Board of Trustees

Open Session

Wednesday,

September 20, 2017

4 P.M.

Liberty Campus

Mini Conference Center

BALTIMORE CITY COMMUNITY COLLEGE

Board of Trustees

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TAB 1

BALTIMORE CITY COMMUNITY COLLEGE
BOARD OF TRUSTEES
UNAPPROVED OPEN SESSION AGENDA
September 20, 2017 4 p.m.
Liberty Campus
Mini Conference Center

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

I. ADOPTION OF AGENDA
Approval of the September 20, 2017 Agenda……..TAB 1

II. NEW BUSINESS……TAB 2

A. Realignment Tasks Update (Bryan Perry, Esq.) (INFORMATION)

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 in Baltimore City.

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

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

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

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

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

7. Establish strong relationships with key stakeholders, including those specified.

8. Develop and market a brand for BCCC.

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

10. Develop or sell all unused or underutilized real estate, including the Inner Harbor site.

11. Identify any barriers in State or local laws or regulations that impede the ability of BCCC to operate efficiently and effectively, including procurement and capital construction projects.

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

- **A. Approval of the May 23, 2017 Minutes ……TAB 3**
- **B. College Contracts…….,,...TAB 4**
- **C. Student Government Association……TAB 5**
- **D. AFSCME Local # 1870 at BCCC (Ms. Charlene Gray, President)….TAB 6**
- **E. Faculty Senate (Professor Edward Ennels, President)……TAB 7**

Action: Move to approve the Board Actions/Consent Agenda

IV. PUBLIC PRESENTATIONS……..TAB 8
(INFORMATION)

- **A. BCCC Foundation, Inc. Update (Ms. Sonja Wells, BCCCF Board Chair)**

V. COLLEGE POLICIES……TAB 9

VI. PRESIDENT'S REPORT (Dr. Gordon F. May, President)……..……TAB 10

- **A.** Enrollment Report (Dr. Marguerite Weber) **(INFORMATION)**
- **B.** Performance Accountability Report (Ms. Eileen Hawkins) **(ACTION)**

- **C. Active Search Listing……TAB 11**

VII. 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.

VIII. NEXT MEETING: Wednesday, **October 18, 2017**, Mini Conference Center Liberty Campus, 2901 Liberty Heights Avenue, Baltimore, MD 21215.

TAB 2

BOARD AGENDA
TAB 2 - INFORMATION
SEPTEMBER 20, 2017

NEW BUSINESS

REALIGNMENT TASKS UPDATE

Bryan Perry, Esq.

REALIGNMENT TASKS UNDER HB1595

Realignment Task Number 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.

Realignment Task Number 2
Make workforce development and job placement top educational priorities of BCCC.

Realignment Task Number 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.

Realignment Task Number 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.

Realignment Task Number 5
Align the budget of BCCC with realistic enrollment projections.

Realignment Task Number 6
Engage in a comprehensive review of all positions, faculty, and staff at BCCC.

Realignment Task Number 7
Establish strong relationships with key stakeholders.

Realignment Task Number 8
Develop and market a brand for BCCC.

Realignment Task Number 9
Address the information technology (IT) and infrastructure needs of BCCC, including whether oversight by the Department of Information Technology is advisable.

Realignment Task Number 10
Develop or *sell* all unused or underutilized real estate, including the Inner Harbor site.

Realignment Task Number 11
Identify barriers in State or local laws or regulations that impede the ability of BCCC to operate efficiently and effectively, including procurement and capital construction projects.

REALIGNMENT PROGRESS REPORT

Realignment Task Number 1 (Chief of Staff Perry; Academic Affairs: VP Ringgold, Deans Iweha, Olden, Weeks; Workforce and Continuing Education: VP Thomas, Directors Henry, Jackson, Sass, and Weimer; Administration and Finance, VP Harris, Budget Director O'Connell)

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.

Progress

The College is making progress on realignment task number one. A number of actions have taken place within the division of academic affairs to achieve completion of the realignment task, including each dean evaluating their respective schools to create "areas of excellence" focused around high demand fields and innovative workforce development.

Activities

School of Arts & Social Sciences

In order to develop areas of excellence, SASS programs have focused on high-demand fields. One of the best examples is the Early Childhood Education program. In addition to a stackable certificate leading into the AAS, the program also offers a 90 hour State certification for childcare workers.

The program has also developed an MOU with the Maryland Family Network to provide certification training to a cohort of 14 students who successfully completed their work in summer II, 2017.

The program was awarded an $85,775.00 dollar grant from Maryland Department of Education to provide funding for current childcare workers seeking an AAS degree or certification. Four students from the Maryland Family Network have been identified to benefit from this grant and they will start fall 2017 semester.

School of Business, Science, Technology, Engineering and Mathematics (BSTEM)

The school of BSTEM has reviewed the programs in the area and has developed a program inventory document to be used to make sure that all programs are workforce related. We have also analyzed the Program Review and Evaluation report for all the programs in BSTEM that have been evaluated with the hope to implement all recommendations as well as continue the good works in the areas we are doing well.

Realignment Task Number 2 (Chief of Staff Perry; Academic Affairs: VP Ringgold, Deans Iweha, Olden, Weeks; Workforce and Continuing Education: VP Thomas, Directors Henry, Jackson, Sass, and Weimer; Student Affairs: VP Weber, Dean Cameron-Beckett, and Director Whitmore)

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

The college is making progress on realignment task number two.

Activities

BCCC has hired a new vice president for workforce development, and has rebranded the former Business and Continuing Education Division (BCED), to the division of Workforce Development and Continuing Education. BCCC is working with the Associated Black Charities to convene a workforce development task force, consisting of local employers, non-profits, and city government to analyze BCCC's workforce division to find what sectors the College should focus its efforts, and a review of current workforce initiatives.

As stated in realignment task number one, the division of academic affairs has also refocused its efforts on promoting high demand programs and workforce development.

Realignment Task Number 3 (Chief of Staff Perry; Academic Affairs: VP Ringgold, Deans Iweha, Olden, Weeks; Workforce and Continuing Education: VP Thomas, Directors Henry, Jackson, Sass, and Weimer)

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

The College is making progress on this task and is redesigning its developmental education courses, removing barriers to completion, and making transfer to four year institutions easier for students.

Activities

School of Arts and Social Sciences (SASS)

- SASS has set an innovative schedule that moves students through the RENG to ENG 101 class by scheduling RENG 92 at a particular day and time in an 8 week modality followed immediately in the second 8 weeks with ENG 101 classes. This pattern allows student to move from developmental course work into credit classes in one semester.

Academic Operations and Services

- Provide individualized and small group tutoring support.

- Library staff members have provided an introduction to library services as part of PRE 100 to ensure that all students have knowledge about library resources and services at the beginning of their academic pursuits.
- Provide individualized and small group tutoring support and study skills workshops.
- Tutoring support has been provided in developmental English and math.
- The Mathematics Tutoring and Study Skills Program was implemented to give students entering developmental math courses mathematics skill development and math-specific study skills and strategies.
- Math Readiness Workshops: Jump Start Math was developed for students enrolled in Mat 80 (now Mat 86) summer sessions and was designed to prepare students to begin Mat 80 with information about the course and foundational math skills.
- Study skills workshops were offered in learning styles, reading strategies, test taking, time management, study skills, note taking, study groups, memory skills, stress management, preparing for final exams.
- Promise Academy will continue to offer (a) One-time scholarship that pays for classes and books, (b) Support Services: Comprehensive Learning Communities, Embedded Tutoring, Intrusive Advisement, Academic advising, Academic accountability, and workshops.

School of Business, Science, Technology, Engineering and Mathematics (BSTEM)

- Regarding Developmental Education, the school of BSTEM is increasing the number of offerings of our modular courses. These sections will be increased in order to offer students the opportunity to progress more quickly *or* slowly through self-paced modules that will include online and instructor support in a computer lab. The software (ALEKS – Assessment for Learning in Knowledge Spaces) that will be used will tie student prerequisite knowledge to new material. This will ensure that the students have the prerequisite knowledge necessary for them to master the new material. This is an adaptive learning software geared for individual students and was piloted last semester, Spring 2017. Students will have a pathway to take up to 3 levels of developmental math in one semester should they have the proper motivation and aptitude. Three faculty members and the Associate Dean of Mathematics and Engineering attended workshops on the use of this software. They will then help in training the other faculty members.

- Effective Fall 2017 all face to face developmental math courses will use Open Education Resource (OER) textbooks that will save students up to 90% of the previous cost of textbooks. Studies have shown a 10% increase in successful completion of these courses over previous semesters because all students are able to actually have the book at the beginning of the semester. Students are able to access the textbook and submit assignments without delay. This same study showed an increase of student retention because expensive textbooks can be the final straw that breaks a student's financial back.

Realignment Task Number 4 (Chief of Staff Perry; Academic Affairs: VP Ringgold, Deans Iweha, Olden, Snowden, and Weeks; Student Affairs: VP Weber, Dean Rochester and Director Dangerfield)

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.

The College is making progress on this task, and is actively increasing its memoranda of understanding to establish student pathways to success.

Activities

- **Morgan State University**
  - The Dean of SASS has signed off on a seamless transfer agreement with Morgan State to allow Allied Human Service graduates to move into Morgan's BSW program. The agreement took effect in August 2017
  - BSTEM currently have articulation agreement with Morgan State University in the areas of Electrical Engineering, Cyber security are programs.

- **Towson University**
  - BSTEM is working with the Academic Operations to develop more articulations. We will continue our effort to enhance our relationships with the Towson University through the Towson Bridges program.

- **UMBC**
  - The school of BSTEM Business programs are articulated with UMBC
  - TSA Transfer Student Alliance for those students who have completed an Associate of Applied Science in Health Information Technology to a Bachelor's Degree at UMBC in Health Information management.

- **Coppin State University**
  - BCCC Nursing program is implementing articulation and dual-enrollment (Associate to BSN) schedule to begin in Fall 2018

- **University of Phoenix**
  - BCCC Nursing program is implementing articulation and dual-enrollment (Associate to BSN) schedule to begin in Fall 2018

- **UMES**
  - working draft on a Richard a Henson Honors Program Agreement

- BCCC is currently in the process of finalizing agreements with UMBC and Coppin State University to cover (15) major program areas as well as the Reverse Transfer.

- BCCC is currently in the process of finalizing agreements for Dual Admission between University of Maryland School of Nursing and BCCC Department of Nursing.
- BCCC office of Articulations have at least four institution that articulate with BCCC Nursing program

Recommendation for the Area of Articulations: to increase articulation agreements and MOU's and to ensure that BCCC has agreements with all Colleges and Universities in the Maryland and surrounding areas. The Articulation Coordinator will streamline and implement a cohesive articulation process: (1) Initiate discussion (2) Align the curriculum (3) Refine the proposed programs (4) Approval process (5) Agreement review provision and (6) Implementing the Articulation.

The office of articulations will develop a strong alliance with the office of Records and Registration and Admissions by appointing a liaison or coordinator that can work closely with the Transfer Coordinator to ensure we are appropriately advising and ensuring a seamless transfer for all students. As the college develops these agreements, the Transfer Coordinator will partners with the students to educate on how to complete pathways under Dual enrollment program, CTE Pathway, P-Tech, Program to Program and Transfer credits to colleges and universities.

BCCC needs to partner with BCPSS to launch credit college course offerings at the High Schools for dual enrolled students, in efforts to provide options (all students cannot get to the college).

Marketing agreements and MOU's so that students, parents and counselors are made aware of opportunities that are in place, what the benefits are and procedures to be followed. This way, students will be able to take full advantage of the articulation work that has been done thus making the transition seamless and less confusing.

- Website visibility at all times making information accessible through links.
- Commitment from Administrators and leadership to ensure that information is filtered through to classroom instructors.
- Monthly or quarterly meetings with staff and faculty to inform them of new agreements/MOU.
- Establish yearly meetings with Deans to discuss articulations specific to their programs to ensure that we have current course information; also to discuss the renewal of articulations that have expiration dates; aligning curriculum with education plans.
- Add a presentation for articulation in PRE 100 courses
- Regular meetings with faculty, academic and enrollment management staff will continue to strengthen the process to ensure student success.

Realignment Task Number 5 (Chief of Staff Perry; Administration and Finance: VP Harris, Budget Director O'Connell)

Align the budget with of BCCC with realistic enrollment projections.

Activities

The College has completed this task and has built a budget around an enrollment projection of 2700 students.

Realignment Task Number 6 (Chief of Staff Perry; Administration and Finance: VP Harris, Executive Director Williams, and Budget Director O'Connell)

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

The College has completed the first phase of this task, which consisted of a staffing audit and a comprehensive review of BCCC's department of human resources. This first level of review was needed to ensure that the BCCC had completed job descriptions for all employees, adequate human resource policies and procedures were in place, and that the department was adequately staffed. The department of human resources has hired a new executive director of human resources, and has made substantial progress in creating, reviewing, and updating job descriptions.

Realignment Task Number 7 (Chief of Staff Perry; Foundation and Strategic Partnerships: VP Kirstaetter; Academic Affairs: VP Ringgold; Student Affairs: VP Weber)

Establish strong relationships with key stakeholders.

The College is making progress on this task, and considers it to be an ongoing task. BCCC has partnered with the City of Baltimore on several major MOU's, including police, fire, and public works. BCCC has also partnered with Associated Black Charities to create a BCCC workforce development task force, to do a SWOT analysis of BCCC's division of workforce development.

Realignment Task Number 8 (Chief of Staff Perry; Foundation and Strategic Partnerships: VP Kirstaetter)

Develop and market a brand for BCCC.

The College is making progress on this task, and considers it to be a long term task.

Activities

BCCC has issued an RFP to retain a public relations firm, and have started a campaign to reach out to BCCC alumni to act as ambassadors for the BCCC brand.

Realignment Task Number 9 (Chief of Staff Perry; Information Technology: CIO Barghi; Administration and Finance: VP Harris and Director Scott)

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

The College is making progress on this task, and BCCC is in the final stages of its procurement for a new ERP system. BCCC is also meeting with the University System of Maryland to discuss ways to partner around IT infrastructure needs.

Activities

The College is analyzing ways to provide a permanent help desk solution for students. The cost for BCCC to support a full time student help desk is approximately $88,000. The College is also less than one month away from awarding the contract to a vendor for a new ERP system.

Realignment Task Number 10 (Chief of Staff Perry; Administration and Finance: VP Harris and Directors Howell and Scott)

Develop or *sell* all unused or underutilized real estate, including the Inner Harbor site.

The College is making progress on this task, and has successfully issued a Request for Proposals (RFP) for the Inner Harbor (Bard) site. Pursuant to the exceptions contained in the Maryland Open Meetings Act that governs meetings of public bodies, further details on the Inner Harbor site and other BCCC real estate will be provided in a closed session of the BCCC Board of Trustees.

Realignment Task Number 11 Chief of Staff Perry; Administration and Finance: VP Harris and Directors Howell and Scott)

Identify barriers in State or local laws or regulations that impede the ability of BCCC to operate efficiently and effectively, including procurement and capital construction projects.

The College is making progress on this task. BCCC is considering introducing legislation to have its procurement authority expanded to a similar threshold as Morgan State University and Saint Mary's College. The requirements for BCCC to operate as a community college requires that the College be compliant with both state and federal regulations, as well as institutional and programmatic accrediting bodies. The challenge for BCCC to operate in this complex higher education environment and also as a state agency is most apparent in BCCC operations. BCCC must follow state procurement regulations promulgated in the Code of Maryland Regulations (COMAR).

BCCC has one of the most restrictive procurement delegations of any State agency. With an overall operating budget of $91 million dollars, BCCC is only allowed to independently procure goods and services that are $25,000 or less. Procurements for anything over $25,000 require the approval of an oversight agency. Depending upon the procurement need, BCCC's procurement must be approved by the Department of Budget and Management (DBM), Department of General Services (DGS), or the Department of Information Technology (DoIT). Procurement of any IT

equipment and licenses above $25,000 is an administrative nightmare because the process can take anywhere from months to years. In addition to the approval of the oversight agency, BCCC procurements over $100,000 also require Board of Public Works (BPW) approval.

BCCC's procurement department estimates that the majority of BCCC's procurements are for transactions between $40,000-$50,000. No representatives from any of the oversight agencies have ever provided justification as to why BCCC's delegated procurement authority is so low, or how the College can have their procurement delegation increased.

Consequently, the majority of BCCC's procurements cannot be completed without first being approved by one of its various oversight agencies. Moreover, while BCCC must seek oversight approval, the College has no ability to expedite the approval process. In other words, BCCC's procurement processing time is wholly dependent upon the individual oversight agency. The issue of processing time for BCCC procurements has had a significant impact on the College's ability to be proactive and responsive to its end-users.

IMPLEMENTATION PLAN

In Response to

House Bill 1595:
Baltimore City Community College
Realignment

Submitted by

Bryan Perry,
Chief of Staff & General Counsel

Baltimore City Community College Implementation Plan: BCCC Realignment

Goal # 1: Student success through workforce and academic review and realignment that is focused on the needs of BCCC students and the workforce of Baltimore City;

Actions as Outlined in the HB 1595 Realignment Legislation:

1) 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 in Baltimore City.

2) TASK 2: Make workforce development and job placement top educational priorities of BCCC.
3) TASK 3: BCCC needs to improve student pathways to success, including remedial education, attainment of a degree or a post-secondary certificate, and transfer to four year institutions of higher education.
4) 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.

JCR Recommendation	Timeframe	Activities	Accountability Measures/Metrics	Team Leaders
1.1. a BCCC should improve advising to get students into programs faster.		**School of Arts and Social Sciences (SASS)** • SASS faculty meet with their advisees according to the milestones in their respective programs. Also, SASS faculty continue to meet their contractual advising requirement at the start of fall and spring semesters. **Academic Operations and Services** • The Transfer Center offers transfer specific advising for students to maximize the amount of credits students transfer seamlessly. Students are advised throughout their academic time at BCCC and beyond. In addition, students may be advised prior to entry into pathways. This is especially true for Morgan CONNECT and Towson Gateway program students. • Academic Operations Coordinator developed, launched and maintains the Educational Plan Manual, so advisor can better advise students with declaring a majors and meeting graduation requirements. **School of Business, Science, Technology, Engineering and**		

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JCR Recommendation	Timeframe	Activities	Accountability Measures/Metrics	Team Leaders
		Mathematics (BSTEM) • The school of BSTEM faculty and staff will continue to us the Intrusive Advising Module to make sure that the students are on track with their course and that the class schedule are such that cater to the needs of our students. This will ensure seamless student total experience here at the college as well as well as improve retention and graduation rate. **School of Nursing and Health Professions (SNHP)** • Distribute revised Educational Plans and Selective Admission Process (SAP) to all academic and faculty advisor in the College.		
1.1.b BCCC needs to align its credit and non-credit pathways in employment growth areas.		**Information Technology** • The school of BSTEM is currently working with Business and Continuing Education in the areas of Cyber Security, Computer Technology and business services to streamline ways to leverage resources and programs to ensure seamless transition and transfer of credits. We are also working with IT to see ways to maximize the use of laboratory spaces and personnel. **Education** • Schedules in SASS have been developed to allow		

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JCR Recommendation	Timeframe	Activities	Accountability Measures/Metrics	Team Leaders
		GED students rapid movement from RENG to ENG classes. Also SASS has set up classes on the weekend to meet the needs of students who work during the week • BSTEM will work with the academic Operation to create MOU and articulation with the continuing education Division for possible non-credit/prior learning to credit transfer. **Bioscience** • BSTEM shares a common site at Life Sciences Institute with BCED. This provides collaboration in areas such as Pharmacy Tech, Phlebotomy and Certified Nursing Assistant. Biotechnology and Lab Animal Sciences students intern at Biosciences institutions such as University of Maryland as well as the Towson Bridges experience provides avenue for collaboration and to share ideas about recent developments and workforce needs. **Healthcare** • Plan is to give student who complete healthcare training at BCED points for admission into SNHP programs		

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JCR Recommendation	Timeframe	Activities	Accountability Measures/Metrics	Team Leaders
1.1.c BCCC should increase nursing passage rate and highlight exam passage rate in other allied health areas.		• Nursing program received a MHEC NSP II grant in 2015 to address low NCLEX pass rate. NCLEX pass rate rose from 54.6% in 2015 to 83.1% in 2017. NSP II grant also provides tutoring and remediation support.		
1.1.d BCCC should ensure that there is a continuous curriculum review process to eliminate nonproductive academic programs and courses.		• In order to develop areas of excellence, SASS programs have focused on high-demand fields. One of the best examples is the Early Childhood Education program. In addition to a stackable certificate leading into the AAS, the program also offers a 90 hour State certification for childcare workers. • The program has also developed an MOU with the Maryland Family Network to provide certification training to a cohort of 14 students who successfully completed their work in summer II, 2017. • The program was awarded an $85,775.00 dollar grant from Maryland Department of Education to provide funding for current childcare workers seeking an AAS degree or certification. Four students from the Maryland Family Network have been identified to benefit from this grant and they		

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JCR Recommendation	Timeframe	Activities	Accountability Measures/Metrics	Team Leaders
		will start fall 2017 semester. **School of Business, Science, Technology, Engineering and Mathematics (BSTEM)** • The school of BSTEM has reviewed the programs in the area and has developed a program inventory document to be used to make sure that all programs are workforce related. We have also analyzed the Program Review and Evaluation report for all the programs in BSTEM that have been evaluated with the hope to implement all recommendations as well as continue the good works in the areas we are doing well.		

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JCR Recommendation	Timeframe	Activities	Accountability Measures/Metrics	Team Leaders
1.2.a BCCC should develop more articulation agreements to help students seamlessly transfer from associate degree programs to four year institutions		**Morgan State University** • The Dean of SASS has signed off on a seamless transfer agreement with Morgan State to allow Allied Human Service graduates to move into Morgan's BSW program. The agreement took effect in August 2017. • BSTEM currently have articulation agreement with Morgan State University in the areas of Electrical Engineering, Cyber security are programs. **Towson University** • BSTEM is working with the Academic Operations to develop more articulations. We will continue our effort to enhance our relationships with the Towson University through the Towson Bridges program. **UMBC** • The school of BSTEM Business programs are articulated with UMBC. • TSA Transfer Student Alliance for those students who have completed an Associate of Applied Science in Health Information Technology to a Bachelor's Degree at UMBC in Health Information management. **Coppin State University** • BCCC Nursing program is implementing articulation and dual-enrollment (Associate to BSN) schedule to		

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JCR Recommendation	Timeframe	Activities	Accountability Measures/Metrics	Team Leaders
		begin in Fall 2018 **University of Phoenix** • BCCC Nursing program is implementing articulation and dual-enrollment (Associate to BSN) schedule to begin in Fall 2018 **UMES** • working draft on a Richard a Henson Honors Program Agreement • BCCC is currently in the process of finalizing agreements with UMBC and Coppin State University to cover (15) major program areas as well as the Reverse Transfer. • BCCC is currently in the process of finalizing agreements for Dual Admission between University of Maryland School of Nursing and BCCC Department of Nursing. • BCCC Office of Articulations has at least four institutions that articulate with BCCC Nursing program.		
1.2.b BCCC should increase the number of dual enrollment students		**School of Arts and Social Sciences (SASS)** • SASS has entered into an MOU with Frederick Douglas High School in two areas: The Thurgood Marshall Law and Leadership Institute and the Law and Justice		

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3) TASK 3: BCCC needs to improve student pathways to success, including remedial education, attainment of a degree or a post-secondary certificate, and transfer to four year institutions of higher education.
4) 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.

JCR Recommendation	Timeframe	Activities	Accountability Measures/Metrics	Team Leaders
		Institute. The Law and Leadership group has three tracks: Legal Professional, Law Enforcement, and Private Security Track. Each track has either a series of PLA courses or CRJ courses for dual enrollment. The Law and Justice Institute has two tracts: Legal and Legal Intake Specialist. Each of these tracks takes PLA classes. **Academic Operations and Services** • The Center for Academic Achievement will Highlight BCCC's strength in providing academic support services such as tutoring services, academic skills workshops, academic coaching, and case management through the daily news, canvas and college wide flyer postings. • The Transfer Center Coordinator works proactively with outreach and recruitment events to increase enrollment, the number of dual enrollment students, and transfer students. The Transfer Center Coordinator partners with Admissions and Student Life and Engagement to increase the number of dually-enrolled students. • Currently BCCC has pending articulation agreements and MOUs with Silver Oak Academy and Frederick Douglass High School to offer a Law and Leadership		

Goal # 1: Student success through workforce and academic review and realignment that is focused on the needs of BCCC students and the workforce of Baltimore City;

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		Institute and Law and Justice Programs for their students. • BCCC is the final negotiating stages of the revised BCCC and BCPSS MOU. The College is currently waiting for the final approved draft of the BCPSS, Dual Enrollment agreement. **School of Business, Science, Technology, Engineering and Mathematics (BSTEM)** • BSTEM will continue to work with the BCPS on dual enrollment opportunities through Applied Technological Education, and Business and Technology programs. • P-TECH also offers BSTEM an ample opportunity to scale up our dual enrollment activities with the BCPS. **School of Nursing and Health Professions (SNHP)** • Coppin – BCCC Nursing program is implementing articulation and dual-enrollment (Associate to BSN) schedule to begin in Fall 2018 • University of Phoenix - BCCC Nursing program is implementing articulation and dual-enrollment (Associate to BSN) schedule to begin in Fall 2018 • BCCC Office of Articulations has at least four institutions that articulate with BCCC Nursing program.		

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1.2.c BCCC needs to address its developmental education challenges.		**School of Arts and Social Sciences (SASS)** • SASS has set an innovative schedule that moves students through the RENG to ENG 101 class by scheduling RENG 92 at a particular day and time in an 8 week modality followed immediately in the second 8 weeks with ENG 101 classes. This pattern allows student to move from developmental course work into credit classes in one semester. **Academic Operations and Services** • Provide individualized and small group tutoring support. • Library staff members have provided an introduction to library services as part of PRE 100 to ensure that all students have knowledge about library resources and services at the beginning of their academic pursuits. • Provide individualized and small group tutoring support and study skills workshops. • Tutoring support has been provided in developmental English and math. • The Mathematics Tutoring and Study Skills Program was implemented to give students entering developmental math courses mathematics skill development and math-specific study skills and strategies.		

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		• Math Readiness Workshops: Jump Start Math was developed for students enrolled in Mat 80 (now Mat 86) summer sessions and was designed to prepare students to begin Mat 80 with information about the course and foundational math skills. • Study skills workshops were offered in learning styles, reading strategies, test taking, time management, study skills, note taking, study groups, memory skills, stress management, preparing for final exams. • Promise Academy will continue to offer (a) One-time scholarship that pays for classes and books, (b) Support Services: Comprehensive Learning Communities, Embedded Tutoring, Intrusive Advisement, Academic advising, Academic accountability, and workshops. **School of Business, Science, Technology, Engineering and Mathematics (BSTEM)** • Regarding Developmental Education, the School of BSTEM is increasing the number of offerings of our modular courses. These sections will be increased in order to offer students the opportunity to progress more quickly *or* slowly through self-paced modules that will include online and instructor support in a computer lab. The software (ALEKS – Assessment for		

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		Learning in Knowledge Spaces) that will be used will tie student prerequisite knowledge to new material. This will ensure that the students have the prerequisite knowledge necessary for them to master the new material. This is adaptive learning software geared for individual students and was piloted last semester, Spring 2017. Students will have a pathway to take up to 3 levels of developmental math in one semester should they have the proper motivation and aptitude. Three faculty members and the Associate Dean of Mathematics and Engineering attended workshops on the use of this software. They will then help in training the other faculty members. • Effective Fall 2017 all face to face developmental math courses will use Open Education Resource (OER) textbooks that will save students up to 90% of the previous cost of textbooks. Studies have shown a 10% increase in successful completion of these courses over previous semesters because all students are able to actually have the book at the beginning of the semester. Students are able to access the textbook and submit assignments without delay. This same study showed an increase of student retention because expensive textbooks can be the final straw		

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JCR Recommendation	Timeframe	Activities	Accountability Measures/Metrics	Team Leaders
		that breaks a student's financial back.		
1.2.d BCCC should reexamine its participation in the federal loan program.		• BCCC's division of student affairs is researching the possibility of BCCC re-entering the federal loan program.		
1.2.e BCCC should proactively contact students who have not enrolled.		• BCCC's department of enrollment management has initiated a campaign to reach out to former students that have not re enrolled for the following semester.		

Goal #2: Improve Operational Efficiency and Financial Instability at BCCC;

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JCR Recommendation	Timeframe	Activities	Accountability Measures/Metrics	Team Leaders
2.1.a Review BCCC's institutional financial health and its revised budgetary and financial processes.		• The College maintains a strong financial and budgetary management system, which has been confirmed as such by outside evaluators. The College has consistently received clean (unqualified) external financial audits and was reaffirmed by its accreditation review board, noting its strong financial resource management. For each of the past three years, the College has maintained a multi-year financial projection, allowing it to plan for future activities. As the College updates its Strategic Plan, the budget of the College will be adjusted as needed to provide resources to the most critical and/or strategic areas.		
2.1.b Alignment of goals with available financing.		• Achieve alignment with BCCC's Strategic Plan.		
2.1.c Comparison of BCCC with peer institutions.		• Completed study of peer institutions.		

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JCR Recommendation	Timeframe	Activities	Accountability Measures/Metrics	Team Leaders
2.2.a BCCC should consider a public private partnership to redevelop the Bard property that includes demolition cost as a part of the deal.		• BCCC is pursuing a public private partnership to redevelop Bard, and has successfully issued an RFP for redevelopment.		
2.2.b BCCC should consider hiring skilled trade personnel, including a plumber and an electrician, for the plant staff.		• Over the last year, the College hired a new, experienced Director of Facilities, who has the charge of recruiting, retraining, and retaining the highest skilled trade personnel available. Both plumber and electrician are part of those plans, as part of an overall review of plant staffing needs.		
2.2.c BCCC should consider a formal MOU with DGS to support operating projects.		• By law, DGS is BCCC's oversight agency for operating projects. BCCC has established a facilities team that meets with DGS regularly, but will follow through and execute an MOU.		
2.2.d BCCC should increase		• Over the last year, the College has dramatically increased the funds used for deferred maintenance		

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dedicated funds for facility renewal and deferred maintenance.		through the strategic usage of its fund balance. A portion of the fund balance derives from "facilities capital fees" from students. In a change from prior administrations, those funds have been directed towards deferred maintenance, with almost $200,000 spent on such areas over the last six months.		
2.2.e BCCC should explore the use of energy performance contracting for HVAC upgrades.		• The College is already exploring its energy performance and is entering into an agreement with BGE to qualify for energy rebates. For HVAC, the College is determining "repair" versus "replace" for various HVAC systems throughout the campus. Given the age of lack of timely maintenance in the past, the College may opt for replacement in various areas.		
2.2.f BCCC should consider an engineering study of the Bon Secours building.		• The College has a current lease agreement with Bon Secours for the oldest of the buildings formerly owned by the hospital, and is in the midst of renewing that lease. As part of that renewal, Bon Secours would perform over $1 million in renovations and repairs to ensure the building meets standards. Other buildings acquired from Bon Secours are already at standard, and are being evaluated by the College for future		

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JCR Recommendation	Timeframe	Activities	Accountability Measures/Metrics	Team Leaders
		usage.		
2.2.g Part 1 and 2 of the capital program revisions for a new library should be completed.		• The College is working with the Department of General Services and Department of Budget and Management on these revisions and will meet all deadlines to ensure a new library is approved (as planned) in the next fiscal year. To ensure its plans are consistent with previously successful designs, the College sent a delegation of library, facilities, and academic staff to the Hagerstown Community College library in the summer of 2017. That library was chosen as both DGS and DBM mentioned Hagerstown as a best practice example. That same commitment to a successful library will be included in the next Part 1 due in the late fall to DGS.		
2.2.h BCCC should reconcile the use of leased locations with the		• The College has completed such a reconciliation of leased locations and is moving forward with "lease or use" decisions on all its properties. For example, the College is in the midst of renewing a long-term lease		

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JCR Recommendation	Timeframe	Activities	Accountability Measures/Metrics	Team Leaders
potential use of surplus state-owned space.		with Bon Secours, exploring the leasing of space in the (BCCC land owned) Lockwood Building, and letting the lease for (non-BCCC land owned) Harbor Place lease to expire in September 2018. All of these decisions are considering the best, most financially practical, use for each location.		
2.2.i As part of the strategic realignment of the institution, BCCC must determine the future of credit/noncredit programs for the Harbor Campus.		• The College is exploring the leasing of space in the (BCCC land owned) Lockwood Building, and letting the lease for (non-BCCC land owned) Harbor Place lease to expire in September 2018. As part of these leasing decisions, the College is considering the best programmatic fit for Harbor Campus. In most cases, continuing the practice of having administrative staff working in leased space is not expected to continue. Such space should be devoted to programmatic use.		
2.3.a BCCC has failed to adjust its personnel levels to match the decline in enrollment.		• The College is in the midst of an overall staffing review which, along with a programmatic review, will help determine the ideal levels for the College.		

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JCR Recommendation	Timeframe	Activities	Accountability Measures/Metrics	Team Leaders
2.3.b Transparency and accountability have not been characteristic of the institution.		• Human Resources is committed to ensuring the selection, recruitment, promotion and development of faculty and staff) are supported by the college's overall staff policy and part of the college's Strategic Plan for Development. • The relevant department, together with the Human Resources department, will develop proper job descriptions, for ALL positions, which includes minimal criteria and describing the processes for the selection and appointment. Important factors may be a degree in the area of specialization and relevant work experience. Recruitment may be initiated in various ways, but the relevant department will always be involved in setting the job profile, and in some stages of the recruiting process. Documentation when hiring (and ultimately for the college records/ employment department) can vary, but generally they comprise the following: - the employee's application form - verification of qualifications and education received, - confirmation of training and experience - a copy of the employment contract.		

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JCR Recommendation	Timeframe	Activities	Accountability Measures/Metrics	Team Leaders
		• Human Resources will also be committed to ensuring leadership effectively administer, performance management as a positive impact on productivity, performance, employee engagement and customer relations. • Based on BCCC performance standards as well as priorities and objectives of the department and college, managers and employees should set *SMART (Specific, Measurable, Achievable, Relevant and Timely)* goals for the workgroup or individual. Setting relevant goals provides management and employees a transparent line of site and enables them to focus their efforts on what matters most, thereby being most effective.		
2.4.a As BCCC implements a new ERP solution, it should strongly consider cloud based or hosted systems.		• BCCC changed its RFP to request cloud /hosted solutions. The new ERP will not be an on premise solution		

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JCR Recommendation	Timeframe	Activities	Accountability Measures/Metrics	Team Leaders
2.4.b Once an ERP product is selected, BCCC should compare its Information Technology Services Division's functional and technical staffing level with similar-sized institutions and adjust staffing to ensure the new product can be operated effectively.		• BCCC division of ITS has given a great deal of consideration to staffing levels in ITS and in business units and is working with BCCC management on how to fill those positions.		
2.4.c Address IT leadership.		• CIO hired as of February 2017. The CIO is evaluating both the skill set and staffing levels to meet the demands of a new ERP system.		

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JCR Recommendation	Timeframe	Activities	Accountability Measures/Metrics	Team Leaders
2.4.d The current administrative system is inadequate.		• New functionality available in a new ERP is critical to providing capabilities that will allow BCCC to survive and even thrive.		
2.4.e BCCC should redesign its network to be location insensitive and include secured wireless access for faculty and staff, if the budget allows.		• Size connections for similar performance and activities should be based upon users and traffic to and from sites.		
2.4.f BCCC should continue to develop plans for disaster preparedness and business continuity.		• Beside moving to a cloud / hosted ERP, BCCC ITS is also pursuing short-term arrangements to provide better business continuity.		

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JCR Recommendation	Timeframe	Activities	Accountability Measures/Metrics	Team Leaders
2.4g BCCC should consider the merits of mirrored data centers, with proper water and humidity control.		• BCCC is investigating options for redundancy. Old technology poses challenges to a comprehensive solution		
2.4h BCCC should strive to raise the overall funding of IT to the national average of 8.3 percent of the gross institutional operating budget.		• ITS will work with BCCC management to attempt to secure an appropriate level of funding. ITS will also work with HR to build both staff number and skill set.		
2.4.i BCCC should evaluate staffing levels at its remote locations.		• BCCC ITS is looking at its model for providing IT services to BCCC and will be working to put a new model in place that offers appropriate support. This may be hampered by budget for staffing.		

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JCR Recommendation	Timeframe	Activities	Accountability Measures/Metrics	Team Leaders
2.4.j BCCC should delay administrative system enhancements until the ERP system is in place.		• As the new ERP implementation begins, planning will take place to determine when functionality is rolled-out. Core functionality will get first priority.		
2.4.t BCCC should standardize equipment in offices and classrooms.		• BCCC ITS is currently working with Academic Affairs to determine the best configuration for each classroom, a priority of list of classrooms and offices, and developing the budget to accommodate the changes.		
2.5.a BCCC has a different procurement authority than other state higher education institutions.		• BCCC is considering introducing legislation to have its procurement authority expanded to a similar threshold as Morgan State University and Saint Mary's College.		

Goal #3: Rebranding and strategic partnership development of the College;

Actions as Outlined in the HB 1595 Realignment Legislation:

1) TASK 7: Establish strong relationships with key stakeholders, including those specified.
2) TASK 8: Develop and market a brand for BCCC.

Legislation Recommendation	Timeframe	Activities	Accountability Measures/Metrics	Team Leaders
3.1.a BCCC must find ways to forge meaningful relationships with key constituencies and partners.		• BCCC has partnered with the City of Baltimore on several major MOU's, including police, fire, and public works. BCCC has also partnered with Associated Black Charities to create a BCCC workforce development task force, to do an analysis of BCCC's division of workforce development and continuing education.		
3.2.a BCCC must rebuild its brand.		• BCCC has issued an RFP to retain a public relations firm, and have started a campaign to reach out to BCCC alumni to act as ambassadors for the BCCC brand.		

TAB 3

BALTIMORE CITY COMMUNITY COLLEGE
BOARD OF TRUSTEES
UNAPPROVED OPEN SESSION MINUTES
Tuesday, May 23, 2017, 4 p.m.
Liberty Campus
Mini Conference Center

Board Members Present: Dr. S. Todd Yeary, Dr. Rosemary Gillett-Karam, Ms. Maria Harris-Tildon, Dr. Donald Gabriel (via conference call), Ms. Olayeni Popoola, Dr. Mary Owens Southall, and Ms. Pamela Paulk.

Board Members Absent: Mr. Jay Hutchins

I. BOARD ACTIONS/CONSENT AGENDA (All Actions requiring a vote.)

A. Adoption of the May 23, 2017 Agenda
B. Approval of the April 25, 2017 Minutes
C. College Contracts
D. Student Government Association (SGA) (Mr. Devone Delly, President)
E. AFSCME Local # 1870 at BCCC (Ms. Charlene Gray, President)
F. Faculty Senate (Professor Edward Ennels)

Action: The Board unanimously voted and approved Board Actions/Consent Agenda.

II. PUBLIC PRESENTATIONS

A. Mr. Saverio Coletta presented the FY 2017 Excellence Award winners.

- Professor Frederick Paraskevoudaki nominated and presented Dr. Anil Malaki for the Administrative Professional category.
- Ms. Kirsten Pickup nominated and presented Ms. Brittany Davelis for the Career Service Professions category.
- Professor JáHon Vance nominated and presented Dr. Solomon Omo-Osagie for the full-time faculty category.
- Professor Linda Benjamin nominated and presented Mr. Daniel Izume for the adjunct faculty category.

B. Vice President Calvin Harris, Jr. presented, for the Boards approval, the fiscal year 2018 Operating Budget overview for Baltimore City Community College (BCCC).

VP Harris's presentation began with defining the operating budget, the capital budget, and fund balances and what they represent. VP Harris proceeded to define budgeted revenues which consisted of the approved FY 2017 and the proposed FY 2018 budgeted revenues.

VP Harris reported that exhibit 1 denotes the areas that change between fiscal year 2017 and proposed fiscal year 2018 budget, for Finance Committee and Board of Trustees approval. Exhibit 1 included the following:

- Tuition and fees – budgetary increase of approximately $1.2 million.
- State appropriation – anticipated reduction of approximately $71,000.
- Other revenues – anticipated increase of approximately $270,000.
- Grants and contracts – anticipated decrease of approximately $3.7 million.

Exhibit 1 – Budgeted Revenues

Budgeted Revenue	FY 2017 Approved	FY 2018 Proposed
Tuition and Fees	$ 10,953,111	$ 12,193,665
State Appropriation	40,673,875	40,602,171
Auxiliary - Bookstore	4,000,000	3,073,288
Auxiliary - Other	1,928,461	1,974,061
Other Revenues	2,177,126	2,447,585
Fund Balance Draws	5,223,994	4,193,588
Total Unrestricted Revenue	**64,956,567**	**64,484,358**
Public Service - WBJC	1,525,000	1,550,000
Federal, State and Local Grants and Contracts	22,476,279	18,785,961
Total Restricted Revenue	**24,001,279**	**20,335,961**
Total Revenue	**$ 88,957,846**	**$ 84,820,319**

VP Harris reported that exhibit 2 denotes the unrestricted expenditures include the required spending reductions by division. Additional discussion many occur internally on the nature of specific reductions, but the total unrestricted expenditures would not change. Restricted expenditures, such as WBJC radio and grants, are not affected by spending reductions as they are not funded by unrestricted revenues such as tuition and fees or State appropriations.

Exhibit 2 – Budgeted Expenditures

Budgeted Expenditures	FY 2017 Approved	FY 2018 Proposed
Academic Affairs	$ 21,352,166	$ 21,632,024
BCED	4,305,971	4,084,698
Student Affairs	6,339,765	6,365,225
Business & Finance	3,152,735	3,073,090
Plant Operations	5,653,213	5,860,755
Public Safety	2,575,315	2,574,181
President's Office	1,265,773	1,243,379
ITS	3,683,324	3,865,329
Human Resources	1,274,204	1,278,885
IAMR	2,176,921	2,307,822
Auxiliary - Bookstore	3,066,644	3,065,054
Facilities Cap, Lockwood , Tower Rental	776,006	806,412
Real Estate	1,104,100	1,105,100
Institutional	2,230,430	2,222,404
ERP	6,000,000	5,000,000
Total Unrestricted Expenditures	**64,956,567**	**64,484,358**
Public Service- WBJC	1,525,000	1,550,000
Federal, State and Local Grants and Contracts	22,476,279	18,785,961
Total Restricted Expenditures	**24,001,279**	**20,335,961**
Total Expenditures	**$ 88,957,846**	**$ 84,820,319**

VP Harris gave his recommendation that approval of the fiscal year 2018 Operating Budget be given by the Board.

The Board unanimously approved the fiscal year 2018 Operating Budget as presented.

VP Harris gave an overview of the fiscal year 2018 Capital Budget and reported that for fiscal 2018, the Capital Budget for the College includes spending funds that were included in the fiscal 2017 budget, but were postponed State-wide and *were previously Board approved.* Please note that recently restarted construction on the Administrative Building was previously funded and is not included herein.

VP Harris reported other Capital Projects for fiscal year 2018 include:

Loop Road, Main Street and Entrance Improvement
This critical life-safety construction project includes various infrastructure and site improvements for the roadways of the Liberty Campus. Improvements include:

- Widen the main vehicular entrance at Liberty Heights Avenue which will reduce queuing for traffic and provide for more efficient vehicular circulation.
- Create of a perimeter loop road surrounding Liberty Campus. This will provide safer entrance and exit for all vehicles and more access for emergency vehicles.
- Improved disabled accessibility routes, signage, and pedestrian connections.

The Loop Road project enters its design phase in fiscal 2018. Design is expected to continue in fiscal 2019 and construction is expected to begin by fiscal 2020. This is a significant step for the College, as the project had been delayed for many years. The College is working directly with the State Department of Budget and Management and Department of General Services to help this project commence in fiscal 2018.

The State has approved $248,000 in general obligation bonds to fund the fiscal 2018 design work for the Loop Road Project.

Another major college project is not funded for fiscal 2018, but remains listed in the State Capital Budget for future funding, the Library Learning Resource Center.

Learning Resource Center (LRC), Liberty Campus
Renovation and expansion of the Library as a Learning Resource Center will allow the College to better support the total intellectual experience of the community of learners, and provide a coordinated multi-use facility for teaching, learning, trainings, conferencing, meetings, workshops and community events. This space renovation will include additional group and individual study rooms as well as provide centralized, accessible, and improved student and faculty learning space in which to perform research or have group meetings.

Currently, the College is working with Department of General Services (DGS) and Department of Budget and Management (DBM) to establish design and construction periods for the LRC project. The College is also actively considering and viewing library designs that have been favorably accepted by DGS and DBM. Despite these on-going efforts, no capital funds are currently budgeted for this project in fiscal 2018.

The Business and Finance area, through the Integrated Facilities Master Plan, continues evaluating the facilities of the College, and recognizes its needs far exceed the two projects slated for future usage. We will continue the pursuit of additional capital funds, particularly as those needs align with various strategic plans, to better support the College community and its needs.

VP Harris recommended the approval of the fiscal year 2018 capital budget as follows:

- Spending of $248,000, funded by Maryland General Obligation bonds, for design work on the College Loop Road Project.

The Board unanimously approved the fiscal year 2018 Capital Budget as presented.

III. COLLEGE POLICIES

Dr. Marguerite Weber, Vice President of Student Affairs presented, for Board approval, the following policy and procedure.

- BCCC Determination of Residents for Tuition Purposes Policy
    - The revision to this existing policy included Public Law 114-315, Amended, 38 U.S.C.3679(c).
    - This amended policy of Baltimore City Community College is to permit students who have been domiciled in Maryland for at least three consecutive months prior to the start of classes to pay in-state tuition. Domicile shall be considered as a "person's permanent place of abode, where physical presence and possessions are maintained and where he/she intends to remain indefinitely." This policy and procedure will be implemented July 1, 2017.
- BCCC Determination of Residents for Tuition Purposes Procedures
    - The procedures will include the amended Public Law 114-315 and will be implemented on July 1, 2017.

The BCCC Determination of Residents for Tuition Purposes Policy and Procedures were motioned for approval by Dr. Rosemary Gillett-Karam and seconded by Student Trustee Olayeni Popoola.

IV. NEW BUSINESS

Dr. Nassim Ebrahimi, Interim VP of Marketing and Research presented the Strategic Plan update.

Dr. Ebrahimi reported that the Strategic Planning Committee (SPC) and the College-wide Assessment Councils (CWAC) have engaged the college community in a Strategic Plan development process. Although the Mission and Vision Statements were approved by the Board in FY 2016 and will be effective in FY 2018, the SPC is recommended a revised timeline for completion of the Strategic Plan.

The new timeline (see below) would delay the full implementation of the Strategic Plan.

- May 5 – Meet with Faculty Senate Executive Committee to shared updated process
- May 8-15 – Send electronic survey out to faculty, staff, and Board of Trustees to obtain their input for the proposed Strategic Directions and timeline. Paper surveys will also be provided for areas that do not readily have access to computers (e.g. Public Safety, facilities, etc.).
- May 17-19 – Feedback results processed and shared with SPC and CWAC
- May 19 – Meet with Faculty Senate Executive Committee to share feedback results
- May 23 – Share progress and process with Board of Trustees
- May 22-May 31 – SPC and CWAC review feedback and formulate draft goals and objectives
- June 1-6 – Engage college community in feedback session(s) on draft goals and objectives
- June – SPC and CWAC review feedback on draft goals and objectives
- June-July – engage external college community in providing feedback
- August – college community provides feedback on draft goals and objectives at start of Fall semester
- September – Strategic Plan goals and objectives to Board of Trustees
- Fall 2017 – CWAC and SPC to finalize key performance indicators

DISCUSSION:

The Board inquired as to if this delay would impact the requirements by MHEC. Dr. Ebrahimi referred to Dr. Tonja Ringgold for response.

Dr. Ringgold responded that she was not sure; however, she would contact MHEC to confirm if a delay in the BCCC Strategic Plan would have an impact.

The Board motioned to rescind the sun setting of the current Strategic Plan and keep in place until the Strategic Plan is completed in entirety. This motion was seconded by Trustee Pamela Paulk and Student Trustee Olayeni Popoola.

V. PRESIDENT'S REPORT

Dr. May stated that his report would stand as is**.**

The full President's Report can be found in the May 23, 2017 Open Session Book.

UPDATES:

A. Enrollment Report

Dr. Marguerite Weber reported that enrollment data would not be available until the enrollment data leading into the fall semester is available; therefore, she gave a report on initiatives within the Student Affairs Division.

- **Summer outreach messaging**. One of the best practices we learned at Achieve the Dream (ATD) was following up in a personal way with accepted students during the interim period before the start of the semester. This practice not only helps students to start strong, but it also improves retention of students through high melt periods. Under Dean Rochester's leadership, and using our new Hobson's technology, we are undertaking such an outreach process throughout the summer. In the fall, we'll be able to report the scope of the contact, the resources involved, and the impact on melt.

- **Student Success Center (SSC)**. An essential component of students' persistence behaviors is their perception of the connections among academic opportunities, the student experience, and career goals. To this end, we redesigned the job descriptions of the two vacancies in the SSC to make them more complementary with career services and to provide the capacity for cross-training and multiplying resources at no additional cost. Interviews are complete, and we should have the new advisors in place within a few weeks.

- **Career Center/SSC dashboards.** The Career Center has been tasked with maintaining and moving forward on a dashboard to expand the opportunities for internships and job placements. We have begun with a list of Baltimore-area employers, and career center staff are working hard to move each "0" to a "1" by May 2018. Similarly, we have targets to move each "1" to a "2", and to similarly escalate each remaining category.

- **Student Engagement Programming Workgroup.** To provide more coordination and coherence to co-curricular programming, in July, Student Affairs is formins a Student Engagement Programming Workgroup consisting of the directors from both Student Development and Enrollment Management and coordinating with students, faculty, academic program coordinators, and our IMR office.

We will create a semester long calendar of activities so that more students and more types of students will connect to a transformative co-curriculum. Priority will be given to programs and services that promote student personal management (time management, financial literacy, wellness, learning mindset) and commitment to degree completion and career attainment.

Dr. Weber also responded to inquiries from the Board from the April 23, 2017 Board meeting regarding the number of students with low balances that were obstructed from re-registration.

Dr. Weber responded that as of April 26, 2017 there 618 students with balances less than $250 that were being invoiced. However, students could register for future semesters if they set up a payment plan to pay off their balances. Dr. Weber also reported that with the College Affordability Act students could contact Financial Aid office to determine if they could use $200 of future aid towards current low balances.

VI. ACTIVE SEARCH LIST

The Active Search List denoted 19 employment searches as of May 12, 2017.

- Five opened/reopened searches
- Three scheduled first interviews
- Two scheduled second interviews
- Five Search Committee screenings
- Four Personnel Action Request in process

VII. MOTION FOR ADJOURNMENT

The Board of Trustees meeting adjourned at 5:18 p.m.

VIII. NEXT MEETING

June 27, 2017, Liberty Heights Liberty Heights Campus, Mini Conference Center

ATTENDANCE:

Dr. Gordon F. May, President/CEO

BCCC Staff Present:
Dr. Ray Barghi, Nicole Becketts, Dr. Maria Cazabon, Linda Benjamin, Elena Berrocal, Kathleen Berlyn, Leslie Brown, Saverio Coletta, Dr. Nassim Ebrahimi, Patricia Edwards, Edward Ennels, Charlene Gray, Lyllis Green, Nana Gyesie, Calvin Harris, Wendy Harris, Eileen Hawkins, Kemberly Henderson, Jean Henry, Maurice Howell, Shayla Hunter, Joseph M. Hutchins, Daniel Izume, Michelle Jackson, Leslie Jackson, Curtis Jones, Dawn Kirstaetter, Anil Malaki, Valerie McQueen-Bey, Latonia V. Moss, Dr. Solomon Omo-Osagie II, Tara Owens, Fred Paraskevoudakis, Kirsten Pickup, Shaunta Rao, Dr. Tonja Ringgold, Sylvia Rochester, Scott Saunders, Benita Scott, William Shipley, Daphne Snowden, Chardai Stokes, Ja'Hon Vance, Eileen Waitsman, Cortez Walker, Dr. Marguerite Weber, Dennis Weeks, Douglas Weimer, Vincent Whitmore, Juanita Wingo, Brenda Wiley, Michelle Williams,

Others Present:
Michael Scott, Student
Mr. Garrett Halbach, DLS

CLOSED SESSION

The Board voted unanimously, under the Open Meeting Act, State Government Article, and Section 10-508, to convene in Closed Session on May 23, 2017, in the President's Conference Room to discuss real estate, personnel and to obtain legal advice.

***Full report on file in the President's Office**

Respectfully submitted,

Gordon F. May, PhD
President/CEO

TAB 4

BOARD AGENDA
TAB 4- INFORMATION
SEPTEMBER 20, 2017

NO COLLEGE CONTRACTS

TAB 5

Baltimore City Community College
Student Government Association
Board Report June 2017

May 2, 2017

CADD Club Meeting – The Computer-Aided Drafting and Design (CADD) club held their end of the year meeting on May 2, 2017 at the Life Science Building Rm 244 (CADD lab) from 4 – 5:30 p.m. Topics for this meeting included student projects and club activities along with the selection of officers for the next academic year. Twenty students attended this meeting and light refreshments were served.

May 11, 2017

Exploration of Careers in Marketing – The Accounting and Business Club presented a workshop entitled "Exploration of Careers in Marketing" on May 11, 2017. The guest presenters were William Fleming, Public Information Specialist and Brittany Peterson, Marketing Administrator from BCCC's Institutional Advancement, Marketing & Research. The event was held in Room 230 of the Main Building. Twenty four guests were in attendance and light refreshments were provided.

May 11, 2017

Networking – Gain Skills to Jump-Start Your Career – The Computer Technology Club sponsored their last workshop of the semester. Guest presenters were Valerie Grays, Student Life Advisor from the Office of Student Life and Engagement, Kadijat Richmond, BCCC Transfer Coordinator and Samuel Walker III, Career Development Services Specialist from the Office of Career Development and Employment Services. Students were able to gain valuable information about services on campus and career planning. The event was held in room 326 of the Main building from 3:30 pm to 4:30 pm.

May 18, 2017

106 Art in the Culture Gallery Exhibit – Sponsored by Student Life and Engagement, the department of English, Humanities, Visual & Performing Arts, Associate Dean Melvin Brooks and Professor Tamara Payne. BCCC's end of year 106 & Art Gallery/101 Drawing Exhibition and Artist Talk. Students presented their various art projects and expressed their artistic talent through spoken word, song and dance.

May 24, 2017

Annual Honors and Awards Banquet - The Division of Student Affairs, the Office of Student Life and Engagement and the Student Government Association held its Annual Honors and Awards Banquet on May 24, 2017 at Martin's West. This annual program is held to honor students for achievement in academics, leadership development, athletic excellence and for significant contributions and services to the College. The room was filled with over 400 guests that celebrated the theme of the banquet "70 Years of Changing Lives and Building Communities". The guest speaker was BCCC Alumnus Dr. Yolanda Ogbolu, Director of the Office of Global Health at the University Of Maryland School Of Nursing in Baltimore.

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Baltimore City Community College
Student Government Association
Board Report
August 2017

During the month of July there weren't any formal student government activities. The SGA Vice President, Thashanna Lyle was studying abroad in Costa Rica with the Granville T. Woods Scholars. The SGA President Kingsley Anokwuru came weekly to the SGA office to organize and review applications for senators and the remaining executive board positions. Once the vice president returns in August, they, along with the Parliamentarian, Kristy McKinnon and the Student Life and Engagement team will wrap up the selection of the two remaining executive board positions.

Baltimore City Community College
Student Government Association
Board Report
September 2017

BCCC Welcome Week August 28 – September 1, 2017

August 28, 2017

The Office of Student Life and Engagement and the Student Government Association kicked off the school year with Welcome Week. The students were greeted by student, staff and faculty volunteers wearing their "I AM BCCC" shirts and provided assistance to new and returning students. Morning and afternoon snacks were given to students making their way to and from classes as well as BCCC give-a-ways. Some highlights of the day included the BCCC panther visiting all over campus giving out BCCC lanyards, Welcome Week Funny Photos and the SGA president (Kingsley Anokwuru) and vice president (Thashanna Lyle) supporting the Ribbon Cutting for Wēpa Print Solution in the Bard Library. The Bard Library also supported Welcome Week with their annual Open House on Monday and Tuesday of the week.

August 29, 2017

The Welcome Week Greeters continued their daily duties as well as provided morning and afternoon snacks. The theme of this day was "Campus Resource Fair and Clubs and Orgs. Day". Representatives from the Ascenders Club, Anthropology and Sociology Club, BCCC Biotech Student Society (B2S2), Computer Aided Drafting and Design Club (CADD), Ethics and Values Club, International Students' Club, Math Club, Student Government Association, Veteran's Club, Bellevue University, the Office of Career Development and Employment Services, the Center for Academic Achievement Disability Support Services, E-Learning, the Office of Judicial Affairs and Title IX, the Promise Academy, TRIO/SSS Stairs Program, and the Office of Student Life and

Engagement all had tables with great information for the campus community. BCCC student Alfred Griffin who is interested in starting a campus chess club set up an interest table and students sat down to challenge and play him in several games of chess.

August 30, 2017

"I Love BCCC Day" was the theme for Wednesday, August 30th. The college community was encouraged to wear the school colors or any BCCC Paraphernalia. The Office of Student Life and Engagement in conjunction with the Student Government Association also sponsored a "Welcome Back Lunch" of sandwiches, chips and drinks in the Student Affairs Atrium. Also on this day, eight vendors displayed and sold their various products or introduced their services to the campus community. The Year-Up Program, Bellevue University, the Veterans Club, the Student Government Association and the Office of Student Life and Engagement also set up information tables. This year, the students got a chance to listen to great music while enjoying a cool treat of Italian ice. In an effort to reach those that could not get out to the Student Atrium, the Student Life and Engagement team along with the vendor rolled the Italian ice cart around campus delivering free cups of the refreshing treat.

August 31, 2017

"Make a Difference Day" The Welcome Week Greeters continued their daily duties as well as provided morning and afternoon snacks. On this day, representatives from the League of Women Voters were on campus registering members of the campus community to vote. Thirteen new applications were completed. Also, a new concept of student engagement was introduced called "Speed Friending". Students got an opportunity to talk to a different person every 2.5 minutes. So in an hour, they had met approximately 20 new BCCC family members. This was such a success that the students wanted the time to go longer. This event is definitely one that will be repeated on a larger scale during the spring or Panther Pride Week.

September 1, 2017

"BCCC Back in the Day Fun Friday" The Welcome Week Greeters continued their daily duties as well as provided morning and afternoon snacks. To end Welcome Week, the Office of Student Life and Engagement and the Student Government Association thought it would be a good idea to have a day of "Good Old Kid Fun". So, the students

were able to play old school games like, jacks, hula hoop, Trouble, Uno and Spades card games and Connect Four. The students and campus community had so much fun that the event extended past the original two hour time frame.

TAB 6

AFSCME Local 1870 Presentation to the BCCC Board of Trustees
Tuesday, June 27, 2017

1. **Uniforms Update for Bargaining Unit Employees in the Public Safety Department**: It turns out that Public Safety did not have funds for this purchase so they await budget for the next fiscal year, FY '18. The Director of Facilities reported at our recent Labor Management Committee (LMC) that the correct color uniform shirts will be ordered in FY '18.
2. **Equity Study Needed for Bargaining Unit Employee Positions:** Over the past several months the College has advertised for several unit positions (e.g., Sworn Police Officers, Building Guards, Retention Specialist; Advisors; Administrative Assistant; Coordinators; Budget Specialists; etc.) at classification and pay grades that are substantially higher than similar jobs done by current long-time employees at the college; there also appears to be a lowering of credential requirements for several positions. Per Dr. May's request we met with Human Resources and discussed the irregularities in positions classification and salary. HR and Union discussed the issue of BCCC's Classification 'specs' since it would be the best way to systematically address any issue of internal salary inequity. Even though HR does have a process to 'desk audit' the matter of incorrect compensation in case-by case situations, every attempt should be made to have a fair and just classification scale so that employees are fairly compensated for skills-set and also the job description that accompanies job title. Union leadership proposed that HR produce a report to show exactly what factors were considered to determine classification & compensation of new hires to the institution in the recent past. Such a report might be used to compare with current bargaining employee classification & compensation (in similar or same positions college-wide) so that we can see if the same criteria is used also for current employees who have completed longer-term years of service at BCCC (5-years; 10-years; 15-years; and longer than 20-years!)
3. **Anonymous Supervisor Evaluation (ASE):** It was agreed that the ASE will sent out to only Bargaining Unit employees as an online survey. It will be rolled out in late-June 2017. Union and HR will work together to put the ASE form in the online delivery format and the process as

Respectfully submitted by Charlene Gray on June 16, 2017

previously approved in the LMC will be followed. Union encourages all Bargaining Unit employees to complete the online survey so that it can be processed by Union & HR and presented to Dr. May and the Board who will share the information with Vice Presidents of each division. The ASE is a useful tool to elicit feedback from rank and file staff so that improvements in labor-management relations can be made. It is also a way in which the campus climate can be improved.

4. **Occupational Health and Safety Committee:** It was agreed at LMC that it is important for us to put the Occupational Health & Safety Committee in place this year, perhaps by a mid to late summer 2017 deadline. The composition of this committee from both sides (labor & management) will be per as detailed in the current MOU. It was listed in last month's Board of Trustee report.
5. **Change to Schedules of Bargaining Unit Employees in Student Affairs:** The Student Success Center is requiring it's advising staff who are already working 2 Saturday shifts a month to work an additional Saturday shift. According to the MOU it is appropriate that there be negotiation so that management's need to have Saturday staffing be balanced against the employee need to be fairly compensated and be given a work schedule reflecting fairness in working conditions. Union leadership will discuss concerns with Student Service Center leadership and VP Weber.
6. **Contractual Environmental Services Staff Working Hours Cut Back (by 10 Hours/Week):** Drastic measures as it affects contractual hours of our environmental services staff. Already, this is an area where less than 50% of the staff are full-time PIN staff. By cutting back contractual staff working hours to 30/week (from 40/week) it will be difficult to maintain top quality cleanliness at the Liberty Campus and all of the other locations (Bio-park; Harbor; Preston Street, Liberty West; etc;). Union leadership will bring the concerns of all employees in the Facilities area to the attention of the Director of Facilities and to VP Calvin Harris.
7. **Parking Fees for Bargaining Unit Employees that work at the Harbor:** Union leadership is in the process of working with HR and Payroll to understand why there is so much confusion about charging Bargaining Unit employees the correct parking fee rate for Harbor garage parking ($22/per pay check). Despite numerous correspondences concerning three separate employees who belong to the Bargaining Unit, it appears that those offices still have difficulty in verifying the Bargaining Unit status of these three employees. As a result, there is a delay in making corrections to their parking fee bills that Payroll has sent to them. Union is requesting a report of employees who pay for Harbor parking so that we can verify to make sure that Bargaining Unit employees are being correctly identified and charged. In those instances where Payroll has erroneously charged 'management parking fees" to Bargaining Unit employees working at the Harbor we are requesting that the

correction be made and that incorrect charges be reimbursed to the employee due to Payroll error. The issue needs to be urgently addressed.

Respectfully submitted by Charlene Gray on June 16, 2017

TAB **7**

BALTIMORE CITY COMMUNITY COLLEGE
Report of the Faculty Senate to the Board of Trustees

Prepared by Professor Edward Ennels, President

June 27, 2017

Good Day, Board Members. Please refer to my Faculty Senate update to the Board of Trustees dated May 23, 2017 for a compilation of significant professional accomplishments by our exemplary and committed faculty during the Fall 2016 through Spring 2017 Academic Year.

The Faculty Senate commends our President, Dr. Gordon May, and Board Chair Reverend Dr. S. Todd Yeary, along with fellow Board members for the tremendous progress that BCCC has made over these last few years under their steadfast leadership. Baltimore City Community College is the premier urban institution of higher learning in Baltimore and a vital partner in the continued economic growth and workforce development needs of Maryland. Dr. Gordon May has given the College the stability it needs and has demonstrated a commitment to serving BCCC students, faculty, staff, and the surrounding Baltimore community. Since Dr. Gordon May took office nearly three years ago, the College has been on a path that has strengthened its ties with the community and provided clear leadership for the direction of the institution. Dr. Tonja Ringgold, Vice President for Academic Affairs, has extended her support to the Faculty Senate since she took office three years ago and has improved greatly the relationship between the faculty and the administration.

My term as Faculty Senate President began on May 15, 2016. I can honestly say not a day goes by that I don't realize the awesome privilege and honor it is to serve in this capacity. This office is bigger than one person, and I have made it my mission to advance faculty interests in the context of what is good and just for the Faculty Senate as a whole. The 2016-2017 Faculty Senate goals emanate from past Senate actions to change the trajectory of BCCC. These goals recognize the collaborative role of the Faculty Senate while asserting the primacy of academics at BCCC.

2016-2017 Faculty Senate Goals

FACULTY SENATE GOAL 1: The Faculty Senate will work toward increased enrollment, retention, college completion, and career readiness.

FACULTY SENATE GOAL 2: The Faculty Senate will ensure and support highly qualified, effective faculty

FACULTY SENATE GOALS 3: The Faculty Senate will work across departments and across disciplines to strengthen the quality of programs and instruction and the integration of learning outcome changes and assessment practices

FACULTY SENATE GOAL 4: The Faculty Senate will assess appropriate facilities and resources to support the growth of existing programs and support the development of new degree programs and stackable certificates within degree programs based on current market demands.

FACULTY SENATE GOAL 5: The Faculty Senate will work to ensure that the scheduling of course offerings are in line with the educational plans.

FACULTY SENATE GOAL 6: The Faculty Senate will undertake in collaboration with the administration, a comprehensive assessment of the Student Learning Outcomes and Assessment Practical Guide.

The Faculty Senate of Baltimore City Community College is the officially recognized voice of the faculty. The Faculty Senate Constitution identifies the purpose of the Senate as:

> "The Faculty Senate shall serve as the official voice of the faculty in all related matters of general concern to them. The Faculty Senate is empowered to act on behalf of the members' interests and welfare. It shall also aim to ensure the continuing quality of courses and programs offered by the College, and that students are properly served and receive quality instruction.
>
> The Faculty Senate shall exercise the delegated authority of the faculty in the consideration of all policies and issues that affect the academic climate and direction of Baltimore City Community College. The Faculty Senate shall seek to create, maintain, and protect a college environment conducive to the growth of scholarship, learning, teaching, service, and respect for human dignity and rights." (Faculty Senate Constitution 1. 6. 2)

For several years the Faculty Senate found it necessary to carry out this mandate by successively appealing to the governing agents of the College. While the Faculty Senate mandate includes action "on behalf of the members' interests and welfare" the Senate has acted primarily to "ensure the continuing quality of courses and programs offered by the College to ensure that students are properly served and receive quality instruction". In speaking truth to power for the past year, the Faculty Senate has not been self-serving, but dedicated to the future of BCCC. The College is now fully accredited and poised to take visionary steps toward the future.

The Future

The history of BCCC has been characterized by underachievement and missed opportunity. The College is at a pivotal point – will we take safe, incremental steps or will we make bold, visionary strides to build the 21st Century BCCC that the citizens of Baltimore deserve? The Faculty Senate remains committed to ensuring academic and institutional integrity. Additionally the Senate is committed to redefining the future of the College through shared governance and academic excellence.

We are facing a new reality for the College to which the Faculty Senate will play a major role in shaping. During my tenure as Senate President, I have reached out to Deans and Associate Deans for input on issues of concern to faculty. As a Senate, we need to see and understand all views on key issues affecting the Academy. I would like to keep the dialog going between faculty and administrators as we work together to move the College forward. I envision GREAT things for Baltimore City Community College in the years ahead but no person or group can affect change alone. With an institution such as ours, shared governance and accountability must be practiced at

every level. During my monthly meetings with the President and Vice President for Academic Affairs, shared governance is always at the forefront of our discussions. We should all be aware that when shared governance is not practiced across all schools and departments, such actions adversely affect institutional integrity and morale. We must do all we can to ensure that this does not happen.

Major accomplishments of the Faculty Senate this academic year include the following:

- Dr. Ringgold has given formal approval to implement the Program Coordinator Contract and Evaluation Matrix for the Fall 2017 to Spring 2018 Academic Year. Each Associate Dean has met one-on-one with program coordinators within his or her department to go over the Program Coordinator Contract and Evaluation Matrix.

- Faculty completed Administrator Surveys on Associate Deans, Deans, the Vice President for Academic Affairs, and the College President. I met with Ms. Michelle Williams, our new Executive Director for Human Resources, to discuss the Faculty Senate's purpose and goals in completing the Administrator Surveys. Our ultimate goal with the Administrator Surveys is to improve the relationship between faculty and administrators in order to enhance employee morale which will foster greater enjoyment and productivity within the Academic Affairs Division.

- There were a total of 99 faculty responses to the surveys. The survey links were active from May 16, 2017 through May 31, 2017 and included participation from adjunct faculty. The survey results were sent directly to Ms. Williams who ensured that the process was fair to both faculty and administrators. Ms. Williams forwarded the survey data to the President and the Vice President. Following a review of the data by the President and Vice President, the Deans and Associate Deans will receive copies of their own set of survey results and have time to reflect on the data and organize an action plan based on the data and faculty recommendations. During the Fall 2017 Faculty Academy taking place on Friday, August 18, 2017, there will be breakout sessions at every administrative level from the President/VPAA (Session I) to the Deans (Session II) to the Associate Deans (Session III) where faculty will meet within their schools and departments to discuss the survey results, recommendations, and action plans.

  The recommendations and action plans should fold into the college's strategic plan in moving the institution forward. The Administrator Surveys will be administered every spring semester with updates to the action plans as needed.

- Finally, Dr. May and Dr. Ringgold agreed with the following Faculty Senate resolutions regarding the fiscal management of academic programs:

  - Every degree program will have its own budget based on its enrollment, number of adjuncts, equipment needs, and upgrades. Program Coordinators will have some responsibility in overseeing their program's budget and will be allowed to contribute input to the fiscal year budget for their department based on program needs. Programs must keep up with the changing times in response to market demands and input from their Program Advisory Board. Program Coordinators should be empowered by their Associate Deans to lead their programs and given

the resources and financial support to do so. The new Program Coordinator Contract makes Program Coordinators more accountable for the growth of their programs in collaboration with the administration with standards of excellence and fair compensation across all departments.

- A budget will be set aside for program development to expand the College's certificate and degree options to meet the current market demands for Baltimore and the surrounding areas.
- Lab fees that are charged to students every semester will be placed in a special PCA to support courses that have labs and not be placed in the general college fund as is currently the case for any division to use.

I want to thank the faculty for their support and encouragement this past year. I want to give special thanks to all committee chairs, members of the Senate Executive Committee, and my Vice President Fred Paraskevoudaki and Secretary Edna Street-Jones for their loyalty and commitment.

Respectfully Submitted,

Prof. Edward Ennels
President of the Faculty Senate

BALTIMORE CITY COMMUNITY COLLEGE
Report of the Faculty Senate to the Board of Trustees
Prepared by Prof. Edward Ennels, President
September 20, 2017

On behalf of the Faculty Senate, I would like to welcome the new Board of Trustee members to the BCCC family. We look forward to your continued support as we strive to build the 21st Century BCCC that the citizens of Baltimore deserve. The faculty stand ready to work with the administration to redefine the future of the College through shared governance and academic excellence. I am pleased to report productive meetings with Dr. Gordon May, President of BCCC, Dr. Tonja Ringgold, Vice President of Academic Affairs Significant Senate concerns are being addressed. During my tenure as Senate President, I have reached out to Deans and Associate Deans for input on issues of concern to faculty. Like last summer, I met one-on-one with each dean and associate dean this summer to discuss how the Faculty Senate can assist each in achieving his or her school or department's mission, goals, and objectives. The conversations were been very fruitful and will help in shaping the Faculty Senate's key priorities in the upcoming 2017-2018 Academic Year. Faculty kicked off the new academic year during our Faculty Senate meeting on Thursday, August 17, 2017 where we discussed the stipulations of Chapter 848 Senate Bill 1127- BCCC Realignment with emphasis on the ones most pertinent to the work of the Faculty Senate.

Fall 2017 Faculty Academy

Our Fall 2017 Academy was held on Friday, August 18, 2017. This event was organized and hosted by the Faculty Senate. I would like to publically thank all who contributed ideas for workshops, workshop presenters, and a special thanks to my planning committee (Jà Hon Vance, Diana Zilberman, Linda Benjamin, Latonia Moss, Daphne Snowden, Edna Street-Jones, Elena Berrocal and D. FitzGerald) who helped me structure the agenda. Our theme for this year's Academy was Connect! Create! Engage! Our keynote speaker was Dr. Michelle Harris Bondima, former Dean for BSTEM at BCCC and currently the Statewide Coordinator for the Community College Leadership Doctoral Program (CCLDP) for the School of Education and Urban Studies at Morgan State University. She is also a Commissioner of the Baltimore City Public School System. Her presentation was entitled "The Changing Role of Higher Education in Response to the Workforce Needs of Baltimore City and How BCCC can partner with BCPS to Help Fill the Gaps"

The faculty heard actions plans from the administration on proposed recommendations from the Administrator Surveys completed by the faculty during the Spring 2017 Semester. The surveys were a way for the faculty to exercise share governance in the direction of their department, school, division, and college as a whole.

Key Priorities of the Faculty Senate in the Upcoming Year

Faculty have been updated on the Chapter 848 Senate Bill 1127- BCCC Realignment. The Faculty Senate remains committed to ensuring academic and institutional integrity. Additionally the Senate is committed to redefining the future of the College through shared governance and academic excellence. Here are just a few key focus areas of the Faculty Senate in the upcoming year:

Expanding Degree and Stackable Certificates in the 2017-2018 Academic Year Needs to be an Institutional Priority: Expanding degree and certificates options to meet current market demands needs to be a top institutional priority this fiscal year. $50,000 was requested in the FY '18 Budget for Program Development. According to the JCR, BCCC is only capturing 75% of the current market with its degree and certificate offerings. The remaining 25% of the market that we are not capturing gives our competition an opportunity to recruit students for their programs. We've known for some time that CCBC is capturing a larger percentage of Baltimore City residents for their programs than BCCC. It's very alarming that city residents are willing to travel farther and pay more in tuition to attend CCBC when BCCC is right in their back yard. We need to reverse this trend.

The Need for Faculty Program Development Training: We need to expand our program offerings to meet the current market needs of Baltimore; however, faculty need training on new program development. I am encouraging faculty who have developed programs for the college in the past to conduct workshops so the rest of the faculty can understand the process. We may have to recruit someone from outside of the college to provide some training. In either case, program development should start with faculty but I believe we need training in this area.

Stronger Connection with BCPS through Expanding BCCC's Early College Access Initiatives: There is a nationwide movement to encourage high school students to complete college credits while in high school through Early College Access Initiatives. We need to be proactive as a College in putting forth a concerted effort to engage more high schools in what BCCC has to offer. Currently, our P-TECH initiative with Dunbar and Carver, which started in the Fall 2016 Semester, has enrolled 100 students with a 99% retention rate. These high school students participated in summer courses which began June 26 and ran through August 11. These students will continue their high school and college course work with BCCC this school year. Another 100 students will be coming on board in the summer 2018 semester and each summer thereafter. We need to "scale up" this initiative through the inclusion of additional vocational-technical trade schools with programs that align with our degree programs. These schools will allow for greater marketing of the college in the community and allow us to leverage their resources.

The Community College of Baltimore is actively recruiting BCPS student for Early College Access through their website (http://www.ccbcmd.edu/get-started/applying-to-ccbc/current-high-school-student) and has shown an increase in the number of BCPS students dually enrolled in high school and their credit offerings. Montgomery Community College was held up as a model of a successful Early College Access site by Maryland Delegate Mrs. Maggie McIntosh, Chair of the House Appropriations Committee during our Annapolis hearings on the BCCC Restructuring Bill. New Maryland legislation is encouraging colleges to partner with school systems. As an incentive, starting in FY '18 colleges can now claim FTE for students enrolled in Early College

Access Programs. Early College Access at BCCC needs to move beyond Dunbar and Carver (the P-Tech Initiative).

Rebranding BCCC not Just Locally but Statewide: What is our Brand? Rebranding is long overdue for the College. We need a serious internal assessment of BCCC that brings all key players to the table. This rebranding needs to start with the people who know the institution the best--employees and students of the college. Through honest and open dialog we can shape a new collective vision for the institution. What image are we selling the community? Clearly being the cheapest tuition in Maryland is not a strong enough selling point. We need to focus on the values of our programs in moving individuals along in their careers and why BCCC is their best choice.

Greater BCCC Presence Throughout the Baltimore Community: Finally, broadening site locations for credit and non-credit courses needs to be strongly considered. The Bard Building was a thriving site for credit offerings in early 2000. The college needs to scale up its efforts in credit offerings beyond Liberty, Bio-Park, and BCPS to include "credit classes" at the Harbor, Reisterstown Plaza, churches, correctional facilities, and community centers.

Faculty Accomplishments for July and August

The summer started with special recognition of Dr**. Malathi Radhakrishnan** who was this year's winner of the Kathy Rogers Award. She also received a mini grant and worked over the summer to redesign BIO 102 into an Open Education Resource course.

Dr. Carole Quine reported that she completed two classes at UMUC this summer: Research Methods in the Social Sciences and Technology in Contemporary Society. She is in the process of completing a bachelor's in social sciences degree at UMUC and expects to graduate in early 2019. With the help of the Student Success Center, Registrar, Testing Center, IAMR, and Associate Dean Brooks, the Fall 2017 English, Humanities, Visual and Performing Arts Weekenders Program is fully enrolled.

Dr. Solomon Iyobosa Omo- Osagie is on sabbatical leave for the period of August 2017 to December 2017. While on sabbatical, Dr. Omo-Osagie will be conducting research on a new book tentatively entitled "While in the Wilderness: Essays on Empowerment, Perseverance, and Hope."

Professor Jà Hon Vance facilitated a workshop at the Ruffalo Noel Levitz National Conference on Student Recruitment, Marketing and Retention in Denver July 26 entitled, "Increasing Graduation Rates for Minority Males: Creating a Holistic Program That Will Help Them Succeed." Subsequent to his presentation, Professor Vance was invited to serve on a University of Denver panel where he provided instructional models to foster transformational learning in the classroom. He also did presentation at University of Minnesota "Curriculum Development, Understanding Students Learning Styles, and Understanding Your Teaching Style as a Faculty Member" and University of St. Thomas where he was recruited to provide training within the area of "Cultural Relevant Teaching" which was designed to help the university with the alignment of their newly formed community college prepare new faculty with innovative instructional techniques that will foster an engaging teaching and learning culture.

Professor Sofya Kerzhner conducted math art workshops for faculty, staff, and students in July.

Dr. Yun Liu, Dr. Amrita Madabushi, Professor Michael Kaye represented BCCC well at the Maryland Association of Counties (MACo) conference in Ocean City, MD on Aug 16th, 2017. Several BCCC programs were showcased in their vendor show including Robotics, Engineering transfer, Biotechnology Associates and Certificates. The conference attendees also included from BCCC, President Dr. May, Vice President Dr. Ringgold, Dean Dr. Iweha and Associate Dean Dr. Malaki.

Respectfully Submitted,

Prof. Edward Ennels
President of the Faculty Senate

TAB **8**

PUBLIC PRESENTATIONS

Baltimore City Community College Foundation Update

Ms. Sonja Wells

BCCCF Board Chair

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TAB 9

NO COLLEGE POLICIES

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TAB 10

Baltimore City Community College (BCCC)
2901 Liberty Heights Ave. Baltimore, Maryland 21215
President's Board Report … July 19, 2017

Although hardly an exhaustive list, the items below represent some of my meetings, activities, and initiatives since my May Report to the BCCC Board of Trustees. As normal, I have also included some informational updates/items from President's Staff members.

a) Offered welcome and remarks at the Annual Honors and Awards Banquet on May 24, 2017. I was especially honored to present the President's Cup to Mr. John Williams, Jr. (U.S. Army Veteran) who has made significant contributions to service in the College Community while maintaining a stellar academic record. Further, Mr. Williams was recognized at Commencement 2017 (on June 3, 2017) as our oldest graduate on his 70th Birthday at our 70th Anniversary Commencement exercises.

b) Offered welcome and remarks at the Nursing Pinning Ceremony on May 25, 2017.

c) Met with Faculty Senate President Edward Ennels at our monthly meeting on May 25, 2017.

d) Participated in our Clarence Blount Child Development Center Graduation held in the Fine Arts Theater on May 26, 2017.

e) Offered welcome and remarks at the Physical Therapy Assistant Pinning Ceremony on May 30, 2017.

f) Participated in the National Council on Black American Affairs (NCBAA) Baltimore Metropolitan Chapter Revitalization meeting on May 31, 2017. Dr. Daphne Snowden is the newly installed President of this local chapter. I have been a member of NCBAA for more than 25 years, formerly serving on the National Board of Directors and North Central Region President.

g) Participated in the BCCC Foundation Board of Directors meeting, giving the President's Report.

h) Attended the Baltimore Business Journal Awards Breakfast on June 9, 2017, where VP Calvin Harris, Jr., was recognized as one of the top Chief Financial Officers in the Baltimore Region.

i) BCCC hosted Baltimore City Mayor Catherine Pugh's Call to Action Day on Saturday, June 10, 2017. Over 400 volunteers attended the kickoff in the GAARE Auditorium, workshops in the Life Science Building (LSB), and manned display

[G1]tables in LSB and the Physical Education Center highlighting Baltimore City services and local non-profit agencies. Following my remarks at the kickoff, I was honored to introduce Mayor Pugh. Other notable attendees included, but were not limited to:

- Mayor Pugh and many members from the Mayor's Office
- City Council President Jack Young
- States Attorney Marilyn Mosby
- State Senator Barbara Robinson
- State Delegate Cory McCray
- Councilman Leon Pinkett
- Councilwoman Sharon Middleton
- Councilman Brandon Scott
- Representative from US Congressman Chris Van Hollen's Office
- Representative from Senator Ben Cardin's Office
- Dr. Sonja B. Santelises, CEO of Baltimore City Public Schools
- Jason Perkins-Cohen[G2], Executive Director, Mayor's Office of Employment Development (MOED)
- Fire Chief Niles Ford, PhD
- Multiple Baltimore Police Department (BPD) senior team members
- In addition to MOED, Fire, and BPD, other City agencies represented included Recreation & Park, DPW, Health Dept. , Mayor's Office of Human Services, and Department of Transportation (DOT)

Special thanks to Interim Vice President of Institutional Advancement and Strategic Partnerships, Ms. Dawn Kirstaetter, for encouraging Mayor Pugh's Leadership Team to consider BCCC as the host venue for this major activity. In collaboration with the Mayor's Office of Employment Development, we are home to 200 Baltimore City Public Schools students through the Youth Works Program this summer. Additionally, we encouraged many City Schools students to enroll in credit and non-credit classes this summer.

j) Offered welcome and remarks at our BED Graduation on June 10, 2017. Baltimore Fire Chief, Niles Ford, PhD (while on campus for Mayor Pugh's Call to Action) attended the GED Graduation sharing with me that his academic foundation was a GED program. He has offered to partner with the BCCC GED Program.

k) Participated in the Maryland Council of Community College Presidents meeting at Anne Arundel Community College on June 16, 2017.

l) Participated with the BCCC Achieving the Dream (AtD) Team at the AtD Kickoff Institute in Cleveland, OH on June 13-15, 2017. We are very pleased to be selected as an Achieving the Dream Institution following a very comprehensive and competitive application process led by Vice President of Academic Affairs, Dr. Tonja Ringgold.

The following are informational items offered by members of President's Staff (in no particular order):

1) VP of Business and Finance, Mr. Calvin Harris, Jr. continued management of the downtown Bard Building redevelopment project. Considering the building was closed in 2010 and minimal forward activity had occurred, regardless of leadership team since then, this is a major step forward for the College that merited discussions in the local Baltimore media.

   Met with Department of Budget and Management (DBM) and the Department of General Services (DGS) to discuss capital budget needs (status of Loop Road and Library Learning Resource Center projects) and the College's Capital Budget hearing in July 2017.

   Interim Director of Procurement, Ms. Benita Scott, coordinated Enterprise Resource Program (ERP) RFP process, working with State Department of Information Technology (DoIT) on this initiative.

   WBJC Radio Station continues to provide BCCC approximately $15,000 to $18,000 in free on-air promotional spots per month: a total yearly value of approximately $200,000.

2) VP of Academic Affairs, Dr. Tonja Ringgold, offers the following:

   Attended the 2017 Maryland Higher Education Commission (MHEC) Forum on College Completion.

   Conducted interviews for the positions of Associate Dean for Education and Social Sciences.

   Participated in the Achieving the Dream (AtD) webinar, Data and Analytics the AtD Way.

   Created a welcome video for the Physical Therapist Assistant Pinning Ceremony.

   Dr. Daphne Snowden attended the 23rd Annual All Maryland Community College Recognition Dinner, held each year to recognize exemplary academic achievement by community college students from across the state. BCCC had one student award recipient.

   Dr. Snowden hosted the first on-campus NCBAA Baltimore Metropolitan Chapter Revitalization meeting on May 31, 2017, as the new Interim Chapter President. [G3]

The Assessment Office reviewed the student learning outcomes for all College Course Syllabi for the Curriculum and Instructional Committee. The rate of signed-off syllabi is currently 85%.

The Center for Academic Achievement (CAA), in collaboration with E-Learning and Instructional Technology, has launched CAA Live! CAA Live! is a live in-house tutoring service which enables students to talk to a live tutor to ask questions and discuss course work.

Students from the Accounting Club and the ACCT 265 Income Tax Accounting class assisted in preparing tax returns for the community through the Volunteer Income Tax Center at Coppin State University, gaining a variety of job skills in the process.

Math faculty was trained on the MyOpenMath (MOM), Open Educational Resources (OER) software that will be used by most developmental math courses in the Fall of 2017. Training was conducted by Associate Dean Scott Saunders and Mr. Jorge Pina with input from faculty currently teaching with MOM software.

Deans and Administrative BCCC/BCED staff toured one of the 14 facilities at Future Care Health Services. Partnership discussions have been initiated were SNHP and BSTEM students can gain clinical experience and possible employment following graduation.

3) Interim VP of Business & Continuing Education, Mr. Vincent Whitmore, offers the following:

Participated in the Career Pathways and Resources Fair held at the Columbus (IMET) Center on May 9, 2017.

Attended the Greater Baltimore Committee's (GBC) 62nd Annual Meeting on May 15, 2017.

Conducted the BCED Divisional Meeting on May 23, 2017.

Met with Jason Perkins-Cohen, Director of Mayor's Office of Employment Development (MOED) to discuss ways to strengthen the MOED/BCCC partnership.

BCED has generated 2,215 FTE's which represents 113% of the FY 2017 goal of 1,955.

ABE staff and instructors attended the annual Maryland Association for Adult Community and Continuing Education (MAACCE) Conference at the Maritime Institute. ABE accounts for 28% of all BCED unduplicated headcount.

4) Chief Information Officer, Dr. Ray Barghi, reports that systems staff has completed the audit request from the Chief Internal Auditor.

   Created usage reports for BCCC, ERP, BCED, ITS, and Human Resources.

   Updated files for financial aid student portal.

   ERP/PMO staff are working with DoIT on completed Assumptions and Exceptions.

   Significant progress is being made on the Guaranteed Schedule and the Drop for Non-payment projects.

   ERP stakeholder meetings are on-going and productive.

5) Chief of Staff and General Counsel, Mr. Bryan Perry, Esq., is co-chairing the Open Educational Resources (OER) Task Force. BCCC hosted its first ever OER Institute, training 28 faculty members on OER course development.

   BCCC has had preliminary conversations with Sagamore Development and the Foundry at Port Covington to offer pre-GED and GED programming, as well as creating a workforce credential.

   Met with the leasing agent for BCCC's Best Buy property for possible relocation of BCCC's Business and Continuing Education Division to BCCC's Lockwood property (former Best Buy space). The move would be a significant cost savings on the college's current $500,000 annual lease at Harbor Park.

   Working with BCCC's Division of Information Technology on an MOU with Coppin State University for shared use of Coppin's data center.

   Reviewed 42 contracts and MOU's on behalf of the College.

6) Interim VP of Advancement and Strategic Partnerships, Ms. Dawn Kirstaetter, reports that the BCCC Foundation's new Development Assistant, Ms. Charae Thorpe, started on May 23, 2017.

   Grants revenue has significantly increased in FY 17 from FY 16. Grants revenue to-date in FY 17 is $ 325,546 compared to $ 75,000 in FY 16 (an increase of $250,546 or 334%).

   The BCCC Foundation's preliminary audit starts on June 21, 2017, with the full audit completion in mid-August.[G4]

   The Foundation has a $50,000 endowment from Armed Forces Communications and Electronics Association (AFCEA) for scholarships.

An anonymous donor contributed $9,000 for scholarships to Renaissance Academy (RA) seniors. This full scholarship for three RA seniors for one year will be renewable following successful completion of year one at BCCC.

Multiple partnerships with Baltimore City departments are growing in scope and funding including the following:

- Department of Social Services
- Transportation
- Health
- Housing Authority
- Mayor's Office of Employment Development (MOED)
- Baltimore City Public Schools System
- Fire Department
- Police Department
- Department of Public Works
- Mayor's Office and Labor Commissioner

The BCCC (external) Workforce Development Task Force anticipates a late summer 2017 launch.

7) Chief Internal Auditor, Ms. Lyllis Green, developed a Key Administrators Review for the Director, ERP position which vacated in May 2017.

   Worked with ITS staff to minimize potential IT findings from the Legislative Auditors.

   Worked with Business and Finance Division to minimize potential financial and operational findings from the Legislative Auditors.

   Attended the Thurgood Marshall Day Legacy Luncheon as a guest of President Gordon May that was held at Coppin State University.

   Attended the Chief Internal Auditors' Roundtable presented by the State of Maryland's Internal Auditor Forum.

8) Interim Vice President of IAMR, Dr. Nassim Ebrahimi, continues facilitation of the Strategic Planning process with the Executive Strategic Planning Committee and the College-wide Assessment Committee members.

   Participated in Achieving the Dream core team initiatives.

   Met with Anne Arundel Community College Public Relations and Marketing teams to garner information/ideas for potential improvements at BCCC in these respective areas.

In collaboration with Offices of Admissions and Student Accounting, the Office of Institutional Research prepared data and submitted the non-resident tuition for undocumented immigrants S-20 form to MHEC.

The Director of Alumni, Community Relations and Events report planning is underway for the "Bull Roast" event in May 2018 which will be jointly hosted by the BCCC Foundation, Year Up, and BCCC Alumni.

Dr. Towson continues to provide technical assistance to the Greater Mondawmin Coordinating Council (GMCC) in strategic planning.

Grants Development for FY 2017 (July 1, 2016, through May 31, 2017) netted a total of $7,112,882 in new and continuation/renewal awards combined. Continuation/Renewal grants and applications awarded totaled $6,460,356 while new awards totaled $652,526.

Media and Community Relations drafted Dr. May's Commencement remarks.

9) Vice President of Student Affairs, Dr. Marguerite Weber, is working with the Faculty Senate and the Student Success Center to develop an enhanced Advising Model for BCCC.

The Student Affairs Leadership Team (SALT) has undertaken an aggressive process review initiative to identify areas where improvements can be made by scaling good practices to reach more students, eliminating redundant activities, and redesigning practices to make them more inclusive and centered on student success.

BCCC Admissions provides up to 50 Youth Works Students to REACH and ACE High Schools with summer bridge programming which features, English and Math workshops and ACCUPLACER testing. Youth Works is coordinated by the Mayor's Office of Employment Development (MOED). Between P-TECH, Upward Bound Math and Science, and Youth Works, BCCC will serve more than 210 Baltimore City Public Schools students this summer.

Career Development and Employment Services hosted the March Funeral Home for Employee Visibility Day. Through this effort, fourteen new students were registered to our Career Center and some have scheduled interviews with March Funeral Home. An additional sixteen internship opportunities and six additional employment opportunities for BCCC students were identified at a variety of established businesses and organizations.

TRIO/SSS/STAIRS enrollment data indicated the program is currently at 100% capacity with 230 students.

Dr. Weber made a Friday Forum presentation to the Granville T. Woods Scholars on preparing for leadership.

Dean Sylvia Rochester presented to 27 students from Western High School on dual enrollment (during their visit to BCCC).

10) The new Director of Human Resources, Ms. Michelle Williams, completed the HR Budget Review with staff input.

Currently, there are 21 active PIN searches and 11 active contractual searches.

Saverio Coletta presented the Excellence Awards at the May 23, 2017, Board of Trustees Open Session Meeting.[G5]

Talent Acquisition staff are attending more job fairs to increase BCCC visibility and generate more applicant flow.

Director Williams facilitated four Performance Management Trainings with staff and leadership.

Respectfully submitted,

Gordon F. May, PhD

Baltimore City Community College (BCCC)
2901 Liberty Heights Ave. Baltimore, Maryland 21215
President's Board Report … September 20, 2017

Although hardly an exhaustive list, the items below represent some of my meetings, activities, and initiatives since my July Report to the BCCC Realignment Board of Trustees. As normal, I have also included some informational updates/items from President's Staff members.

a) Chaired the President's Staff meeting on June 28, 2017.

b) Met with Faculty Senate President Professor Edward Ennels on June 29, 2017.

c) Met with AFSCME Local 1870 President, Ms. Charlene Gray on June 29, 2017.

d) Participated in Innovation Village planning discussion/meeting on June 30, 2017.

e) Participated in Achieving the Dream (AtD) planning meeting on July 7, 2017.

f) Participated in the BCCC/AKA-RXO Chapter Partnership meeting to discuss expansion/enhancement opportunities.

g) Chaired President's Staff meeting on July 12, 2017.

h) Participated in the NCBAA Metropolitan Chapter (Baltimore) meeting on July 13, 2017.

i) Participated in the Department of Budget and Management (DBM) meeting at State Center on July 17, 2017.

j) Offered a welcome greeting at the Promise Academy Closing Ceremony on July 17, 2017.

k) Attended the Greater Baltimore Committee Newsmaker Breakfast featuring Dr. Sonja Brookins Santelises on July 19, 2017.

l) Participated in the New BCCC Realignment Board of Trustees Meet and Greet on July 19, 2017.

m) Breakfast meeting with Mr. Roland Selby, Executive Director of Year Up Baltimore on July 20, 2017.

n) Offered a welcome at the Year Up Graduation on July 21, 2017.

o) Interviewed three finalists for Student Trustee on July 25, 2017.

p) Conducted performance evaluations for all direct reports (President's Staff members), from July 25th – August 8, 2017.

q) Visited Professor Edward Ennels developmental mathematics class on July 26, 2017.

r) Met with Faculty Senate President, Professor Edward Ennels and Vice President Professor Frederick Paraskevoudaki on July 26, 2017.

s) Four Morgan State University Community College Doctorial students (all BCCC employees) shadowed me on July 27, 2017. We all participated in the Gear Up Community College Awareness Day event in the Mini Conference Center.

t) Participated in the Maryland Community College Council of President's Annual Retreat at Montgomery College on July 31, 2017.

u) Attended the Ribbon Cutting Ceremony at the Baltimore Cyber Range for the EARN Cyber Security grant that was awarded to BCCC from DLLR. Governor Hogan, Mayor Pugh, and Bruce Spector (President of Electronic Technology Associates) were present and offered congratulatory comments to BCCC.

v) Met with Derek Brady who consults with GBC on the Greater Baltimore Business Climate publication on August 8, 2017.

w) Chaired the President's Staff meeting on August 9, 2017.

x) Participated in the BCCC Foundation Finance Committee meeting on August 15, 2017.

y) Attended the Maryland Association of Counties conference in Ocean City, MD on August 16, 2017. BCCC Faculty members, Dr. Liu, Dr. Madabushi, and Professor Kaye exhibited and made presentations on our Robotics and Biotechnology Programs. Their presentations were excellent. Drs. Ringgold, Iweha, Malaki, and I were all very pleased to witness such academic/instructional expertise in Ocean City.

z) Offered remarks to all faculty and staff at the Community Forum on August 17, 2017.

aa) Met with AFSCME, Local 1870 Leadership on August 22, 2017.

bb) Participated in the BCCC Foundation Board of Directors meeting, giving the President's Update/Report.

The following are informational items offered by members of President's Staff (in no particular order).

1. Vice President of Student Affairs, Dr. Marguerite Weber, reports that the Student Affairs Division hosted 22 (Baltimore City) Youth Works Program students this summer. Each student received one week of employability skills development, personal finance education, and job search strategies coaching, including resume writing, interviewing, and self-assessment. Following an intensive week of training, the students reported to their work sites/offices throughout campus.

   The Schaefer Center report, a foundation of SB1127, made a strong call for BCCC to improve customer service. During the summer, the student Affairs Administrative Professions (SAAP) Workgroup was started to identify strategies and resources to improve their abilities to communicate effectively and with civility, employ technology for productivity, manage emotions, de-escalate conflict, and engage in effective critical thinking and problem-solving approaches. The SAAP Workgroup is working out well.

   Several improvements have been made to the PE Center for our student athletes and others. The main gym and fitness centers have been painted, the main gym floor has been resurfaced, painted, and has new logos, and the PE Center has new lighting in the main gym.

   Career Development and Employment Services staff are preparing for the Annual Career Fair to be held on October 24, 2017 in the BCCC Gymnasium from 10:00 a.m. – 2:00 p.m. This event will connect students with employers for employment within their discipline while continuing to pursue their Associate Degree.

   Mr. Keiffer J. Mitchell, III, Senior Advisor to Governor Hogan, will be the Constitution Day (September 18, 2017) keynote speaker.

   Student Success Director Nana Gyesie reports that seventy-one faculty members participated in general registration.

2. Vice President of Advancement and Strategic Partnerships, Ms. Dawn Kirstaetter, reports that the Community Forum held on August 17, 2017 was a huge success with 500 faculty and staff members attending. This was the official kickoff for Achieving the Dream (AtD) as Dr. Karen Stout, (President/CEO of Achieving the Dream), served as keynote speaker. Board Chair Kurt Schmoke gave the audience a boost to start the new academic year. The motivational speaker, Milton Hunt, was full of energy and had staff very engaged with his coaching style.

The College continues to significantly expand its reach through Social Media network i.e. Facebook and Twitter.

The Public Relations team helped strategize and manage the flow of publicity during one of the busiest news months in BCCC history as Mayor Catherine Pugh put the College at the center of an ambious new violence reduction plan featuring free community college tuition, successive appointments to the BCCC Realignment Board of Trustees and a Vice President for Workforce Development with significant experience in Career and Technical Education to lead the College's top strategic priority.

Grants Development for FY 2018 (July 1, 2017 through August 31, 2017) reports $3,104,070 in continuation/renewal award and a much improved $ 453,370 in new awards.

3. Vice President of Business and Finance, Mr. Calvin Harris, Jr., continued management of the downtown Bard Building Redevelopment Project.

   The Interim Director of Procurement continues to coordinate the Enterprise Resource Program (ERP) RFP process, working with the State Department of Information Technology (DoIT) on this initiative.

   WBJC Radio Station remains the top rated classical station in Baltimore. Ratings are also higher than other higher education public station in the Baltimore market.

   The College received an approved Indirect Cost Recovery Rate of 41% for on-campus (22% off-campus retroactive to March 1, 2016.

4. Chief of Staff and General Counsel, Mr. Bryan Perry, Esq., met with Mass Transit Administrative to discuss bus stop enhancements and relocating the BCCC bus stop to accommodate food trucks.

   Working with Institutional Research to establish five peer institutions to compare administrative and financial practices. These are Capital Community College, Community College of Philadelphia, SUNY Hostes Community College, Prince George's Community College, and Durham Technical Community College.

   Met with BCED leadership to discuss report on non-credit enrollment projections for Fall 2017.

   Reviewed 62 contracts and MOU's and two College policies between July 1st and September 11, 2017.

   Attended the Maryland Association of Counties Annual Conference.

5. Chief Information Officer, Dr. Ray Barghi, reports the ERP/Project Management Office facilitated 38 meetings for 138 stakeholders to date in FY 18.

   Client Services Support successfully completed the setup and configuration for Mayor Pugh's Call to Action Day., Faculty Academy, and the BCCC Community Forum.

   Filled vacant positions to successfully extend open computer lab hours to 9:00 p.m. Monday through Thursday and Saturdays from 9:00 a.m. to 1:00 p.m.

   Systems created reports for multiple divisions.

6. Interim Vice President of Business and Continuing Education, Mr. Vincent Whitmore, met with auditors for the Department of Education to present a report on BCCC Internships and Job Placement Rates.

   The BCED FY 2017 FTE's were 2.296 against a goal of 1,955. The BCED FY 2017 unduplicated headcount was 10,157.

   Received a DLLR Cyber Security EARN Grant to work with Electronic Technologies Associates, (and the Maryland Cyber Range) to conduct pre-cyber training. Governor Hogan and Mayor Pugh attended the Ribbon-Cutting Ceremony in the Harbor and offered nice remarks about BCCC.

   Working with the Baltimore City Department of Public Works on a pending contract for three types of Water Operator Certifications.

7. Chief of Staff, Mr. Bryan Perry, Esq., reporting on IAMR-OIR shares that seven reports to the Maryland Higher Education Commission (MHEC) have been completed and timely submitted. The final report on this series, the Performance Accountability Report (PAR) is scheduled for submission following Board action at the September 20, 2017 Open Session.

   Other external and internal reporting requirements are on-going (i.e. MACC, DBM, and Middle States. Achieving the Dream, course summaries for Core Competencies Survey, and Daily Credit Enrollment updates).

8. Director of Human Resources, Ms. Michelle Williams, developed operating procedures and policies for payroll and HR Service collaboratively.

   Currently there are 29 active PIN search campaigns and 19 active contractual search campaigns.

Professional Development's Community Forum work was successfully completed with focus now turned to Convocation 2017.

Compensation and Classification erected 99 new position descriptions for Academic Affairs, Student Affairs, Business and Finance, and IAMR>

There were 236 visitors to the Office of Human Resources in August.

9. Chief Internal Auditor, Ms. Lyllis Green, met with financial auditors form S&B Company to discuss the Risk Assessment process. This process is used to evaluate and identify high risk operational processes to establish controls to mitigate risks.

   Developed, administered, and completed Key Administrative Reviews for two former members of President's Staff.

   Assist the Legislative Auditors with their review questions related to Compliance Line Reports.

10. Vice President of Academic Affairs, Dr. Tonja Ringgold, led the Academic Affairs Retreat.

    Facilitated the BCCC Achieving the Dream (AtD) kickoff, presenting at three workshops on AtD.

    Provided greetings and updates at the Full-Time Faculty Academy and the Adjunct Faculty Academy.

    Participated in the Baltimore Walk for Peace and Healing, a community event.

    Provided greetings and welcome to students and parents of incoming P-TECH cohort.

    Dr. Daphne Snowden facilitated two sessions (on grade grievances for faculty) at the Faculty Academy, facilitated three sessions of the Achieving the Dream board game at the Community Forum, and facilitated a MHEC Regulation Review training for Academic Deans, Associate Deans, Faculty Senate President and the General Education Coordinator.

    The Center for Academic Achievement (CAA), provided seven Embedded Tutors for students taking English 101 and Math 107 in the P-TECH Summer Program.

    The Library Printing Student Project Team selected Wēpa, Inc. as our printing solution for BCCC student. The ribbon-cutting ceremony was on August 28, 2017.

    Final preparations are being made for the upcoming accreditation site visits for the Nursing and Respiratory Care programs.

Respectfully submitted,

Gordon F. May, PhD

ENROLLMENT REPORT

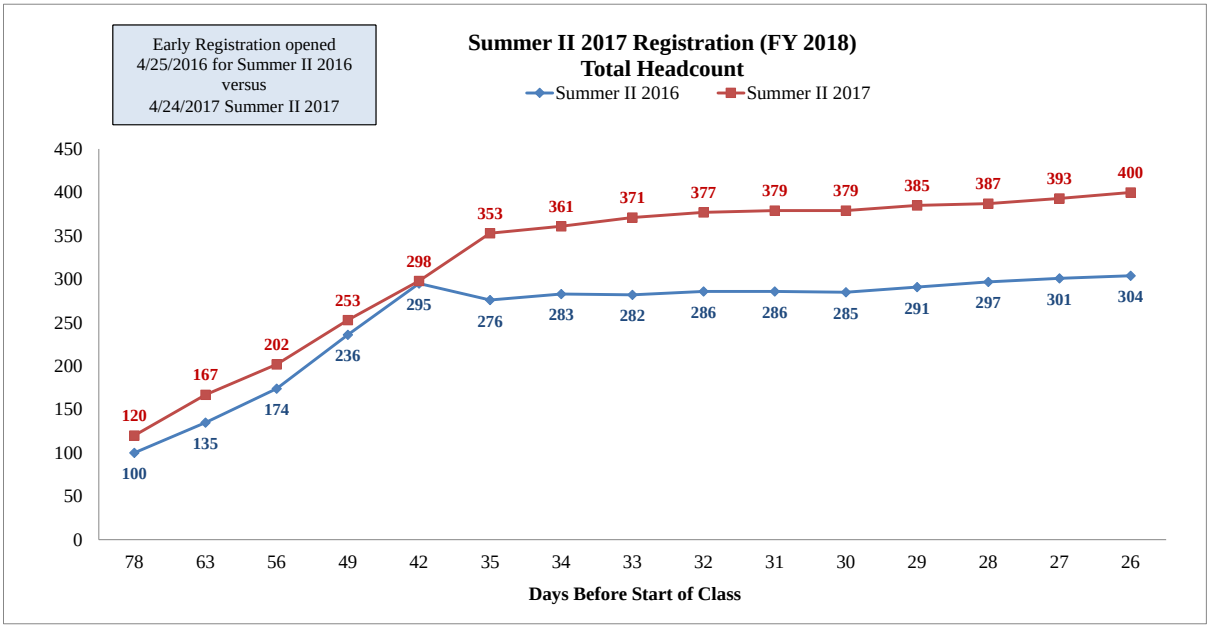
Dr. Marguerite Weber
Vice President for Student Affairs - Student Affairs Division (SA)

Below is the credit enrollment update as of June 15, 2017 for Summer II and Fall 2017 (which includes the 16-week, Accelerated I, 12-week, and Accelerated II sessions). Please note the following information.

- Early registration began on April 24 for all of the included sessions/terms.
- Summer II is the first session of FY 2018 and classes begin on July 10.
- Classes begin on August 28 for 16-week and Accelerated I Fall; September 25 for 12-week Fall; and October 23 for Accelerated II Fall.

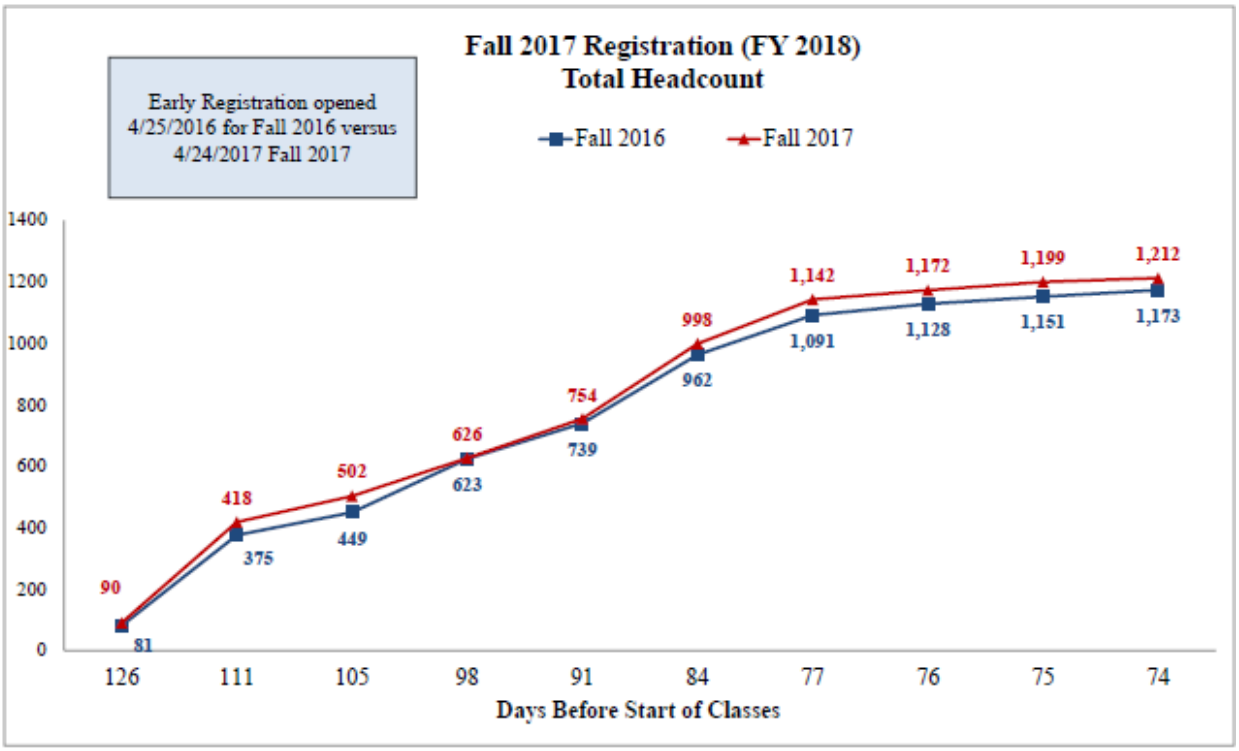
Summer II 2017

As of June 15, 2017, for **Summer II 2017** (the first session in FY 2018), we have enrolled 400 credit students compared to 304 (+32%) in Summer II 2016 (Figure 3).



Fall 2017

As of June 15, 2017, for **Fall 2017** (FY 2018), we have enrolled 1,212 credit students compared to 1,173 (+3%) in Fall 2016.



Enrollment-related Activity Highlights for June:

- Admissions engaged in increased outreach centered on summer school opportunities for City Schools students. We held admissions events and sent messages to school principals concerning financial aid availability, dual enrollment options, and registration deadlines. The messaging centered on the Summer II session, as that begins after the regular school year returns. We will need to further analysis at the end of the term to determine the portion of Summer II enrollments that came from these students.
- Although BCCC has long been a great Youth Works partner, with multiple student placement across nearly a half dozen other programs, the Mayor's office recently requested that we take on more students to help them close a gap between registered students and available job sites. In response to this call, we created a kind of "temporary agency" on campus. For the first week, students receive professional development in demeanor, communication, personal management, computers, accountability, and leadership. From 7/3 to 8/10, students will be placed at work sites across the campus for two 2-hour work blocks. The other time that they're here, they will continue to get professional and personal development on employability skills, college and career planning, and personal management (i.e., financial literacy, time management, resilience) loaded into an online course that students can work through. (As an extra bonus,

once these materials are refined through use with the Youth Works students, we can use them to train and support our work study students in our offices during the academic year.)

BCCC will benefit from this initiative. We'll have up to 36 students on campus, and they will learn about our programs, services and opportunities. These students will also have a good, well-supported experience that they will talk well of when they return to school. When they get jobs and are work-ready, they'll be able to say that they learned practical, durable, adaptable work skills that gave them a leg up on the job search. Indeed, students will practice writing application letters, filling out applications, interviewing, getting and using feedback, and many other necessary employability skills.

Enrollment Management report
Dr. Marguerite Weber, VP of Student Affairs
Dean Sylvia Rochester, Enrollment Management

The below information reflects enrollment/registration activity as of September 7 and purge activity on September 8 for fall 2017.

- The enrollment for last year does not reflect purge activity.
- Enrolled 3,840 credit students compared to 4,148 (-7%) in Fall 2016 (Figure 1).
- We are awaiting block registration of P-TECH students

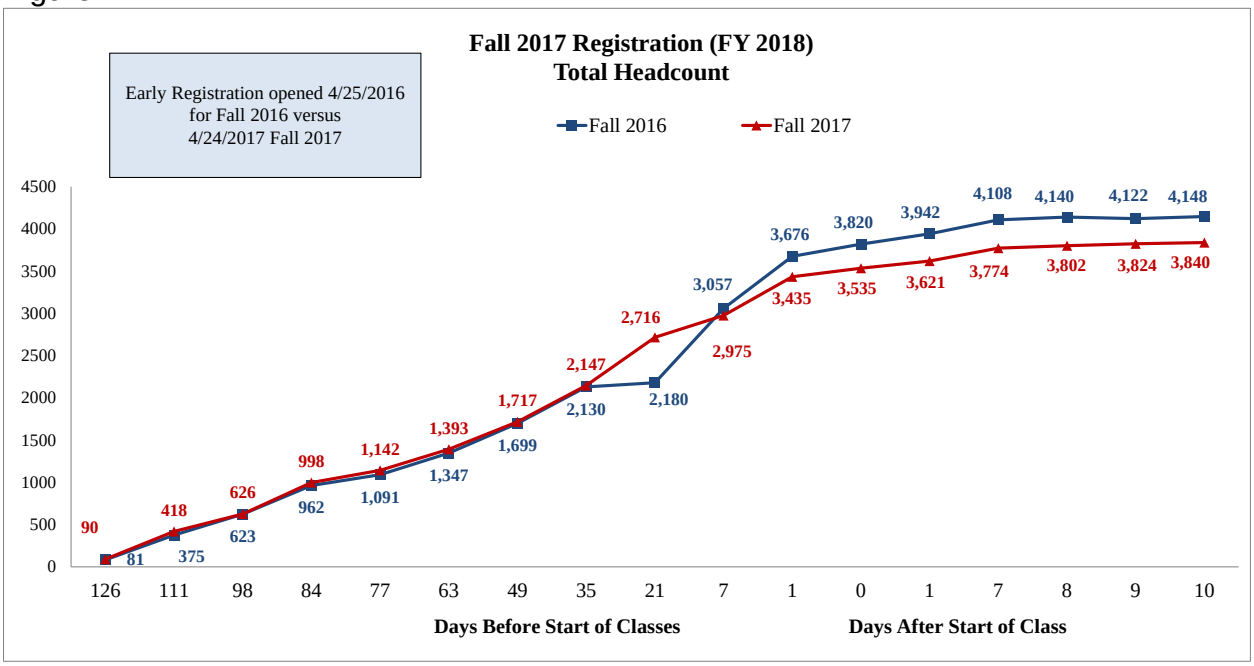
August 28 marked the first day of classes for Fall 2017 16-week and Accelerated I sessions. The 12-week session begins on September 25 and the Accelerated II session begins on October 23.

Current Enrollment Management Strategies

- Contacting students within 25% of graduation but not re-enrolled and deliver on-the-spot Degree Audits
    - Communicate information to programs on course needs
    - Connect students to support for re-enrollment
- Sending communication through Hobsons to
    - Students who are Pell Eligible and did not register (IT created the report)
    - Stop outs from Summer 2016- Spring 2017 (IT created the report)
- Collaborating with Academic Affairs to increase course offerings for 12-week and 8-week Accelerated II to accommodate new and returning students.
- Comeback Panthers
    - Outreach to students who attired from BCCC over the last 3 years and haven't re-enrolled
    - Resource fair for returning students in time to re-enroll for 8-week Accelerated II
- Student Accounting actions
    - Called drop for non-payment students each day to advise them of the payment plan options
        - Students have been commenting on receiving calls. This has been a success.
        - Results
            - Dropped for Non-payment (Non-Duplicate): 1,038

        - Students recaptured (Non-Duplicate): 844
        - Recaptured Percentage: 81%
- Posted the instructions to students on Canvas that if their balance is under $250.00, and they setup a payment plan they can register for future classes.
    - As of September 8, we have helped 38 students

Figure 1


Fall 2017 Registration (FY 2018)
Total Headcount
Early Registration opened 4/25/2016 for Fall 2016 versus 4/24/2017 Fall 2017
Fall 2016
Fall 2017
4500
4000
3500
3000
2500
2000
1500
1000
500
0
90
418
626
998
1,142
1,393
1,717
2,147
2,716
2,975
3,435
3,535
3,621
3,774
3,802
3,824
3,840
81
375
623
962
1,091
1,347
1,699
2,130
2,180
3,057
3,676
3,820
3,942
4,108
4,140
4,122
4,148
126
111
98
84
77
63
49
35
21
7
1
0
1
7
8
9
10
Days Before Start of Classes
Days After Start of Class

PERFORMANCE ACCOUNTABILITY REPORT

BOARD AGENDA
TAB 10 - ACTION
SEPTEMBER 20, 2017

Draft 2017 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 and 2016 marked the beginning of a new cycle. At the beginning of each cycle, institutions must establish five-year benchmarks for a series of indicators established by MHEC. The benchmarks are based on four years of trend data (provided by the institutions for most indicators and by MHEC for a few). There are 34 indicators and many are broken down further into sub-groups. The indicators are organized by five of the six goals of *Maryland Ready: 2013 Maryland State Plan for Postsecondary Education:* Quality and Effectiveness; Access, Affordability, and Completion; Diversity; Innovation; and Economic Growth and Vitality. 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. Each year, Baltimore City Community College's (BCCC) Director of Institutional Research conducts work sessions with teams from each College division to review the data and progress towards meeting the benchmarks. Institutions are permitted to revise benchmarks only once in the cycle: year two. Based on the most recent data and the teams' discussions, College staff recommend utilizing the opportunity to revise benchmarks related to seven indicators. These are noted in the Institutional Assessment section and highlighted in the spreadsheet.

In addition to the indicators and benchmarks, narrative sections are required related to Institutional Assessment; and 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 *Maryland Ready.* 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 Schools, area organizations, and community groups. MHEC guidelines mandate strict page-limits which are noted and adhered to in the draft Report.

The indicators and benchmarks make up the heart of the PAR, which has important internal and external uses. Internally it helps drive our strategic planning assessment processes and Managing for Results submission. Externally, it is a significant MHEC requirement that is compiled into a statewide submission to the Governor's office and, ultimately, can influence various processes at the State level. Additionally, the PAR will be shared with Middle States Commission on Higher Education as part of our progress report to be submitted in April 2018.

The College's progress in meeting our benchmarks is monitored carefully. If BCCC does not appear to be advancing towards meeting a benchmark at any point in the cycle, the Secretary of Higher Education requires a response detailing specific activities designed to improve BCCC's

progress in meeting its goals. Thus, a proactive and comprehensive Institutional Assessment section is critical. This year's Commission assessment and BCCC's response are included at the end of our Institutional Assessment section, as per MHEC's guidelines. BCCC has always come through the PAR process well and we expect to this year, too.

MHEC requires that each institution's governing board approve their PAR. The 2017 PAR must be submitted to MHEC by October 2, 2017.

BALTIMORE CITY COMMUNITY COLLEGE
2017 PERFORMANCE ACCOUNTABILITY REPORT

I. MISSION (no more than 50 words)

Baltimore City Community College provides quality, affordable, and accessible educational opportunities with comprehensive programs that meet the professional and personal goals of students while improving communities in the greater Baltimore area.

II. INSTITUTIONAL ASSESSMENT (maximum of eight pages)

In 2017, Baltimore City Community College (BCCC) joined the Achieving the Dream (ATD) network. BCCC is committed to improving our students' success and greatly appreciates the opportunity to utilize the tools afforded through ATD's capacity-building framework. ATD's President and CEO greeted BCCC faculty and staff at its Community Forum this summer and the College is beginning to implement some of its data development and distribution strategies.

State Plan Goal 1. Quality & Effectiveness: Maryland will enhance its array of postsecondary education institutions and programs, which are recognized nationally and internationally for academic excellence, and more effectively fulfill the evolving educational needs of its students, the State, and the nation.

BCCC's graduate satisfaction with educational goal achievement maintained a high rating of 94.4% for the 2014 graduates (Indicator 1). Surveys of non-returning students show that 54.4% of respondents completely or partly achieved their educational goal (Indicator 2). While reasons for leaving vary, 67.8% of those who did not meet their goal said they plan to return to BCCC.

BCCC's fall-to-fall retention rates increased to 34.3% for the fall 2015 cohort of developmental students (Indicator 3a). The four-year developmental completer rate increased sharply with the fall 2012 cohort to 29.6% (Indicator 4). BCCC's overall successful-persister rate for all students in the fall 2012 cohort increased by 12.0% to 57.9%; the developmental completers' rate stayed relatively stable at 80.1% (Indicators 5d and 5b). The overall four-year graduation-transfer rate increased for the fall 2012 cohort by 11.9% to 40.8% and by 10.8% to 47.7% for the developmental completers (Indicator 6). With most students requiring developmental coursework (Characteristic B), this emphasizes the importance of successful developmental completion and the initiatives put in place to increase retention, persistence, graduation, and transfer rates. The streamlining of developmental reading and English courses into combined RENG courses occurred in spring 2012 and the fall 2012 cohort was the first to have RENG courses as their only option (separate developmental reading and English courses were no longer offered). Students testing into the lowest levels would now have just three RENG courses to complete rather than six reading and English courses. Pass rates (ABC/ABCDFW) in RENG 91 and RENG 92 have increased from fall 2012 to fall 2016 by 16% and 13%, respectively. A departmental orientation was established for RENG students; courses were piloted with "textless" composition (no textbook allowed) to set the stage for Open Educational Resources (OERs); and RENG 92 was added to the weekenders program with sections held on Friday evenings, Saturdays, and Sunday mornings. All RENG courses are accelerated hybrid courses allowing students who test into RENG 92 to take RENG 92 and ENG 101 in accelerated sessions in the same semester. The fall 2012 entering cohort was also the first to benefit from the streamlined MAT 87M course that combines the upper two developmental math courses for non-STEM majors. In spring 2017, five sections of MAT 87M piloted the use of the new ALEKS software. In summer 2017, OERs were offered to all face-to-face developmental math sections and MAT 86M was added as a modularized curriculum that allows students to progress at their own pace with online and instructor support in a computer lab. MAT 91M and MAT 92M are being offered this fall in the same format. RENG and MAT instructors work with the Promise Academy to provide students in the lowest levels with supplemental support including embedded

tutoring. Course pass rates in PRE 100 and CLT 100, key first-year courses, increased from fall 2012 to fall 2016 by 16% and 6%, respectively. 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 2016-17, the program served 230 students many of whom received individualized, intensive support services. Of those students, 31 graduated with degrees, 3 with certificates, and 10 transferred in fall 2017. To address some of the students' non-academic needs, the program conducted a research project to study how a sense of belonging impacts retention and academic performance. Initial outcomes indicated a positive impact. Activities held include the "Clothing Swap and Shop;" March of Dimes fundraiser; and "Understanding Money and Credit" and "Time Management" workshops.

BCCC graduates' licensing examination pass rates remain very high with Licensed Practical Nursing, Physical Therapy Assistant, Dental Hygiene, and Respiratory Care all achieving pass rates of 100% in FY 2016 (Indicator 7). The pass rate for Registered Nursing (RN) graduates increased by 21.9% to 78.8% through initiatives designed to address the increased complexity of the NCLEX-RN licensing exam (revised in FY 2013). Strategies implemented over the past year include the use of a comprehensive practice exam (in the senior year nursing course) as a diagnostic tool and offering fourth semester students free additional preparation for the exam through the Nursing 4.0 Retention grant. BCCC is committed to meeting its benchmark of 85%.

The performance of BCCC transfer students at senior institutions increased in AY 2015-16. The percentage of students with a cumulative GPA of 2.0 or above after the first year increased to 83.4% and the mean GPA after the first year increased to 2.75 (Indicators 8a and 8b). Graduates' satisfaction with transfer preparation achieved 100% (Indicator 9). BCCC has implemented new articulation agreements; created and staffed a transfer center; and implemented dual enrollment agreements with senior institutions. The recent articulation agreement with Goucher College targets BCCC honors students and offers a seamless transfer into Goucher's honors program. BCCC entered into new agreements with Morgan State University this year related to their Psychology and Actuarial Science programs. BCCC's new agreement with UMBC's Transfer Student Alliance offers eligible students who intend to earn a bachelor's degree at UMBC after completing their associate's degree at BCCC the opportunity to benefit from joint programmatic efforts, shared resources, and other UMBC privileges while still enrolled at BCCC. Upon completion of the program and initiation of transfer to UMBC, eligible students will be guaranteed admission, scholarships, and housing.

BCCC is committed to student success by allocating as much of its resources as possible to instruction, academic support, and student services (Indicators 8a and 8b). The percent of expenditures spent on instruction and academic support increased to 43.8% and 8.7%, respectively. The percent of expenditures spent on student services and "other" declined slightly to 10.7% and 36.8%, respectively (Indicators 8c and 8d).

State Plan Goal 2. Access, Affordability, and Completion: Maryland will achieve a system of postsecondary education that advances the educational goals of all by promoting and supporting access, affordability, and completion.

BCCC's annual unduplicated credit headcount decreased to 6,679 in FY 2016 while the market share of part-time undergraduates increased to 25.5% (Indicators 9b and 13). The majority of BCCC's students enroll part-time, 69.7% in fall 2016 (Characteristic A). A recruitment campaign was implemented by all divisions and across the Baltimore City Public School System (BCPSS) with information being sent to students earlier than in prior years. The weekenders program is rich with general education courses including English, speech, and music; and Early Childhood Education/Maryland State Child Care Certification courses are now offered on Saturdays. In summer 2017, the Student Engagement Workgroup was implemented to increase student engagement in groups of students that are under-represented at current activities; connect co-curricular learning opportunities to college-career connections; and increase student satisfaction with their connection to the College. The College's partnership with Year Up continues to grow. The fall cohort is expected to be nearly twice the size of fall 2016's cohort. At the end of the year-long Year Up program which includes coursework, workforce training, and paid internships, students are invited to continue their studies at BCCC while continuing their employment. As the partnership grows, the College anticipates increased enrollment of part-time students. The first cohort of 83 BCPSS students in the Pathways in Technology Early College High School (P-TECH) enrolled in summer 2017 and they are expected to enroll in the fall 2017 twelve-week session. Future cohorts are expected to increase our enrollment of dual-enrolled students. BCCC is utilizing Hobsons as a student relationship management tool to capture student inquiries from events and deliver targeted messages. College work groups have conducted cross-function reviews of student processes from initial contact through their application, admissions, advising, registration, financial aid award, and bill payment. This work has resulted in many streamlined processes including online application and registration; and more frequent and informative communications to students about payment arrangements.

The number of dual enrolled high school students fell to 102 for fall 2016 (Indicator 15). BCCC has been expanding its outreach and engagement with BCPSS high schools with initiatives such as the PTECH partnership, Early College Institute, and Academy for College and Career Exploration summer bridge program. The first cohort of PTECH students enrolled in four college-level courses at BCCC this summer: Preparation for Academic Achievement (PRE) 100, English 101, Computer Literacy (CLT) 100, and Health & Life Fitness 100. PTECH students received support services including embedded tutoring and skill-building sessions held twice a week outside of class time. BCCC's PTECH Coordinator met with students, parents, and schools regularly throughout the summer session. Through BCPSS, the coordinator has liaisons who connect with parents and engage industry partners to mentor PTECH students. Cohort 1 will be enrolling in additional BCCC courses in fall 2017. BCCC has agreements with BCPSS to facilitate awarding credit to students who successfully complete selected Career and Technology Education programs while still in high school. An agreement with REACH! Partnership School provides a four-year progressive program for college-ready high school students to dual-enroll at BCCC. New dual enrollment agreements for fall 2017 include St. Francis Academy and Frederick Douglass High School which will be aligned with their Law and Leadership program.

The total number of degrees and certificates awarded increased by 5.7% in FY 2016 to 538. The number of transfer degrees increased 38.1% to 232 and the number of certificates awarded increased by 8.7% to 113. The numbers of career degrees awarded fell to 193 (Indicator 16). The greatest increases were in the Allied Human Services programs and Nursing and Health

Professions programs. The College instituted an outreach effort to students who left BCCC without graduating to return for an instant degree audit; advisement regarding courses needed to graduate; and financial aid guidance. “Comeback Panther” events will be launched in the fall and will include college and career fairs; external speakers; and recent BCCC graduates’ returning to encourage students to reenroll and complete their degrees or certificates.

BCCC’s unduplicated headcount in continuing education fell to 8,874 in FY 2016, but data for FY 2017 show a sharp increase. Therefore, the College is increasing its continuing education benchmark to 9,850 and the total College benchmark to 16,165 for FY 2020 (Indicators 11c and 11a). The Business and Continuing Education Division (BCED) remains committed to responding to the needs of the City’s citizens and business community. Unduplicated annual headcount and annual course enrollments in continuing education community service and lifelong learning courses declined in FY 2016 to 634 and 943 respectively (Indicator 18). While FY 2017 has seen slight increases, the College is reducing its benchmarks to 790 and 1,150, respectively. As a cost containment measure, selected courses were sunsetted based on declining demand and resources. A variety of lifelong learning courses are offered ranging from software skills to sewing and textile design.

The unduplicated annual headcount and annual course enrollments in continuing education basic skills and literacy courses fell in FY 2015 to 6,182 and 14,824, respectively (Indicator 19). FY 2017 data show further declines; therefore, the College is reducing these benchmarks to 6,100 and 13,500. Enrollment in ESOL courses were impacted by the decline in refugee resettlement in the City from FY 2015 to FY 2016 and a decline in the demand for courses for Special Immigrant Visa holders. While FY 2017’s refugee resettlement rate increased, it is expected to decline in FY 2018. BCED hosted its second information session for skilled immigrants this spring which drew 45 students from the English Language Services (ELS) and Basic Skills programs. This provided an informative networking opportunity with representatives from a wide range of agencies including the Maryland State Medical Society; Maryland Board of Nursing; Maryland State Department of Education; World Education Services’ Global Talent Bridge; Maryland Department of Labor, Licensing and Regulation; and International Rescue Committee. The ELS department has maintained a long relationship with the Maryland Office of Refugees and Asylees for Refugee English Language Training services and the Refugee Youth Project. In FY 2017, the relationship expanded to include the services for the “Services to Older Refugees” grant, which connects older refugees with Citizenship preparation classes as well as health and housing case management services. English as a Second Language (ESL) course offerings in the community expanded due to new partnerships with the Enoch Pratt Southeast Anchor Library and Christ Deaf Church. The State is working with local providers to develop strategies to address low GED® completer rates; students are taking longer to progress through the program as many students are coming in at lower skill levels. BCED’s GED® course enrollments have seen declines with other providers in the City offering similar services. The Adult Basic Education (ABE) partnership with the Baltimore City Department of Public Safety has expanded to include services to women in Central Booking and men in the Metropolitan Transition Center. Basic Skills courses are offered to detainees to help bridge the skill gaps in reading and math in addition to providing GED® exam preparation. ABE expanded its relationship with the Center for Urban Families to include Basic Skills, GED®, and digital literacy to the men in the Baltimore Responsible Fatherhood Project. In FY 2017, ABE expanded

course offerings in the community with new partnerships with Catholic Charities' programs My Sister's Place and Ben Franklin Center in addition to several Judy Centers in the City. In FY 2017, ABE partnered with the Baltimore City Health Department to implement the five-year Baltimore Accountable Health Community project which is a comprehensive, City-wide effort to address patients' health-related social needs including screenings and referrals to community resources. Patients are referred to BCCC for ABE and ESL education and training services. Over 400 students are enrolled in Citizenship Preparation classes through the United States Citizenship and Immigration Services grant and, to date, 64 have achieved U.S. citizenship.

Low incomes and extensive personal and job responsibilities are characteristic of most BCCC students, making affordability a key issue. BCCC is committed to affordable, accessible, and high-quality education. Nearly half of students work more than 20 hours per week and 44.3% receive Pell grants (Characteristics G and E). BCCC strives to keep tuition and fees at a fraction of those for Maryland public four-year institutions, decreasing to 32.9% in FY 2016 (Indicator 17). The College now utilizes a market-based tuition and fee model which calls for adjustments based on programmatic needs and sustaining existing services while remaining affordable. The College has a flat rate tuition and fee schedule for students enrolled in 12 to 18 credits.

State Plan Goal 3. Diversity: Maryland will ensure equitable opportunity for academic success and cultural competency for Maryland's population.

The percentage of minority student enrollment at BCCC has always exceeded the corresponding percentage in its service area; 91.7% of BCCC's fall 2016 credit enrollment were minorities and 90.3% of FY 2016 continuing education enrollment compared to 69.6% of the City's population (Indicator 20). African-Americans comprise the majority of BCCC's credit students; therefore, their successful-persistence and graduation-transfer rates are similar to college-wide outcomes (Indicators 23 and 24). The information and initiatives discussed elsewhere apply to successful persistence, graduation, and transfer outcomes for African-Americans and other minorities. In fall 2016, 69.6% of full-time faculty and 74.6% of full-time administrative/professional staff were minorities (Indicators 21 and 22). The Office of Human Resources uses a variety of channels to attract a diverse, qualified, and competitive applicant pool. All positions are posted on the BCCC website, *HigherEd Jobs, Inside Higher Ed, U.S. Jobs,* and *Academic Careers Online.* Vacancies for certain positions are posted on specialty websites including Dice, Society for Human Resource Management, Chesapeake Human Resources Association, *Chronicle of Higher Education,* and Idealist Careers. BCCC utilizes various social media platforms including Twitter, Facebook, and LinkedIn to garner additional applicants. Recruitment efforts are managed with a new applicant tracking system (implemented in 2016) which has streamlined the application process; and management of incoming resumes and applications. The system enables applicants to create a profile that can be used to easily apply for multiple positions. BCCC actively participates in job fairs including the Baltimore 1000 Job Fair, Goodwill Job Fair, Kingdom Life Church Job Fair, and will host a job fair this fall that is open to the community.

The fall-to-fall retention rate for the 2014 cohort of Pell grant recipients increased to by 3.0% to 34.6% (Indicator 25a). As seen with past cohorts, the Pell-recipient and developmental student rates are similar (Indicator 3a). Despite this increase, the number of Pell grant recipients fell by over 1,000 students from FY 2015 to FY 2016, as reflected in the lower percentage of students

receiving Pell grants in FY 2016 of 44.3% (Characteristic E). The Enrollment Management department and the Student Accounting Office have increased and clarified communications to students related to payment arrangement options and how to make them. The Office of Financial Aid continually offers workshops; day, evening, and weekend hours; and free assistance for completing the FAFSA to new and continuing students; and their parents.

State Plan Goal 4. Innovation: Maryland will seek to be a national leader in the exploration, development, and implementation of creative and diverse education and training opportunities that will align with State goals, increase student engagement, and improve learning outcomes, and completion rates.

When Maryland institutions began reporting online credit course enrollments in FY 2002, BCCC's enrollments were just 802; in FY 2016, they were 7,489 (Indicator 26a). The spring 2017 Learning With Technology student survey (151 respondents) showed that 84.3% would take another online course at BCCC and 75.3% felt they were part of a community of learners. The following programs can be completed entirely online or in combination with face-to-face classes: Accounting; Allied Human Services; Arts and Sciences – Psychology; Business Administration Transfer; Business – Management; Law Enforcement and Correctional Administration; Early Childhood Education; General Studies Transfer; Legal Assistant; and Coding Specialist. The College remains committed to ensuring the quality of online courses by offering more courses that are certified by Quality Matters and promoting continuous professional development opportunities for faculty who teach online courses. Faculty report increased engagement with online students via Canvas and student survey results show that 57.4% sent messages to their instructors via Canvas. OERs have increased for many courses and will continue to increase. Canvas offers 24-hour phone and chat support to students that was not available with the previous learning management system. An online Canvas student orientation is conducted and 93.0% of survey respondents reported that the orientation was useful or very useful. Non-credit online course enrollments increased to 374 in FY 2016 (Indicator 26b) largely due an increase in ABE and ESL Computer Literacy course offerings. The summer 2017 session of APEX enrolled 100 students. Through a realignment of course offerings and increased promotional efforts, the ESL language lab increased registrations online in FY 2017 in three courses: Basic Skills Tutorial, Independent English Online, and Computer Literacy.

State Plan Goal 5. Economic Growth and Vitality: Maryland will stimulate economic growth, innovation, and vitality by supporting a knowledge-based economy, especially through increasing education and training and promoting the advancement and commercialization of research.

Responses to the 2014 Graduate Follow-Up Survey's questions related to career program outcomes were too few to report (Indicators 27 and 28). The most recent data from the Jacob France Institute show that the FY 2013 graduates' median income more than doubled from one year prior to three years after graduation (Characteristic Ib). Results from the 2014 and 2016 administrations of the Community College Survey of Student Engagement (CCSSE) show an increase in the percentage of students who report that their experience at BCCC contributed to their knowledge, skills, and personal development in acquiring jobs or work-related knowledge and skills (from 83.2% to 86.8%); and effectively working with others (from 91.4% to 93.1%).

Responses remained high related to BCCC contributing to students developing clearer career goals (86.6% in 2016) and getting information about career goals (81.9% in 2016). The Office of Career Services (OCS) holds career workshops and fairs; employer visibility days throughout the year; and develops internship opportunities. OCS is collaborating with BCCC's academic program coordinators and advisory boards to expand internship and job opportunities.

The annual unduplicated headcount in continuing education workforce development courses increased substantially to 1,892 and course enrollments remained stable in FY 2016 at 2,257 (Indicators 29a and 29b). FY 2017 data show further increases; therefore, BCCC is increasing its benchmarks to 2,800 and 3,600, respectively. Course offerings are based on the area's workforce needs: increasing skills for incumbent workers as well as entry-level skills that lead to stackable credentials. The unduplicated headcount and course enrollments in Continuing Professional Education leading to government or industry-required certification or licensure remained stable in FY 2016 at 730 and 1,041, respectively (Indicators 30a and 30b). Data for FY 2017 show marked growth; therefore, the benchmarks are being increased to 1,250 and 1,750, respectively. The unduplicated headcount in contract training increased to 2,261 and course enrollments increased to 2,863 (Indicators 32a and 32b). Based on the most recent year's data, the College is revising its benchmarks to 2,300 and 2,900, respectively. The number of business organizations continued to increase in FY 2016 to 73 and employer satisfaction with the contract training remained at 100% (Indicators 31 and 33). The College remains committed to being as flexible and responsive as possible in developing, packaging, and delivering the training needed by area employers. BCED recognized that it was missing an important service component because it did not offer job placement. In response, resources were reallocated to add the position of Manager of Job Placement and Employer Engagement; increase the instructor pool to enhance the ability to provide courses and services on site; and increase the contract training focus on employer engagement and skill-enhancement training. Training initiatives include essential skills training (generalizable professional development) with the Maryland State Highway Administration; and skills enhancement (for specific industries or organizations) for incumbent worker training for the Department of Corrections and Baltimore City Police Department.

Enrollment in STEM programs increased in fall 2016 to 2,695 (Indicator 34a). STEM awards decreased to 242 in FY 2016 (Indicator 34b). BCCC was one of three Maryland community colleges to host GEARUP students interested in STEM programs. Eleven students held summer internships at the Washington Center for which they were awarded scholarships. Fifteen students participated in the International Leadership Conference at James Madison University. More than 35 students and faculty members attended the third annual Maryland Collegiate STEM Conference where a student from BCCC's Arts & Sciences – Science program presented his research. He is a recipient of the Towson/BCCC Bridges Grant, a partnership funded by the National Institute of Health that supports selected BCCC science students to become STEM scholars with a tuition-paid Towson University course taught at BCCC; paid summer and fall internship; and, upon transfer to Towson University, one tuition-paid semester.

Response to Commission Questions

Commission Assessment: *Market share of first-time, full-time freshmen (Indicator 12). Market share of recent, college-bound public high school graduates (Indicator 14).*

The College has seen fluctuations in the market share of first-time, full-time freshmen and of recent, college-bound public high school graduates over the past few years. The College has set an aggressive benchmark goal for increasing the market share of recent, college-bound high school graduates by 14.4 percentage points (from 25.4% in Fall 2015 to 39.8% in 2020) and a more modest benchmark increase for the market share of first-time, full-time freshmen (from 15.0% in Fall 2015 to 20.0% in 2020). Please discuss what factors inform these benchmarks and the plans put in place by the College to meet these goals.

BCCC's market share of first-time, full-time freshmen fell in fall 2016 to 13.5% (Indicator 12). While the share for this population declined by 1.5% from fall 2016 (27 students), the market share for first-time part-time freshmen increased by 3.3% (102 students). BCCC's credit student population is largely comprised of part-time students; that proportion has increased in recent years to 69.7% in fall 2016 (Characteristic A). The characteristics and personal responsibilities of the majority of BCCC's students make full-time enrollment challenging: 57.3% are 25 years of age or older and 45.4% are employed at least 20 hours per week (Characteristics F and G). BCCC continues its efforts to support full-time enrollment. Respondents to the 2016 CCSSE reported that 44.9% have children that live with them and 49.5% reported that child care is an important service to them. The College's Clarence W. Blount Child Care Center expanded its access for the children of students and staff (with limited slots for the community); it now serves children six months to 12 years of age and offers evening care. Scholarships are offered through the federal Child Care Access Means Parents in School grant. The Center participates in the Maryland Child and Adult Food Program which enables the children to receive three healthy meals a day and nutrition education. It is open every day that the College is open for regular operations (excluding spring break and scheduled professional development days). CCSSE respondents report that data 67.1% use their own income/savings as a major or minor source for paying their tuition. To ease the financial burden, BCCC has launched Open Educational Resources (OER), a State and national effort to reduce college costs through use of copyright-free resources including e-textbooks and videos. The College received three OER mini-grants from the University of Maryland's Kirwan Center for Excellence to create and offer courses that do not require textbook purchases, which are designated as Z-courses. BCCC implemented a task force to institutionalize the use of OERS and coordinate communications about Z-courses to students. In addition to the cost savings, students get immediate access to the resources on the first day of class via computer, tablet, or smartphone. Fall 2017 Z-courses include Psychology (PSY) 101; Biology (BIO) 101 and 102; and Preparation for Academic Achievement (PRE) 100.

The market share of recent, college-bound high school graduates fell to 19.8% in fall 2016 (Indicator 14). BCCC has noted the Commission's concern along with the decline of 5.6% for the fall 2016 group. In light of these factors, BCCC is revising its benchmark for fall 2020 to 28.0%. New relationships have been forged with BCPSS through such initiatives as PTECH. The population of the PTECH students is younger than anticipated at the time of last year's Report. Students who began the BCCC component of the PTECH initiative this summer were as young as rising high school sophomores; they are not likely to be in a future cohort of recent high school graduates. The initiative recently announced by Baltimore City Mayor Catherine Pugh regarding free tuition at BCCC for recent BCPSS graduates slated to begin in fall 2018, coupled with the College's other outreach initiatives to BCPSS discussed earlier in the Report, are expected to increase our market share to the revised benchmark for fall 2020 of 28.0%.

COMMUNITY OUTREACH AND IMPACT **(maximum of three pages)**

BCCC's current Strategic Plan calls for strengthening partnerships and community outreach and the College remains 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 AY 2016 – 17, TRIO/SSS-STAIRS students and staff; and members of the College's Ascenders Club served food to the homeless at the Franciscan Center in the City. As part of Martin Luther King, Jr. Day of Service, students read to the children at the Clarence W. Blount Child Development Center. Students and staff volunteered over the summer at the Helping Up Mission which supports men fighting drug addiction and homelessness in the City. The Ascenders Club raised a total of $1,000 for the March of Dimes. Accounting and Business Club members, along with peers from Coppin University, volunteered to prepare tax returns for lower income members of the community. The students prepared a total of 750 tax returns in spring 2017.

The Dental Hygiene department held its annual "Senior Week" community service project and "Sealant Saturday." Senior Week is held for adults 62 and over from greater Baltimore who receive free dental cleanings; fluoride treatments; blood pressure screenings; full dental x-rays; oral cancer screenings; dental and periodontal exams; brushing and flossing instructions; and tobacco cessation and nutrition counseling. Fourteen Dental Hygiene students treated 31 patients. "Sealant Saturday" brings children from the community ages 5-18 to the Dental Hygiene Clinic at the Liberty campus for free dental sealants to help prevent tooth decay; free dental screenings; oral hygiene; and fluoride treatments. The Physical Therapy Assistant program sponsored the fourth annual Fitness Can Be Fun Games: 4 Seasons of Fitness at the Liberty Campus to educate the community through activities that promote healthy lifestyles including team games, relay races, Zumba, line dancing, and offering healthy refreshments. Proceeds from the silent auction, of donations from local businesses, benefited the Mt. Washington Pediatric Hospital (MWPH). MWPH staff shared information about their programs and nutrition.

The Student Government Association (SGA) hosted three high schools for workshops on college readiness. The SGA President was invited to speak at Beechfield Elementary School's Middle School attendance assemblies about the importance of attending school every day and how to be a successful student. The SGA and Office of Student Life and Engagement (OSLE) held the annual 9/11 Commemorative Event to mark the fifteenth year of the attacks. The event included a moment of silence, timeline of events read by students, personal reflections, and a staff performance of the Star-Spangled Banner. To close, participants were led outside to read the poem "We Shall Never Forget;" release red, white and blue balloons; and receive remembrance pins. The SGA and OSLE held the second annual Peace Rally which focused on bringing the BCCC community together to acknowledge different religions, social backgrounds, and ethnicities. Presentations were made by BCCC's President, Vice President for Academic Affairs, Coordinator of International Student Services, Student Trustee, and SGA officers. The 61 attendees wrote in peace circles how to spread peace; they will be displayed on campus.

The Anthropology and Sociology Club, supported by the SGA and OSLE, sponsored its annual Latino Heritage Month Celebration called "Red, Black and Brown: Native American, African American and Latino Exchange." The featured performance was Bomba Yo. Fifty participants enjoyed this interactive celebration of culture. The History Club and OSLE hosted Constitution Day with State's Attorney Marilyn Mosby as the guest speaker. The Day recognizes the U.S. Constitution and those who have become U.S. citizens. Ms. Mosby spoke on the importance on standing up to make a difference in your community today. The 118 attendees received pocket-size U.S. Constitutions. The Criminal Justice Club held the eighth annual Women's History Month Celebration with the theme "Celebrating the Accomplishments of Women."

Partnerships and Outreach: Baltimore City Public Schools (BCPS) and Community Sites

The Refugee Youth project (RYP) continues to serve refugee youth resettled in the Baltimore area with after-school activities, homework help, and mental health services to support their integration in BCPS. In FY 2017, the program served over 300 youth at Patterson High School, Moravia Park Elementary School, and a satellite location serving students in the Catonsville area. The RYP/English Language Institute (ELI) International Summer Academy served high school students from the City, Catonsville, and Lansdowne. The ESL Student Advisor attended back-to-school events at Patterson and Digital Harbor High Schools and hosted a college orientation/welcome event for Reginald F. Lewis High School ESL students on campus with the Admissions Office. The Computer Aided Drafting & Design Club members hosted information tables for 60 visiting students for which members from Club Gifted painted welcome signs in Spanish. The YouthWorks initiative expanded to include workforce soft skills development.

BCCC's Upward Bound Math and Science Program has continued its five-decades-long partnership with BCPS, attracting 62 students from eleven high schools to its pre-college services and activities which included a visit to the Smithsonian National Air and Space Museum in summer 2017. The College participated in the BCPS college and career readiness network. The College's annual Youth Day brought students from ten middle schools to campus for tours, presentations, a BCCC Panthers basketball game, and the Baltimore Ravens literacy initiative.

Business, Organizations, and Agencies

The ABE and ELS directors worked with Baltimore City's Workforce Development Board and core partners such as the Department of Rehabilitation Services and Department of Labor, Licensing, and Regulation to develop Baltimore City's Workforce Innovation and Opportunity Act Plan, which will guide workforce activities for the Baltimore region and align job seekers with support programs to reduce their barriers to success. BCED is a training provide in the Johns Hopkins REACH Program, a career acceleration program designed to help current employees gain the skills and knowledge necessary to fill vacant healthcare positions. Since July 2016, 50% of the participants have completed their training and 50% are still enrolled. The One for Jobs Initiative, through the Mayor's Office of Economic Development, funds reading and math literacy courses in targeted City areas, enrolled 192 students in BCCC's literacy courses with 114 increasing their math or reading literacy by two grade levels.

Community Programs and Events on Campus

BCCC hosted the Baltimore City Health Department trauma informed care training sessions on opioid overdose prevention for City employees and other community providers in summer 2017. The first Community Resource Fair was held with 14 community agencies including the Penn North Community Resource Center, Johns Hopkins University Reach Initiative, and Department of Veterans Affairs. Community-specific film screenings and discussions were conducted through the Baltimore Child Abuse Center's Rebuild Baltimore Program with focus on childhood trauma and chronic exposure to community violence. The School of Arts and Social Sciences hosted "A Historical Overview of Black Policing in Baltimore, Maryland" with Mr. Robert Horne, a Baltimore City Police Officer, as a speaker. Other events hosted by the College include the Baltimore Child Abuse Center's Speak Out Series; a community workshop on support for veterans with disabilities; the biennial American Red Cross blood drives; high school completers' award ceremony for Thread; and the third annual Vegan SoulFest.

BCCC's community choir, comprised of students and community members, presented its holiday and spring concerts. The BCCC Players presented a readers theater of "Campin' Out: In," written by a BCCC faculty member and her husband. BCCC's hosted the "695 Senior Shootout" basketball tournament which brought girls from high school teams across the country to campus.

As part of Women's History Month, the Office of U.S. Senator Chris Van Hollen hosted workshops to help women take charge of their financial futures. The Senator provided greetings and the keynote speaker was Ms. Michelle Singletary, personal finance columnist with *The Washington Post*. Workshops included basic financial literacy; managing debt and credit; retirement planning; and navigating the world of business ownership. BCCC's ten-year partnership with the League of Women Voters has resulted in the registration of over 2,000 voters from the drives held on campus for faculty, staff, students, and the community.

Community Forums, Fairs, and Festivals

BCCC participated in Baltimore City's Annual LatinoFest, sharing our programs with the City's immigrant communities; National College Fair; and the eighth annual B'More Healthy Expo at the Baltimore Convention Center. The ABE staff participated in community outreach event including: Adolescent Resource Fair, Baltimore City Juvenile Justice Center, Shiloh Christian Community Church, Housing Authority-Gilmore Homes, Goodwill Industries – Convention Center, Rita Church Community Center, Youth Rise Workforce Summit, and Community Builders. The College's annual school supply drive to support local City students and the Clarence W. Blount Child Development Center resulted in hundreds of donated items being distributed at the Back to School Community Fair held at the Ivy Family Support Center.

BCCC's President and Mayor Catherine Pugh attended the Mondawmin Mall's 60th Anniversary Celebration. President May serves as a member of the Board of Directors for the Greater Mondawmin Coordinating Council (GMCC). BCCC provides technical support to GMCC related to strategic planning and board development. The Interim Vice President for Business and Continuing Education and Mayor Pugh participated in the Career Pathways and Resources Fair held at the Columbus Center and was sponsored by the MOED; Visit Baltimore; Baltimore Education and Training Foundation; Spirit Cruises; and the Institute of Marine and Environment Training. BCCC showcased its workforce development and ancillary training services.

BALTIMORE CITY COMMUNITY COLLEGE
2017 ACCOUNTABILITY REPORT

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 2013	Fall 2014	Fall 2015	Fall 2016
A.	Credit students enrolled part time	66.9%	66.5%	68.4%	69.7%
B.	Credit students with developmental education needs	87.2%	86.2%	87.0%	59.8%

		Spring 2010	Spring 2012	Spring 2014	Spring 2016
C	Credit students who are first-generation college students (neither parent attended college)	44.5%	45.0%	43.7%	38.0%

		FY 2013	FY 2014	FY 2015	FY 2016
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	3,937	3,950	3,939	3,537

		FY 2013	FY 2014	FY 2015	FY 2016
E	Financial aid recipients				
	a. Credit students receiving Pell grants	50.3%	51.7%	53.6%	44.3%
	b. Credit students receiving loans, scholarships and/or need-based financial aid	59.5%	60.5%	62.1%	52.9%

		Fall 2013	Fall 2014	Fall 2015	Fall 2016
F	Students 25 years old or older				
	a. Credit students	55.2%	59.6%	59.0%	57.3%

		FY 2013	FY 2014	FY 2015	FY 2016
	b. Continuing education students	73.4%	72.4%	78.4%	79.3%

		Spring 2010	Spring 2012	Spring 2014	Spring 2016
G	Credit students employed more than 20 hours per week	53.0%	53.8%	50.4%	45.4%

		Fall 2013	Fall 2014	Fall 2015	Fall 2016
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	1.0%	2.8%	2.8%	2.0%
	b. Black/African-American only	80.6%	79.1%	77.0%	74.3%
	c. American Indian or Alaskan native only	0.8%	0.2%	0.1%	0.1%
	d. Native Hawaiian or other Pacific Islander only	0.3%	0.2%	0.1%	0.1%
	e. Asian only	3.1%	2.4%	2.6%	2.4%
	f. White only	8.2%	7.7%	7.5%	8.2%
	g. Multiple races	1.2%	2.0%	1.8%	1.9%
	h. Foreign/Non-resident alien	4.6%	3.7%	6.2%	8.3%
	i. Unknown/Unreported	0.1%	1.9%	1.9%	2.0%

		FY 2013	FY 2014	FY 2015	FY 2016
I	Wage growth of occupational program graduates				
	a. Median income one year prior to graduation	$22,686	$18,737	$20,964 (n=269)	$18,525 (n=220)
	b. Median income three years after graduation	$41,700	$38,242	$42,446 (n=315)	$39,219 (n=254)

Goal 1: Quality and Effectiveness

		Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Benchmark Alumni Survey 2018
1	Graduate satisfaction with educational goal achievement	98.0%	92.0%	98.7%	94.4%	**95.0%**

		Spring 2009 Cohort	Spring 2011 Cohort	Spring 2013 Cohort	Spring 2015 Cohort	Benchmark Spring 2019 Cohort
2	Non-returning student satisfaction with educational goal achievement	68.0%	89.0%	77.1%	54.4%	**65.0%**

		Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2019 Cohort
3	Fall-to-fall retention					
	a. Developmental students	35.1%	31.9%	33.0%	34.3%	**38.0%**
	b. College-ready students	na (n=18)	38.8%	39.7%	na (n=29)	**44.7%**

		Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Benchmark Fall 2016 Cohort
4	Developmental completers after four years	17.2%	24.7%	18.4%	29.6%	**24.0%**

		Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Benchmark Fall 2016 Cohort
5	Successful-persister rate after four years					
	a. College-ready students	72.7%	75.0%	57.8%	na (n=48)	**62.8%**
	b. Developmental completers	72.6%	75.5%	81.3%	80.1%	**86.3%**
	c. Developmental non-completers	41.1%	35.2%	31.5%	35.8%	**Not Applicable**
	d. All students in cohort	51.3%	50.8%	45.9%	57.9%	**50.9%**

		Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Benchmark Fall 2016 Cohort
6	Graduation-transfer rate after four years					
	a. College-ready students	57.6%	60.0%	39.1%	na (n=48)	**44.1%**
	b. Developmental completers	43.3%	40.1%	36.9%	47.7%	**41.9%**
	c. Developmental non-completers	29.5%	27.8%	24.5%	31.3%	**Not Applicable**
	d. All students in cohort	35.5%	34.0%	28.7%	40.8%	**33.7%**

		FY 2013	FY 2014	FY 2015	FY 2016	Benchmark FY 2020
7	Licensure/certification examination pass rates					
	a. Nursing - National Council	77.1%	70.5%	56.9%	78.8%	**85.0%**
	Number of Candidates	70	61	72	52	
	b. Licensed Practical Nurse - National Council	na	na	na	100.0%	**90.0%**
	Number of Candidates	2	na	na	6	
	c. Physical Therapy - Assessment Systems	100.0%	90.0%	100.0%	100.0%	**97.5%**
	Number of Candidates	14	19	12	14	
	d. Dental Hygiene - National (Written) Board	95.2%	100.0%	100.0%	100.0%	**97.5%**
	Number of Candidates	21	23	18	14	
	e. Respiratory Care - MD Entry Level Exam	84.6%	90.0%	83.3%	100.0%	**86.7%**
	Number of Candidates	13	10	12	7	

		AY 12-13	AY 13-14	AY 14-15	AY 15-16	Benchmark AY 2019-20
8	Performance at transfer institutions					**Not enough trend**
	a. Cumulative GPA after first year of 2.0 or above	75.9%	Pending data	Pending data	83.4%	**data**
	b. Mean GPA after first year	2.52	from MHEC	from MHEC	2.75	**from MHEC**

		Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Benchmark Alumni Survey 2018
9	Graduate satisfaction with preparation for transfer	73%	80%	83.3%	100.0%	**100.0%**
	Note: Response categories changed starting in 2008.					

		FY 2013	FY 2014	FY 2015	FY 2016	Benchmark FY 2020
10	Expenditures by function					
	a. Instruction	46.1%	42.0%	42.5%	43.8%	**35.5%**
	b. Academic support	7.5%	8.2%	8.4%	8.7%	**8.8%**
	c. Student services	12.3%	10.8%	11.5%	10.7%	**12.3%**

d. Other	34.1%	39.0%	37.6%	36.8%	**43.4%**

Goal 2: Access, Affordability and Completion

		FY 2013	FY 2014	FY 2015	FY 2016	Benchmark FY 2020	Proposed Change to Benchmark
11	**Annual unduplicated headcount**						
	a. Total	**18,597**	**17,890**	**16,583**	**15,443**	**16,100**	**16,165**
	b. Credit students	**8,268**	**7,995**	**7,407**	**6,679**	**6,880**	
	c. Continuing education students	**10,623**	**10,023**	**9,278**	**8,874**	**9,500**	**9,850**

		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Benchmark Fall 2020
12	Market share of first-time, full-time freshmen	17.5%	18.0%	15.0%	13.5%	**20.0%**
		351/2006	333/1847	259/1725	232/1713	

		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Benchmark Fall 2020
13	Market share of part-time undergraduates	30.9%	29.4%	22.2%	25.5%	**27.2%**
		2703/8742	2434/8276	1669/7518	1771/6938	

		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Benchmark Fall 2020	Proposed Change to Benchmark
14	**Market share of recent, college-bound high school graduates ***	**19.6%**	**24.0%**	**25.4%**	**19.8%**	**39.8%**	**28.0%**
	MHEC noted this as an "aggressive benchmark."	310/1582	336/1398	383/1506	285/1443		

		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Benchmark Fall 2020
15	High school student enrollment	100	53	117	102	**255**

		FY 2013	FY 2014	FY 2015	FY 2016	Benchmark FY 2020
16	Associate degrees and credit certificates awarded					
	a. Career degrees	264	301	237	193	**287**
	b. Transfer degrees	234	141	168	232	**206**
	c. Certificates	50	150	104	113	**154**
	d. Total awards	548	592	509	538	**647**

		FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2021
17	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.	37.7%	35.6%	33.7%	32.9%	**37.4%**

		FY 2013	FY 2014	FY 2015	FY 2016	Benchmark FY 2020	Proposed Change to Benchmark
18	**Enrollment in continuing education community service and lifelong learning courses**						
	a. Unduplicated annual headcount	**1,718**	**1,232**	**932**	**634**	**937**	**790**
	b. Annual course enrollments	**2,737**	**1,721**	**1,265**	**943**	**1,271**	**1,150**

		FY 2013	FY 2014	FY 2015	FY 2016	Benchmark FY 2020	Proposed Change to Benchmark
19	**Enrollment in continuing education basic skills and literacy courses**						
	a. Unduplicated annual headcount	**7,820**	**7,736**	**6,905**	**6,182**	**6,940**	**6,100**
	b. Annual course enrollments	**17,096**	**16,644**	**15,525**	**14,824**	**15,603**	**13,500**

Goal 3: Diversity

20	Minority student enrollment compared to service area population	**Fall 2013**	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Benchmark Fall 2020**
	a. Percent nonwhite credit enrollment	91.8%	91.8%	93.8%	91.7%	**BCCC Does Not Benchmark**
		FY 2013	**FY 2014**	**FY 2015**	**FY 2016**	**Benchmark FY 2020**
	b. Percent nonwhite continuing education enrollment	90.3%	90.7%	87.7%	90.3%	**BCCC Does Not Benchmark**
		July 2013	**July 2014**	**July 2015**	**July 2016**	**Benchmark July 2020**
	c. Percent nonwhite service area population, 18 or older	68.7%	69.3%	69.4%	69.6%	**Not Applicable**
		Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Benchmark Fall 2020**
21	Percent minorities (nonwhite) of full-time faculty	64.1%	68.3%	72.0%	69.6%	**BCCC Does Not Benchmark**
		Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Benchmark Fall 2020**
22	Percent minorities (nonwhite) of full-time administrative and professional staff	69.2%	73.2%	70.6%	74.6%	**BCCC Does Not Benchmark**
		Fall 2009 Cohort	**Fall 2010 Cohort**	**Fall 2011 Cohort**	**Fall 2012 Cohort**	**Benchmark Fall 2016 Cohort**
23	Successful-persister rate after four years					
	a. Black/African-American only	48.4%	47.9%	45.0%	55.0%	**50.0%**
	b. Asian only	na (n=14)	na (n=20)	na (n=11)	na (n=14)	**Not Applicable**
	c. Hispanic/Latino	na (n=8)	na (n=10)	na (n=0)	na (n=11)	**Not Applicable**
	Note: Not reported for groups with < 50 students in the cohort for analysis.					
		Fall 2009 Cohort	**Fall 2010 Cohort**	**Fall 2011 Cohort**	**Fall 2012 Cohort**	**Benchmark Fall 2016 Cohort**
24	Graduation-transfer rate after four years					
	a. Black/African-American only	32.9%	31.4%	28.0%	38.1%	**33.0%**
	b. Asian only	na (n=14)	na (n=20)	na (n=11)	na (n=14)	**Not Applicable**
	c. Hispanic/Latino	na (n=8)	na (n=10)	na (n=0)	na (n=11)	**Not Applicable**
	Note: Not reported for groups with < 50 students in the cohort for analysis.					
		Fall 2012 Cohort	**Fall 2013 Cohort**	**Fall 2014 Cohort**	**Fall 2015 Cohort**	**Benchmark Fall 2019 Cohort**
25	Fall-to-fall retention					
	a. Pell grant recipients	32.2%	31.9%	31.6%	34.6%	**36.6%**
	b. Non-recipients	46.2%	34.7%	40.5%	32.5%	**Not Applicable**

Goal 4: Innovation

		FY 2013	**FY 2014**	**FY 2015**	**FY 2016**	**Benchmark FY 2020**
26	Enrollments in online courses					
	a. Credit	7,345	6,903	7,593	7,489	**8,491**
	b. Continuing education	469	306	181	374	**186**

Goal 5: Economic Growth and Vitality

		Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Benchmark Alumni Survey 2018
27	Full-time employed career program graduates working in a related field	63%	50%	80.0%	na (n=3)	**85.0%**

		Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Benchmark Alumni Survey 2018
28	Graduate satisfaction with job preparation Note: Response categories changed starting in 2008.	79%	84.4%	86.7%	na (n=3)	**90.0%**

		FY 2013	FY 2014	FY 2015	FY 2016	Benchmark FY 2020	Proposed Change to Benchmark
29	**Enrollment in continuing education workforce development courses**						
	a. Unduplicated annual headcount	**1,053**	**1,061**	**1,421**	**1,892**	**1,435**	**2,800**
	b. Annual course enrollments	**1,248**	**1,758**	**2,302**	**2,257**	**2,325**	**3,600**

		FY 2013	FY 2014	FY 2015	FY 2016	Benchmark FY 2020	Proposed Change to Benchmark
30	**Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure**						
	a. Unduplicated annual headcount	**806**	**1,031**	**723**	**730**	**730**	**1,250**
	b. Annual course enrollments	**1,075**	**1,683**	**1,113**	**1,041**	**1,124**	**1,750**

		FY 2013	FY 2014	FY 2015	FY 2016	Benchmark FY 2020
31	Number of business organizations provided training and services under contract	58	61	66	73	**91**

		FY 2013	FY 2014	FY 2015	FY 2016	Benchmark FY 2020	Proposed Change to Benchmark
32	**Enrollment in contract training courses**						
	a. Unduplicated annual headcount	**746**	**797**	**1,137**	**2,261**	**1,143**	**2,300**
	b. Annual course enrollments	**1,083**	**1,522**	**2,460**	**2,863**	**2,472**	**2,900**

		FY 2013	FY 2014	FY 2015	FY 2016	Benchmark FY 2020
33	Employer satisfaction with contract training	100%	100%	100.0%	100.0%	**100.0%**

		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Benchmark Fall 2020
34	STEM programs					
	a. Credit enrollment	2,535	2,519	2,236	2,695	**2,600**

		FY 2013	FY 2014	FY 2015	FY 2016	Benchmark FY 2020
	b. Credit awards	184	317	315	242	**390**

TAB 11

HR Active Search List As of August 22nd, 2017

	Div	PIN #	Position	Search Committee Chair	Date(s) posted	Status 7/3/17	Status 8/22/17
1	AA	66845	Assistant Professor of Dental Hygiene	Annette Russell	3/2/2016	Search is Open	Search is Open
2	AA	66647	Assistant Professor of Psychology	Adia Garrett	6/21/2017	Search Committee is Screening	Search Committee is Screening
3	AA	66717	Assistant Professor of English	Melvin Brooks	7/28/2017	N/A	Search Committee is Screening
4	AA	66815	Assistant Professor of English	Melvin Brooks	7/28/2017	N/A	Search Committee is Screening
5	AA	66749	Assistant Professor of Art	Melvin Brooks	7/28/2017	N/A	Search Committee is Screening
6	AA	66724	Assistant Professor of Speech	Meloney Levy	7/28/2017	N/A	Search Committee is Screening
7	AA	66742	Administrative Assistant II for Health Professions	Dorothy Holley	8/4/2017	N/A	Search Committee is Screening
8	AA	66753	Assistant Professor of Health Information Technology	Dorothy Holley	8/4/2017	N/A	Search Committee is Screening
9	AA	66654	Assistant Professor of Business Administration	Melvin Brooks	8/14/2017	N/A	Search Committee is Screening
10	AA	66895	Assistant Professor of Business Management	Melvin Brooks	8/14/2017	N/A	Search Committee is Screening
11	B&F	66986	Sr. Budget Analyst	Brian O'Connell	1/8/2016	1st interviews Scheduled	Search Re-Opened
12	B&F	72347	Building Security Officer	Aaron Swanson	7/20/2017	N/A	PAR Processing
13	B&F	66964	Materials Management Supervisor	Freddie Degraffinried	8/2/2017	N/A	Search Committee is Screening
14	B&F	66941	Budget Analyst	Brian O'Connell	8/21/2017	N/A	Search is Open
15	IAMR	66665	Grants Specialist	Vanessa Bell	9/16/2016	Search Committee is Screening	1st Round of Interviews Being Scheduled
16	IAMR	66946	Senior Research Analyst	Diana Zilberman	12/2/2016	Search Committee is Screening	Search Committee is Screening
17	SA	76590	Director of Disability Support Services Center	Nicole Cameron Becketts	6/7/2017	Search Committee is Screening	2nd Round of Interviews Being Scheduled
18	SA	66925	Financial Aid Specialist	Jacqueline Colkley	6/7/2017	Search Committee is Screening	Search Committee is Screening
19	SA	66862	Registration Specialist	Stephanie Quick	6/20/2017	Search is Open	PAR Processing
20	SA	78498	Administrative Assistant II	Shirley Hunter	7/12/2017	N/A	2nd Round of Interviews Being Scheduled
21	BCED	66687	ABE Coordinator (Coordinator of Basic Skills)	Douglas Weimer	4/17/2017	Search Committee is Screening	Search Committee is Screening
22	BCED	76566	Project Lead Coordinator	Ida Sass	6/21/2017	Search Committee is Screening	1st Round of Interviews Being Scheduled
23	PO	66667	Senior Technical Business Analyst	Eileen Waitsman	2/6/2017	Search is Open	Search Committee is Screening
24	PO	76575	IT Security Analyst	Anthony Morris	5/23/2017	Search Committee is Screening	1st Round of Interviews Being Scheduled
25	PO	66928	Employee Labor Relations Officer	Priscilla Johnson	6/9/2017	Search Committee is Screening	Search On Hold
26	PO	73960	Director of Enterprise Applications	Maria Cazabon	6/19/2017	Search Committee is Screening	Search Committee is Screening
27	PO	78495	Associate Vice President of Institutional Research Effectiveness and Planning	Bryan Perry	8/21/2017	N/A	Search is Open

HR Active Search List As of September 7, 2017

	Div	PIN #	Position	Search Committee Chair	Date(s) posted	Status 7/3/17	Status 9/7/17
1	**AA**	**66845**	Assistant Professor of Dental Hygiene	Annette Russell	3/2/2016	Search is Open	Search is Open
2	**AA**	**66647**	Assistant Professor of Psychology	Adia Garrett	6/21/2017	Search Committee is Screening	Search Committee is Screening
3	**AA**	**66717**	Assistant Professor of English	Melvin Brooks	7/28/2017	N/A	Search Committee is Screening
4	**AA**	**66815**	Assistant Professor of English	Melvin Brooks	7/28/2017	N/A	Search Committee is Screening
5	**AA**	**66749**	Assistant Professor of Art	Melvin Brooks	7/28/2017	N/A	Search Committee is Screening
6	**AA**	**66724**	Assistant Professor of Speech	Meloney Levy	7/28/2017	N/A	Search Committee is Screening
7	**AA**	**66742**	Administrative Assistant II for Health Professions	Dorothy Holley	8/4/2017	N/A	Search Committee is Screening
8	**AA**	**66753**	Assistant Professor of Health Information Technology	Dorothy Holley	8/4/2017	N/A	Search is Open
9	**AA**	**66654**	Assistant Professor of Business Administration	Melvin Brooks	8/14/2017	N/A	Search Committee is Screening
10	**AA**	**66895**	Assistant Professor of Business Management	Melvin Brooks	8/14/2017	N/A	Search Committee is Screening
11	**AA**	**66791**	Assistant Professor of Mathematics	Quintin Davis	8/24/2017	N/A	Search Committee is Screening
12	**AA**	**69255**	Assistant Professor of Mathematics	Quintin Davis	8/24/2017	N/A	Search Committee is Screening
13	**B&F**	**66986**	Sr. Budget Analyst	Brian O'Connell	1/8/2016	1st interviews Scheduled	Search Committee is Screening
14	**B&F**	**72347**	Building Security Officer	Aaron Swanson	7/20/2017	N/A	PAR Processing
15	**B&F**	**66964**	Materials Management Supervisor	Freddie Degraffinried	8/2/2017	N/A	Search Committee is Screening
16	**B&F**	**66941**	Budget Analyst	Brian O'Connell	8/21/2017	N/A	Search Committee is Screening
17	**B&F**	**66668**	Controller	Quintin Davis	8/30/2017	N/A	On Hold
18	**B&F**	**73966**	Director of Procurement	Maria Cazabon	8/30/2017	N/A	Search is Open
19	**IAMR**	**66665**	Grants Specialist	Vanessa Bell	9/16/2016	Search Committee is Screening	2nd Round of Interviews Scheduled
20	**IAMR**	**66946**	Senior Research Analyst	Diana Zilberman	12/2/2016	Search Committee is Screening	Search Committee is Screening
21	**SA**	**76590**	Director of Disability Support Services Center	Nicole Cameron Becketts	6/7/2017	Search Committee is Screening	PAR Processing
22	**SA**	**66925**	Financial Aid Specialist	Jacqueline Colkley	6/7/2017	Search Committee is Screening	Search Committee is Screening
23	**SA**	**78498**	Administrative Assistant II	Shirley Hunter	7/12/2017	N/A	PAR Processing
24	**BCED**	**66687**	ABE Coordinator (Coordinator of Basic Skills)	Douglas Weimer	4/17/2017	Search Committee is Screening	1st Round of Interviews Being Scheduled
25	**BCED**	**76566**	Project Lead Coordinator	Ida Sass	6/21/2017	Search Committee is Screening	1st Round of Interviews Scheduled
26	**PO**	**66667**	Senior Technical Business Analyst	Eileen Waitsman	2/6/2017	Search is Open	Search Committee is Screening

27	**PO**	**76575**	IT Security Analyst	Anthony Morris	5/23/2017	Search Committee is Screening	1st Round of Interviews Scheduled
28	**PO**	**66928**	Employee Labor Relations Officer	Priscilla Johnson	6/9/2017	Search Committee is Screening	On Hold
29	**PO**	**73960**	Director of Enterprise Applications	Maria Cazabon	6/19/2017	Search Committee is Screening	2nd Round of Interviews Scheduled
30	**PO**	**78495**	Associate Vice President of Institutional Research Effectiveness and Planning	Bryan Perry	8/21/2017	N/A	Search Committee is Screening
31	**PO**	**66855**	Director of Government Relations	Bryan Perry	8/23/2017	N/A	Search Committee is Screening