have been asked to do more substantive and abbreviated reports so that the Board gets a more holistic sense of the activities where we are engaging. Dr. McCurdy stated her work with the Cabinet has been focused and include real estate, technology, realignment tasks, and staffing.

The Board expressed their appreciation for the substance of work that is being

done and thanked Dr. McCurdy for her leadership.

B. Enrollment Report

IVP Rochester reported the enrollment and registration for Summer I, 2019 shows a six percent increase, Summer II, 2019 yielded a nine percent increase, and a six percent increase, Fall 2019.

The Board asked if it was known what attributed to the increases. IVP Rochester spoke to the Communication Plan to stop-out students, current educational plans and transfer information, as well as an open house geared toward specific populations

CLOSING COMMENTS

Chair Schmoke stated that the Board would have changes with the end of term for the Student Trustee, Ms. Maricruz Abarca and gave thanks for her participation and input. Dr. Rosemary Gillett-Karam sent a note of thanks to the Board, faculty, staff and students and asked that it be read at the meeting. The Chair also announced that Trustee Maria Tildon stepped down from the BCCC Board of Trustees, effective July 1, 2019, and sent her thanks to the Board, faculty, staff and students; she will continue to support the college.

Governor Hogan will be reviewing other candidates for Board positions.

VI. MOTION FOR ADJOURNMENT

Chair Schmoke made a motion under the provision of the States Open Meetings Law to adjourn the meeting to reconvene into a closed session at 4:47 p.m., this motion was seconded by Trustee Jason Perkins-Cohen.

VII. NEXT MEETING *Wednesday, September 18, 2019.*

ATTENDANCE:

Dr. Debra L. McCurdy, President
Dr. Tonja Ringgold, VP of Academic Affairs
Ms. Becky Burrell, VP of Institutional Effectiveness and Planning
Ms. Sylvia Rochester, IVP of Student Affairs
Mr. Michael Thomas, VP of Workforce Development and Continuing Education
Mr. Calvin Harris, Jr., VP of Business & Finance
Ms. Dawn Kirstaetter, VP of Advancement & Strategic Partnerships
Mr. James Knighton, Esq., Director of Governmental Relations
Ms. Michelle Williams, Director of Human Resources
Dr. Debora Johnson-Ross, Director of Mayor's Scholars Program

BCCC Staff Present:

Ola Akinkuowo; Tope Aje; Renata Allen; Terri Bell; Elena Berrocal; Lorraine Brown; Dr. Pamela Ambush Burris; Maria Cazabon; C. Carter; AVP Tawanda Carter; Angela Donn; Sinithia Drake; Dr. James Dyett; Patricia Edwards; Charlene Gray; Valerie Grays; Alisha Green;; Nana Gyesie; Wendy Harris; Eileen Hawkins; Kemberly Henderson; B. Hunderson; Salita High; Marie Hinton; Dorothy Holley; Shayla Hunter; Joe Hutchins; Dr. Bob Iweha; Leslie Jackson; Carlton James; David Xuday Jin; Nena Kutniewski; Khadijah McKinley; Bryan Miller, Ph.D.; Brian O'Connell; Chris Oguanan; Scott Olden; Bryan Perry, Esq.; Stephanie Quick; Shanta Rao; Joshua Searcy; Tesa Sheffield; Dr. Daphne Snowden; D. Fitzgerald Smith; Adaria Sogbor; Gregory Tarver; Theresa Tunstall; Dr. Chima Ugah; Charles Wilson; Alise Williams; Andre Williams; Virgie Williams; Dr. Diana Zilberman.

Others Present:
Ms. Kristen McFarlane, AAG
Ian Klein - DLS
Hau Huai – Year Up Student
Debra Vines – Bellevue University

CLOSED SESSION

The Board voted unanimously, under the Open Meetings Act, State Government Article Section 10-508, to convene in Closed Session on June 19, 2019, in the President's Conference Room to discuss real estate, personnel and to obtain legal advice.

Respectfully submitted,

Debra L. McCurdy, PhD
President

TAB 3

STUDENT GOVERNMENT ASSOCIATION REPORT

Baltimore City Community College
Student Government Association
Board Report - September 2019

BCCC Welcome Week Fall 2019 was held August 26 – 30, 2019. The Office of Student Life and Engagement, in conjunction with the Student Government Association, welcomed students, faculty and staff back to campus during the traditional Welcome Week. Some highlights of the events are below:

August 26, 2019 – Motivation Monday

The week began with activities on the Liberty campus. Students, faculty and staff volunteers greeted and provided assistance to new and returning students. The college community was encouraged to wear the school colors or any BCCC paraphernalia. It was great to see an increase in student presence on campus. A morning beverage station provided students with coffee, tea and/ or hot chocolate to start their day. The students were also treated to waffles and juice. There were 219 participants for Welcome Week waffles. Additional highlights of the day included Laughter Yoga, BCCC Panther Pics and the soft opening of the new Clubs and Orgs Resource Room. Using the computers in this room, students were able to print out their class schedules and complete financial aid requirements.

August 27, 2019 – Together We Work Tuesday

The Welcome Week Greeters continued their daily routine of helping our BCCC students. At midday, the annual Clubs and Orgs and Campus Resource Fair took place in the Student Atrium. Representatives from the following offices and departments were present at the fair: Career Development and Employment Services, Bellevue University, Office of Academic Operations and Services, the Center for Academic Achievement, Student Support and Wellness Services, the Office of Judicial Affairs, and Title IX, Alumni Affairs, TRIO/SSS-STAIRS Program, and the Office of Student Life and Engagement. Clubs and organizations present were as follows: Student Government Association, Anthropology and Sociology Club, BC3 Divide and Conquer Math Club, Mu Alpha Theta Mathematics Honor Society, History Club, International Students Club, Latinx Uni2 Student Club, Panther's Inc. Step Team, US Army, Lady Panthers Volleyball Team, and the Veteran's Club. Additional highlights of the day included a workshop entitled, "Need to Know-First Semester Tips", which was co-sponsored with the Office of Student Support and Wellness Services.

August 28, 2019 – What's Going On Wednesday

The Office of Student Life and Engagement, in conjunction with the Student Government Association, sponsored a "Welcome Back Lunch" with sandwiches and chips in the Student Atrium on the Liberty campus. There were 180 participants for the midday lunch and 39 for the evening sandwich break. Eight vendors displayed and sold various products or introduced their services to the campus community along with the Office of Student Life and Engagement. There was also a Voters' Registration Table provided by the League of Women Voters. The students were able to enjoy music and take pictures with various photo booth props both in the early afternoon and the late evening hours.

August 29, 2019 – Speak About It Thursday

The Welcome Week Greeters continued to welcome new and returning students and morning beverages were provided. The campus community got an opportunity to participate in a special presentation entitled “Speak About It”. This was a performance about Consent, Boundaries & Healthy Relationships. The program was held in the Mini Conference Center and was co-sponsored with the Offices of Student Support and Wellness Services, Judicial Affairs, the Student Government Association and the Office of Student Life and Engagement. There were 47 participants. BCCC T-shirts and other giveaways were given to the students that attended.

August 30, 2019 – Relax and Rejuvenate

Friday was the last day of Welcome Week. Greeters continued to welcome new and returning students and morning beverages were provided. At noon, a beginners’ Yoga session was held in the Tranquility Lounge. This event was co-sponsored with the Office of Student Support and Wellness Services.

TAB 4

AFSCME

AFSCME Local 1870 Presentation to the BCCC Board of Trustees Wednesday, September 18, 2019

LABOR-MANAGEMENT ISSUES:

1. **Negotiations Update:**

   We submitted our final remaining proposals to management which included salary increases for the next 3 fiscal years and management rejected all proposals that were remaining, including any salary increases for bargaining unit employees. This is very disheartening as BCCC has not given staff a raise in the last 12 years. Under the law management has the right to bargain all three of our contracts and it violates our collective bargaining rights that were approved by the general assembly in Annapolis when they refuse to bargain with us. Simply saying, "no" to a host of proposals is not considered bargaining in good faith.

2. **Annual Leave Requests**:

   Bargaining unit employees are being denied requests for vacation leave because they are being told that there is a staff shortage crisis. According to our contract annual leave should not be unreasonably denied. Employees should not be held accountable and punished because their Departments are stating they are short staffed.

3. **Performance evaluations**:

   Several employees originally received "needs improvement" evaluations that after further review were changed to "meets standards". We feel employees are being unfairly evaluated, with supervisors evaluating with personal feelings rather than using the rubric to determine an employee's ratings. When questioned about low ratings for specific behavioral elements, supervisors cannot explain their choices. Additional training should be offered to managers to prevent further misuse of the performance evaluation tool.

Respectfully submitted by Charlene Gray on January 4, 2019

TAB 5

FACULTY SENATE REPORT

BALTIMORE CITY COMMUNITY COLLEGE

Faculty Senate Report to the Board of Trustees

September 18, 2019 Board Meeting

The Faculty Senate welcomes you to a new academic year 2020. We are very optimistic and looking forward to a promising future at Baltimore City Community College. The following activities occurred since our May, 2019 reporting to the Board of Trustees.

- May 28, 2019: The Nursing program had a Pinning Ceremony with 23 graduates who received Associate Degree in Nursing with the class of 2019. The speaker for the ceremony was Ms. Ursula Bishop, BSN; and a BCCC Nursing graduate.

- May 30, 2019: Student Learning Outcomes Assessment Committee and General Education Core Competencies Committee conducted a successful Assessment Day. A large number of faculty attended the Assessment Day. Mr. Bobby Marvin Holmes and Ms. Novlette Haughton, former BCCC graduates provided reflections on students' success through assessment. Dr. Diana Zilberman, Assessment Day keynote speaker provided insights on the importance of feedback as part of the assessment process. Ms. Eileen Hawkins, Director of Institutional Research presented the role of College Data and Assessment Team (CDAT) and the summary of their accomplishments. Other sessions include Program Review and Evaluation Committee updates by Dr. Katana Hall; Overview of General Education Committee report by Professor Latonia Moss; Assessment 101 by Professor Terry Doty; Rubrics 201 by Professor Darlene Godwin and Professor Angelique Cook-Hayes; Using Rubrics and Outcomes Options in Canvas by Mr. Jeremy Harvey; Course/Program Outcomes/Curriculum Mapping by Dr. Malathi Radhaskrishnan, Dr. Amrita Madabushi, and Dr. Debra Parson; and Assessment Principles According to Quality Matters by Dr. Diana Zilberman.

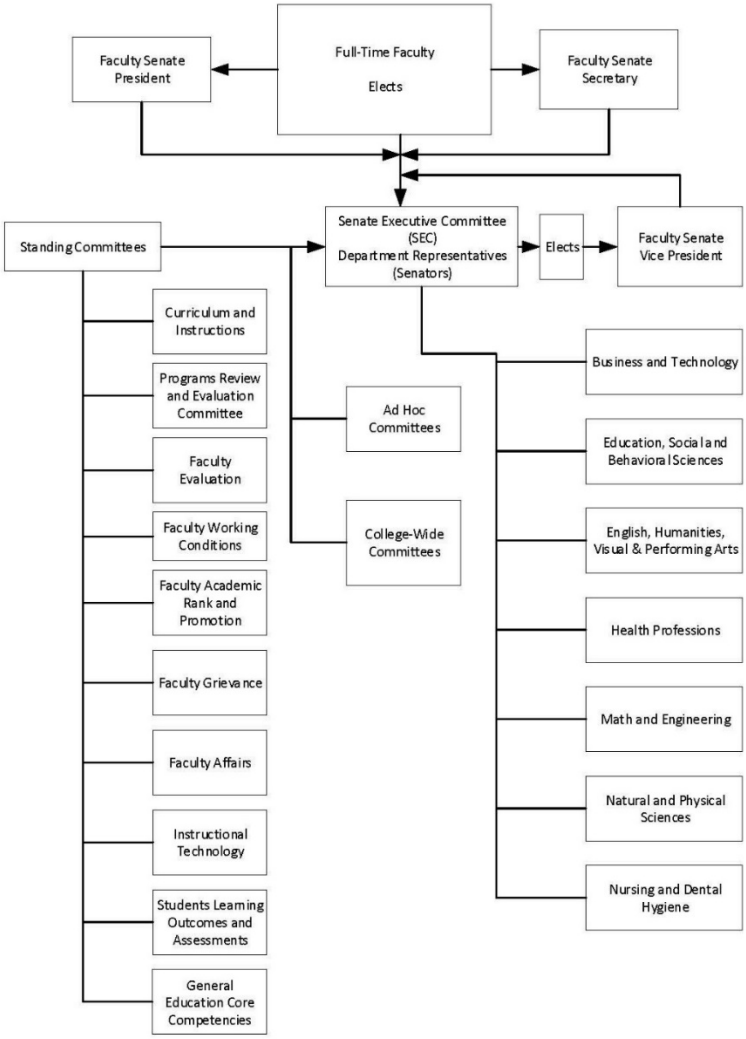
- Faculty unanimously voted to accept the Faculty Senate graphical presentation of the organizational chart to reflect the written structure in the Faculty Handbook.

- August 15, 2019: Nursing faculty had their Practical Nursing Program Pinning Ceremony. Eleven students graduated from the program. Ms. Marsha Turner, BSN and a BCCC graduate was the keynote speaker.

- August 16, 2019: Full-Time Faculty Academy focused on the theme "Faculty Partnering for Students Success" with emphasis on Achieving the Dream (ATD). Dr. Eileen BacCus, ATD Lead Coach and Mr. Leon Hill, ATD Data Coach were the keynote speakers. Several area peer colleges conducted workshops on how they are

using the Achieving the Dream models at their respective institutions. Montgomery College presented on “Student Success Work at MC,” Prince George’s Community College presented on “OERs and Pathways,” and Community College of Baltimore County presented on “Best Practices in ATD.” The presence of Achieving the Dream team at BCCC and the presentations from peer institutions were very productive on how to implement ATD to improve our students’ success ratio using data-driven decision-making approaches.

Faculty Senate Organizational Structure



Humbly submitted,

ChimaUgah

Dr. Chima Ugah,
Faculty Senate President

TAB 6

ITEMS REMOVED FROM THE AGENDA

BALTIMORE CITY
COMMUNITY COLLEGE

THERE ARE NO ITEMS REMOVED FROM THE AGENDA.

TAB 7

NEW BUSINESS

A. INTRODUCTION OF NEW BCCC BOARD MEMBERS

B. REALIGNMENT TASKS UPDATE

Baltimore City Community College
New BCCC Board of Trustee

Lelia Parker, Esq., is a member of the Litigation Department in the Firm's Baltimore office. She maintains a general litigation practice and handles a variety of matters involving complex commercial disputes.

Before joining Saul Ewing Arnstein & Lehr, Lelia was a law clerk for Judge Clayton Greene Jr. of the Court of Appeals of Maryland. Lelia was a judicial intern for Judge Greene as well while she was earning her J.D. at the University of Baltimore School of Law. She was also a summer associate with the Firm.

While in law school, Lelia was also a legal intern at the corporate headquarters for Special Olympics International. Her responsibilities in this position included drafting, negotiating and editing legal documents such as employment contracts, artists' contracts, license agreements and athlete waivers. She also worked on risk management issues connected with the organization's Summer World Games, the largest sporting event in the world in 2015.

Baltimore City Community College
New BCCC Board of Trustee

Leonor Tannhauser Blum, as a student at Wellesley College in Massachusetts, Leonor Blum, a native of Argentina, struggled with adapting to a new culture and a new way of learning.

“I attended a bilingual school in Buenos Aires, so English wasn’t a problem,” she says. “But in the U.S., you had to write essays and speak up in class, and I was not used to that. It was quite a challenge for the international students, and no one was there to help.

“During those first two years, I felt lost and inferior and believed I would never make it.”But Blum persevered, earning a bachelor’s degree as well as master’s degrees from the Columbia University School of Journalism and the Johns Hopkins School of Advanced International Studies.

Today, Blum is the founder and director of ¡Adelante Latina!, a free afterschool academic enrichment and college preparatory program for underprivileged and promising Latina sophomores attending Baltimore City public high schools.

A Baltimore Hebrew congregant who lives in Cheswolde, Blum is among 10 semi-finalists for the 2019 “Homecoming Hero Awards.” Presented by the nonprofit Baltimore Homecoming Inc., the awards pay tribute to communal and nonprofit leaders, activists, artists and innovators making an impact. Five winners will be announced on Oct. 14.

Baltimore City Community College

REALIGNMENT TASKS UPDATE

Board of Trustees, September 18, 2019

Dr. Debra L. McCurdy, President

Realignment Task #1

"Review and strategically align core course offerings of BCCC, consistent with accreditation requirements, and focused on the needs of students at BCCC and the workforce of Baltimore City."

Office of Academic Affairs

Based on enrollment data and employment outlook, begin to sunset low and under enrolled programs.

The college's review of academic programs is conducted annually through the Program Review and Evaluation (PREC) process. Currently, only credit degree (A.A., A.S., A.A.S., A.A.T., and A.S.E.) programs are evaluated through PREC. Beginning fall 2019, Certificates will be added to the review process and cycle. BCCC is now in Cycle 2, Year III of the program review process. The following programs are scheduled for review: Accounting, Biotechnology, Business Administration, Business, Computer Information System, Computer Aided Drafting and Design, and Construction Supervision. Cycles 3, 4, and 5 of the five-year cycle (Academic years Fall 2019-Spring 2020, Fall 2020, Spring 2021, and Fall 2021-Spring 2023), will be utilized to determine which programs are more vulnerable to pausing and sunset.

Focus resources on expanding the enrollment in high demand programs such as health professions and transfer programs.

Dual enrollment programs have become a focal point for increasing enrollment at BCCC. Specifically, BCCC's P-Tech programs are growing and expanding to include New Era with transportation logistics with Port Covington as the business partner. As well as, the college continues to offer dual enrollment to private high schools: Bais Yaaakov Eva Weiner High School, Talmudical Academy and St. Francis Academy.

SB 615 of 2018 established the Cyber Warrior Diversity Program at BCCC, Bowie State University (BSU), Coppin State University (CSU), Morgan State University (MSU), and the University of Maryland Eastern Shore (UMES) to train students in computer networking and cybersecurity, including training to achieve specified CompTIA (Computing Technology Industry Association) certifications.

The BCCC Cyber Warrior Program launched in January 2019 with the first in a series of classes to support BCCC students in earning the CompTIA Certifications. To date, 37 students have completed IT Training leading to industry certifications and career advancement. Students complete classes and receive additional support for earning the following certifications:

- CompTIA A+ Certification Prep
- CompTIA Network+ Cert. Prep
- CompTIA Security Cert. Prep

BCCC is in the process of finalizing transfer and reverse transfer agreements with Coppin State University, Notre Dame University of Maryland, Salem University and Bowie State University and. The Bowie State University articulation agreements will include individual agreements for programs, honor students, and commuter scholarships. The formal agreement signing will commence in fall 2019.

New credit program proposals for consideration in fall 2019 include Digital Marketing Certificate (Industry Partner – Facebook) and Radiology Technology, AAS (Industry Partner - University of MD Medical System).

Baltimore City Community College

REALIGNMENT TASKS UPDATE

Board of Trustees, September 18, 2019

Dr. Debra L. McCurdy, President

Realignment Task #2

"Make workforce development and job placement top educational priorities of BCCC."

Mr. Michael Thomas, Vice President for Workforce Development & Continuing Education

The WDCED continues to implement the Realignment Tasks, with focus on making workforce development and job placement top educational priorities. The Division has expanded business and community partnerships to align programs to the economic development and workforce training needs in Baltimore. In the past 7 months, this has included:

- On-going participation in the Baltimore Workforce Development Board (BWIB) and the Mayor's Office of Employment Development (MOED) subcommittees;
- Developing new contract training with Johns Hopkins Hospital, University of Maryland Medical System for multiple health programs;
- Contracting with Goodwill for new cohorts for Pharmacy Technician;
- Supporting internships and job placement with Baltimore City Police Department for Emergency Medical Technician Training graduates;
- Contracting with the International Rescue Committee (IRC) for Transition to English Classes for Manufacturing workers; and
- Renewing contracts with Civic Works, Maryland New Direction, and Maryland Restaurant Association for new cohort training.

WDCED continues to expand **career development services** for all students through updated career information systems and services including:

- Distributing weekly MOED job postings and hiring events; and
- Participating in city-wide job fairs and hosting program-specific events, such as Maintenance Apprenticeships and Diesel Technician internships.

New training programs launched in the past 7 months include:

- Diesel Technician/Mechanic – December 2018;
- Commercial Driver's License – December 2018;
- Construction Pre-Apprenticeship – January 2019;
- Industrial Maintenance Mechanic Apprenticeship – Aril 2019;
- Hospitality and Customer Service – July 2019; and
- Baltimore Police Cadet Apprenticeship – July 2019.

Baltimore City Community College

REALIGNMENT TASKS UPDATE

Board of Trustees, September 18, 2019

Dr. Debra L. McCurdy, President

Realignment Task #3

"Improve student pathways to success, including remedial education, attainment of a degree or postsecondary certificate, and transfer to four-year institutions of higher education."

Office of Academic Affairs

Redesign of BCCC's developmental education model. Developmental Reading/English have been reduced from 3 levels to 2 levels. Developmental math levels have been reduced and courses have implemented the use of ALEKS Artificial Intelligence software to provide additional tutoring and student assessment. ALEKS also provides the advantages of one-on-one instruction, 24/7, from virtually any web-based computer for a fraction of the cost of a human tutor.

Accelerate developmental education learning. The accelerated developmental model allows for two courses to be completed in one semester. EHVPA introduced its first ALP (Accelerated Learning Program) courses for MSP as a pilot program—offering ENG 101 and RENG 92 for students who placed into RENG 92 based on the ACCUPLACER exam. The courses had 24 students. Of the 24 students, 22 passed and 2 failed. The 2 students who failed the course met with their MSP advisors and enrolled into another section of ALP for fall 2019.

Implementing Open Education Resources (OER)

In fall 2017, spring 2018, and summer 2018, a combined 242 sections utilized OERs. The latest estimate for money saved, including Spring and Summer 2019 for Z-Courses, is $1,423,500. During the 2019 Spring Semester, 104 courses were offered using OERs. Fifteen faculty participated in the June OER Institute. This year 7 faculty members received OER mini-grants from Kirwan Center as part of their Maryland Open Source Textbook Initiative.

QM Course Review Project

BCCC has two new courses certified by Quality Matters: Professor Daniel Izume's BUAD 100 and Professor Tracy LeShan's MAT 128. The college has 2 QM submissions pending certification: Professor Brian Lazarus's ACCT 222 and Professor Malathi Radhakrishnan's BIO 102. Further, the college is scheduled to submit 6 additional courses for review in the fall of 2019.

Through the various Baltimore City Community College and Baltimore City Public Schools agreements, the college will increase dual enrollments. The college is seeking to gain a presence in the 24 Baltimore City Public Schools high schools in fall of 2019. BCCC has the following dual enrollment agreements with Baltimore City Public Schools:

- College and Career Services at Renaissance Academy High School
- School readiness services at Judy Center at Liberty Rec & Tech
- Career and Technology Education Career Pathway (Pending)
- Stand for Youth
- B-Power in collaboration with University of Baltimore and BCCC
- P-Tech at New Era Academy
- P-Tech at Dunbar High School
- P-Tech at Carver
- Edmondson Westside Biomedical Courses

Baltimore City Community College

REALIGNMENT TASKS UPDATE

Board of Trustees, September 18, 2019

Dr. Debra L. McCurdy, President

Realignment Task #4

"Enter into memoranda of understanding in order to establish student pathways to success with the Baltimore City Public Schools (BCPSS), institutions of higher education, and employers."

Office of Academic Affairs

BCCC articulation agreements and MOUs have been reviewed for currency and relevancy. On December 15, 2018, MHEC distributed to all colleges and universities operating in Maryland an articulation agreement template. The purpose was to help aid and maximize student transfer opportunities within Maryland. BCCC is using the MHEC template to update all agreements. To date BCCC has implemented the new process with three articulations (Coppin State University, Notre Dame University of Maryland and Goucher College.

The College has multiple articulation agreements and MOUs with Baltimore City Public Schools, Private High Schools, Four-Year Institutions, Training Institutions, and Employment Agencies.

BCCC is seeking new articulation agreements/MOUs through dual enrollment agreements with Baltimore City Public High Schools and industry partners. New program proposals for consideration in fall 2019 include Digital Marketing Certificate (Industry Partner – Facebook) and Radiology Technology, AAS (Industry Partner - University of MD Medical System).

Baltimore City Community College's Respiratory Therapy (AAS degree program) to Towson State University's Bachelors of Technical and Professional Studies degree in Allied Health.

BCCC and Year Up are currently in the final stages of finalizing the renewal MOU. Year Up's Professional Training Corps in Baltimore launched in 2010 on the campus of Baltimore City Community College. Year Up offers an intensive, one-year program for college students, ages 18-24, combining professional coaching, hands-on skill development, and internships at some of America's top companies. As students work toward completing a degree at Baltimore City Community College, Year Up provides students with professional development and work experience to launch into a meaningful career.

Baltimore City Community College

REALIGNMENT TASKS UPDATE

Board of Trustees, September 18, 2019

Dr. Debra L. McCurdy, President

Realignment Task #5

"Align the budget of BCCC with realistic enrollment projections."

Mr. Brian O'Connell, Budget Manager
Ms. Sylvia Rochester, Interim Vice President for Student Affairs
Ms. Becky Burrell, Vice President for Institutional Effectiveness, Research & Planning

The College continues to align the budget with enrollment projections and has begun the change to enhance this process. A Comprehensive Enrollment Plan is being developed which will create a process which increases the involvement of more areas within the College for this projection. Student Affairs, Academic Affairs, Institutional Effectiveness and Strategic Planning, and Administration and Finance will collaboratively be engaged in this process. The outcome of this progression will not only be used to develop the budget for the state but it will be a measure to determine such factors as optimal class size, untapped markets of potential students, and possible new income sources. This process is intended to be ongoing and throughout the academic year. Additional out year projections will focus on retention and student success measures, and be used for the College's multi-year projections.

Enrollment is monitored constantly by the President's Cabinet and the Chief Budget Officer to determine if adjustments need to be made to the budget, if additional personnel are needed, or if additional accommodations are required. Moving forward, the College will create a comprehensive enrollment management plan and the process for delivery. Updates to the upcoming fiscal year budget will be used to evaluate the alignment with the projections.

Baltimore City Community College

REALIGNMENT TASKS UPDATE

Board of Trustees, September 18, 2019

Dr. Debra L. McCurdy, President

Realignment Task #6

"Engage in a comprehensive review of all positions, faculty, and staff at BCCC."

Ms. Michelle Williams, Executive Director for Human Resources

The College has begun to take a comprehensive approach to the recommendations from the Edbridge June 2018 report to dramatically improve and realign the departments for efficiency and to meet the needs of the students. In the 1st phase of this process we reviewed our Contractual staff and determined to tightly coordinate departments with an abundance of duplicate positions, which resulted in 31 contractual positions ending June 28, 2019 not be renewed. The next phase of the realignment will address the composition of an effective college team to ensure vacant positions are before replacing, and reviewing the most critical institutional areas and the needs. Leadership at all levels will be reviewed to ensure team members have the appropriate skills, knowledge and abilities to perform their responsibilities.

Engage a qualified firm to conduct a comprehensive staff audit of BCCC faculty, staff, and administration.

Baltimore City Community College

REALIGNMENT TASKS UPDATE

Board of Trustees, September 18, 2019

Dr. Debra L. McCurdy, President

Realignment Task #7

"Establish strong relationships with key stakeholders."

Ms. Dawn Kirstaetter, Vice President for Advancement & Strategic Partnerships

- Established a new partnership with ***New Pathways, a Program of Pressley Ridge***, a non-profit social impact organization. This organization works with clients to provide support services, transition to employment, and career advancement. BCCC will provide workforce training in ***Patient Care Technician*** for current Certified Nursing Assistants to advance in their career and earning potential. We anticipate 10-15 students will participate in this training.

- Established a new partnership with ***Concerted Care Foundation***, a non-profit organization serving individuals with opioid addiction. This behavioral health and wellness organization works with clients to provide support services and transition to employment. BCCC will provide workforce training program options in the ***Commercial Driver's License (CDL), Warehouse Logistics*** and ***Customer Service*** programs. We anticipate 20-25 students will participate in this training.

- Expanded our partnership with the ***International Rescue Committee (IRC)*** to provide workforce training for refugees in Baltimore. This partnership will support a cohort of students in the ***Warehouse Logistics*** program. We anticipate 12-16 students will participate in this training.

- Renewed and expanded our partnership with the ***Maryland Department of Human Services (DHS)*** as we provide a range of workforce training program options for clients through two (2) program areas. First through the Food Stamp Employment and Training (FSET) program for an estimated 100 students and second, through the Department of Social Services (DSS) Training Program to serve more than 100 students per year.

- Established a new partnership for ***Adult Basic Education (ABE)*** classes hosted by the ***Pride Center of Baltimore***, serving the LBGQ community. This new community site is expected to serve 20-40 students each year.

- The College's relationship with City Schools continues to grow.
  - Invited to speak to high school counselors during a City Schools professional development meeting in August.
  - PTECH (Michael)
  - Begun earnest discussions about expansion of Dual Enrollment
  - Discussing a new Accuplacer/ placement testing agreement

- We continue to enjoy a strong relationship with the Mayor's Office and City government:
  - Mayor Young continues to show support for our Mayor's Scholars Program
  - Mayor attended kick off for second MSP Cohort on July 1, 2019
  - Campus is a Youth Works interview hub
  - Apprenticeships with Department of Transportation and Department of Public Works

- Hosted the following community events on Campus:
  - ❖ Mayor's Office Community Collaborative Design Convening- August 29, 2019
  - ❖ Mayor's Office of Children and Family Success Conference on Black Male Excellence- June 22, 2019
  - ❖ Council President's Town Hall- August 15, 2019
  - ❖ 8th Council District Town Hall- August 1, 2019
  - ❖ Public Safety Forum with Police Commissioner and Councilman Leon Pinkett- June 27, 2019
- Baltimore City Charm TV aired 30 minute special on Mayor's Scholars Program on September 9, 2019

- The College is reestablishing strong relationship with State leadership
  - Hosted Senator Antonio Hayes 40th Legislative District's Community Association Leadership Forums- June 29, August 10, September 14, 2019
  - Campus visits by several Senators over the summer
  - President had meetings with DBM and DGS Secretaries; both pledged support
  - DOiT leadership with the VP for Institutional Effectiveness, Research & Planning and the Director for Client Services
  - Governor's senior advisor has pledged support to the College.

Baltimore City Community College

REALIGNMENT TASKS UPDATE

Board of Trustees, September 18, 2019

Dr. Debra L. McCurdy, President

Realignment Task #8

"Develop and market a brand for BCCC."

Ms. Dawn Kirstaetter, Vice President for Advancement & Strategic Partnerships

Service Quality Improvement Initiative: Customer Care

BCCC has been selected to participate in *Caring Campus*, an initiative of the Institute for Evidence-Based Change (IEBC) funded by Ascendium Education Philanthropy (formerly Great Lakes Foundation). *Caring Campus* improves student connectedness to their college, which leads to increased persistence and completion rates. *Caring Campus* training will begin Thursday, September 26, 2019.

Continued rebranding project with the Hatcher Group.

- Reviewed 50 logo design choice and narrowed down selections for testing.
- Finalized brand pillars
- Finalizing seal redesign

Created new street signs on Liberty and Tawanda Avenues.

Finalized contract with Downtown Partnership to secure branded street pole banners on Lombard Street for upcoming year

Completed or nearly completed the following publications: multiple Workforce Development promotional materials, Career Pathways, Case for Support, BCCC Foundation Scholarship brochures, Near Completers postcard and BCCC viewbook

Designed and printed new retractable banners for various departments

Enrollment campaign included advertisement on buses, light rail and in mall kiosks

Provided designs for various Campus Beautification projects including signage for parking lot, exterior wayfinding and murals for the public safety/ID booth, cafeteria, game room

Experienced an overall 9,600 increase in the number of website users during the General Registration period of August 6 - August 24, 2019

Outreach

- Held two alumni engagement events: Alumni Crab Feast on July 13, 2019 and Alumni reception on August 9, 2019
- Distributed promotional materials at various Back to School events, including Mayor's Back to School event on August 3, 2019.
- Sponsored College Bound and Downtown Partnership events
- Will be distributing promotional materials at upcoming college fairs at 17 City high schools from September 30- October 4th
- Will have exhibit booth at National Association for Counselors & Admissions (NACA) college fair on October 21-22, 2019

Traditional & Social Media

- Continued aggressive social media posts regarding College activities, student success and other related topics.
- Hired experienced public relations professional as new Director of Communications after conducting regional search.
- Established quarterly newsletters for alumni, donors and elected officials in addition to weekly newsletter.
- Received positive media coverage. Highlights include:

Leading A Turnaround: Debra McCurdy aims to get BCCC back on track
August 2, 2019
Baltimore Business Journal

Mayor Young welcomes 2019 class of Mayor's Scholars Program
July 2, 2019
WMAR- ABC
https://www.wmar2news.com/news/region/baltimore-city/mayor-young-welcomes-2019-class-of-mayors-scholars-program

'Game Changer': Second Mayor's Scholars Cohort Launches, Giving Hundreds Tuition-Free Education
July 1, 2019
WJZ- CBS
https://baltimore.cbslocal.com/2019/07/01/game-changer-second-mayors-scholars-cohort-launches-giving-hundreds-tuition-free-education/

400+ Baltimore high school grads to start BCCC on 'tuition-free' scholarship
July 1, 2019
WBFF FOX
https://foxbaltimore.com/news/local/second-year-of-mayors-scholars-cohort

Baltimore City Community College

REALIGNMENT TASKS UPDATE

Board of Trustees, September 18, 2019

Dr. Debra L. McCurdy, President

Realignment Task #9

"Address the information technology (IT) and infrastructure needs of BCCC, including whether oversight by the Department of Information Technology is advisable."

Dr. Maria Cazabon, Director for Client Services

The College continues to evaluate and address its IT infrastructure needs, while working with the Department of Information Technology ("DoIT") and other business partners to implement new and innovative technologies to meet the business need and advance teaching and learning. An updated IT Infrastructure report was submitted to the Legislature on July 1, 2019 which highlighted major milestones. With that said, the College is on track with the project schedule, Phase I –IT Infrastructure upgrades are 98% completed, Phase III – Financial Aid (Regent Award) is 100 % completed; however, the College is working with the vendor to resolve some configuration challenges.

With the on-boarding of a new CIO, the College plans on making progress in Phase II –Data Center Refresh which is currently 20% completed and Phase III –ERP which is currently 40% completed. Overall, the College is confident that with all of the research and preparations that were completed to lay the foundation for the new ERP, this is the opportune time to reengage with DoIT and other Intergovernmental stakeholders to establish the most efficient path to select and procure a new system.

Although the College is on schedule with the timeline submitted to the Legislature in December 2018 to satisfy the Realignment Task, it is important for us to continue to reassess our processes and the technologies, that change so rapidly, to ensure that we are doing our due diligence and making the best decisions that would propel the institution into the future and maintain our existence for decades to come.

TAB 8

COLLEGE POLICIES

Title of Policy: Smoke-Free Environment Policy

Applies to (check all that apply)

Faculty__x __ Staff _x___ Students__x__

Division/Department____ College _x__ All Members of the Public _x__

Topic/Issue:

Review and update current Smoke-Free Environment Policy.

Background to Issue/Rationale for Policy:

To provide a healthy, safe learning and working environment for the students, faculty, staff, and visitors of our campus, free of tobacco products' harmful emissions and pollution.

State/Federal Regulations Requirements (cite if applicable):

- EXECUTIVE ORDER 01.01.1992.20 Executive Agency Policy on Smoking. A. Smoking Policy. To provide a healthful environment in buildings and vehicles occupied by State of Maryland agencies and employees, all employees, clients, and visitors are expected to comply with the following:1) Smoking Prohibited. Except as provided in §A(3)a) smoking or carrying any lighted tobacco product is prohibited in all State buildings and facilities, in all space leased or rented by the State.
- Memorandum of Understanding (MOU) between Baltimore City Community College and AFSCME Council 92/AFSCME Local 1870 – Article 28. Health and Safety.

Related College Policies:

- Health and Safety
- Drug-Free Campus Policy

Baltimore City Community College (BCCC) prohibits smoking and the use of tobacco products including electronic smoking devices, hookah, all other forms of tobacco or smoking in any enclosed place, including, but not limited to, all offices, classrooms, hallways, restrooms, meeting rooms, community areas, and performance venues. Smoking and the use of tobacco products shall also be prohibited outdoors on all BCCC campus property, owned or leased, including, but not limited to, parking lots,

DRAFT

paths, fields, and sports/recreational areas, as well as in all vehicles while on campus. This policy applies to all students, faculty, staff, and other persons on campus, regardless of the purpose for their visit.

This policy shall be enforced by Public Safety. Employees that fail to comply with the tobacco-free policy will be subject to progressive disciplinary action.

Students that fail to comply with the smoke-free policy will be subject to progressive disciplinary actions.

Visitors that fail to comply with the smoke-free policy will be informed of the policy and requested to comply.

Implementation Date: Upon Board Approval

Originator/Division: Student Affairs

Approved by Board of Trustees: TBD

DRAFT

Date: August 27, 2019

Title of Procedures:

Smoke Free Environment

Procedures (check one): New ____ Revised _X__Reformatted _____

Applies to (check all that apply):

Faculty x___ Staff_x__ Students _x__

Division/Department: ___ College__x__

Topic/Issue:

Revisions and updates to Smoke-Free Environment Procedure.

Background to Issue/Rationale for Procedure:

The purpose of this procedure is to ensure compliance with the college's Smoke -Free policy. Smoke-free policies are becoming standard to foster a healthy environment in businesses, colleges, and municipalities. BCCC is ensuring a healthier campus environment for all by eliminating all smoking and tobacco use on campus.

Many employers have begun enacting smoke-free hiring policies and can refuse employment to those who smoke. As an institution of higher learning, it is important to prepare our students for the workforce by encouraging healthy habits that will benefit them for future employment.

In a recent survey distributed to the BCCC community which encompassed students, faculty, staff, and visitors, 90% of respondents reported supporting BCCC becoming a smoke free campus.

State/Federal Regulatory Requirements (cite if applicable):

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(For procedures, cite appropriate approved College Policy addressed)

EXECUTIVE ORDER 01.01.1992.20 Executive Agency Policy on Smoking. A. Smoking Policy. To provide a healthful environment in buildings and vehicles occupied by State of Maryland agencies and employees, all employees, clients, and visitors are expected to comply with the following:1) Smoking Prohibited. Except as provided in §A(3)a) smoking or carrying any lighted tobacco product is prohibited in all State buildings and facilities, in all space leased or rented by the State.

These procedures address the BCCC Smoke Free Environment Policy.

Procedural Language:

Smoking is prohibited on all College property, whether leased or owned. This includes the use of cigarettes, e-cigarettes, cigarillos, chewing tobacco, snuff, vaping, pipes, hookah, cigars, and other forms of tobacco or tobacco substitutes. Also, any item simulating these products and smoking related products that may be developed in the future are prohibited. Smoking/tobacco cessation products such as nicotine patches, gum, and similar products or physician-prescribed medications are not restricted by this policy. The college provides smoking cessation classes and/or resources for students, faculty and staff The BCCC campus property includes all offices, classrooms, hallways, restrooms, meeting rooms, community areas, and performance venues. Smoking and the use of tobacco products shall also be prohibited outdoors on all BCCC campus property, owned or leased, including, but not limited to, parking lots, paths, fields, and sports/recreational areas, as well as in all personal vehicles while on campus.

Public Safety enforces this policy with disciplinary actions. If students, faculty, or staff are found to be smoking on campus, public safety will use the following chart to address the issue:

Students/Faculty/Staff	
First occurrence	Verbal Warning enforced by Public Safety
Second occurrence	Written Warning enforced by Public Safety
Third occurrence	First Citation issued by Public Safety. Disciplinary action: Students - Judicial Affairs Staff/Faculty- through Human Resources and supervisor
Fourth occurrence	Second Citation issued by Public Safety. Additional disciplinary action: Students – through Judicial Affairs upon recommendation of the IMAC committee

DRAFT

	probation or suspension Staff/Faculty – through Human Resources one day suspension without pay

Citations will be issued in the form of a $25 ticket from Public Safety. They will report violators to Judicial Affairs, Student Accounting, and the Office of Human Resources on a bi-monthly basis.

Students receiving citations will be reported to Judicial Affairs and Student Accounting. Judicial affairs will treat this as a violation of the Student Code of Conduct and will follow the normal procedures already in place including an IMAC hearing and restorative justice. Student Accounting will put a stop in the registration codes preventing the student to register, obtain transcripts, get their diploma, etc. until the citation is paid as is customary with similar campus fines. Once a second citation is issued, Judicial Affairs upon recommendation of the IMAC committee, may place the student on probation or suspension.

Faculty and staff receiving citations will be reported to the Office of Human Resources. If the fine is not paid, payroll will hold the citation money from the employee's pay check. Disciplinary actions will include actions with performance steps. A second citation will result in a one day suspension without pay. More citations can result in discharge/termination for violating a campus policy as stated in the employee handbook.

Any visitor to the BCCC campus will, at the second warning, be escorted off campus and may ultimately be arrested for trespassing if violations continue.

Money generated from citations will be funneled into wellness programing to promote healthy lifestyles.

Defined Terms:

"Electronic Smoking Device" means any product containing or delivering nicotine or any other substance intended for human consumption that can be used by a person in any manner for the purpose of inhaling vapor or aerosol from the product. The term includes any such device, whether manufactured, distributed, marketed, or sold as an e-cigarette, e-cigar, e-pipe, e-hookah, or vape pen, or under any other product name or descriptor.

"Hookah" means a water pipe and any associated products and devices which are used to produce fumes, smoke, and/or vapor from the burning of material including, but not limited to, tobacco, shisha, or other plant matter.

"Smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, hookah, or any other lighted or heated tobacco or plant product intended for inhalation, including marijuana, whether natural or synthetic, in any manner or in any form. "Smoking" also includes the use of an electronic smoking device which creates an aerosol

or vapor, in any manner or in any form, or the use of any oral smoking device for the purpose of circumventing the prohibition of smoking in this Procedure.

"Tobacco Product" means any substance containing tobacco leaf, including but not limited to, cigarettes, cigars, pipe tobacco, hookah tobacco, snuff, chewing tobacco, dipping tobacco, bidis, blunts, clove cigarettes, or any other preparation of tobacco; and any product or formulation of matter containing biologically active amounts of nicotine that is manufactured, sold, offered for sale, or otherwise distributed with the expectation that the product or matter will be introduced into the human body by means including but not limited to inhalation, ingestion, or absorption; but does not include any cessation product specifically approved by the U.S. Food and Drug Administration for use in treating nicotine or tobacco dependence.

Proposed Implementation Date: January 1, 2020

Proposed by:

Approved by the Board of Trustees:

Originator/Division: Student Affairs, Student Support and Wellness Services

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TAB 9

PUBLIC PRESENTATIONS

BALTIMORE CITY COMMUNITY COLLEGE

TAB 9– INFORMATION
SEPTEMBER 18, 2019

A. COLLEGE BRANDING

a) NEW LOGO & COLLEGE SEAL

Board of Trustees | UPDATE

Wednesday, September 18, 2019

BCCC
BALTIMORE CITY
COMMUNITY COLLEGE

ReBRAND

BCCC Seal, Logo, and Mascot

Realignment Task #8: **Develop and market a brand for BCCC.**

Over the past year, the College has been working with the Hatcher Group to rebrand the College.

Research

- One-on-one interviews with campus leadership (October 2018)
- Campus listening sessions (8 total, at both Liberty and Downtown locations, in October 2018)
- Focus groups (4 in November 2018)
- Survey (Deployed to over 4,000 students, faculty, staff, alumni and community members in January 2019; 1,000 responses collected)
- Focus groups (2 in March 2019)
- Final presentation on research (March 2019)

Branding

- 80+ logo concepts presented (since March 2019)
- Final options delivered to BCCC to test on campus (August 2019)
- BCCC testing designs with students and employees (September 2019)

Pending Deliverables

- Style Guide (ETD November 2019)
- Branding Report (ETD November 2019)

Refining Brand Pillars

BCCC is helping students prepare for the next big thing.

BCCC prepares our students for careers in high-demand fields. Our academic, certificate and job training programs meet state and national standards. Our faculty and staff will work with you so that you gain the confidence and skills you need to take the next step.
College credit. Associate degree. Job training and certification. Continuing education. GED. English as a second language.
We do that. Whatever you need, we've got you.

BCCC is a great value.

BCCC offers high quality instruction at an affordable cost because we are committed to making sure that everyone in Baltimore can access opportunity. We understand that college costs a lot of money, but it is worth the investment. Our office of financial aid can help you put your college and career dreams in reach. We offer many scholarships and financial aid options to our credit students. And, many of our workforce and continuing education programs are free.

BCCC is welcoming and diverse.

BCCC offers a welcoming and supportive learning environment for everyone. We have nearly 6,700 degree seeking students and nearly 8,900 continuing education/noncredit students. Our students come from diverse racial and ethnic backgrounds; they represent different ages and life experiences. Wherever you come from, wherever you want to go, we work to lift up the voices of all of our students.

REBRANDING UPDATE

BCCC Seal

Previous Seals

Current Seal

Options

BALTIMORE CITY COMMUNITY COLLEGE
1947
SCIENTIA SIT POTENTIA

Current Seal

Staff Favorites

Latin Text Translations

Current Seal

Fatti Maschii, Parole Femine
Manly Deeds, Womanly Words
(loose translation)

Strong Deeds, Gentle Words

Optional Text

Scientia Sit Potentia

Knowledge is Power

REBRANDING UPDATE

BCCC Logo

Previous Logos

Current Logo

BALTIMORE CITY
COMMUNITY COLLEGE

Interim Design

BCCC
BALTIMORE CITY
COMMUNITY COLLEGE

REBRANDING UPDATE

Designing The New BCCC Logo

BaltimoreCity
CommunityCollege
BCCC
Baltimore City
Community College
BCCC
Baltimore City
Community College
BCCC
BALTIMORE CITY
COMMUNITY COLLEGE
BaltimoreCity
Community College
BCCC
Community College
BaltimoreCity
BCCC
BCCC
Baltimore City Community
Baltimore
City
Community College
BCCC
BALTIMORE CITY
COMMUNITY COLLEGE
BCCC
Baltimore City
Community College
bccc
BCCC
1947
BCCC
Baltimore City Community College
BaltimoreCity
Community College
BCCC
BaltimoreCity
Community College
BCCC

Option # 1

BCCC
BALTIMORE CITY
COMMUNITY COLLEGE

Option # 2

BCCC

Option # 3

BCCC
BALTIMORE CITY
COMMUNITY COLLEGE

Option # 4

BCCC

Baltimore City
Community College

Option # 5

BaltimoreCity
CommunityCollege

Proposed Logo Moodboard

TYPE TREATMENTS

BLOCK

BCCC
Baltimore City Community College

BCCC
Baltimore City Community College

STACKED

Baltimore City Community College

Baltimore City Community College

Baltimore City Community College

FULL NAME 1

Baltimore City
Community College

Baltimore City
Community College

FULL NAME 2

BALTIMORE CITY
COMMUNITY COLLEGE

BALTIMORE CITY
COMMUNITY COLLEGE

BALTIMORE CITY
COMMUNITY COLLEGE

SHAPE / CONCEPTS

LIGHT & AIRY

SWOOSH

MOVEMENT

ORGANIC

TYPEFACES

KULTURISTA

PROXIMA NOVA

TOFINO

COLOR PALETTE

BLACK
000000

RED
C72427

YELLOW
F7941D

WHITE
FFFFFF

Proposed Logos

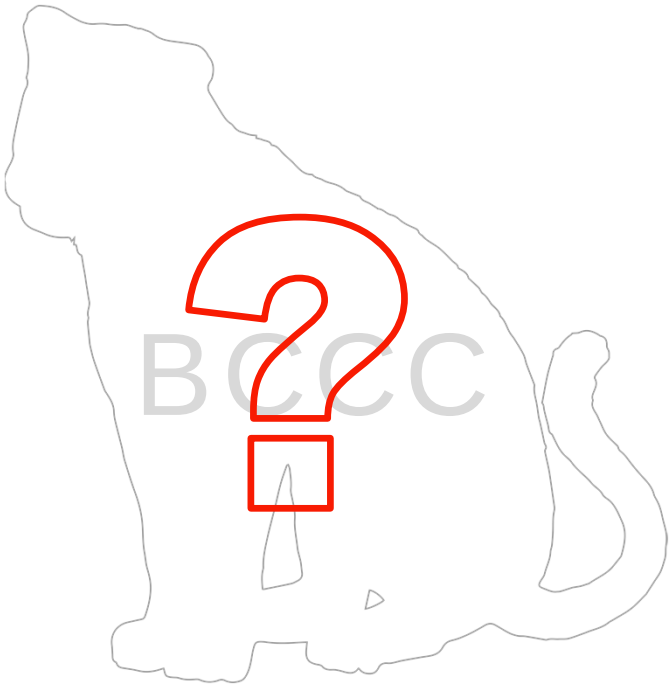
REBRANDING UPDATE

BCCC Mascot

Previous Mascots

Current Mascot

The Search for BCCC's New Panther



Sample Mascot Application – ID Card

Sample Mascot Application – Games Room

Sample Mascot Application – Welcome Sign

REBRANDING UPDATE

Next Steps...

BCCC
BALTIMORE CITY
COMMUNITY COLLEGE

REBRANDING UPDATES

September 18, 2019

BALTIMORE CITY COMMUNITY COLLEGE

BOARD AGENDA
TAB 9– INFORMATION
SEPTEMBER 18, 2019

B. MAYOR'S SCHOLARS PROGRAM UPDATE

BALTIMORE CITY
COMMUNITY COLLEGE

MSP@BCCC

BOARD REPORT | SEPTEMBER 16, 2019

ACCOMPLISHMENTS

- Strengthened integration of MSP and college operations – Academic Affairs and Student Affairs
- Strengthened working relationship with Mayor's Office
- Increased collaboration with Baltimore City Public Schools
- Exceeded the 250 student enrollment goal
- Received $25,000 textbook scholarship from the Middendorf Foundation
- Scholars highlighted in the CharmTV documentary, *Making College Possible: The Mayor's Scholars Program*

SUMMER BRIDGE ENROLLMENT

	COHORT 2 (2019)	COHORT 1 (2018)	% CHANGE
MSP Scholars	135	43	214%
Special Populations			
YouthWorks	250	304	(18%)
ESL*	40	40	No change
Workforce	4	N/A	N/A
Total Registered	**429**	**387**	**11%**

*CASA Scholarships awarded - 38 (2019), 34 (2018)
CASA awards scholarships to students who are not eligible for YouthWorks based on citizenship status.

SUMMER BRIDGE 2019 CLASSES

CLASS	# SECTIONS	# ADJUNCT INSTRUCTORS
PRE-100 (1 credit)	22	14
ENGLISH 101 (3 credits)	2	1
MATH 107 (3 credits)	2	1
ENGLISH Bootcamp	19	11
MATH Bootcamp	21	15
COLLEGE SUCCESS Bootcamp	22	14
ESL	2	2
WORKFORCE	1	1
TOTAL	**91**	**59**

FALL ENROLLMENT

Mayor's Scholars Program	FALL 2019	FALL 2018
Registered (as of 9/5/19)		
• **COHORT 1**	139	312
• **COHORT 2**	402	N/A
ESL Non-Credit (Foundations I and II)		
• **COHORT 1**	3	13
• **COHORT 2**	17	N/A
ESL Credit, dev (ELI 80, 81, 82)		
• **COHORT 1**	16	28
• **COHORT 2**	18	N/A
Workforce	2	13
TOTAL	**597**	**366**

MSP SCHOLAR PROFILE

GENDER	COHORT 2 (2019)	COHORT 1 (2018)
MALE	36%	37%
FEMALE	64%	63%
RACE		
AFRICAN AMERICAN	85%	77%
HISPANIC	9%	13%
WHITE	2%	2%
ASIAN	1%	1%
AMERICAN INDIAN	0	1%
MULTI-RACIAL	0	6%
OTHER	3%	1%

BARRIERS TO SUCCESS

- Academic Stress
- Self-reported IEP
- English as a Second Language
- Working > 20 Hours per Week
- College Expenses
- Housing Insecurity
- Food Insecurity

BALTIMORE CITY
COMMUNITY COLLEGE

TAB 10

PRESIDENT'S REPORT

A. CABINET AREA REPORTS
B. ENROLLMENT REPORT
C. MARYLAND HIGHER EDUCATION COMMISSION
* PERFORMANCE ACCOUNTABILITY REPORT

Baltimore City Community College

PRESIDENT'S UPDATE

Board of Trustees, September 18, 2019

Dr. Debra L. McCurdy, President

NEW APPOINTMENTS

It is my pleasure to announce three new Cabinet appointments to the College. Please welcome Attorney Maria Rodriguez, Dr. Stanley Singleton and Mr. Stephan Byam to the College community, each will make a substantive operational contribution.

Ms. Maria E. Rodriguez has been appointed as the General Counsel at BCCC, effective September 3, 2019. Ms. Rodriguez comes to us from the Venable LLP firm in Baltimore (2002-19) where she was a commercial and labor litigator, handling small and multi-million dollar litigations involving statutory, tort, contract and common law claims. She carried out internal investigations on behalf of university clients and represented institutions in a variety of disputes including employment and fraud claims. Attorney Rodriguez has had ongoing litigation in immigration court and represented local government regarding free speech issues. She has represented clients with respect to employment and benefit disputes involving Title VII, the A.D.A.; the A.D.E.A. and ERISA before the EEOC, trial courts and courts of appeal. As the Vice President and Counsel, she advised and represented the Baltimore School for the Arts Foundation (2005-present) on EEO compliance, claims of discrimination, sexual harassment and retaliation; from 1996-2001 she was an Associate for the Venable LLP in Baltimore where she practiced commercial litigation; she was an Associate with Farella, Braun & Martel (1993-95) in San Francisco; an Associate with Sherman & Sterling in San Francisco, CA (1990-93); and was the Law Clerk for The Honorable Fern M. Smith in the U.S. District Court in San Francisco. She also served as Program Director, Relief Nursery in Oregon where she managed a child abuse prevention and treatment program, implementing protocols for identifying abused/neglected children. Attorney Rodriguez received her J.D. from the Stanford Law School; a M.A. in Counseling Psychology from the University of Oregon and a B.A. in American Studies from Wesleyan University.

Dr. Stanley Singleton has been appointed as the Vice President of Student Affairs, effective September 9, 2019. Dr. Singleton joins us from South University, in Columbia, South Carolina where he served as Dean and the Chief Student Affairs Officer providing vision, leadership, strategic direction and budgeting and planning for the Division since 2014. He brings experience in enrollment management, financial aid, admissions, advisement, disability services, career services, student organizations, first year experience, TRIO programs, student government, crisis response and threat assessment, campus master planning, commencement planning, accreditation, compliance, and campus safety and security. Dr. Singleton previously served as Vice President and Dean at Martin University in Indianapolis, IN (2012-14) leading a staff of 36 where he restructured the division and provided leadership and direction for the offices of Campus Safety, Enrollment Services, Financial Aid, Student Advisement, Retention and Success, the Registrar and the office of University Chaplains. He served in a variety of capacities at Paine College in Augusta, GA: as Director of the General Education Development Center (2009-12); Associate Director/Counselor (2005-09); Special Assistant to the President (2008-10); Coordinator for Preparing for Excellence Program (2005-09); and Tutorial Coordinator/Counselor (2004-05). He brings a host of student engagement experiences, honors and awards, institutional service, professional affiliations and presentations and demonstrates a commitment to community outreach. Dr. Singleton earned a PhD in Educational Leadership from Mercer University in Atlanta, GA; a Master's in Public Administration from Troy State University in AL; and a B.A. in English Literature from Mercer University in Macon, GA.

Mr. Stephan A. Byam has been appointed as the Chief Information Officer (CIO) effective September 16, 2019. Mr. Byam is an innovative information technology strategist and tactical leader. He comes to BCCC from LeMoyne-Owen College in Tennessee where he served as the Vice President of Information Technology/Chief Information Officer directing the planning and implementation of enterprise IT systems in support of operations to improve cost effectiveness, service, quality and mission development. There he re-aligned IT initiatives and spending with outcomes for student success, business performance and institutional goals and set the college's course for information systems, IT infrastructure and for the integration of systems and business analytics to support evidence-based decision-making. Previously he was Director, Enterprise Applications and Systems Operations at Howard University (2016-18) where he supported the University's financial management, human capital management, student information, and customer relationship and learning management platforms; and he led support for IT and enterprise applications including Banner and PeopleSoft. At the University of the District of Columbia from 2012-16 he was Director, Business Application Development where he oversaw delivery of IT projects; and from 2012-14 he was the ERP System Functional Specialist/Project Manager providing the application of ERP technologies to the offices of admissions, financial aid, finance, student accounts and the registrar. Additional experiences at Howard University include, Director of Enrollment Analytics and Student Information (2008-12); and Manager of Technical Operations (2005-08). Mr. Byam earned a MBA and a Bachelor of Science in Electrical Engineering from Howard University and brings Certifications in Project Management and Six Sigma: Total Quality Applications.

MEETINGS & ACTIVITIES

The following denotes some of the meetings and activities of the President since the May 2019 report to the BCCC Board of Trustees.

The following represent some of the meetings and activities of the President since the June 2019 Board report:

Business/ Corporate Stakeholders

- Roland Selby, Executive Director, Year Up- July 8, 2019
- College Bound Scholarship Luncheon- July 26, 2019
- Workforce Development Taskforce Co-Chairs Diane Bell-McKoy and Trustee Jason Perkins Cohen- August 1, 2019
- BBJ Enterprising Women Breakfast- August 2, 2019
- Mujahid Muhammed, President, KEYS Development – August 8, 2019
- Zed Smith, Cordish Development- September 9, 2019
- Honoree at Greater Baltimore Committee Welcome Reception- September 5, 2019
- Greater Baltimore Committee, President's Advisory Council- September 10, 2019
- Featured speaker at Greater Baltimore Committee's Newsmakers Breakfast- September 27, 2019

State Elected & Appointed Officials

- Secretary Ellington Churchill, Department of General Services- July 2, 2019
- Senator Paul Pinsky and Senator Antonio Hayes- July 9, 2019
- Senator Douglass Peters and Senator Hayes- July 9, 2019
- Dr. Randi Walters, Director of Department of Social Services- July 30, 2019
- Secretary James Fielder, MHEC- August 22, 2019
- Senator Antonio Hayes and Citywide- September 6, 2019

State of Maryland, Other

- Board of Public Works- July 3, 2019
- Ian Klein, Policy Analyst and Sara Fiddler, Education Policy Analyst, Department of Legislative Services- July 25, 2019
- Capital Budget Hearing- July 30, 2019
- Dr. Donnell Josiah, Oversight Project Manager, Department of Information Technology- August 30, 2019

Mayor's Office

- Mayor Young, July 1, 2019
- Tisha Edwards, Executive Director of the Mayor's Office of Children & Family Success- July 2, 2019

City of Baltimore

- Council President's Agenda Presentation- July 31, 2019

City Schools

Held several discussions and meetings with City Schools leadership including Dr. Sonja Santelises, CEO and Dr. Rachel Pfeifer, Executive Director of College and Career Readiness to discussion an expanded partnership that includes a focus on:

- **Digital Literacy**
  In partnership with City Schools and the University of Baltimore, we will participate in the Talent Ready initiative over the next four years to increase the number of students in demand-driven IT pathways that begin in high school & continue through postsecondary. This initiative will develop an employer signaling system, allowing education leaders to use regional labor market data to inform the design & scale of career pathways that begin in K-12 & continue through postsecondary.

- **Health Sciences**
  BCCC is in its 4th year of implementing the PTECH early college model in partnership with City Schools at 3 separate High Schools. Each school has defined career programs of study leading to associate degrees at BCCC. Nearly 300 students are engaged in college classes while attending high school as they work towards earning an associate degree in healthcare, computer science or transportation, distribution and logistics. This model includes strong business partnerships working with the college and school district ensuring alignment to industry standards and in demand career opportunities in Baltimore. BCCC provides instruction, academic supports and business engage to support student success in collaboration with City School's leadership.

- **Dual Enrollment**
  In an effort to increase the number of dually enrolled students, we will explore the feasibility of offering BCCC courses at 30 City high schools. The goal is to serve 900 students annually by offering 3 classes in each school.

Higher Education Leaders and Associations

- Dr. Robert Carrett, Chancellor, University System of Maryland- June 20, 2019
- Maryland Council of Community College Presidents, June 20, 2019
- James Hughes, Senior Vice President & Chief Enterprise and Economic Development Officer and Jane Shaab, Executive Director of the BioPark at University of Maryland-Baltimore- June 28, 2019
- Dr. Joe Rossmeier, Campus Works- July 2, 2019
- Talent Ready- July 22, September 4 and September 12, 2019

- Dr. Ann Cotton, Director of the University of Baltimore's Schaefer Center- July 23, 2019
- Ron Daniels, President of Johns Hopkins University- July 23, 2019
- Dr. Jay Perman, President of University of Maryland, Baltimore- July 30, 2019
- Dr. Mickey L. Burnim, Interim President of Coppin State University- August 1, 2019
- Maryland Council of Community College Presidents Retreat- August 5-6, 2019

Philanthropy

- Bob Embry, President and Bonnie Legro, Senior Education Program Officer of the Abell Foundation- June 27, 2019
- Featured speaker at Maryland Philanthropy Network- July 11, 2019

Campus Events

- Year Up Graduation- July 19, 2019
- MSP Cohort 2 Kick Off- July 1, 2019
- President's Forum- August 14, 2019
    - New Talent & Faculty Promotions
    - College Priorities
    - 12 Realignment Tasks
    - Master & Strategic Planning
    - Institutional Standards
    - College Successes
- Faculty Academy- August 16, 2019
- Adjunct Faculty Academy- August 17, 2019

Campus Meetings

- Hosted division conversations August 15,16, 21, 22, 23, 27, 29 and September 5, 2019
- Achieving the Dream- August 15, 2019

College Leadership

- Faculty Senate- July 24, 2019
- Local 1870/ AFSCME- August 20, 2019
- Kahi Fraser, President of BCCC Alumni Association- July 31, 2019
- Jimmy Britton, owner, Class Act Catering- July 30, 2019
- Weekly Cabinet meetings

College Consultants

- Jim Hermens, President of Regents- July 26, 2019
- Navigator- numerous meetings held in July and August 2019
- Sightlines (Master Plan) - July 22, August 2, September 13, 2019
- SB & Co (College auditor)- August 2, 2019

Media

- Featured in Charm TV production about the Mayor's Scholars Program. First aired on September 9, 2019.
- Featured in Baltimore Business Journal on August 2, 2019 https://www.bizjournals.com/baltimore/news/2019/08/02/enterprising-women-2019-debra-mccurdy-aims-to-get.html?b=1564707232%5E21507519

Baltimore City Community College

CABINET UPDATE

Board of Trustees, September 18, 2019

Office of Academic Affairs

Complete College Baltimore

- In accordance with the College and Career Readiness and College Completion Act of 2013, BCCC increased its efforts to reach near completers by contacting students who left the College within the past five years (Fall 2013), earned 45 credits or more, and did not earn a degree or certificate. The goal is to ensure that there are student support systems in place to assist and facilitate stop-out and dropout students' return to the college environment while keeping students focused on the completion of their credential.

    - Post card mailings created in conjunction with marketing to continue outreach to the Near Completer population, mailed to approximately 1,000 students.
    - July 2019 Near Completer event: 35 respondents, 10 attended.
    - 119 degree audits were completed in July.
    - The Degree Audit Team currently is processing 50 graduation audits to target students for 12-week and A2 registration.
    - Questionnaire conducted for students enrolled in summer classes, 6 of 11 reported *the email and phone communication from BCCC prompted their return.*
    - Program is working with BCCC Foundation to identify potential funding to assist Near Completers and eliminate barriers to completion.
    - To date, 54 students have returned to BCCC and are registered for fall 2019!!

Academic Operations

- Baltimore City Community College received notice of grant award for the Perkins Formula Postsecondary grant in the amount of $253,133. The awarded funding will be used to support nursing, dental hygiene, biotechnology, early childhood education, computer aided drafting and design, construction supervision, and accounting. Overall, the funding will be used to purchase and update equipment, professional development, tutors, software and supplies.
- The library conducted its 4th open house on Monday, August 26 and Tuesday, August 27 with a visitor count of 1,659.
- Implementing Open Education Resources (OER) In fall 2017, spring 2018, and summer 2018, a combined 242 sections utilized OERs. During the 2019 Spring Semester, 104 courses were offered using OERs. Fifteen faculty participated in the June OER Institute. This year 7 faculty members received OER mini-grants from Kirwan Center as part of their Maryland Open Source Textbook Initiative.

School of Arts & Social Sciences

- Associate Dean Coleman attended the Maryland On-line Leaders' Institute in Annapolis, Maryland. As a result, she is collaborating with administrators from other Maryland community colleges, researching the topic of Women and Diversity in Leadership.
- Renowned artist, Ernest Shaw—Baltimorean muralist and art educator, is facilitating ART 122: Introduction to African American Visual Arts for the fall 2019 semester.
- ENG 101: English Writing is one of the inaugural courses being offered at New Era Academy High School as part of the P-TECH program for Transportation Supply Chain Management.

School of Nursing and Health Professions

- First Hatzalah EMT course offered and all 20 passed the NREMT.
- Ambulance simulator installed in EMS area.
- RC 9 of 13 students passed the national exam and all got RC jobs. 9/10 passed on first attempt and 3 have not taken it yet.
- PTA offered a continuing ed course for local Physical Therapy professionals in August, which went very well.
- The Practical Nursing Pinning Ceremony was held August 15, 2019; there were 11 graduates.

School of Business, Science, Technology, Engineering & Mathematics

- We were able to schedule and staff 43 sections of Mat 86 Fall 2019.
- Dr Kathleen Berlyn received a $50k fund award from Towson Bridges Program to buy equipment
- Dr. Amrita Madabushi successfully completed the CTE-Dual enrollment grant of 40k for Edmondson West HS for the lab animal science certificate program.
- Dr. Denise Holland collaborated with the Upward Bound Program in a residency program at Towson University. The program was designed to expose and explore the field of computer science.
- Professor Daniel Izume received the Quality Matters (QM) certification for his BUAD 100: Introduction to Business course.

Baltimore City Community College

CABINET UPDATE

Board of Trustees, September 18, 2019

Ms. Sylvia Rochester, Interim Vice President for Student Affairs

- On Saturday August 3rd, the Upward Bound Math and Science program ended its summer activities with an evening program in the Mini Conference Center, for its program's participants and their families. Student groups presented their summer research projects and enjoyed the presentation by the guest speaker, Ricky Venters, a Mechanical Engineer and former Upward Bound student who currently works with Johns Hopkins to provide educational programming and mentorship opportunities for start-ups in the Baltimore area to help build commercialization ecosystems.

- On Saturday, August 17th, the Office of Judicial Affairs and Title IX presented at the Adjunct Faculty Academy. Topics covered included BIT, Title IX, Academic Integrity, the BCCC Student Code of Conduct, and the Incident Management Advisory Committee (IMAC) process.

- The Office of Student Support and Wellness Services began a partnership with the National Alliance on Mental Illness (NAMI) to have programming during Mental Health Awareness Month in October.

- The Office of TRIO/SSS-STAIRS program participants received a total of $3,168.00 in book awards. Fourteen (14) new applications were approved for the program's orientation.

- The Office of Disability Support Services Center conducted 24 student intakes, conducted student conferences with 14 students and 10 parents, conducted 8 faculty phone conferences, and met with 3 Dean's about accommodations for DSSC students. The DSSC office also conducted informational sessions with off-campus staff, Director, Stacy Rowlett of the Harbor campus.

- The Office of the Student Success Center serviced 1226 students for advising services this month. The Pop-Up Advising campaign began this month in the Main Building's Atrium and Life Sciences Building (LSB). All PRE 100 classes have been assigned to Student Success Advisors and the team has begun its PRE 100 classroom outreach efforts where students are informed of various campus resources, made aware of advising processes and students are offered success strategies for meeting their academic goals.

- The Office of the Test Center administered 1548 Accuplacer units this month, generated over $1400 in revenue, and 932 Testing sessions were completed (all exams).

Baltimore City Community College

CABINET UPDATE

Board of Trustees, September 18, 2019

Ms. Tawanda Carter, Associate Vice President for Administration & Finance

Budget Office

- Submitted Specialized Equipment report to the state
- Completed and submitted to the state the FY2020 Insurance Survey

Controller's Office

- Provided information for year-end close out
- Provided international student orientation
- Worked with the Financial Aid Office to reconcile the Title IV funds.
- Closed out the Title IV awards for year-end.
- Worked with the BCCC Foundation to award the BCCC Foundation Scholarships and close-out the fiscal year.
- Communicated with departments on purchase orders to close vs. remain open for fiscal year-end
- Accrued all unpaid invoices for year-end
- Provided information for auditors during interim testing
- Worked with various departments to ensure prompt payment of invoices
- Proposed updated travel procedures
- Closed FMIS for FY19
- Working with various divisions to ensure the successful completion of the required audits including ITS, Student Affairs, and Workforce Development.
- Provided information to WBJC-FM's oversight, the Corporation for Public Broadcasting (CPB) to finalize and approve the FY18 Annual Financial Report (AFR).
- Prepared Trial Balances and many schedules for statutory year-end for upcoming audit
- Closed out Property for FY19
- Worked and working with ITS to ensure the IT portion of the audit is completed timely
- Closed out the FY19 Federal, State, and Local Grants
- Worked with various PI's to file the various required reports
- Began the process of working closely with Grants Development to ensure proper communication and reporting of all Grants and with the PI's to ensure spending of Grant funds is accomplished

Human Resources

- 2019-2021 MOU Negotiations for all 3 Bargaining Union (Non-Exempt, Exempt and SPO's) in progress
- Implementation & Completion of the new processes for Faculty Contracts, ALL faculty contracts completed with no errors or duplications
- Completion of the 7/1/19 pay increases for all PIN employees with Department Budget Management (DBM)
- Restart of the Succession Planning project for BCCC
- MD-Time 1 year contract completion
- 2019 BCCC Affirmative Action Plan started and in progress

Procurement

- Preferred Provider report submitted to Department of General Services
- Veteran-Owned Small Business (VSBE) report submitted to Board of Public Works
- Hartman Executive Advisors Contract approved by BPW on July 3, 2019
- Minority Business Enterprise Waiver (MBE) report submitted to Board of Public Works
- FY20 Small Business Reserve Strategic Plan sent to the Governor's Office of Minority Affairs
- FY20 Minority Business Enterprise Strategic Plan sent to Governor's Office of Minority Affairs
- Moved Procurement Office to Main Campus

Facilities

- South Pavilion – Replace Wiring on Parking Lot F (Pole Lights)
- Life Science Building-Repair Elevator
- Life Science Building & South Pavilion-Fire Alarm System Upgrade
- All Fire System Report Remediation
- Gym Basketball-Replace Backstop Motorized Lift
- Physical Education Center-New Compressor & Condenser Fan Unit
- Main & Fine Arts-Kitchen Hood System Test & Inspection
- Main & Nursing-Chillers Towers Cleaning & Water Treatment
- Fine Arts-Replace 2 Failed A/C Compressors

Bookstore

- Back to School new Financial Aid and Third Party accounts opened
- End of summer buyback book sale

Baltimore City Community College

CABINET UPDATE

Board of Trustees, September 18, 2019

Mr. Michael Thomas, Vice President for Workforce Development & Continuing Education

The WDCED provides ongoing enrollment in ABE, ELS and workforce training classes. The following specific activities were conducted by the WDCED in Summer 2019.

- The **FY2020 Consolidated Adult Education and Family Literacy Services Grant** was awarded to BCCC in the amount of $916,058. This supports Adult Basic Education (ABE) and English as a Second Language (ESL) classes as well as Integrated Education and Training (IET) classes for students transitioning to workforce training programs.
- The **Maryland Office of Refugees and Asylees (MORA) FY20 Awards** were issued for several programs totaling $470,296, including the Refugee School Impact Grant, Refugee Youth Mentoring, and Transitional English Services for ESL students. These awards support a range of ESL classes and services for Refugee Youth in Baltimore.
- The Summer Term for **ABE and English as a Second Language (ESL) classes** included more than 45 classes at the BCCC-Harbor campus and in community-partner locations. ABE and ESL students also participated in tutoring sessions, open computer lab sessions and testing in preparation for the General Education Diploma (GED) exam.
- WDCED hosted a **Summer Professional Development Session** for all ABE and ESL Instructors to review updated curriculum, instructional resources, and data collection and reporting requirements. Instructors also shared best practices for engaging and supporting students through each level of courses and transition to advanced education and workforce training.
- Conducted the **ABE Community Partner Meeting** in August with 17 representatives. This is an opportunity for the college to share program updates and plan for upcoming ABE classes hosted in community-based locations. These quarterly sessions focus on strategies to improve student access and learning outcomes, aimed at attainment of a GED and transition to advanced education and workforce training programs.
- The **Summer 2019 Workforce Training Schedule** included 11 programs providing the skills needed for entry into careers in Healthcare, Cybersecurity, Transportation, Construction and Business. Program graduates from the Diesel Technician and Construction programs also participated in paid internship/apprenticeship opportunities.
- The Career Development Team (Panther Center) has been working with students throughout the Summer to transition to employment. In addition, new partnership agreements were developed with Johns Hopkins Hospital and Medstar Health for **Venipuncture/Phlebotomy Clinical Sites**.
- Some 119 new and returning P-TECH students completed college courses during the Summer II term. In preparation for the Fall Term, all P-TECH student learning plans were updated to include credits

earned over the Summer. For the 2019-2020 academic year, more than **200 P-TECH Students** will be enrolled in college courses.

- Director Business Development Services continues to work with industry partners to develop a new **Radiology Technician** program. The group is meeting on a monthly basis to complete the program design and approval process.

- Expanded **partnership agreements for FY20** including more than 20 community-based sites for ABE and ESL classes. In addition, worked with community partners (such as Concerted Care Foundation and Center for Urban Families) to apply for funding opportunities to expand access to WDCED programs.

Baltimore City Community College

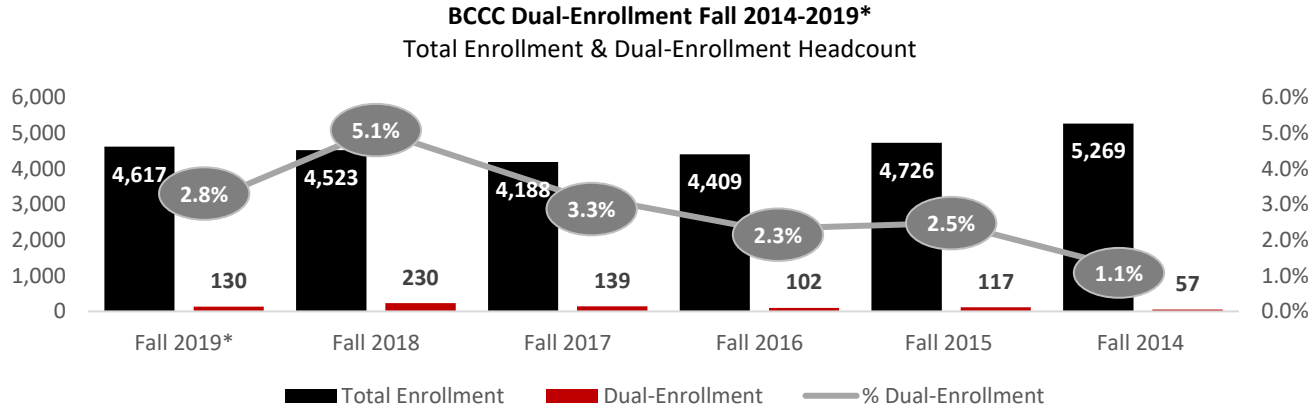
CABINET UPDATE

Board of Trustees, September 18, 2019

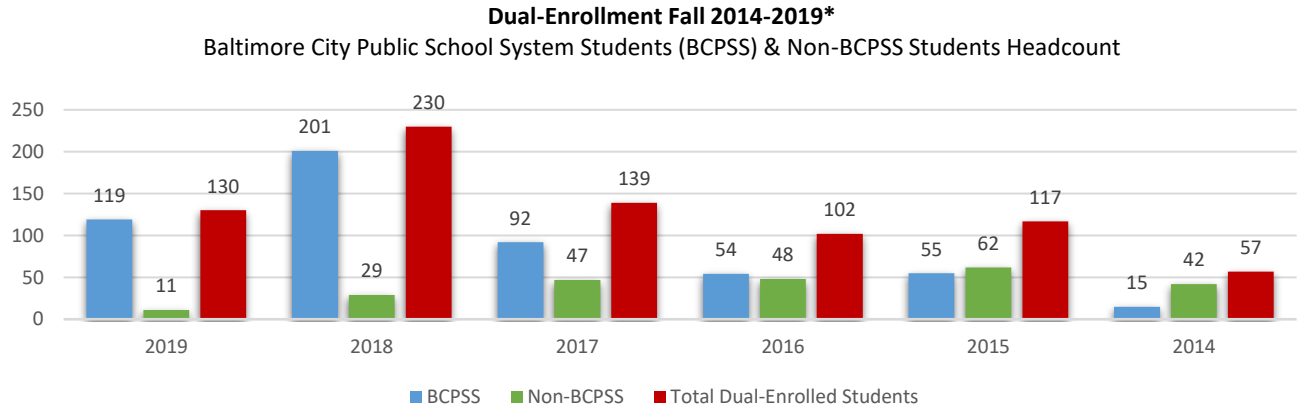
Ms. Becky Burrell, Vice President for Institutional Effectiveness, Research & Planning

Fall Enrollment Trends

Since 2014, the number of dual-enrolled high school students has increase by 126%, with a high of 230 students in 2018. Currently, BCCC has 130 students enrolled at the College and in their respective high schools. The 12-week session with approximately 100 additional students will begin September 24, 2019. President McCurdy and the Cabinet are collaborating with Trustee Pfeifer, Director for Career and College Readiness, at Baltimore City Public School System (BCPSS) to develop a comprehensive model to leverage opportunities to increase college credit attainment, simultaneous graduation from high school and BCCC, as well as transfer to 4-year institutions.



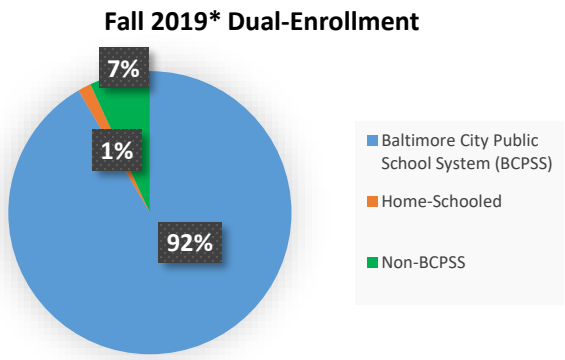
Currently, BCPSS is the primary feeder for the dual-enrolled student population. Almost 90% of dual-enrolled students attend city schools in Fall 2019. In 2014, BCPSS made up 26% of dual-enrolled students.

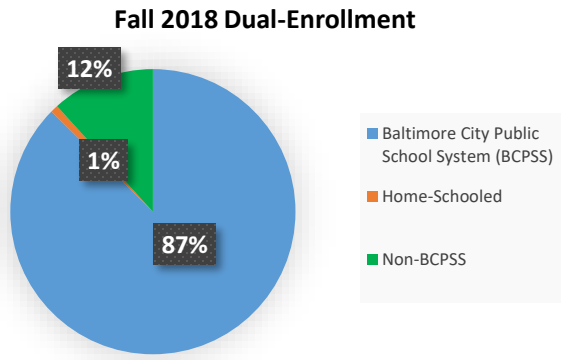


**Please note, Fall 2019 Dual-Enrollment 12-week sections are not represented in the 130 headcount (i.e. P-Tech, Edmonson Westside).*

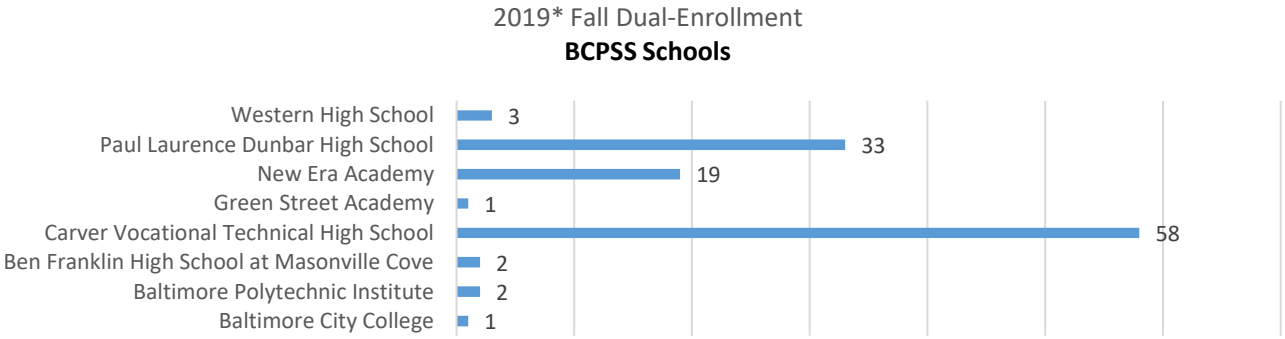
Fall 2019 Dual-Enrollment

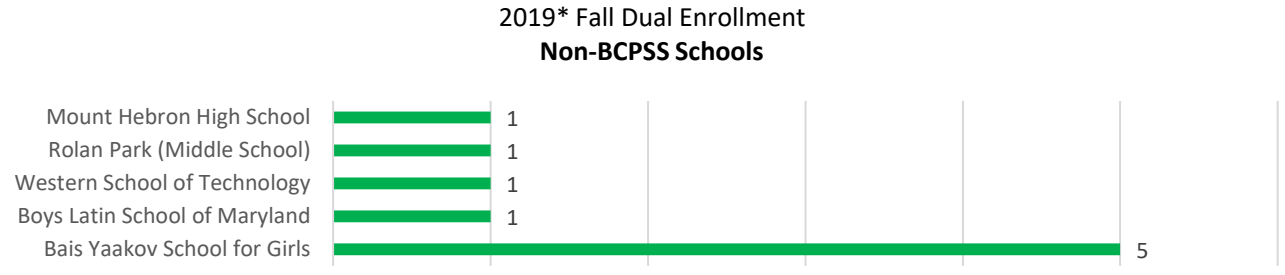
In Fall 2018, BCPSS students were 87% of the dual-enrolled population. Today, BCPSS students (119 headcount) make up 92% of dual-enrolled students, a 5% increase from prior year.





There are seven (7) BCPSS high schools with 119 students enrolled. Another five schools outside of the city school system have five schools participating in dual-enrollment at BCCC. Two (2) students not represented in the charts below are home schooled.





**Please note, Fall 2019 Dual-Enrollment 12-week sections are not represented in the 130 headcount (i.e. P-Tech, Edmonson Westside).*

Baltimore City Community College

CABINET UPDATE

Board of Trustees, September 18, 2019

Ms. Dawn Kirstaetter, Vice President for Advancement & Strategic Partnerships

Events

Hosted the following community events on Campus:

- Mayor's Office Community Collaborative Design Convening- August 29, 2019
- Council President's Town Hall- August 15, 2019
- 8th Council District Town Hall- August 1, 2019
- 40th Legislative District's Community Association Leadership Forums- June 29, August 10, September 14, 2019
- Public Safety Forum with Police Commissioner and Councilman Leon Pinkett- June 27, 2019
- Mayor's Office of Children and Family Success Conference on Black Male Excellence- June 22, 2019

Foundation

- Held two alumni engagement events: Alumni Crab Feast on July 13, 2019 and Alumni reception on August 9, 2019.
- Emailed Alumni Newsletter to over 4800 recipients with a 24% open rate.
- Awarded 61 scholarships totaling $30,705

Marketing

- Continued rebranding project with the Hatcher Group.
    - Reviewed 50 logo design choice and narrowed down selections for testing.
    - Finalized brand pillars
    - Finalizing seal redesign
- Pending Campus Beautification projects include signage for parking lot, exterior wayfinding and murals for the public safety/ID booth, cafeteria, gamesroom
- Experienced an overall 9,600 increase in the number of website users during the General Registration period of August 6 - August 24, 2019

Communications

- Conducted regional search for new Director of Communications
- Distributed 8 weekly e-Newsletters
- Received positive media coverage for launch of second MSP Cohort. Highlights include:

Mayor Young welcomes 2019 class of Mayor's Scholars Program
WMAR- ABC, July 2, 2019
https://www.wmar2news.com/news/region/baltimore-city/mayor-young-welcomes-2019-class-of-mayors-scholars-program

'Game Changer': Second Mayor's Scholars Cohort Launches, Giving Hundreds Tuition-Free Education
WJZ- CBS, July 1, 2019
https://baltimore.cbslocal.com/2019/07/01/game-changer-second-mayors-scholars-cohort-launches-giving-hundreds-tuition-free-education/

400+ Baltimore high school grads to start BCCC on 'tuition-free' scholarship
WBFF FOX, July 1, 2019
https://foxbaltimore.com/news/local/second-year-of-mayors-scholars-cohort

Baltimore City Community College

CABINET UPDATE

Board of Trustees, September 18, 2019

Dr. Debora Johnson-Ross, Director of the Mayor's Scholars Program

The Mayor's Scholars Program is supporting a total of 561 active scholars in its second year.

Accomplishments

- Strengthened integration of MSP and college operations, most significantly Academic Affairs and Student Affairs
- Strengthened working relationship with the Mayor's Office
- Increased collaboration with Baltimore City Public Schools
- Exceeded the 250 student enrollment goal
- Received a $25,000 textbook scholarship from the Middendorf Foundation
- Scholars highlighted in the CharmTV documentary, "Making College Possible: The Mayor's Scholars Program"

Scholar Profile	Cohort 2 (2019)	Cohort 1 (2018)
Gender		
• Male	36%	37%
• Female	64%	63%
Race		
• African American	85 %	77 %
• Hispanic	9%	13 %
• White	2 %	2 %
• Asian	1 %	1 %
• American Indian	0%	1 %
• Multi-racial	1%	6 %
• Other	1%	1 %

Academic Barriers	Cohort 2 (2019)	Cohort 1 (2018)
Academic Stress	44%	41%
Self-Reported IEP	20%	17%
English as Second Language	9%	40%

Non-Academic Barriers	Cohort 2 (2019)	Cohort 1 (2018)
Working	94%	76%
Working > 20 hours/week	43%	32%
Lack of Money for College	43%	67%
English as Second Language	9%	40%
Housing Insecurity	2%	20%
Food Insecurity	9%	6%

Summer Bridge

The Mayor's Scholars Program held the second Summer Bridge from July 1 through August 9, 2019. The first day activities included a warm welcome from Dr. McCurdy and Baltimore Mayor Bernard C. "Jack" Young.

Students took the required 1 credit College Orientation course (Pre-100) and bootcamps designed to strengthen basic skills in math, English and college success skills. A number of students accumulated 3 to 6 credits by completing English 101 (28 students), Math 107 (27) and Computer Literacy (1). Of these students, 8 were fully college ready as indicated by placement in English 101 and Math 107. MSP Success Staff had 439 sessions with students and an additional 188 outreach attempts.

Summer Bridge Enrollment	Cohort 2 (2019)	Cohort 1 (2018)	% Change
Total Registered	429	387	11%
Total Youth Works	250	304	(18%)
ESL	40	40	-
CASA	38	34	12%
Workforce	4	-	-

Cohort 2 College Readiness (defined by placement into college level courses)

English 101	28
Math 107	27
English 101 and Math 107	8 (included above)

Cohort 2 Accuplacer post-testing results

After the Summer Bridge, 98% of the students placed into developmental math. Additional analysis is under way to determine whether there was improvement in the Accuplacer scores even when students did not advance an entire course level. Similarly, in English, 97% of the students placed into developmental levels.

Summer Bridge Classes

Class	# Sections	# Adjunct Instructors
Pre-100 (1 credit)	22	14
English 101 (3 credits)	2	1
Math 107 (3 credits)	2	1
MSPE – English Bootcamp	19	11
MSPM – Math Bootcamp	21	15
MSPC – College Success Bootcamp	22	14
ESL	2	2
Workforce	1	1
Total	**91**	**59**

MSP Fall Enrollment	Fall 2019	Fall 2018
Registered (as of 9/5/19)		
• Cohort 1	139	312
• Cohort 2	402	-
ESL Non-Credit		
• Cohort 1	23	30
• Cohort 2	6	43
Workforce	12	23
Total	582	408

A report on the first year of the Mayor's Scholars Program is in progress. The expectation is that the College will use the report to refine the program to ensure that students are well-supported and on-track for two- to three-year completion.

Baltimore City Community College

CABINET UPDATE

Board of Trustees, September 18, 2019

Ms. Lyllis Green, Chief Internal Auditor

Internal Audits, Reviews and Investigations

Internal Audit activity focused on confidential investigations (whistleblower, fraud allegations, student/parent/staff issues, and adequacy of administrative oversight and internal controls) in addition to the routine testing, follow-up reviews of external audit findings and Key Administrator Reviews. These activities involved collaboration of efforts between the Offices of the Attorney General's Criminal Investigation Division and over fifty staff members within five major divisions of the College.

External Audits

During the months of August and September, there is a financial audit underway. The financial audit is being performed by SB & Co. and is expected to be concluded during the month of October.

There is an impending Legislative Audit any time after July 1, 2019 in compliance with their 3-year review procedure. The College's last Legislative Audit covered the period October 2013 – November 2016 that was included in the OLA report issued November 2017.

Office Changes

A new position is under review, which combines the staff auditor responsibilities of Internal auditing with the former EEO responsibilities of Human Resources.

BALTIMORE CITY COMMUNITY COLLEGE

B. ENROLLMENT

Enrollment Report

Sylvia Rochester
Dean of Student Affairs – Student Affairs Division

The below information reflects enrollment/registration activity for **Fall 2019** as of September 11, 2019.

- 4,617 credit students are currently enrolled compared to 4,215 (**+10%**) in Fall 2018 (Figure 1).
- 1,248 credit FTEs are generated from eligible Maryland residents, compared to 1,168 (**+7%**) in Fall 2018 (Figure 2).
- Eligible FTEs will generate State aid in two years.
- 133 ineligible credit FTEs were noted in Fall 2019 compared to 144 in Fall 2018 (Figure 3).
- Currently, no purge has occurred Fall 2019 to allow students to make financial arrangements. The purge date for Fall 2019 is being assessed and will be implemented in the coming weeks pending remediation efforts.
- In Fall 2018 BCCC reported 4,523 as the final headcount to the Maryland Higher Education Commission (MHEC) (via the Enrollment Information System file in November), 1,189 eligible FTEs and 140 ineligible FTEs to MHEC in August 2019 (to MHEC via the CC-2 and CC-3 in August).

Figure 1.

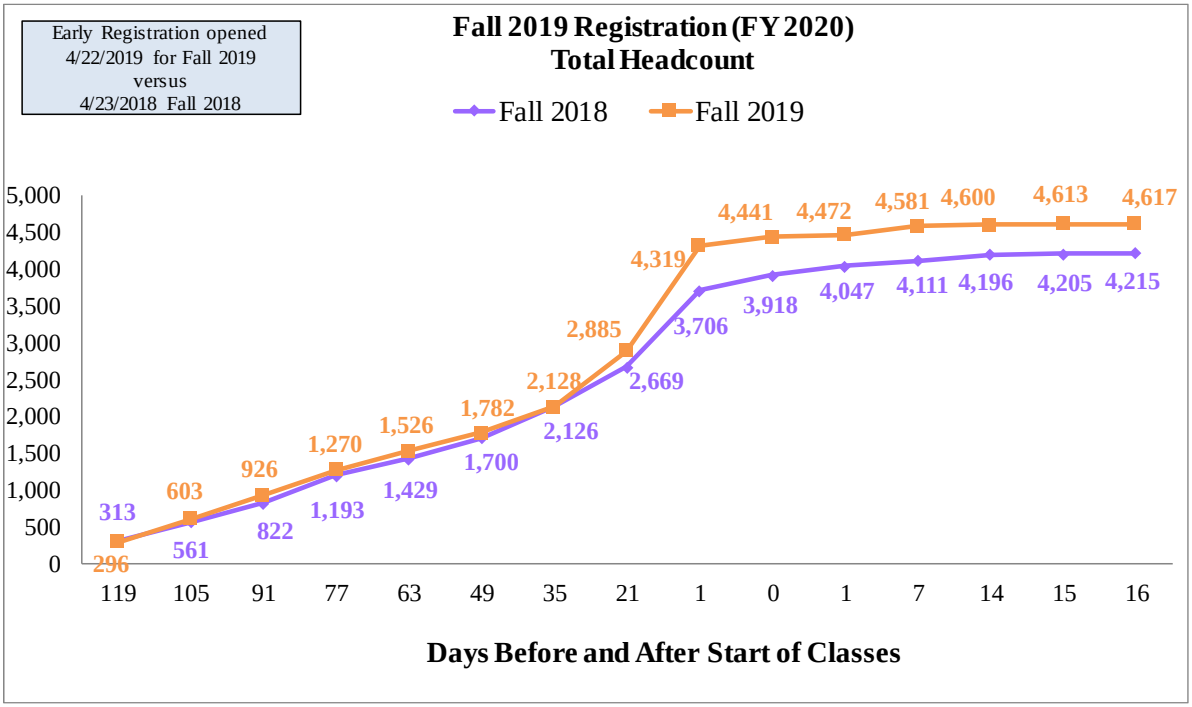


Figure 2.

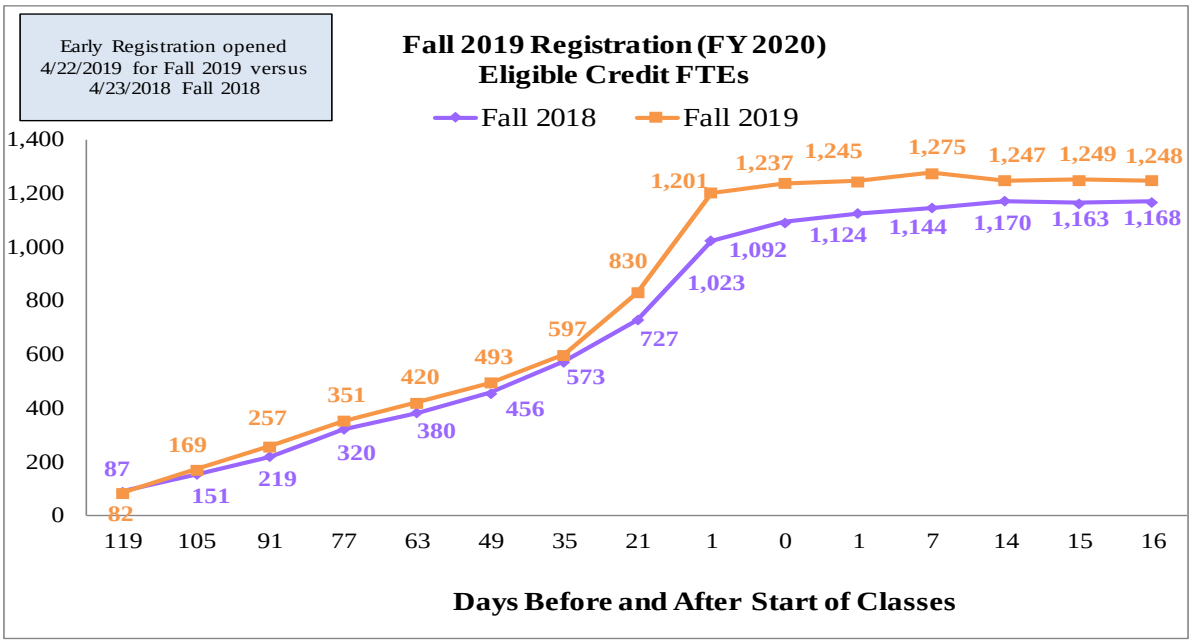
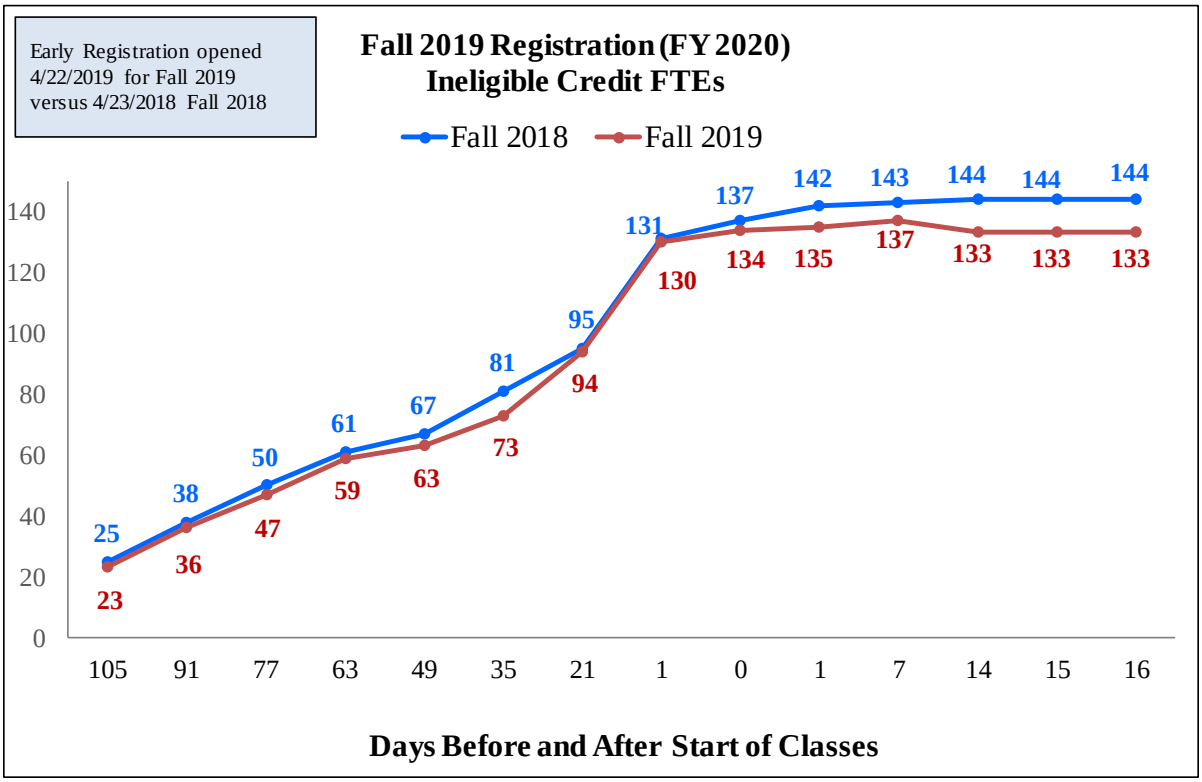


Figure 3.



Hobson's Communication Outreach for Fall 2019

May, June and July

- Registration: Began sending monthly emails to remind students who were registered in the Spring 2019 semester to register for Summer and Fall 2019 semesters.
- Student Accounting: Emails to remind students who had not paid for fall classes began.

August

- Registration: Started sending weekly registration emails weekly to remind students who were registered in the Spring 2019 semester to register for Fall 2019 semesters.
- Student Accounting: Emails to remind students who had not paid for fall classes began.

September

- Registration: Emails to encourage students to register for Fall 2019 for the 12-week and Accelerated II sessions
- Student Accounting: Emails to remind students who had not paid for fall classes began.

New Initiatives

Attendance Roster: Faculty identified students who were not attending during the first week of class.

Retention: Personal phone call were made the first week of class to 1400+ student encouraging them to attend class.

Retention: Personal phone calls were made the second week of class to 400+ students to encourage them to make payment arrangements. This effort allowed us to retain approximately 70% of the students.

PERFORMANCE ACCOUNTABILITY REPORT (ACTION)

MHEC
MARYLAND HIGHER EDUCATION COMMISSION

BALTIMORE CITY COMMUNITY COLLEGE

Performance Accountability Report Summary

BOARD REPORT | SEPTEMBER 16, 2019

MHEC 2017-2021 State Plan for Postsecondary Education: **Student Success with Less Debt**

The three State Plan goals are:

- Goal 1 - Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.
- Goal 2 - Success: Promote and implement practices and policies that will ensure student success.
- Goal 3 - Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.

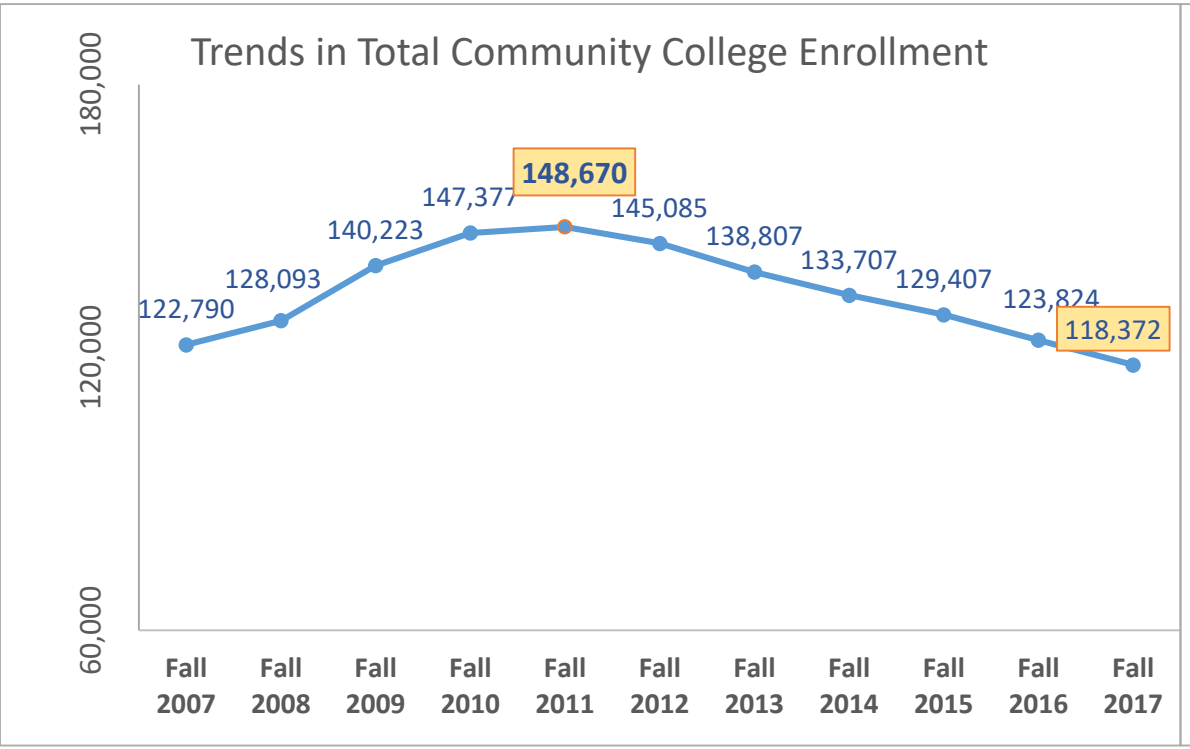
Performance Accountability Report

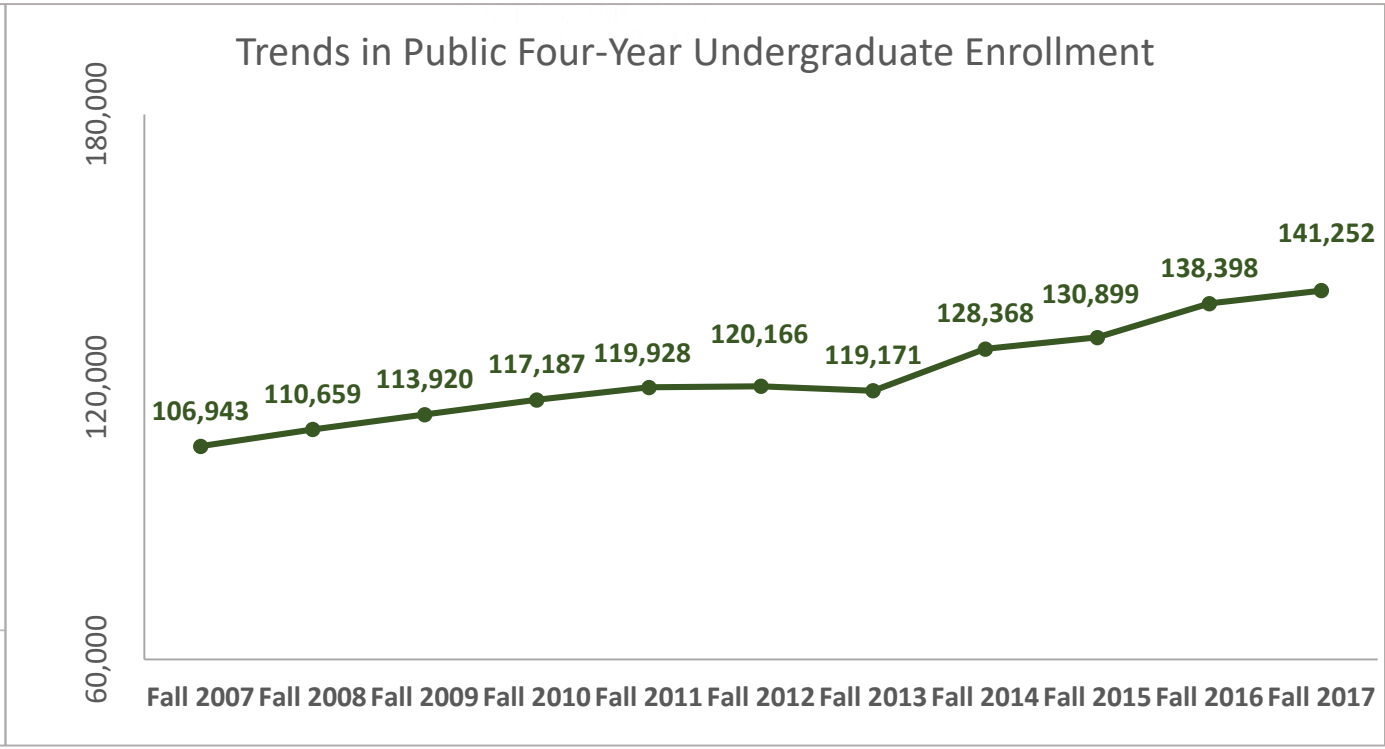
PAR summarizes institutional performance on progress toward helping the state meet the higher education goals set forth in the Plan.

(Due October 1, 2019)

Source: MHEC 2018 Performance Accountability Report

MHEC Trends in Community College & 4-Year Undergraduate Enrollment

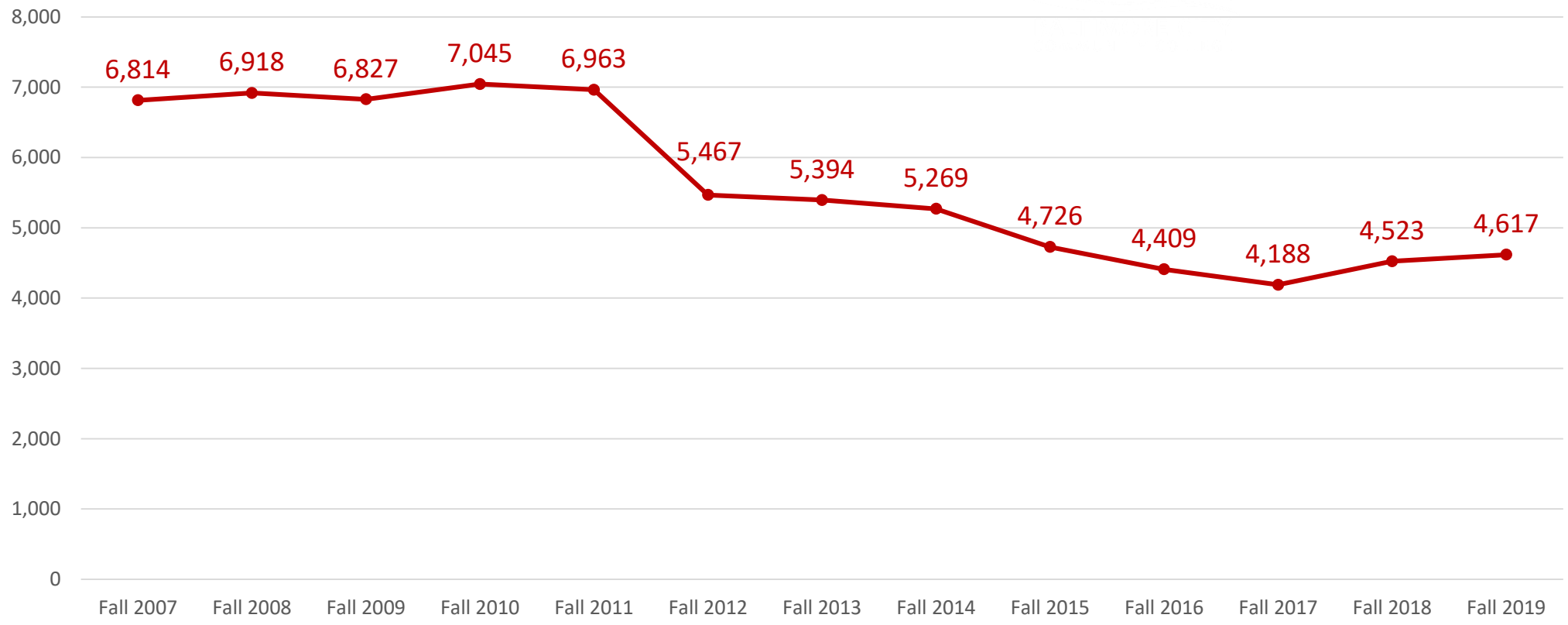




- In Fall 2017, the community colleges faced the sixth year of declining enrollments.
- Community colleges decreased enrollments by 30,298 students, aligning with pre-Recession figures.
- Declining credit enrollment: flattening trend of high school graduates & tight labor market.

Source: MHEC 2018 Performance Accountability Report

BCCC Trends in Fall Enrollment 2007-2019*



Fall 2012 Enrollment Decline Factors:

- AY 2011-2012, BCCC eliminated academic programs
- Changes in Federal Financial Aid: Satisfactory Academic Progress & Limited Repeat of Dev. Ed. Courses

Source: BCCC Office of Institutional Research

MHEC Trends in Community College & 4-Year Undergraduate Online Enrollment

Enrollment (Credit)	Proportion of Undergraduates Enrolled in at Least One Distance Education Course	
	2012	2017
Community Colleges	21.4%	31.6%
Public Four-Year Institutions with UMUC	30.3%	40.2%
Public Four-Year Institutions without UMUC	8.8%	17.0%
Total	25.4%	36.3%

- Associated costs of higher education (transportation, housing, some fees) are lower or non-existent for online learners.
- Ten (10) Maryland public four-year institutions and seven (7) community colleges are authorized, through State Authorization Reciprocity Agreements (SARA), to teach out-of-state students via distance education.
- BCCC became a SARA institution Spring 2019.

Source: IPEDS Fall Enrollment

MHEC Trends in Continuing Education Enrollment – Community Colleges

Enrollment (Non-Credit)	FY 2014	FY 2015	FY 2016	FY 2017
Continuing education workforce development courses	110,217	109,542	105,923	104,907
Continuing education basic skills and literacy courses	38,523	38,120	37,838	38,905
Continuing education community service and lifelong learning courses	67,889	68,446	66,663	66,862
Continuing professional education leading to government or industry-required certification or licensure	42,071	42,709	42,812	41,218
Contract training courses	72,831	75,044	74,866	81,593
Online courses - continuing education	13,410	13,860	19,961	21,460

- Contract Training Partnerships with local employers to provide customized training and education programs.

Source: MHEC 2018 Performance Accountability Report

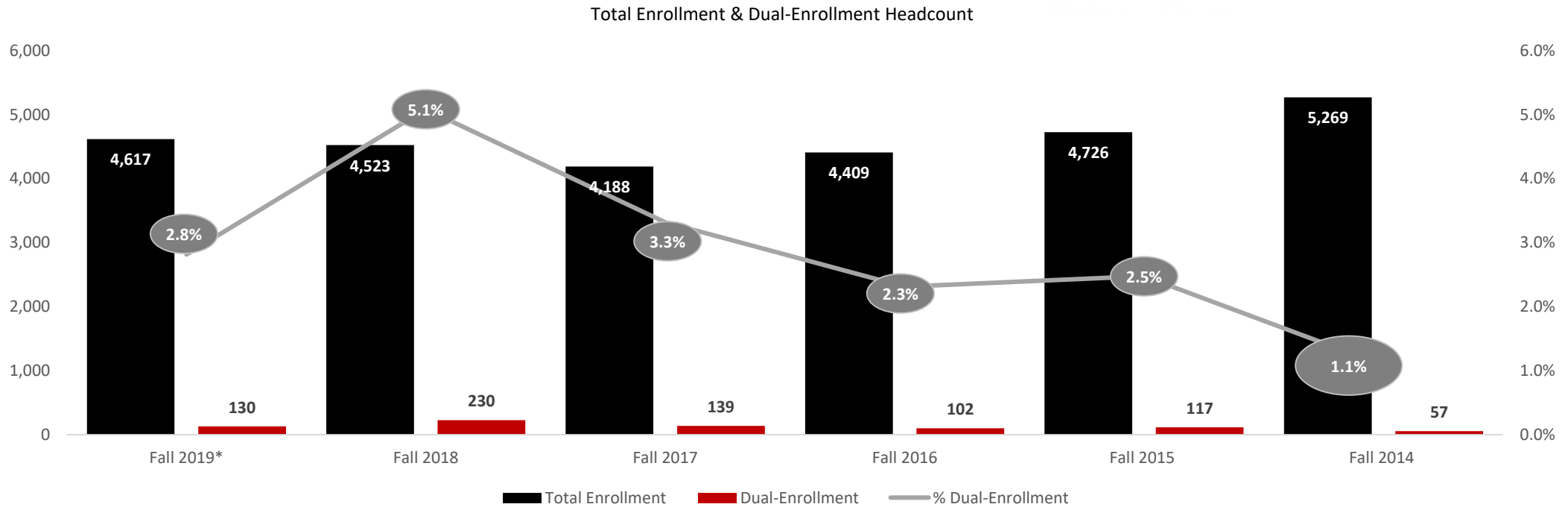
MHEC Trends in Dual Enrollment of Maryland High School Students AY 2011-2017

Academic Year	Total Statewide Dual Enrollment Students	% Year to Year Change
2010-2011	4,555	0.00%
2011-2012	4,342	-4.68%
2012-2013	5,347	23.15%
2013-2014	7,256	35.70%
2014-2015	8,606	18.61%
2015-2016	10,308	19.78%
2016-2017	11,843	14.89%

- 4 of the 16 community colleges currently offer dual enrollment programs in 2016-2017
- In 2019, 16 of the 16 community colleges offer dual enrollment programs
- PTECH program (Pathways in Technology Early College High Schools) allows students to blend high school, college, and work experience
- BCCC PTECH in Nursing, Physical Therapy Assistant, Respiratory Care, Computer Information Systems, Cyber Security & Assurance, Transportation/Supply Chain Management

Source: Maryland Longitudinal Data System Center: Statewide Trends in Dual Enrollment in Maryland Public High Schools.

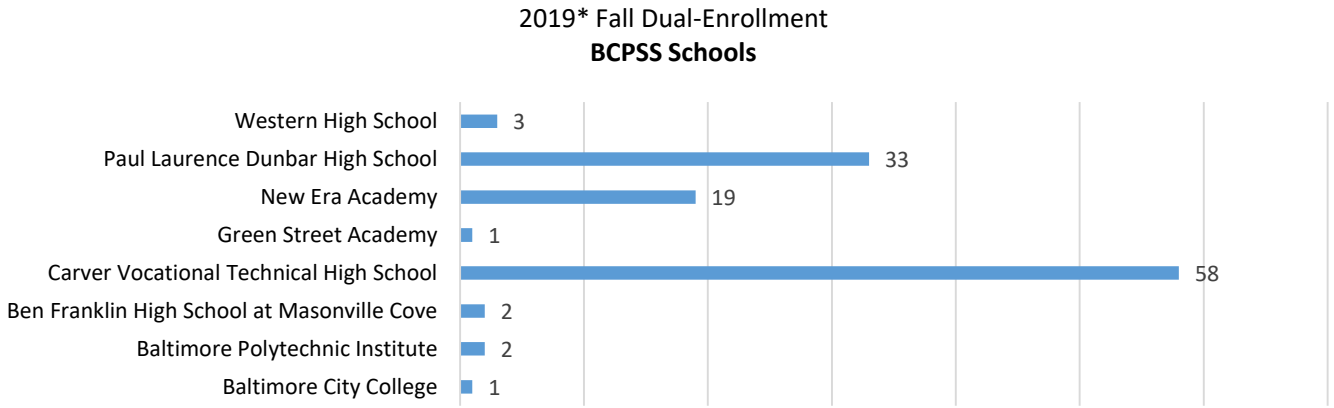
BCCC Trends in Dual Enrollment of BCCC Students Fall 2014-2019*

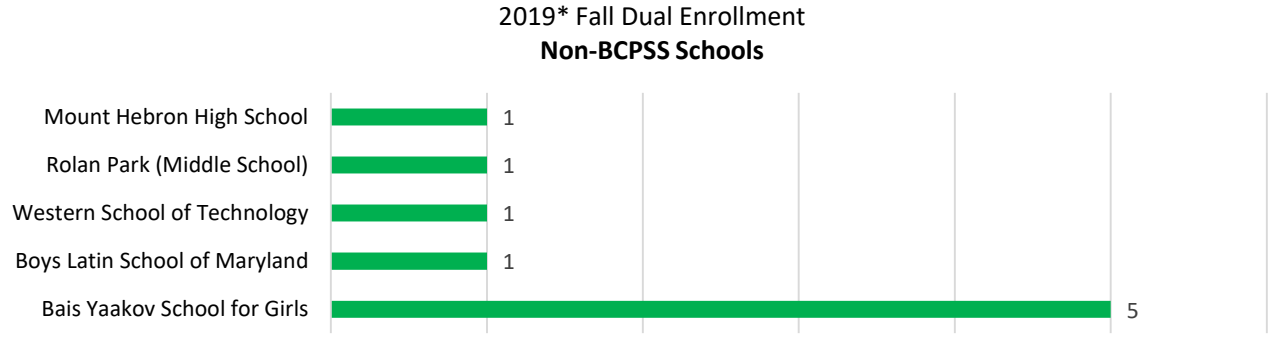


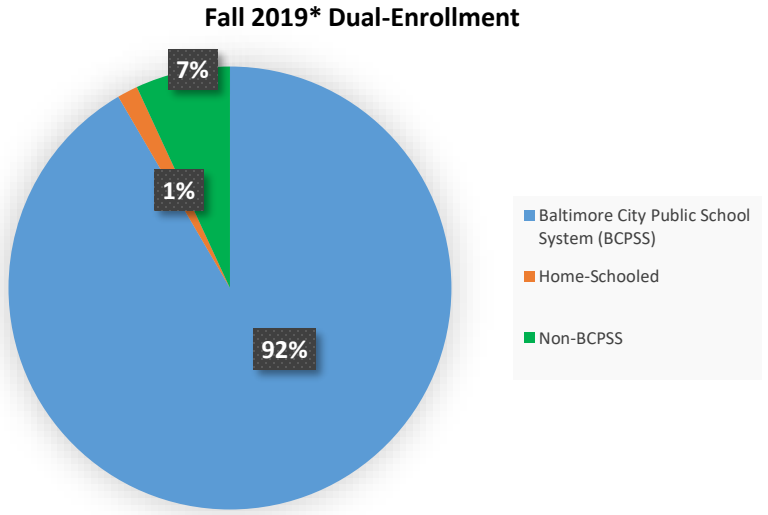
- *Enrollment Strategy: Dual Enrollment, Workforce Non-Credit and Online Credit & Non-Credit*
- *Fall 2019* Dual Enrollment 12-week sections are not represented in the 130 headcount*
- *Fall 2019 12-week Dual Enrolled schools: PTECH, Renaissance Academy, Edmondson Westside H.S., Vivian T. Thomas Arts Academy*

Source: BCCC Office of Institutional Research

BCCC Trends in Dual Enrollment of BCCC Students Fall 2019*





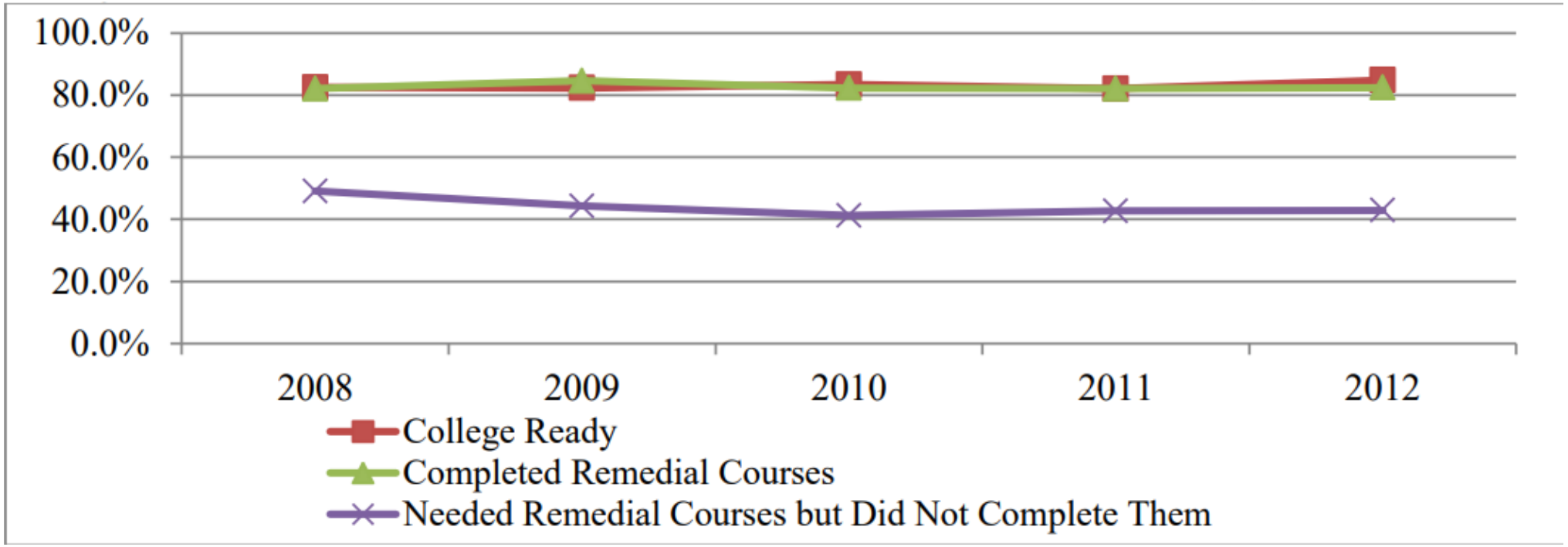


** Dual Enrollment 12-week sections are not represented in the 130 headcount*

- Seven (7) BCPSS high schools with 119 students enrolled.
- Five (5) high schools outside of the city school system have students participating in dual-enrollment at BCCC.

Source: BCCC Office of Institutional Research

MHEC Trends in Community College Persistence Rates by Entering Cohorts



- Colleges' focus and drive in devoting a great deal of institutional resources to ensure students both access the needed remedial coursework and successfully complete it.
- BCCC's federal TRIO programs (Student Support Services & Upward Bound), Achieving the Dream, Complete College Baltimore, MSP & other targeted initiatives will be evaluated & refined to increase student success.

Source: Maryland Longitudinal Data System Center: Statewide Trends in Dual Enrollment in Maryland Public High Schools.

BCCC Trends in Community College Persistence Rates by Entering Cohorts

		Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2019 Cohort
13	Fall-to-fall retention					
	a. Developmental students	33.0%	34.3%	37.1%	37.1% (206/555)	**38.0%**
	b. College-ready students	39.7%	na (n=29)	53.2%	46.7% (35/75)	**44.7%**

		Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2019 Cohort
14	Fall-to-fall retention					
	a. Pell grant recipients	31.6%	34.6%	34.8%	37.1% (166/447)	**36.6%**
	b. Non-recipients	40.5%	32.5%	37.3%	41.0% (75/183)	**Not Applicable**

Source: BCCC Office of Institutional Research

BCCC Trends in Community College Persistence Rates by Entering Cohorts

		Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
15	Developmental completers after four years	18.4%	29.6%	26.6%	28.9% (252/872)	**24.0%**

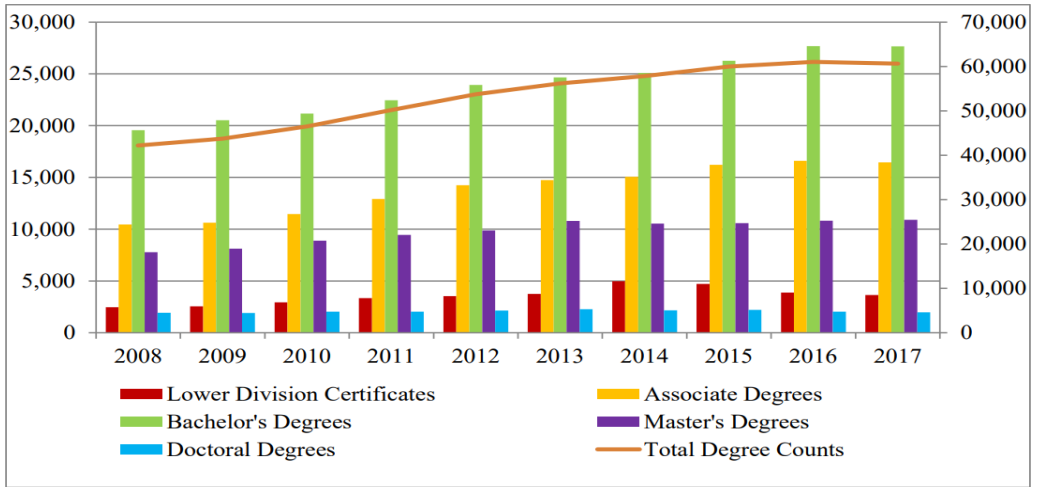
		Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
16	Successful-persister rate after four years					
	a. College-ready students	57.8%	na (n=48)	56.0%	na (n=34)	**62.8%**
	b. Developmental completers	81.3%	80.1%	77.2%	74.3%	**86.3%**
	c. Developmental non-completers	31.5%	35.8%	31.9%	26.8%	**Not Applicable**
	d. All students in cohort	45.9%	57.9%	52.2%	51.1% (270/528)	**50.9%**

Source: BCCC Office of Institutional Research

BCCC Trends in Awards & Degrees 2015-2018

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
20	Associate degrees and credit certificates awarded					
	a. Career degrees	237	193	205	234	**287**
	b. Transfer degrees	168	232	175	217	**206**
	c. Certificates	104	113	108	205	**154**
	d. Total awards	509	538	488	656	**647**
	Number of Graduates	*492*	*496*	*457*	*586*	

MHEC Trends in Awards & Degrees 2008-2017



- Degree and certificate production and completion rates at the public four-year institutions and the community colleges have been trending upward.

Source: BCCC OIR | Maryland Longitudinal Data System Center: Statewide Trends in Dual Enrollment in Maryland Public High Schools.

Closing the Achievement Gap

Institutions have employed a number of strategies and actions to help ensure students are successful in meeting their educational goals. BCCC is responding to these strategies:

- Continuing to revamp remedial education programs, using the co-requisite course model to enroll students in remedial and college-level courses concurrently, allowing students to earn credits while address learning gaps.

- Evaluating remedial program adaptations (such as the co-requisite model) to help determine whether the programs are having the intended effects.

- Creating summer bridge and other time- and course-intensive programs to help underprepared students complete basic math and English courses while earning credit and receiving advising and other support services.

- Identifying and reaching out to “near completers” to assist them in re-enrollment and subsequent graduation.

- Focusing resources on addressing developmental education challenges through such activities as course redesign and altering admissions practices to utilize multiple measures (e.g., high school GPA, standardized test scores) to identify those in need of remediation.

- Identifying, through data analysis, key points of student departure and focusing energy and resources to provide more comprehensive support for at-risk students (e.g., mentoring, advising, course offerings).

Source: MHEC 2018 Performance Accountability Report

Baltimore City Community College

2019 PERFORMANCE ACCOUNTABILITY REPORT (DRAFT)

Board of Trustees, September 18, 2019

Dr. Debra L. McCurdy, President

About the Performance Accountability Report

The **Performance Accountability Report (PAR)** is an annual requirement of the Maryland Higher Education Commission (MHEC) for all Maryland public colleges and universities. The PAR operates on a five-year cycle. Baltimore City Community College (BCCC) is reporting on year four (2019) of the five-year cycle. At the beginning of each cycle, institutions establish five-year benchmarks for the **34 indicators** defined by MHEC. The benchmarks are based upon four years of trend data.

In 2018, the indicators were re-organized by the three goals of the *2017-2021 Maryland State Plan for Postsecondary Education - Increasing Student Success with Less Debt*: Access, Success, and Innovation. Additionally, nine required student characteristics are included to clarify institutional missions and provide context when reviewing the indicators. Each year, colleges must update the trend data for the characteristics and indicators with the most recent year's information. Institutions are permitted to revise benchmarks only once in the cycle (year two). The 2019 PAR is BCCC utilized that opportunity and revised the benchmarks related to seven indicators.

In addition to the **indicators and benchmarks, narrative sections** are required related to **(1) Institutional Assessment and (2) Community Outreach and Impact**. The **Institutional Assessment** section is the key to explaining what the College is doing to address its performance in the areas measured by the indicators in keeping with the goals of the current State Plan. New, current, and planned initiatives are discussed as well as external and internal factors. The activities BCCC has underway are equally, if not more, important as whatever progress is shown via the indicators. The **Community Outreach and Impact** section provides a valuable opportunity for the College to discuss the various partnerships and outreach initiatives that we have underway with the Baltimore City Public School System, area organizations, and community groups.

The President, Cabinet and key administration, faculty and staff monitor Baltimore City Community College's progress and outlines strategies to maintain or enhance performance. BCCC informs the Secretary of Higher Education of the College progress towards meeting its goals/benchmarks through the PAR. BCCC has historically complied with MHEC's PAR guidelines and is in good standing.

MHEC requires that each institution's governing board approve the PAR. The 2019 PAR must be submitted to MHEC by **October 1, 2019**.

Baltimore City Community College
2019 Performance Accountability Report (Draft)
Institutional Assessment Summary

State Plan Goal 1. Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

Baltimore City Community College's (BCCC) annual unduplicated credit headcount fell to 6,054 in FY2018, a decline of 5.0%, but increased by 10.6% in FY 2019. The market share of first-time, full-time freshmen increased 12.2 percentage points for fall 2018, while the market share of part-time undergraduates decreased by 13.6 percentage points. The market share of recent, college-bound high school graduates decreased to 9.4% in fall 2017, which predates the launch of the Mayor's Scholars Program (MSP). In fall 2018. Over 300 MSP students participated in the 2018 Summer Bridge and 289 completed the fall semester in credit courses and 15 additional students shifted to continuing education workforce programs. In 2019, over 400 participated in the second cohort of the Summer Bridge program. The number of dual enrolled high school students increased to 230 for fall 2018. Enrollments in credit online courses increased to 6,904 in fall 2018.

BCCC's unduplicated headcount in continuing education decreased to 8,015 in FY 2018. Annual unduplicated headcount and annual course enrollments in continuing education community service and lifelong learning courses decreased in FY 2018 to 415 and 546. The unduplicated annual headcount and annual course enrollments in continuing education basic skills and literacy courses fell in FY 2018 to 4,965 and 10,073. The annual unduplicated headcount in ESL courses decreased in FY 2018 to 3,129. Continuing education online course enrollments increased to 1,318 in FY 2018.

State Plan Goal 2. Success: Promote and implement practices and policies that will ensure student success.

The fall-to-fall retention rates for the 2017 cohort of Pell grant recipients and developmental students were both 37.1%, an increase for the Pell grant recipients. The four-year developmental completer rate increased to 28.9% for the fall 2014 cohort. BCCC's overall successful-persister rate for all students in the fall 2014 cohort fell slightly to 51.1% and the developmental completers' rate fell slightly to 74.3%, but remained nearly triple that of the developmental non-completers. The successful-persister rate for African-American students mirrored the decline of the overall cohort, 48.4% for the fall 2014 cohort. The overall four-year graduation-transfer rate increased for the fall 2014 cohort to 37.1% and to 48.9% for the developmental completers. The increase in the graduation-transfer rate for African-American students was similar to that for the total cohort at 34.5% for the fall 2013 cohort.

The total number of degrees and certificates awarded increased by 34.4% to 656 in FY 2018, the highest number awarded since FY 1984 and the number of STEM awards increased by 26.4% to 306. BCCC's graduate satisfaction with educational goal achievement maintained a high rating of 92.1% for the 2016 graduates. Surveys of non-returning students show that 56.7% of respondents completely or partly achieved their educational goal. While reasons for leaving vary, 62.5% of those who did not meet their goal said they plan to return to BCCC. BCCC graduates' licensing examination pass rates remained very high with Dental Hygiene achieving a pass rate of 100% in FY 2018 for the fifth consecutive year. Licensed Practical Nursing achieved a pass rate of 90.0% and Nursing achieved 85.4%. The pass rates for Physical Therapy Assistant and Respiratory Care fell to 72.7% and 73.3%, respectively. The performance of BCCC transfer students at senior institutions decreased in AY 2017-18. The percentage of students with a cumulative GPA of 2.0 or above after the first year declined to 80.0% and the mean GPA after the first year decreased to 2.66. Graduates' satisfaction with transfer preparation remained high at 84.6%.

State Plan Goal 3. Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.

Responses to the 2016 Graduate Follow-Up Survey show that 75.0% were employed in a field related to their BCCC program and 85.7% were satisfied with the job preparation they received at BCCC. Recent data from the Jacob France Institute show that the FY 2015 graduates' median income more than doubled from one year prior to three years after graduation. The annual unduplicated headcount and annual course enrollments in workforce development decreased in FY 2018. The annual unduplicated headcount in Continuing Professional Education leading to government or industry-required certification or licensure fell while the annual course enrollments increased. The unduplicated headcount in contract training decreased to 1,143 and course enrollments fell to 2,472. The number of business organizations continued to increase in FY 2018 to 90 and employer satisfaction with the contract training remained at 100%.

Response to Commission Questions: For your institution, please describe: 1) one or more targeted interventions and the population(s) served, 2) the identified obstacles the students might face, 3) the metrics used to evaluate the intervention(s) and 4) the evidence used to assess and adapt the intervention(s) to ensure its intended effects.

BCCC Response: One of the achievement gaps is among developmental-completers as compared to non-completers. The need for remediation remains high for BCCC students and the College is committed to reducing as many barriers as possible to completing recommended developmental coursework. The Accelerated Learning Program (ALP) was piloted in spring 2019 for RENG 92 and ENG 101 for Mayor's Scholars Program (MSP) students. Students were permitted to self-select this option based on their placement test scores and advisor recommendations. The pass rates of 91.7% in the RENG 92 and ENG 101 components; the pass rate in the non-ALP RENG 92 sections was 63.6% and 67.5% in the non-ALP ENG 101 sections. Based on the pilot section's pass rates, the English, Humanities, Visual and Performing Arts department offered three face-to-face ALP opportunities for fall 2019, with two designated for MSP students and one for non-MSP students. The instructors utilize the syllabi for RENG 92 and ENG 101 and integrate the student learning outcomes throughout the semester. The learning outcomes related to essay writing, documentation, analysis, and critical thinking will be of particular interest in assessing and adapting the ALP. Course pass rates will continue to be evaluated. Because of the accelerated nature of the ALP, instructors are implementing a break in the middle of the class time. Students will be surveyed towards the end of the semester regarding their perceptions of the class structure, pace, and content. Metrics will measure course pass rates, learning outcomes, final exams, course pass rates in subsequent English courses (if applicable), student survey results, faculty survey results, next-term retention, and completion.

BALTIMORE CITY COMMUNITY COLLEGE
2019 PERFORMANCE ACCOUNTABILITY REPORT

I. MISSION

Baltimore City Community College provides quality, affordable, and accessible education meeting the professional and personal goals of a diverse population, changing lives, and building communities.

II. INSTITUTIONAL ASSESSMENT

State Plan Goal 1. Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

Baltimore City Community College's (BCCC) annual unduplicated credit headcount fell to 6,054 in FY 2018, but increased by 10.6% to 6,694 in FY 2019 (Indicator 1b). The market share of first-time, full-time freshmen increased 12.2 percentage points to 25.1% which represents 233 students, while the market share of part-time undergraduates decreased to 23.1% (Indicators 2 and 3). While the majority of BCCC's students enroll part-time, the proportion of part-time students declined to 65.8% in fall 2018 (Characteristic A). The characteristics and personal responsibilities of the majority of BCCC's students make full-time enrollment challenging: 52.3% of credit students are 25 years of age or older and 44.1% are employed at least 20 hours per week (Characteristics F and G). BCCC continues its efforts to support full-time enrollment. Of the respondents to the spring 2018 Community College Survey of Student Engagement (CCSSE), 39.9% reported having children that live with them and 49.9% reported that childcare is an important service to them. The College's Clarence W. Blount Child Care Center is accessible for the children of students and staff (with limited slots for the community) age six months to 12 years and offers evening care. It is open every day that the College is open for regular operations (excluding spring break and scheduled professional development days). Scholarships are offered through the federal Child Care Access Means Parents in School grant. The College continues to expand its course offerings and modalities which include hybrid, online, weekends, accelerated sessions, and "Z-courses" which utilize Open Education Resources (OERs) which reduce or eliminate the cost of textbooks.

The market share of recent, college-bound high school graduates decreased to 9.4% in fall 2017 (Indicator 4) which predates the launch of the Mayor's Scholars Program in fall 2018. The Mayor's Scholars Program (MSP) is a partnership between BCCC, the Baltimore City Mayor's Office, and the Baltimore City Public School System (BCPSS). Through this last-dollar scholarship program, high school graduates who are City residents have the opportunity to complete an Associate Degree, Certificate, or workforce development program with their tuition and fees covered. Participants must complete a FAFSA, remain in good academic standing with at least a 2.0 GPA while attending BCCC, and complete their program within 150% of the expected time (three years for an Associate Degree). Over 300 MSP students participated in the 2018 Summer Bridge program prior to enrolling in fall classes and 289 completed the fall semester in credit courses and 15 additional students shifted to continuing education workforce programs. In 2019, over 400 students participated in the second cohort of the Summer Bridge program. Based on the course pass rates and feedback from MSP students and faculty, the Summer Bridge program was shortened from seven weeks to six weeks and most students only took the one-credit PRE 100 credit instead of two courses. The Bridge programs included an orientation and academic support services designed to ease the transition from high school to college. Students toured campus facilities; met key faculty, advisors, coaches, and student leaders; and participated in enrichment activities. Throughout the year, MSP students met with advisors and Student Success Coaches; and attended workshops, study halls, and a Coppin "Sneak Peak" transfer event. An end-of-year survey was administered to the 2018 cohort towards the end of spring 2019 (76 respondents) and 92.9% indicated that they were somewhat or very

satisfied with the help they received from their MSP Success Coach, 80.3% would recommend MSP to friends or family, and 80.3% would recommend BCCC to friends or family.

The College's partnership with Year Up continued to grow. In June 2018, the College held the graduation ceremony for the sixteenth Year Up Baltimore cohort. Over 70 students graduated from the year-long program which includes coursework, workforce training, and paid internships, Students are invited to continue their studies at BCCC while continuing their employment.

The number of dual enrolled high school students increased to 230 for fall 2018 (Indicator 5, includes an additional 58 PTECH with registration activity that occurred subsequent to the 172 dual enrolled students reported in the College's Enrollment Information System file). In addition to two cohorts of PTECH students from Carver Vocational Technical High School and Paul Lawrence Dunbar High School, the College began it STEM Core partnership with Forest Park High School, Digital Harbor High School, and Vivian T. Thomas High School. The College continued offering classes on site at Bais Yaakov of Baltimore.

Enrollments in credit online courses increased to 6,904 in fall 2018 (Indicator 6a). In fall 2018, face-to-face and online sections were offered for all of the College's 20 highest enrolled courses offered; 468 students enrolled exclusively in online classes and an additional 1,297 students enrolled in both online and face-to-face classes. In 2018, the following degree programs could be completed entirely online: Business Administration, Business Management, Accounting, Law Enforcement/Correctional Administration, and General Studies. All students taking online or hybrid courses for the first time are required to attend an online student orientation which explains the student and faculty expectations and familiarizes them with Canvas. The Center for E-Learning Excellence and Teaching Innovation offers training related to instructional resources through the academic year. Training topics include using videos in Canvas, eTutoring at BCCC, how to conduct webinars for students, Canvas tools, incorporating accessibility in online courses, creating rubrics and outcomes in Canvas, and Quality Matters rubrics.

The number of Z-course (courses that offer zero- or low-cost web-based textbooks and other digital materials) sections and offerings has expanded; in fall 2018, 156 sections of Z-courses were offered. The fall 2018 E-Learning student survey (220 respondents) showed that 95.0% of students enrolled in Z-courses found the content easy to access. In 2018, four BCCC faculty were awarded grants through the Maryland Open Source Textbook (MOST) High Impact OER Mini-Grant Program. The MOST grants are designed to support the replacement of traditional textbooks with learning resources that are openly licensed (Creative Commons CC-BY Attribution 4.0 International License), fully accessible based on Web Content Accessibility Guidelines (WCAG) standards, openly and freely available outside their delivery platforms, provide students with day-one access to their learning materials, allow students to retain access to their OER content after completion of the course, and are continuously updated. The 2018 courses were MGMT 222 (Principles of Management), ENG 101 (English Writing), BIO 102 (Principles of Biology), MAT 128 (Pre-Calculus: College Algebra), and MAT 129 (Pre-Calculus II). In fall 2018, while the numbers of students in OER sections were far lower than those enrolled in non-OER sections, the pass rate in ENG 101 was five percentage points higher for the OER sections.

Continuing education online course enrollments increased to 1,318 in FY 2018 (Indicator 6b). Courses with the largest enrollments include ESOL Basic Skills Tutorial, ESOL Independent English, Child Care, Business Office Administration, Health Administration Billing Coding, Human Resources, and Physical Therapy Aide.

Low incomes and extensive personal and job responsibilities are characteristic of most BCCC students, making affordability a key issue; 44.1% of our credit students work more than 20 hours per week and 38.3% received Pell grants in FY 2018 (Characteristics G and E). Spring 2018 CCSSE respondents reported that 61.4% use their own income/savings as a major or minor source for paying their tuition and 49.5% reported that the lack of finances is likely to be what would cause them to withdraw from class or college. As noted in the College's mission, BCCC is committed to providing quality, affordable, and accessible education to its diverse population. BCCC strives to keep tuition and fees at a fraction of those for Maryland public four-year institutions and stayed below our benchmark at 33.8% in FY 2018 (Indicator 7). The College utilizes a market-based tuition and fee model which calls for adjustments based on programmatic needs and sustaining existing services while remaining affordable. The application fee has been eliminated and the College has maintained its flat rate tuition and fee schedule for students enrolled in 12 to 18 credits. Easing students' financial burdens is the primary reason BCCC expanded its use of OERs which provide students with reduced or cost-free resources including e-textbooks and videos. In addition to the cost savings, students get immediate access to the resources on the first day of class via computer, tablet, or smartphone. The College's one-credit Preparation for Academic Achievement course, PRE 100, continues to offer OERs in all sections and has attained pass rates ranging from 76.0% to 78.7%, markedly higher than in years prior to the use of OERs.

BCCC's unduplicated headcount in continuing education decreased to 8,015 in FY 2018 (Indicator 1c.) The Workforce Development and Continuing Education Division (WDCE) remains committed to responding to the needs of the City's citizens and business community. Annual unduplicated headcount and annual course enrollments in continuing education community service and lifelong learning courses decreased in FY 2018 to 415 and 546, respectively (Indicator 8). The unduplicated annual headcount and annual course enrollments in continuing education basic skills and literacy courses fell in FY 2018 to 4,965 and 10,073, respectively (Indicator 9). The impact of the refugee resettlement concerns in the City and State was reflected in the annual unduplicated headcount in ESL courses which decreased in FY 2018 to 3,129 (Characteristic D). Through the coordination of the Mayor's Office of Immigrant Affairs, the College has developed a partnership with the Baltimore City Community Action Partnership for English language learner students. These students will attend BCCC in the fall and spring semesters for contextualized English as a Second Language instruction covering vocabulary relative to financial literacy along with workshops and access to financial coaching provided by the City's Community Action Partnership Centers. Through the Refugee Assistance Program (RAP), adult refugees and asylees who have lived in the United States for five years or less take courses to improve their English, develop skills necessary to find employment, and function in their everyday English language environment. Classes are funded through a grant from the Maryland Office for Refugees and Asylees and are offered during the day and evening. WDCE offers GED and Pre-GED classes for adults 16 years of age or older who have not earned

their high school diplomas and are not enrolled in a school program. Placement is based on students' scores on the Comprehensive Adult Student Assessment System (CASAS) placement test. Pre-GED classes are offered for students whose native language is not English. The College has partnered with South Baltimore Learning Center to help ex-offenders earn a GED.

The percentage of minority student enrollment at BCCC has always exceeded the corresponding percentage in its service area; 93.0% of fall 2018 credit students and 89.4% of FY 2018 continuing education students were minorities compared to 69.7% of the City's population (Indicator 10). In fall 2018, 72.9% of full-time faculty and 75.0% of full-time administrative/professional staff were minorities (Indicators 11 and 12). The Office of Human Resources uses a multitude of channels to attract a diverse, qualified, and competitive applicant pool. BCCC makes every effort to cast the widest net possible to capture a robust applicant pool by posting on a battery of job boards. All positions are posted on the BCCC website, *Indeed.com, US.Jobs, HigherEd Jobs, Inside Higher Ed, Academic Careers Online, Diverse Jobs.net, Maryland Diveristy.com, Higher Education Recruitment Consortium,* and the *Chronicle Vitae.* When positions prove hard to fill, the College will utilize specialty niche websites for recruiting specialized skill sets including the Society for Human Resource Management, the College & University Professional Association for Human Resources, Dice, Chesapeake Human Resources Association, Idealist Careers, the American Association of Community Colleges, Association of College & University Auditors, International Facility Management Association, CareerBuilder, and Monster. BCCC utilizes various social media platforms including Twitter, Facebook, and LinkedIn to garner additional applicants. BCCC actively participated in two job fairs at Morgan State University and at a job fair hosted by the Afro Newspaper. Additionally, BCCC has partnered with the Maryland Workforce Exchange (MWE) to hold hiring events at local MWE offices to fill select high-need positions.

State Plan Goal 2. Success: Promote and implement practices and policies that will ensure student success.

BCCC's fall-to-fall retention rate remained stable at 37.1% for the fall 2017 cohort of developmental students (Indicator 13a). The four-year developmental completer rate increased to 28.9% for the fall 2014 cohort (Indicator 15). With most students requiring developmental coursework, 90.7% of all first-time entrants in fall 2018, focus must remain on successful developmental completion and the initiatives put in place to increase retention and persistence, particularly in students' first year (Characteristic B). In AY 2018 – 19, RENG 90, the lowest level of developmental Reading/English) was no longer offered. Five sections of RENG 91 were offered specifically for students who tested into RENG 90 in fall 2018. Students enrolled in the fall 2018 Accelerated 1 session of RENG 92 had a pass rate of 81.0%, notably higher than the pass rate for the 16-week pass rate of 67.0% for the non-accelerated students. This information supported the plan to pilot the Accelerated Learning Program (ALP) in spring 2019. The ALP allows students to take RENG 92 and ENG 101 in one semester. In spring 2019, one section of ALP was offered for MSP students (students registered for designated RENG 92 and ENG 101 sections). The ALP designated sections enrolled 24 students for the semester and the pass rates were 91.7% for the RENG 92 component and the ENG 101 component. In fall 2018, 98.8% of new students who took the placement test were recommended into developmental math. In fall 2018, 799 students completed MAT 86 and pass rates fell. The Math Department and Office of

Institutional Research reviewed the pass rates to ascertain differences based on modality and/or pace. The hybrid sections were held as 12-week sessions and online sections were offered in 12- and 16-week sessions. The hybrid sections' pass rate was notably higher than those of the online sections. RENG and MAT instructors work with the Promise Academy to provide students in the lowest levels with supplemental support including embedded tutoring; MAT 86 pass rates were higher for the Promise Academy sections than for the non-Promise Academy sections. The Math Department is offering four more hybrid sections of MAT 86 for fall 2019 and has developed a more detailed rubric for grading the final exam.

In addition to the tutoring services provided through the College's Center for Academic Achievement, all BCCC students can use eTutoring services via Canvas. Through eTutoring, students can receive assistance with the following subjects: Writing, Biology, Statistics, Anatomy & Physiology, Chemistry, Math, and Accounting. Students have access to the Online Writing Lab where they can submit a draft of a paper, seek feedback, and receive a response from a tutor within 24 to 48 hours. Students can participate in live tutoring where they meet with a tutor, one-on-one, via an interactive, virtual online environment.

The fall-to-fall retention rate for the 2017 cohort of Pell grant recipients and developmental students both increased to 37.1% (Indicators 14a and 13a). The number of Pell grant recipients fell by 273 students from FY 2017 to FY 2018, as reflected in the lower percentage of students receiving Pell grants in FY 2018 of 38.3% (Characteristic E). BCCC offered free Completion Assistance Workshops for the Free Federal Application for Student Aid (FAFSA) throughout the year to new and continuing students and parents. The Student Accounting Office has increased communications to students regarding FAFSA processes and payment arrangement options and deadlines through email, Canvas, phone calls, and information on the College's website. Financial aid presentations are a component of the PRE 100 course and new student orientations. To assist with other student needs, the Student Support and Wellness Services Center offers activities throughout the year to help students with time management, stress management, exercise opportunities, and mental health awareness and resources.

BCCC's overall successful-persister rate for all students in the fall 2014 cohort fell slightly to 51.1% and the developmental completers' rate fell slightly to 74.3%, but remained nearly triple that of the developmental non-completers (Indicator 16). The successful-persister rate for African-American students mirrored the decline of the overall cohort, 48.4% for the fall 2014 cohort (Indicator 17a). The overall four-year graduation-transfer rate increased for the fall 2014 cohort to 37.1% and to 48.9% for the developmental completers (Indicator 18). The increase in the graduation-transfer rate for African-American students was similar to that for the total cohort at 34.5% for the fall 2013 cohort (Indicator 19a). A primary focus for BCCC remains improving the developmental completion rate which drives nearly all other outcome measures. As discussed, the need for remediation remains high for BCCC students; the College is committed to reducing as many barriers as possible to completing the recommended developmental coursework and all program requirements. The streamlined levels of developmental courses in math and reading/English are making a positive impact, as discussed above. The College continues its work to expand support services to all students, offer creative scheduling options including course modality and pace, increase financial aid literacy and access to information, and increase staff training. Student success remains BCCC's number one strategic priority.

The federally funded Student Support Services/Students Taking Action in Reaching Success (TRIO/SSS-STAIRS) program is designed to increase retention, graduation, and transfer rates of low-income, first-generation college students and students with disabilities needing academic support. In AY 2018-19, the program served 230 students many of whom received individualized, intensive support services. Of those students, 35 graduated with degrees and/or certificates and 7 reported they will transfer to four-year institutions by fall 2019. The Program held two "Meet and Eat" events to address students' non-academic needs, and to enhance their sense of belonging in college. Participants had the opportunity to connect and share with one another and with staff in a relaxed atmosphere. Other events held during the year in collaboration with other departments included the Annual "Clothing Swap and Shop" to help students build professional wardrobes for interviews, internships and careers, "The Marketplace Experience II: Shattering the Myth of the Superwoman: Creating a Personal Plan for Success and "Home is Home, African and African Diaspora Symposium" during which participants shared their views about "Building Bridges Across the Diaspora."

The total number of degrees and certificates awarded increased by 34.4% to 656 in FY 2018, the highest number awarded since FY 1984 and the number of STEM awards increased by 26.4% to 306 (Indicators 20 and 21b). FY 2018 included the first degrees and certificates awarded in the Cyber Security and Assurance programs with 9 degrees and certificates. Increases in other programs' awards included Accounting, Business Administration, Information Technology Basic Skills, Computer Information Systems, and Biotechnology.

While STEM awards increased, enrollment in STEM programs decreased in fall 2018 to 2,297 (Indicator 21a). BCCC launched a partnership with Edmondson Westside High School for a dual enrollment certificate in Biotechnology Lab Science and Lab Animal Science, which is a first in Baltimore City. In 2019, 17 Edmondson sophomores enrolled in the pilot program and are on track to graduate from high school with a certificate as well as complete their Career and Technical Education (CTE) programs of study in the health professions or engineering pathways. Biotechnology students develop laboratory technical skills in preparation for employment under the supervision of professional scientists and may prepare for transfer to senior institutions. The program includes a state-of-the-art technical research experience through local biotechnology companies and research facilities and labs including University of Maryland, Baltimore, University of Maryland Baltimore County, Towson University, and the Johns Hopkins University. The summer internships that these students complete lead to job opportunities.

The College held its seventh annual STEM Symposium: Shaping Our Future Through STEM. Over 300 students attended to hear the keynote speaker from The Juxtopia Group, a non-profit organization established in 2000 to increase the number of underserved and disadvantaged minorities that pursue advanced degrees, contribute to STEM related careers, and establish STEM related businesses. The STEM Symposium highlights student research, much of which was conducted at the University of Maryland Medical School. The College's sixth annual Biotech Symposium, held at the University of Maryland BioPark, featured a career panel of BCCC alumni who shared with a group of high school students how their start in BCCC's Biotechnology program and Biotechnology Club helped them achieve their career goals. BCCC hosted the fifth annual Maryland Collegiate STEM Conference (MCSC). Over 500 participants

from 21 Maryland colleges and universities attended and were welcomed by Lt. Governor Boyd Rutherford. The MCSC is a collaborative effort of Maryland community colleges to highlight STEM programs and create opportunities for students. The conference featured student-led research poster presentations and speakers.

BCCC's graduate satisfaction with educational goal achievement maintained a high rating of 92.1% for the 2016 graduates (Indicator 22). Surveys of non-returning students show that 56.7% of respondents completely or partly achieved their educational goal (Indicator 23). While reasons for leaving vary, 62.5% of those who did not meet their goal said they plan to return to BCCC. The most common reason cited for those who did not meet their goals was "financial reasons."

BCCC graduates' licensing examination pass rates remained very high with Dental Hygiene achieving a pass rate of 100% in FY 2018 for the fifth consecutive year (Indicator 25). Licensed Practical Nursing achieved a pass rate of 90.0% and Nursing achieved 85.4%. The pass rates for Physical Therapy Assistant and Respiratory Care fell to 72.7% and 73.3%, respectively. The Respiratory Care program implemented the following strategies to improve pass rates: purchased software to be administer practice exams in the Respiratory Care lab, hired dedicated staff at the clinical sites, purchased access to Lindsey Jones, a web-based tool similar to the licensing exam that can be customized to strengthen students' weak areas, and upgraded lab simulation equipment to provide more real-world situations to enhance critical-thinking skills.

The performance of BCCC transfer students at senior institutions decreased in AY 2017-18. The percentage of students with a cumulative GPA of 2.0 or above after the first year declined to 80.0% and the mean GPA after the first year decreased to 2.66 (Indicator 26). Graduates' satisfaction with transfer preparation remained high at 84.6% (Indicator 24). BCCC has implemented new articulation agreements including a new agreement with Bellevue University. The College hired a new Transfer Specialist for the Transfer Center to assist students with the transfer process. Information regarding articulation agreements, ARTSYS, scholarships for transfer students, transfer admission deadlines, and the transfer application process are available on the College's website and in the Transfer Center at the main campus. BCCC hosts transfer events every semester on campus and participates in those hosted by senior institutions.

BCCC is committed to student success by allocating as much of its resources as possible to instruction, academic support, and student services (Indicator 27). The College continues to maintain a larger percentage then benchmarked for instruction and academic support. While the College's unrestricted expenditures decreased by $1.1 million from FY 2017 to FY 2018, the change in the distribution of expenditures is due to the College reclassifying expenses in FY 2018 (which were classified in prior fiscal years as instruction, primarily within the continuing education division) to their appropriate classifications of academic support and student services. These reclassifications will carry forward to future fiscal years.

State Plan Goal 3. Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.

Responses to the 2016 Graduate Follow-Up Survey show that 75.0% were employed in a field related to their BCCC program and 85.7% were satisfied with the job preparation they received

at BCCC (Indicators 28 and 29). The most recent data from the Jacob France Institute show that the FY 2015 graduates' median income more than doubled from one year prior to three years after graduation (Characteristic I). The Panther Workforce Center has expanded to include a site at the College's Reisterstown Plaza Center in addition to the main campus and Harbor site. The Center provides the following services to credit and continuing education students and alumni: career counseling, resume development, access to College Central (an online registration and job posting system for internships, co-ops, volunteer opportunities, information sessions, and full- and part-time jobs), career fairs, and employer visibility days. The TRIO/SSS-STAIRS program provides career counseling and referrals to the Panther Workforce Center. Year Up, P-TECH, and Biotechnology students have access to industry mentors who are brought to the campus to explain job opportunities. Results from the 2016 and 2018 administrations of the CCSSE showed an increase in the percentage of students who report that their experience at BCCC contributed to their developing clearer career goals (86.6% in 2016 and 89.5% in 2018) and getting information about career goals (81.9% in 2016 and 84.9% in 2018).

The annual unduplicated headcount and annual course enrollments in workforce development decreased in FY 2018 (Indicator 30a and 30b). In fall 2018, the College opened the BCCC, Goodwill Industries, and CVS Health's mock pharmacy, the first of its kind in the nation. The mock pharmacy, located at Goodwill of the Chesapeake's headquarters in downtown Baltimore provides students with realistic and hands-on experience to become successful pharmacy technicians and patient advocates including a patient consultation area, checkout counter, and inventory of imitation prescription medicines. The program supplements the classroom instruction at BCCC.

The annual unduplicated headcount in Continuing Professional Education leading to government or industry-required certification or licensure fell while the annual course enrollments increased (Indicator 31a and 31b). In 2018, BCCC launched a new Commercial Driver's License training program through a partnership with the Lazarus Rite and Baltimore City's Department of Transportation (DOT) and Department of Public Works (DPW). The innovative program provides 16-week training to returning citizens tuition free along with access to employment opportunities with DOT and DPW. Sixteen participants completed the session offered.

The unduplicated headcount in contract training decreased to 1,143 and course enrollments fell to 2,472 (Indicator 33a and 33b). The number of business organizations continued to increase in FY 2018 to 90 and employer satisfaction with the contract training remained at 100% (Indicators 32 and 34).

BCCC provided contract training and services to the Baltimore City Fire Department for Emergency Medical Technician, Baltimore City Police Department for a program for cadets, and International Rescue Committee for Transition to English classes for manufacturing workers. WDCE is developing new training with Johns Hopkins Hospital and University of Maryland Medical System for multiple health programs.

Response to Commission Questions

Commission Assessment: The Commission continues to focus its attention on equity gaps in college outcomes among minority college students and their white peers. A central topic of the 2019 Completion Summit MHEC held in April was on college completion and equity. One of the speakers, Dr. Nikki Edgecombe of the Community College Research Center (CCRC), discussed ways institutions can create more equitable and inclusive pathways for students to achieve their educational goals.

The principles she posited include: 1) knowing your students, 2) understanding the obstacles to their success, 3) adopting and adapting responsive policies and practices, and 4) scaling and institutionalizing continuous improvement. In reference to this, she stated "*Targeted interventions are probably one of the more powerful vehicles we have for addressing gaps in attainment. They are not always popular, but universal interventions often times may lift all boats but maintain gaps..."*

For your institution, please describe: 1) one or more targeted interventions and the population(s) served, 2) the identified obstacles the students might face, 3) the metrics used to evaluate the intervention(s) and 4) the evidence used to assess and adapt the intervention(s) to ensure its intended effects.

BCCC Response: The Commission highlighted in the question posed to BCCC for the 2018 Report that the College's outcomes "for all students and African American students are almost identical because African American students comprise the majority of the College's credit students; therefore, the College does not report any achievement gaps between these populations." Where one of the achievement gaps exists is among developmental-completers as compared to non-completers. The need for remediation remains high for BCCC students and the College is committed to reducing as many barriers as possible to completing recommended developmental coursework.

As noted previously, the Accelerated Learning Program (ALP) was piloted in spring 2019 for RENG 92 and ENG 101 for Mayor's Scholars Program (MSP) students. Students were permitted to self-select this option based on their placement test scores and advisor recommendations. The pass rates of 91.7% in the RENG 92 and ENG 101 components; the pass rate in the non-ALP RENG 92 sections was 63.6% and 67.5% in the non-ALP ENG 101 sections. Based on the pilot section's pass rates, the English, Humanities, Visual and Performing Arts department offered three face-to-face ALP opportunities for fall 2019, with two designated for MSP students and one for non-MSP students. The instructors utilize the syllabi for RENG 92 and ENG 101 and integrate the student learning outcomes throughout the semester. The learning outcomes related to essay writing, documentation, analysis, and critical thinking will be of particular interest in assessing and adapting the ALP. Course pass rates will continue to be evaluated. Because of the accelerated nature of the ALP, instructors are implementing a break in the middle of the class time. Students will be surveyed towards the end of the semester regarding their perceptions of the class structure, pace, and content. Metrics will measure course pass rates, learning outcomes, final exams, course pass rates in subsequent English courses (if applicable), student survey results, faculty survey results, next-term retention, and completion.

COMMUNITY OUTREACH AND IMPACT

BCCC's Strategic Plan calls for growing and strengthening partnerships and community engagement. The College is committed to engaging and improving communities in the greater Baltimore area. Dedicated faculty, staff, and students provide their time and expertise to serve the City's citizens, neighborhood and community organizations, public schools, and employers.

Student Involvement

Involvement in community service helps to create and increase students' sense of belonging. In Academic Year (AY) 2018 – 19, TRIO/SSS-STAIRS students and staff were actively involved in the BCCC community events. They donated clothes and time to the Clothing Swap and Shop event, and offered valuable contributions during the "Home is Home" event including a recommendation to institute an "International /Social Coffee Hour" as an informal non-threatening way to interact and get to know individuals from diverse cultures.

The Environmental Science Club led a "Jeans for Teens" event to collect new or used jeans to donate to City homes for teenagers. The Phi Theta Kappa Honor Society students organized a Thanksgiving food drive for City families in need along with toy drive to benefit the children of the Dayspring Programs, Inc.

A student from BCCC's Biotechnology program spoke at the Biotechnical Institute of Maryland's twentieth anniversary at the B&O Railroad Museum. BCCC students participated in the third annual "I Stand with Immigrants College & University Day of Action" held at the main campus in fall 2018. The event shared resources for immigrants and featured the Director of the Mayor's Office of Immigrant Affairs and a speaker from We Are Casa. Student athletes and coaches participated in the Baltimore Walk for ALS.

BCCC's held its fortieth annual Spring Fashion Show which featured designers from BCCC fashion design and merchandising programs and BCCC faculty and staff. BCCC's Dental Hygiene and Nursing Programs, in collaboration with the Oral Cancer Foundation, hosted its annual public free oral cancer screening and awareness event in spring 2019. BCCC Dental Hygiene and Nursing students provided information on oral cancer risk factors, early detection, and avoidance. As part of National Dental Hygiene Month, the Dental Hygiene Clinic offered free dental hygiene care to seniors 62 year of age or older. Treatment included blood pressure screenings, x-rays, oral cancer screenings, complete dental examinations, and dental cleanings for dentures or partials. The School of Nursing and Health Professions hosted a free community shredding event.

Partnerships and Outreach: Baltimore City Public School System (BCPSS) and Community Sites

BCCC's Upward Bound Math and Science Program has continued its five-decades-long partnership with BCPSS. AY 2018 – 19 marked the second year of the College's five-year renewal grant awarded in fall 2017 from the United States Department of Education.

The "Beats Not Bullets Step Show" was organized to show the artistic and passionate side of Baltimore students and to take a stand against gun violence in the City. The event was hosted by the BCCC Step Team and featured teams from Morgan State University, the Alpha Zeta Archonettes, and kids from various high Baltimore City high schools. Students participated in hopes of changing the way young people move on the stage and the streets of the City. The show was highlighted on the local news stations.

BCCC partnered with BCPSS for the fourth annual Courting Art contest. High school students, their families, friends, and art teachers celebrated the artwork submitted for the contest which was unveiled at the College's Fine Arts wing. The theme for this year's competition was "Uplift Baltimore." The finalists' artwork was displayed at the City's Eastside District Court Building at an awards reception where the top five contestants were awarded scholarships towards art programs or postsecondary degrees.

Business, Organizations, and Agencies

The West Baltimore-based Conscious Venture Lab is housed at BCCC's South Pavilion site. The La is a partnership with Innovation Village and serves as an accelerator program helping mission-driven startups build a business.

As part of the Facebook Community Boost initiative, BCCC is partnering with Facebook to develop a new Digital Marketing Certificate program. Students will have access to a new curriculum including digital marketing and social media strategy courses. Facebook and BCCC staff will work closely to structure the courses and curriculum to ensure they provide the digital skills that employers have indicated are necessary.

BCCC's Citizenship Preparation Program is the largest citizenship program in Maryland. Multi-level citizenship classes are free for students and are held at various agency sites throughout the City and State to prepare students with the English language skills and knowledge in U.S. history, civics, and government knowledge necessary for the federal neutralization exam. Students must be permanent legal residents (green card holders) and eligible to apply for naturalization.

Community Programs and Events on Campus

The College hosted events to support the Baltimore City Children and Youth Fund including a community session that was attended by over 200 people. Senator Antonio Hayes' Community Association Engagement Forum was held at the main campus. The event brought together community association presidents from the 40th Legislative District to identify district priorities, engage citizens, and empower neighborhoods. In addition, the 2019 40th District End of Session Forum was held on campus and included presentations by Senator Antonio Hayes and Delegates Melissa Wells, Nick Mosby, and Frank Conway, Jr. BCCC's President and Baltimore's State's Attorney Marilyn Mosby gave welcoming remarks to 50 community members, including Baltimore Council President Brandon Scott. Councilman Leon F. Pinkett, III held a community forum at the main campus to discuss new communication towers around the district. Representatives from the Baltimore City Department of Planning and the Commission for Historical and Architectural Preservation joined the forum.

The Mayor's Office held the Standards of Excellence: Black Men, Black Families, Black Communities Conference at BCCC. The community event was co-sponsored by the newly formed Mayor's Office of Children and Family Success and the Mayor's Office of African American Male Engagement. Speakers included BCCC's Chairman of the Board of Trustees and former Mayor Kurt L. Schmoke and Marilyn Mosby. Conversations focused on prevention, intervention, and eradication of common social ills affecting black families in Baltimore.

BCCC's Student and Wellness Services and Total Health Care sponsored the Sexual Health, Cancer and Me Forum in fall 2018 at the main campus. Free HIV testing, health resources and referrals, and free food and refreshments were provided. Information tables included Planned Parenthood, Baltimore Cancer program, AIDS Action Baltimore, REACH Initiative, and Joy Baltimore. Interactive presentations about sexual health and cancer were conducted throughout the forum.

BCCC hosted its annual free Community Resource Fair at the main campus in fall 2018 with over 25 community and College resources available. Workshops were held related to finances, health eating, and meditation. The Black Love Expo Mania Vendor Fair was held in the Student Atrium along with the "Be the Match" National Bone Marrow Program Registry. The second annual Career Fair was held at the West Pavilion for students and community members. Various Maryland State agencies, the Baltimore City Police Department, and Amazon were among the organizations that participated.

Community Forums, Fairs, and Festivals

BCCC co-sponsored the second annual Investing in Parents Town Hall with the Liberty Village Project. Guests included the former Mayor and the CEO of BCPSS. Throughout the year, College staff participated in various events held by the Greater Mondawmin Coordinating Council, Downtown Partnership of Baltimore, Associated Black Charities, Union Baptist Church, and Greater Baltimore Committee. The College continued its participation in the B'More Healthy Expo and in the college and career readiness information session, "Preparate Para Tu Futuro," hosted by Benjamin Franklin High School specifically designed for the English as a Second Language community.

BALTIMORE CITY COMMUNITY COLLEGE
2019 PERFORMANCE ACCOUNTABILITY REPORT
Performance Indicators

Student Characteristics *(not Benchmarked)*

These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
A.	Credit students enrolled part time	68.4%	69.9%	68.2%	65.8% (2,976/4,523)
B.	Credit students with developmental education needs *(Based on all first-time entrants, including those that did not test.)*	87.0%	59.8%	85.7%	90.7% (1,010/1,113)
		Spring 2012	**Spring 2014**	**Spring 2016**	**Spring 2018**
C	Credit students who are first-generation college students (neither parent attended college)	45.0%	43.7%	38.0%	48.4% (201/415)
		FY 2015	**FY 2016**	**FY 2017**	**FY 2018**
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	3,939	3,537	3,765	3,129
E	Financial aid recipients	**FY 2015**	**FY 2016**	**FY 2017**	**FY 2018**
	a. Credit students receiving Pell grants	53.6%	44.2%	40.8%	38.3% (2,318/6,054)
	b. Credit students receiving loans, scholarships and/or need-based financial aid	62.1%	52.9%	50.8% (3,225/6,346)	47.4% (2,870/6,054)
F	Students 25 years old or older	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
	a. Credit students	59.0%	57.3%	55.3%	52.3% (2,367/4,523)
		FY 2015	**FY 2016**	**FY 2017**	**FY 2018**
	b. Continuing education students	78.4%	79.3%	78.9%	76.7%
		Spring 2012	**Spring 2014**	**Spring 2016**	**Spring 2018**
G	Credit students employed more than 20 hours per week	53.8%	50.4%	45.4%	44.1% (161/365)

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	2.8%	2.0%	2.3%	2.4%
	b. Black/African-American only	77.0%	74.3%	73.4%	69.1%
	c. American Indian or Alaskan native only	0.1%	0.1%	0.2%	0.2%
	d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.1%	0.0%
	e. Asian only	2.6%	2.4%	2.0%	1.1%
	f. White only	7.5%	8.2%	6.9%	4.9%
	g. Multiple races	1.8%	1.9%	1.8%	1.7%
	h. Foreign/Non-resident alien	6.2%	8.3%	11.2%	18.7%
	i. Unknown/Unreported	1.9%	2.0%	2.1%	1.9%
	Total Fall Credit Enrollment	4,726	4,409	4,188	4 ,523

	Wage growth of occupational program graduates	FY 2016	FY 2017	FY 2018	FY 2019
I	a. Median income one year prior to graduation	$20,964	$18,525	$16,882	$18,869
	b. Median income three years after graduation	$42,446	$39,219	$34,377	$39,146
					(255/325)

State Plan Goal 1: Access

	Annual unduplicated headcount	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
1	a. Total	16,583	15,443	16,049	13,974	**16,265**
	b. Credit students	7,407	6,679	6,346	6,054	**6,880**
	c. Continuing education students	9,278	8,874	9,798	8,015	**9,850**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
2	Market share of first-time, full-time freshmen	15.0%	13.5%	12.9%	25.1% (459/1,832)	**20.0%**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
3	Market share of part-time undergraduates	22.2%	25.5%	36.7%	23.1% (1,469/6,354)	**27.2%**

		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
4	Market share of recent, college-bound high school graduates Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.	25.4%	19.8%	19.2%	9.4% (94/996)	**28.0%**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
5	High school student enrollment	117	102	139	230	**255**

	Enrollments in online courses	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
6	a. Credit	7,593	7,489	6,721	6,904	**8,491**
	b. Continuing education	181	374	879	1,318	**186**

		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2021
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	33.7%	32.9%	34.5%	33.8% (3,196/9,462)	**37.4%**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	932	634	784	415	**790**
	b. Annual course enrollments	1,265	943	1,109	546	**1,150**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	6,905	6,182	5,895	4,965	**6,100**
	b. Annual course enrollments	15,525	14,824	13,287	10,073	**13,500**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
10	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	93.8%	90.9%	92.1%	93.0% (4,100/4,409)	**BCCC Does Not Benchmark**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
	b. Percent nonwhite continuing education enrollment	87.7%	90.3%	87.7%	89.4%	**BCCC Does Not Benchmark**

		July 2015	July 2016	July 2017	July 2018	Benchmark July 2020
	c. Percent nonwhite service area population, 18 or older	69.4%	69.6%	69.8%	69.7% (332,155/476,710)	**Not Applicable**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
11	Percent minorities (nonwhite) of full-time faculty	72.0%	75.7%	76.7%	72.9% (78/107)	**BCCC Does Not Benchmark**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
12	Percent minorities (nonwhite) of full-time administrative and professional staff	70.6%	74.6%	74.6%	75.0% (93/124)	**BCCC Does Not Benchmark**

State Plan Goal 2: Success

		Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2019 Cohort
13	Fall-to-fall retention					
	a. Developmental students	33.0%	34.3%	37.1%	37.1% (206/555)	**38.0%**
	b. College-ready students	39.7%	na (n=29)	53.2%	46.7% (35/75)	**44.7%**

		Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2019 Cohort
14	Fall-to-fall retention					
	a. Pell grant recipients	31.6%	34.6%	34.8%	37.1% (166/447)	**36.6%**
	b. Non-recipients	40.5%	32.5%	37.3%	41.0% (75/183)	**Not Applicable**

		Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
15	Developmental completers after four years	18.4%	29.6%	26.6%	28.9% (252/872)	**24.0%**

		Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
16	Successful-persister rate after four years					
	a. College-ready students	57.8%	na (n=48)	56.0%	na (n=34)	**62.8%**
	b. Developmental completers	81.3%	80.1%	77.2%	74.3%	**86.3%**
	c. Developmental non-completers	31.5%	35.8%	31.9%	26.8%	**Not Applicable**
	d. All students in cohort	45.9%	57.9%	52.2%	51.1% (270/528)	**50.9%**

		Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
17	Successful-persister rate after four years					
	a. Black/African-American only	45.0%	55.0%	51.0%	48.4% (212/438)	**50.0%**
	b. Asian only	na (n=11)	na (n=14)	na (n=23)	na (n=20)	**Not Applicable**
	c. Hispanic/Latino	na (n=0)	na (n=11)	na (n=13)	na (n=23)	**Not Applicable**

Note: Not reported for groups with < 50 students in the cohort for analysis.

		Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
18	Graduation-transfer rate after four years					
	a. College-ready students	39.1%	na (n=48)	46.0%	na (n=34)	**44.1%**
	b. Developmental completers	36.9%	47.7%	42.6%	48.9%	**41.9%**
	c. Developmental non-completers	24.5%	31.3%	23.3%	22.6%	**Not Applicable**
	d. All students in cohort	28.7%	40.8%	33.0%	37.1% (196/528)	**33.7%**

		Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
19	Graduation-transfer rate after four years					
	a. Black/African-American only	28.0%	38.1%	32.9%	34.5%	**33.0%**
	b. Asian only	na (n=11)	na (n=14)	na (n=23)	na (n=20)	**Not Applicable**
	c. Hispanic/Latino	na (n=0)	na (n=11)	na (n=13)	na (n=23)	**Not Applicable**
	Note: Not reported for groups with < 50 students in the cohort for analysis.				(151/438)	

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
20	Associate degrees and credit certificates awarded					
	a. Career degrees	237	193	205	234	**287**
	b. Transfer degrees	168	232	175	217	**206**
	c. Certificates	104	113	108	205	**154**
	d. Total awards	509	538	488	656	**647**
	Number of Graduates	*492*	*496*	*457*	*586*	

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
21	STEM programs					
	a. Credit enrollment	2,236	2,695	2,576	2,297	**2,600**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
	b. Credit awards	315	237	242	306	**390**

		Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
22	Graduate satisfaction with educational goal achievement	92.0%	98.7%	94.4%	92.1% (93/101)	**95.0%**

		Spring 2011 Cohort	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Benchmark Spring 2019 Cohort
23	Non-returning student satisfaction with educational goal achievement	89.0%	77.1%	54.4%	56.7% (21/37)	**65.0%**
		Alumni Survey 2008	**Alumni Survey 2011**	**Alumni Survey 2014**	**Alumni Survey 2016**	**Benchmark Alumni Survey 2018**
24	Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2016.	80.0%	83.3%	100.0%	84.6% (22/26)	**100.0%**
		FY 2015	**FY 2016**	**FY 2017**	**FY 2018**	**Benchmark FY 2020**
25	Licensure/certification examination pass rates					
	a. Nursing - National Council	56.9%	78.8%	84.1%	85.4%	
	Number of Candidates	72	52	44	48	**85.0%**
	b. Licensed Practical Nurse - National Council	na	100.0%	85.7%	90.0%	
	Number of Candidates	na	6	7	10	**90.0%**
	c. Physical Therapy - Assessment Systems	100.0%	100.0%	78.6%	72.7%	
	Number of Candidates	12	14	14	11	**97.5%**
	d. Dental Hygiene - National (Written) Board	100.0%	100.0%	100.0%	100.0%	
	Number of Candidates	18	14	14	15	**97.5%**
	e. Respiratory Care - MD Entry Level Exam	83.3%	100.0%	93.3%	73.3%	
	Number of Candidates	12	7	15	15	**86.7%**
		AY 14-15	**AY 15-16**	**AY 16-17**	**AY 17 - 18**	**Benchmark AY 2019-20**
26	Performance at transfer institutions					
	a. Cumulative GPA after first year of 2.0 or above	Not Available	83.4%	88.3%	80.0%	Not Applicable
	b. Mean GPA after first year	Not Available	2.75	2.76	2.66	Not Applicable
	Methodology to calculate this indicator changed starting in AY 15-16				(184/230)	
	Expenditures by function	**FY 2015**	**FY 2016**	**FY 2017**	**FY 2018**	**Benchmark FY 2020**
27	a. Instruction	42.5%	43.8%	43.2%	37.5%	**35.5%**
	b. Academic support	8.4%	8.7%	9.5%	12.7%	**8.8%**
	c. Student services	11.5%	10.7%	11.2%	10.8%	**12.3%**
	d. Other	37.6%	36.8%	36.2%	39.0%	**43.4%**

State Plan Goal 3: Innovation

		Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
28	Full-time employed career program graduates working in a related field	50.0%	80.0%	na (n=3)	75.0% (21/28)	**80.0%**

		Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
29	Graduate satisfaction with job preparation Note: Response categories changed starting in 2016.	84%	86.7%	na (n=3)	85.7% (18/21)	**85.0%**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
30	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	1,421	1,892	2,628	2,020	**2,800**
	b. Annual course enrollments	2,302	2,257	3,495	3,100	**3,600**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
31	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	723	730	1,219	1,158	**1,250**
	b. Annual course enrollments	1,113	1,041	1,695	2,273	**1,750**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
32	Number of business organizations provided training and services under contract	66	73	75	90	**91**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
33	Enrollment in contract training courses					
	a. Unduplicated annual headcount	1,137	2,261	2,958	1,143	**2,300**
	b. Annual course enrollments	2,460	2,863	4,385	2,472	**2,900**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
34	Employer satisfaction with contract training	100.0%	100.0%	100.0%	100.0%	**100.0%**

TAB 11

ACTIVE SEARCH LISTING

BOARD AGENDA
TAB 11 - INFORMATION
SEPTEMBER 18, 2019

BALTIMORE CITY COMMUNITY COLLEGE
CHANGING LIVES... BUILDING COMMUNITIES

HR Active Search List As of September 12th, 2019

	Div	PIN #	Position	Oversight	Date(s) posted	Status 6/14/19	Status 9/4/19
1	**AA**	**81589**	Assistant Professor/Coordinator of Criminal Justice	Dr. Joshua Searcy	8/13/2019	N/A	Resumes sent to Search Chair; Awaiting Search Committee feedback
2	**A&F**	**73966**	Director of Procurement	VP of Administration & Finance	5/2/2019	Resumes sent to Search Chair; Awaiting feedback	Resumes sent to Search Chair; Awaiting feedback
3	**A&F**	**62619**	Director of Facilities	Michael Thomas	7/1/2019	N/A	Resumes sent to Search Chair; Awaiting feedback
4	**WDCE**	**76591**	P-Tech Coordinator	Pat Mikos	7/23/2019	N/A	2nd Round of Interviews Scheduled
5	**PO**	**TBD**	Executive Assistant to the President	Dr. Debra McCurdy	4/26/2019	Resumes forwarded to President	Resumes forwarded to President
6	**PO**	**TBD**	Vice President of Administration & Finance	Dr. Debra McCurdy	7/10/2019	N/A	Resumes forwarded to President
7	**PO**	**TBD**	Staff Internal Auditor/EEO Compliance Coordinator	Michelle Williams/Lyllis Green	8/1/2019	N/A	Resumes sent to Search Chairs; Awaiting feedback
8	**PO**	**TBD**	Vice President of Academic Affairs	Dr. Debra McCurdy	9/4/2019	N/A	Resumes forwarded to President