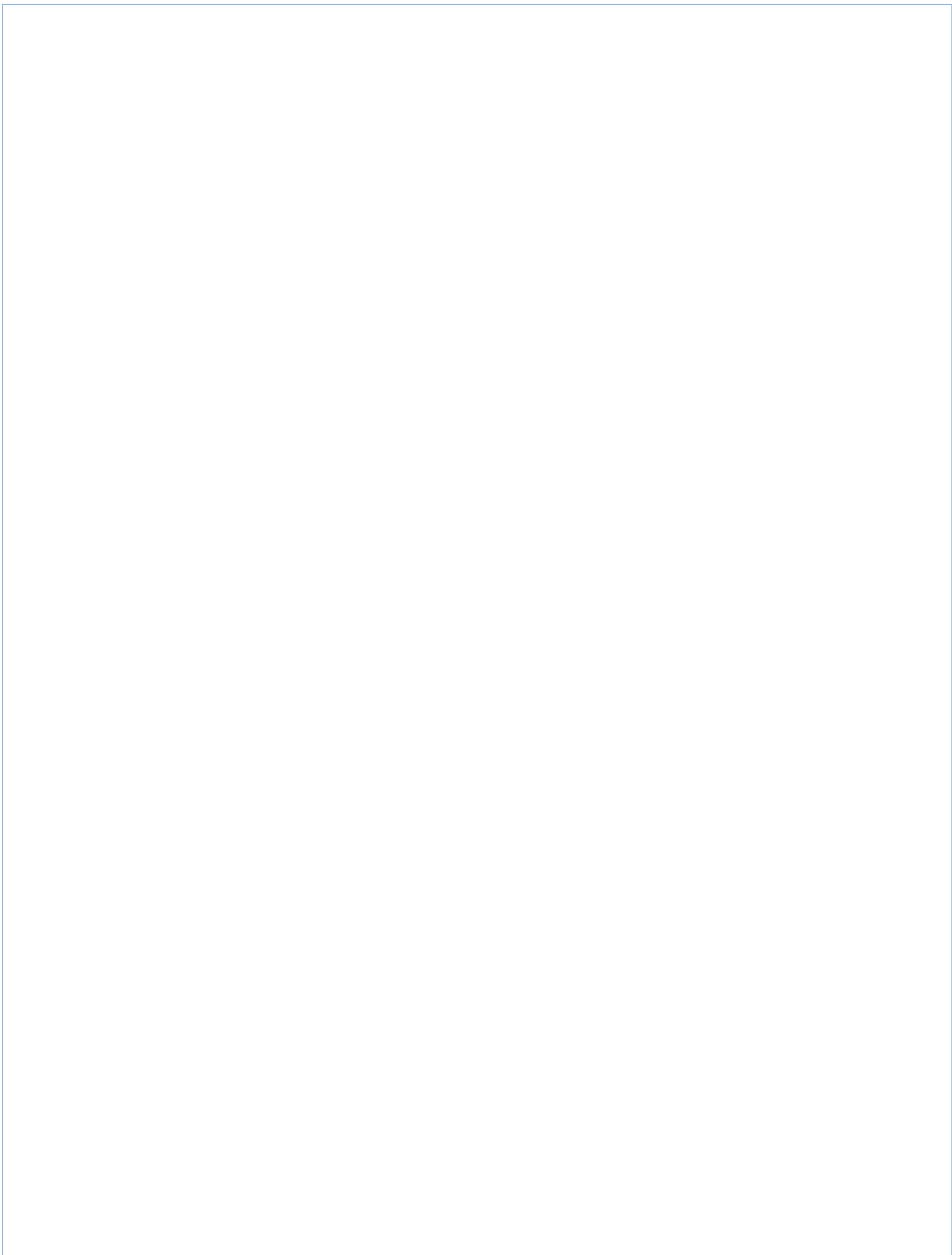


Baltimore City Community College: Tapping into Unrealized Potential to Change Lives

Revision 1
August 2016



**Baltimore City Community College:
Tapping into Unrealized Potential to Change Lives
*An Operational Review***

Revision 1

August 2016

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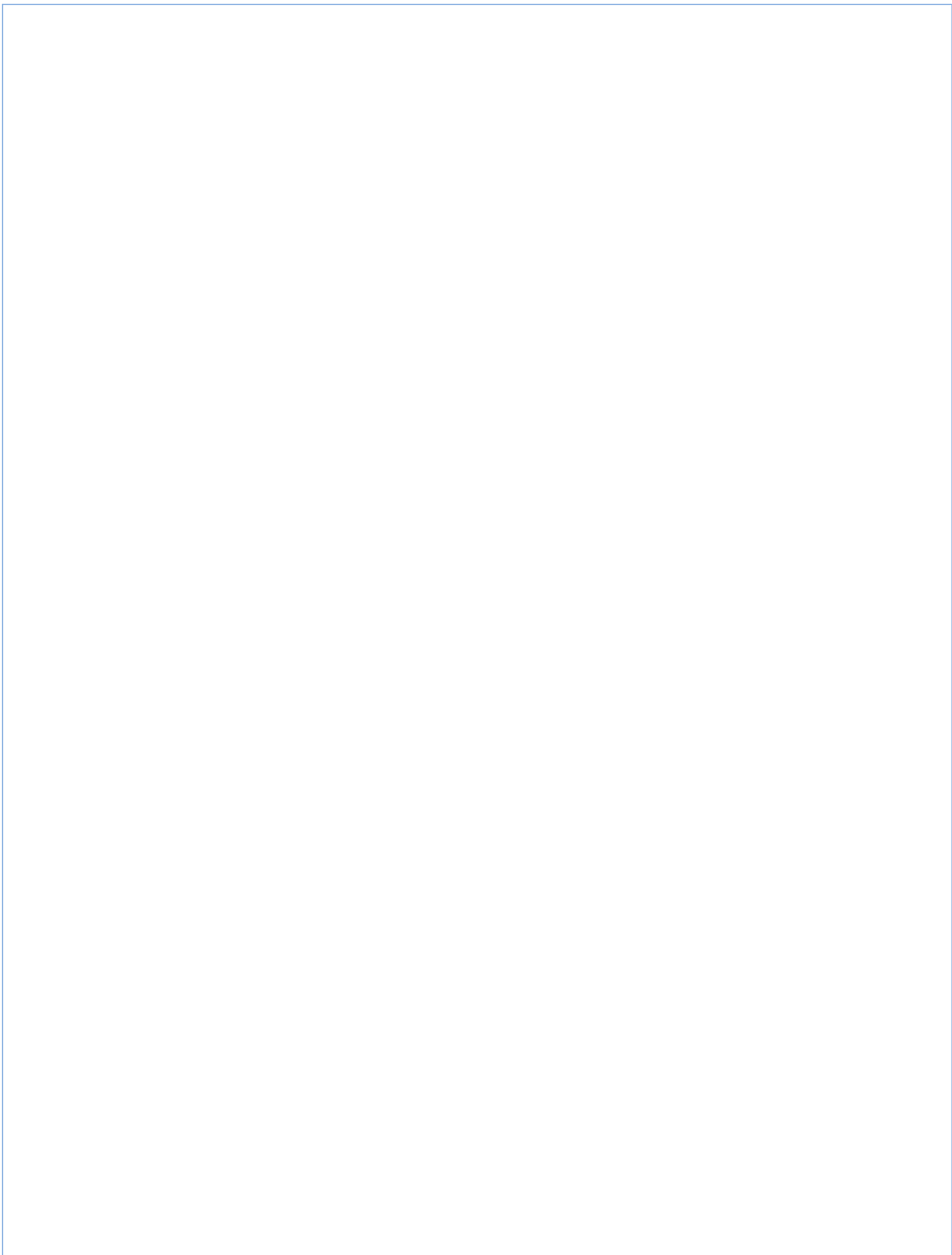
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ACKNOWLEDGEMENTS

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Acknowledgement of Baltimore City Community College Leadership

The research team appreciates Baltimore City Community College staff who were instrumental in providing the research team with necessary information. The team would like to specifically acknowledge:

- Baltimore City Community College Board of Trustees
- Gordon May, Ph.D., President
- Bryan Perry, J.D., Chief of Staff and Legal Counsel
- Maureen K. Corneal, M.B.A., Vice President of Institutional Advancement, Marketing and Research
- Nassim Ebrahimi, Ph.D., Associate Vice President of Institutional Research
- Eileen Hawkins, B.A., Senior Research and Policy Analyst, Institutional Advancement, Marketing and Research
- Baltimore City Community College students, former students, and potential students who participated in surveys
- Baltimore City Community College faculty, staff, and administrators who participated in interviews and surveys

ABOUT THE SCHAEFER CENTER FOR PUBLIC POLICY

Established in 1985 with a mission to bring the University of Baltimore's academic expertise to bear in solving problems faced by government and nonprofit organizations, the Schaefer Center has grown into one of Maryland's preeminent policy centers offering invaluable assistance in support of Maryland's public sector.

Housed in the University of Baltimore's College of Public Affairs, the Schaefer Center is able to complement its professional staff by drawing upon the expertise of faculty and students in its three schools Criminal Justice, Health and Human Services, Public and International Affairs in its research, consulting, and professional development work.

The Center offers program evaluation, policy analysis, survey research, strategic planning, workload studies, opinion research, management consulting, and professional development services. It is through the Schaefer Center that the University of Baltimore and the College of Public Affairs meet a central component of the University's mission of applied research and public service to the Baltimore metropolitan area and to the State of Maryland.

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EXECUTIVE SUMMARY

The Maryland General Assembly, through the 2015 Joint Chairmen's Report (JCR), required Baltimore City Community College (BCCC) to hire an outside consultant to conduct an operational review of the college. In November 2015, the college hired the Schaefer Center for Public Policy at the University of Baltimore.

The Schaefer Center assembled a team of experts in higher education, information technology, facilities, finance, opinion research, workforce analysis, and economics to conduct the research.

This report contains two sections. The main body provides an overview of the review team's charge, a discussion of why BCCC is critical to Baltimore, an analysis of the current state of BCCC, and the review team's recommendations for BCCC to be successful. Details and analysis can be found in the appendices, including information on the financial condition of the institution, facilities, enrollment and educational quality, employment opportunities in the region relative to BCCC offerings, the institution's economic impact, and summaries of findings from stakeholder surveys and interviews.

FINDINGS

After reviewing documents, interviewing stakeholders, and surveying key constituent groups, the review team reached a number of strategic and operational conclusions. The strategic findings are discussed below.

- 1. BCCC's success is critical to the economic future of Baltimore City.** Community colleges provide affordable access to college for high school students; developmental education for the less well prepared college student; a certificate or degree for those looking to enter the workforce or upgrade their skills; a path to a four-year degree for those who want to continue their education; and continuing education opportunities for students of all ages.

A strong and effective Baltimore City Community College could be a critical asset for the economic revitalization of Baltimore City. There are many people in Baltimore who could potentially benefit from BCCC credit and noncredit programs. There are jobs in developing businesses in Baltimore that are not being filled because of a lack of qualified applicants. Currently, one in five adults in Baltimore lacks a high school education which could increase their earnings by \$10,000 per year.¹ Seventy-four percent of Baltimore City High School graduates are not prepared for college and require developmental education.² Nearly 20% of the city's adults 20 to 24 years old are unemployed, and the unemployment rate of blacks is nearly three times that of whites.³ For these residents, a certificate or degree could be a direct pathway to employment.

The need for a vital community college, tied to the needs of Baltimore employers, is clear. At the present time, however, BCCC is not fulfilling the role that Baltimore City needs. Our findings, presented throughout this report, confirm that conclusion.

- 2. The governance structure does not support the institution's success.** A central conclusion of this study is that the college's governance structure has not been able to successfully address or resolve the problems facing the college. There are two problems with the governance structure. First, the institution's status as a state agency is unlike any community college in the state, and as a result, has isolated the college from potential external advocates, effective oversight, and support. The college is disconnected from city government and the business community, and lacks the support of a larger system that could help with infrastructure and operational issues. Other community colleges in Maryland have a strong connection with their local jurisdiction due in part to the requirement that those jurisdictions provide funding for the community colleges.

The second problem with the governance structure is the Board of Trustees. The Board has not been able to successfully address the problems the institution is facing. With no educational body such as the Maryland Association of Community Colleges or the University System of Maryland to advocate on behalf of BCCC or provide additional oversight, the Board has an impossible task. In addition, the Board's composition does not promote formal connections with important stakeholders.

- 3. Leadership turnover has created systemic problems at BCCC.** Over the last 15 years the college has been beset with leadership turnover, accreditation problems, and enrollment decline. Many external stakeholders consider the college disconnected and irrelevant. Leadership throughout the institution is essential to focus the administration, faculty, and staff on providing quality programs that lead to jobs or transfer programs, while providing a supportive environment for students who are often not prepared for college. The college needs leadership that can connect it to key external partners in meaningful, sustainable ways so that it can become a valued partner for economic and workforce development. Stable leadership is necessary at all levels of the college, from senior administrators to faculty and staff.
- 4. The college's finances are unsustainable.** In the face of significant enrollment declines, the institution's budget has remained essentially flat, creating deficits that must be covered by fund balance. While there is a significant fund balance which can be viewed as an indicator of solid financial health, the failure to calibrate the annual operating budget in the face of serious enrollment declines is unsustainable in the long term and cannot rely on the use of, by their very nature, one time resources. The college's significant fund balance provides a valuable opportunity to fund strategic changes to set it on a path to success.
- 5. BCCC has failed to adjust its personnel levels to match the decline in enrollment.** BCCC has failed to restructure budget and staffing levels. As with most colleges, personnel makes up the largest portion of the operating budget. From FY 2012 to FY 2015, credit enrollment declined 28% and noncredit enrollment declined 8%.⁴ During the same period, the number of regular employees only dropped 6%.⁵ The number and quality of the staff must be seriously examined to ensure that the organization is staffed effectively and sustainably.

6. **Transparency and accountability have not been characteristic of the institution.** Effective accountability systems are crucial for ensuring the college's long-term success. Given concerns that faculty, staff, administrators, and external stakeholders have about a lack of accountability, urgency, and transparency at the college, addressing the culture of the institution should be a priority.
7. **Academic offerings are aligned with local employment demand, but most students are not enrolled in these areas.** While BCCC offers programs for 73% of the high-demand occupations in the region that require either an associate degree or postsecondary non-degree award, most students are not enrolled in them.⁶ Instead, the majority of BCCC's credit students are enrolled in a general transfer program.⁷ BCCC must identify what it can do to increase enrollment in areas of high employment demand.
8. **Student enrollment is concentrated in general studies and students enrolled in this area are not successful.** Over half of BCCC's degree seeking students are either listed as undecided or enrolled in a general transfer program. However, as discussed in the next finding, students enrolled in two-year or transfer programs are not as successful at BCCC as students at other community colleges in Maryland.
9. **Academic quality is uneven.** BCCC's Middle State's accreditation was restored in 2015 and 11 of its 29 programs are accredited by external bodies meaning the programs are academically sound.⁸ Licensing exam passages rates are poor for nurses (57% in 2015) but strong for other exams including respiratory therapists (91% in 2014), physical therapists (100% in 2014), and dental hygienists (100% in 2014).⁹

Academic outcomes for BCCC students are the worst in the state among community college students. One in three BCCC students completes a two-year degree or transfers to another college compared to 49.2% statewide. BCCC's successful persister rate is 51.3% compared to 69% statewide. BCCC students are the least prepared for college among students attending Maryland community colleges. This makes it all the more important that BCCC provides excellent developmental education and support for students.

10. **Engaging in a clearer focus on offerings in workforce development and noncredit programs is an opportunity.** Workforce development represents a chance for the college to fulfill critical needs for employers, prepare residents for better jobs, generate revenue for the college, connect the college to employers, and create a pipeline from noncredit to credit enrollment. There is a significant workforce development market in the region as evidenced by the noncredit enrollment of local colleges and the number of workforce development programs offered by nonprofits.
11. **BCCC's technological infrastructure is outdated and impedes the college's effectiveness.** Since at least 2006, BCCC has known its technological infrastructure is inadequate. The research team believes that the lack of a functioning enterprise system makes it very difficult for the college to operate effectively. The college issued an RFP to replace the system this spring. Unfortunately, only one bid

was submitted. The proposed contract would deplete the college's fund balance and would likely be obsolete by the time it was operational. Switching to a cloud-based solution or using a system already used by another state higher education institution would be more time and cost efficient.

12. Branding and marketing of BCCC is needed. BCCC is largely unknown by area employers. It is also not the institution of choice among Baltimore residents as evidenced by the fact that more city high school students (28%) attend the Community College of Baltimore County, than attend BCCC (18%) even though it costs more than twice as much for them to do so.¹⁰ Even so, of the employers who hired BCCC graduates, 89% report they are either as successful as or more successful than their non-BCCC counterparts.¹¹ It is clear that BCCC must rebuild its brand. While the brand of the institution is determined first and foremost by the quality of its programs and its responsiveness to the needs of stakeholders, without an effective marketing plan, the institution's successes will not translate into increased enrollment.

13. The condition of the Bard building is detrimental to the reputation of BCCC. Redevelopment of the downtown property presents a significant opportunity. In its shuttered state, the college's downtown Bard campus conveys the image of a defunct institution. However, the Bard campus presents a tremendous opportunity. Because BCCC is allowed to keep revenue generated from the development of its properties, a redeveloped Bard campus could be a source of revenue, similar to the downtown Lockwood site. Additionally, if the facility is redeveloped as a mixed-use property with space for BCCC through a public-private partnership, there is a chance to reenergize the BCCC brand, provide an easy way to connect with downtown employers, and expand the college's offerings.

RECOMMENDATIONS

As a result of the comprehensive review, the advisory committee has developed strategic recommendations because it believes that the status quo is unacceptable. The problems are not new. For too long, problems have been ignored or allowed to go unresolved because of inertia and protection of turf. Failing to address BCCC's inadequacies will produce the same results — a college that falls short of what it could and should be.

Baltimore deserves a strong community college. Reaching that goal requires an honest discussion of BCCC's problems and the necessary solutions. A successful community college requires an effective governance system, connections between local government and the college, investment from local government, relevant programming, capacity to meet the demands of the community, skilled employees, and a clearly defined mission.

The following section contains strategic recommendations to help BCCC become a successful community college. Details pertaining to each recommendation can be found in the main report and its appendices. Operational recommendations to improve specific college functions are presented at the end of the main report and discussed in the appendices.

- 1. BCCC should become part of the University System of Maryland under the authority of its Board of Regents.** The advisory committee found that the disconnect from key constituencies created by BCCC's governance structure is one of the most important issues facing the college and without addressing it, it will be very difficult for the institution to achieve long-term success. The University System of Maryland (USM) can address BCCC's need for expert oversight, advocacy, and increase BCCC's capacity to meet the needs of the local community.
- 2. The Board of Trustees should be converted to a Board of Visitors.** Following the practice of other institutions under the University System of Maryland, BCCC should convert its Board of Trustees to a Board of Visitors with designated positions for city officials, local employers, the Baltimore City Public School System, and other key constituencies.
- 3. Baltimore City Community College should implement transformational leadership.** A lack of continuity, accountability, and vision have been long-term challenges for the institution. BCCC must have transformational leadership throughout the institution to focus the administration, faculty, and staff on providing a quality education linked to the needs of employers and students; rebuild BCCC's brand; and connect the institution to external partners in meaningful, sustainable ways so that the college can become a valued partner for economic and workforce development. Leadership from senior administrators, faculty, and staff must instill an organization-wide sense of urgency and customer focus.
- 4. Baltimore City Community College's credit offerings should have strategic focus.** The institution should focus on delivering a few programs well and linking them to employers or transfer

opportunities. The residents of Baltimore deserve high-quality academic programs, and BCCC must ensure that it is offering quality programs before expanding program choice. BCCC should offer an A.A. in General Studies and associate degrees in high-demand areas such as nursing, health sciences, information technology, and robotics. BCCC should continue to ensure that students can earn “stackable certificates” while enrolled in degree programs.

BCCC should engage in a continuous curriculum review to eliminate nonproductive academic programs and courses. The institution should also develop relationships with area employers to ensure that BCCC is offering programs that match their needs.

5. Baltimore City Community College should make workforce development a top educational priority.

Evidence from the Baltimore Opportunity Collaborative shows that many low-skill adults do not have basic math and reading skills and that the lack of a GED is a major barrier to getting a job. Adult basic education, English as a second language training, and GED preparation are important components of BCCC’s mission. While BCCC must continue to offer associate degrees and certificates in high-demand areas, we believe that workforce development provides BCCC the best opportunity to enhance its reputation and meet the workforce needs of Baltimore City. BCCC should prioritize working with industry to develop and deliver high-quality workforce development programs. BCCC should also work with students in these programs to transition them to certificate and degree programs leading to what the Baltimore Opportunity Collaborative calls ‘family supporting careers.’¹²

6. Baltimore City Community College should focus on linking noncredit students to credit programs.

BCCC should maintain contact information for its noncredit students and develop formal links between the Business and Continuing Education Division’s (BCED) offerings and BCCC’s credit programs to help transition noncredit students to degree or certificate programs.

7. Baltimore City Community College must align its budget with realistic enrollment projections.

Because compensation accounts for 64% of the budget, staffing levels and staff qualifications must be seriously examined to ensure that the organization is staffed with competent employees at a financially sustainable level.¹³ The team recommends having an outside organization re-interview employees for their positions.

BCCC has a fund balance of nearly \$30 million, including its portion of the State’s liability for post-retirement benefits.¹⁴ The institution should use this money to support right-sizing its budget and growing the institution strategically. In light of the recommendation for BCCC to become part of the USM, the committee recommends that the college put its Enterprise Resource Planning (ERP) procurement for \$16.8 million on hold. There could be opportunities to improve cost and implementation efficiencies from a system-wide ERP and related software contract or to use ERP systems such as the ones in place at USM institutions. Leveraging the expertise of CIOs at USM institutions could also benefit BCCC.

8. **Baltimore City Community College should engage in a top-down review of positions and staff.** To ensure that BCCC is staffed appropriately for its mission, BCCC should engage in a top-down review of positions. Current employees should be re-interviewed for their positions to ensure the organization is staffed with the most qualified employees.
9. **Baltimore City Community College must find ways to forge meaningful relationships with key constituencies and partners.** BCCC is disconnected from the Baltimore City Public School System, the Mayor's Office, the Mayor's Office of Employment and Economic Development, local employers, and area colleges. Given that Baltimore City does not have the type of financial stake in BCCC that creates connections and accountability, BCCC and the Mayor's office must create a relationship. The same is true for BCCC and the Baltimore City Public School System.

It is also important that BCCC develop relationships with employers to ensure that their program offerings meet employer needs and that pipelines grow from BCCC to jobs.

BCCC should also investigate developing closer connections to area community colleges, such as CCBC, to identify best practices that could benefit the institution and its students.

10. **Baltimore City Community College must rebuild its brand.** BCCC must rebuild its brand among students, employers, and key partners. Becoming part of USM will provide a natural opportunity for the institution to do this. As the institution continues to improve the quality of programs and student outcomes, it must aggressively rebrand the institution in order to increase enrollment.
11. **Baltimore City Community College must address its information technology needs.** BCCC's information technology plan calls for a new ERP system. While the team agrees that new IT systems are needed, the team recommends against using the fund balance to pay for one. As part of the USM system, BCCC will likely have a chance for cost and implementation efficiencies from system-wide ERP and related software contracts, or to use ERP systems such as the ones in place at USM institutions. BCCC will also have a chance to leverage the expertise of USM CIOs.
12. **The Bard property should be developed to support BCCC.** The closed Bard building presents a chance for BCCC to develop the property as a public-private revenue-generating venture that can include space to create a new presence for BCCC downtown. Once BCCC determines how best to use the property, it should consider some form of public/private partnership that includes the demolition cost as part of the deal. BCCC's fund balance should be used to align the budget and expand the college strategically — not to pay for demolition of the building. Since redevelopment will probably not happen quickly, the BCCC name should be removed from the building so people do not get the impression that BCCC is out of business.

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Baltimore City Community College: Tapping into Unrealized Potential to Change Lives

In the wake of Baltimore City Community College's declining enrollment, accreditation issues, and leadership turnover, the Maryland General Assembly, through the 2015 Joint Chairmen's Report (JCR), required BCCC to engage an outside consultant to conduct an operational review of the college. In November 2015, the college contracted with the Schaefer Center for Public Policy at the University of Baltimore to conduct the review.

The Schaefer Center assembled a review team of experts to conduct the study. The team was organized into two groups, the research advisory committee and the research team. The research advisory committee is comprised of higher education leaders including the President of Montgomery College, the President of Prince George's Community College, the former President of Coppin State University, and two former Secretaries of the Maryland Higher Education Commission, including one who is former Regent for the University System of Maryland. The research advisory committee provided guidance on the research design, assisted with conducting key stakeholder interviews, and developed the strategic recommendations contained in this report.

The research team includes experts in policy analysis, higher education information technology, facilities, finance, opinion research, workforce analysis, and economics. The research team was responsible for carrying out the research plan. The review team's work included:

- analysis of key documents;
- review of the institution's financial situation, information technology, and facilities;
- analysis of enrollment trends, academic offerings, outcomes, and staffing;
- analysis of workforce trends;
- analysis of the economic impact of BCCC;
- interviews with 91 key internal and external stakeholders; and
- distribution of nearly 12,000 surveys to key stakeholders including: BCCC faculty, staff, and administrators; current students; former students; non-converting students; business leaders; foundation heads; and government leaders.

This report contains two sections. The main body of the report which provides an overview of the review team's charge, a discussion of why BCCC is critical to Baltimore, an analysis of the current state of BCCC, and the review team's recommendations for what is required for BCCC to be successful. Much of the analysis undertaken to reach the recommendations contained in this report is included in the appendices which provide detailed analysis of the institution's finances, facilities, information technology, academics including enrollment, stakeholder perceptions including summaries from interview and analysis of surveys, staffing, and economic impact.

CHARGE AND ORGANIZATION OF THE REPORT

Charge

In the wake of BCCC's accreditation issues, leadership turnover, and declining enrollment, the Maryland General Assembly, through the 2015 Joint Chairmen's Report (JCR), required BCCC to hire an outside consultant to review operations. The JCR required the report address: "...(1) general condition of the college; (2) credit and noncredit programs; (3) faculty; (4) student services and financial aid; (5) administration; (6) budget and financial management; (7) private support and outside grants; (8) public relations; (9) governance and how the institution fits into the State's higher education organization system; and (10) any other issues deemed appropriate by the board or consultant."¹⁵ During the 2016 session, the Joint Chairmen's report extended the due date of the report to August 1, 2016 and modified the direction of the report to "... include an analysis of, and recommendations for, the appropriate niche for BCCC to fill in the Baltimore metropolitan area higher education landscape that will best meet the needs of residents and employers of Baltimore City and the State, including an alignment of BCCC's academic and noncredit offerings with workforce needs. The report shall also include an analysis of the institution's governance structure, relationship with Baltimore City, and role in the city's economic and workforce development plans, and any recommendations to alter or improve them. The report shall also include recommendations for improving the financial situation of the college, including revenue and real estate holdings; and any other topics deemed appropriate by the Schaefer Center."¹⁶

Organization of the report

The report addresses the General Assembly's original and updated requests. The report's body addresses the modified 2016 charge by focusing on governance of the institution, its fit in the Baltimore Metropolitan area's higher education landscape, its academic niche, and recommendations for revenue and real estate holdings. The 2015 charge is also addressed in the report's body in the discussion of what's needed for the institution's success, which includes evaluations of the budget and financial management, credit and noncredit programs, faculty, student services and financial aid, administration, private support and outside grants; and public relations. The appendices provide detailed information on BCCC's financial condition, facilities, information technology, academic programs, stakeholder perceptions, and economic impact.

WHY BCCC'S SUCCESS IS CRITICAL TO BALTIMORE

Community colleges are America's colleges; they are a distinct segment of higher education unique to this country. Other countries have community colleges, but they are different and lack the penetration of those in the U.S. Approximately 40% of undergraduates in the U.S. and in Maryland attend a community college.¹⁷

A comprehensive community college typically fulfills five fundamental functions: transfer education, workforce development, developmental education, business and industry training, and life-long learning. Community colleges serve the honors student and the developmental education student; the displaced worker and the mobile career builder; the native son and the immigrant daughter; the ESL student and the senior citizen learning French for a summer vacation.

The health of a community can be measured by its community college. Community colleges provide diverse and relevant education in areas that recognize and value their role in helping to sustain healthy, vibrant and well-educated cities and towns. They are indispensable in a municipal ecosystem.

Community colleges exist to serve their communities — and the interdependence between community colleges and their communities demands a strong relationship. The economic goals of Baltimore City cannot be realized unless the city can boast a strong, vibrant community college.

The words of the legislation that transferred BCCC from city to State control in 1990 (see box), which explain the importance of a comprehensive urban community college for Baltimore, could have been written today.¹⁸ Baltimore City residents still need and deserve a strong community college.

From the legislation that converted BCCC to a state agency.

“(2) There is a need for an effective comprehensive urban community college in Baltimore City offering educational programs that will stimulate the participation of individuals, be responsive to the needs of the community, and afford open access to individuals with a variety of educational backgrounds.”

(3) Businesses in the Baltimore Metropolitan Area are undergoing an economic transition and need *and must be ready to make extensive use of and provide financial support for* an effective, well-managed urban institution to train and education their employees and prospective employees in skills and fields of study of importance to the region's business community.

(4) The City of Baltimore does not have the resources to fund the Community College of Baltimore at a level sufficient to meet the needs of the students of a large urban population in critical need of its services, as well as the needs of the business community. (Maryland General Assembly, 1990)

BALTIMORE DESERVES A STRONG COMMUNITY COLLEGE

The importance of BCCC cannot be overstated. As one community leader said:

"I think in principle, it's such an important institution. Obviously...it's needed by the city. It needs to perform better... [it is] so critical as part of the solution to addressing the persistent and troubling socio-economic issues in Baltimore. It can be a major entity that provides a successful transition for students from high school, either into the workforce or into a four-year degree."

Another business leader said, "[T]here's a lot of businesses feeling that we really need to have a strong community college, and that's one thing that's lacking and has not helped with the challenges the city faces."

BCCC receives \$91 million from the State of Maryland and generates \$135 million in economic output (see Appendix 8: Economic Impact Analysis). The institution affects the lives and prospects of just under 3,000 credit students and almost 2,400 noncredit students and has the potential to transform the lives of so many more Baltimoreans. With one in five (19.1%) Baltimore City residents lacking a high school education, there is a huge need for GED and basic education training.¹⁹ Education directly correlates with income. People who complete high school earn nearly \$10,000 more a year than those who do not. Completing a two-year degree adds more than \$6,000 a year and two-year degrees in fields like computer science, engineering, and nursing are even more valuable.²⁰

Recent unrest in Baltimore is partially attributable to the lack of opportunity, pervasive poverty, and unemployment of the city's youth. Many of the city's young people, black males in particular, are unemployed or underemployed. Nearly 20% of the city's adults 20 to 24 years old are unemployed, and the unemployment rate of blacks is nearly three times that of whites.²¹

Many young people have not gone far enough in school and they do not have either the skills or certification needed to get meaningful jobs. BCCC should and could be recognized as a key partner with city officials, the business community, and the faith community in helping these young people obtain an education and find jobs. BCCC should aggressively pursue partnerships with these community stakeholders rather than wait for potential partners to reach out to the college.

Baltimore City residents need a strong community college that can provide them with a quality education, lead them to better jobs and put them on a path to four-year degrees. For many who attend BCCC, it is their only option either because they are not prepared for a four-year school, do not have the time to commit to a four-year program, or cannot afford to go elsewhere.

BCCC can be the community college of first choice for Baltimoreans and an engine of change in Baltimore City. To do so it must provide the first-rate education that the city deserves.

HISTORY AND CONTEXT

Changing Lives . . . Building Communities is the motto and promise of BCCC. From its inception in 1947 as Baltimore Junior College, BCCC has provided access and opportunity to Baltimore residents. However, during much of its history from the late 1970's to the present (summarized in Table 1), the institution has struggled with governance, leadership, relevance, and quality.

BCCC's student population is the most ill-prepared for college in Maryland. Developmental education has always been critical to the success of BCCC students, but the institution has struggled to address these developmental needs. In the mid 1980's an internal evaluation by faculty and staff, funded by the Abell Foundation, found that BCCC's "testing and placement processes were riddled with problems, developmental placement rates were consistently high, and pass rates were low, particularly in math."²²

There were several efforts to address these issues during the 1990's, but things did not improve. A 2002 Abell Foundation report, *Baltimore City Community College at the Crossroads: How Remedial Education and Other Impediments to Graduation Are Affecting the Mission of the College*, recommended reforms to promote the ". . . college's potential as a workforce provider in the Baltimore community."²³ Abell hired two consultants to help BCCC address the issues.

In 2004, the Maryland Higher Education Commission (MHEC) documented severe problems with BCCC's academic quality and issues of over-reach by its Board of Trustees.²⁴ BCCC was placed on warning status by its accrediting body, Middle States Commission on Higher Education, commonly referred to as Middle States. The accreditation struggles continued into the next decade. In July 2011, Middle States placed BCCC on probation over concerns about the assessment of student outcomes.²⁵ BCCC remained on probation until June 2012.

Middle States Accreditation Issues
2004 – Warning Status
2011 – Probation Status
2014 – Warning Status

In June 2014, just two years after coming off probation, Middle States warned BCCC that its accreditation was once again in jeopardy.²⁶ BCCC was found to be out of compliance with four of fourteen accreditation standards: Standard 2 (Planning, Resource Allocation and Institutional Renewal) for deficiencies in strategic planning; Standard 3 (Institutional Resources) for not having a budget and resource allocation process that provides for annual and multi-year budgeting at the institution and department level that is aligned to the organization's strategic plan and assessment results; Standard 6 (Integrity) for having inaccurate or outdated advising, admission, and recruiting materials; and Standard 7 (Institutional Effectiveness) for not having a good process for assessment and using assessment evidence for budgeting and process improvement.²⁷ In June 2015, Middle States removed BCCC's warning status.²⁸

For twelve years after becoming a state agency, BCCC had stable leadership with President James C. Tschechtelin. Since his departure in 2002, the institution has struggled with leadership and organizational continuity. Since then, there have been five presidents. This has not been the case in other area

Presidential Turnover

1990 – 2002 *James C. Tschechtelin, Ed.D*
President

2002 – 2004 *Sylvester McKay, Ph.D.*
President

2004 – 2006 *Richard Turner,*
President

2006 – 2012 *Caroline Williams*
President

2013 - 2014 *Carolyn Hull Anderson*
Interim President

2014- present *Gordon May*
President

community colleges. Anne Arundel Community College (AACC), Community College of Baltimore County (CCBC), and Howard Community College (HCC) have each had only two presidents during the same time period.

Sylvester McKay (president from 2002-2004), who was appointed to succeed President Tschechtelin, resigned abruptly following a scathing report by the Abell Foundation that “criticized the college for poor leadership and low student performance.”²⁹ Richard Turner was appointed interim president in 2004 until the appointment of Carolane Williams in 2006.³⁰ In 2010, Williams received a vote of no confidence from the faculty and staff.³¹ She was terminated by the Board of Trustees in December 2012.³² An interim president, Carolyn Hull Anderson, served from

January 2013 until August 2014. In September 2014, Dr. Gordon May was named president.

Figure 1 shows that from 2006-2015, BCCC’s enrollment declined by one third. By comparison, AACC’s enrollment remained steady, CCBC’s increased 15% and HCC’s increased 34.5%. From 2014 to 2015, BCCC’s credit enrollment declined 10.3%.³³

Figure 1: Credit Enrollment Trends and Key Events: AACC, BCCC, CCBC, & HCC

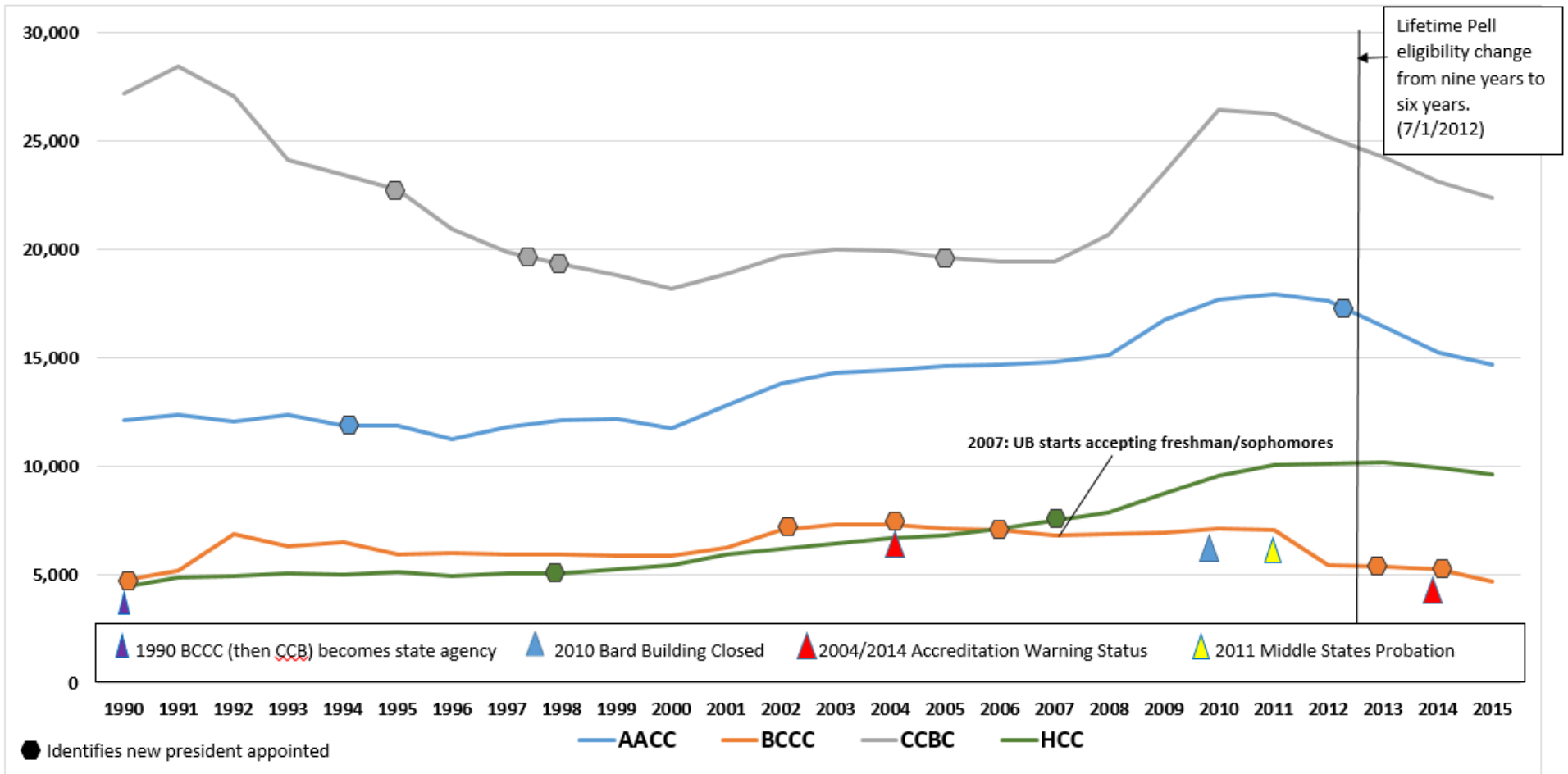


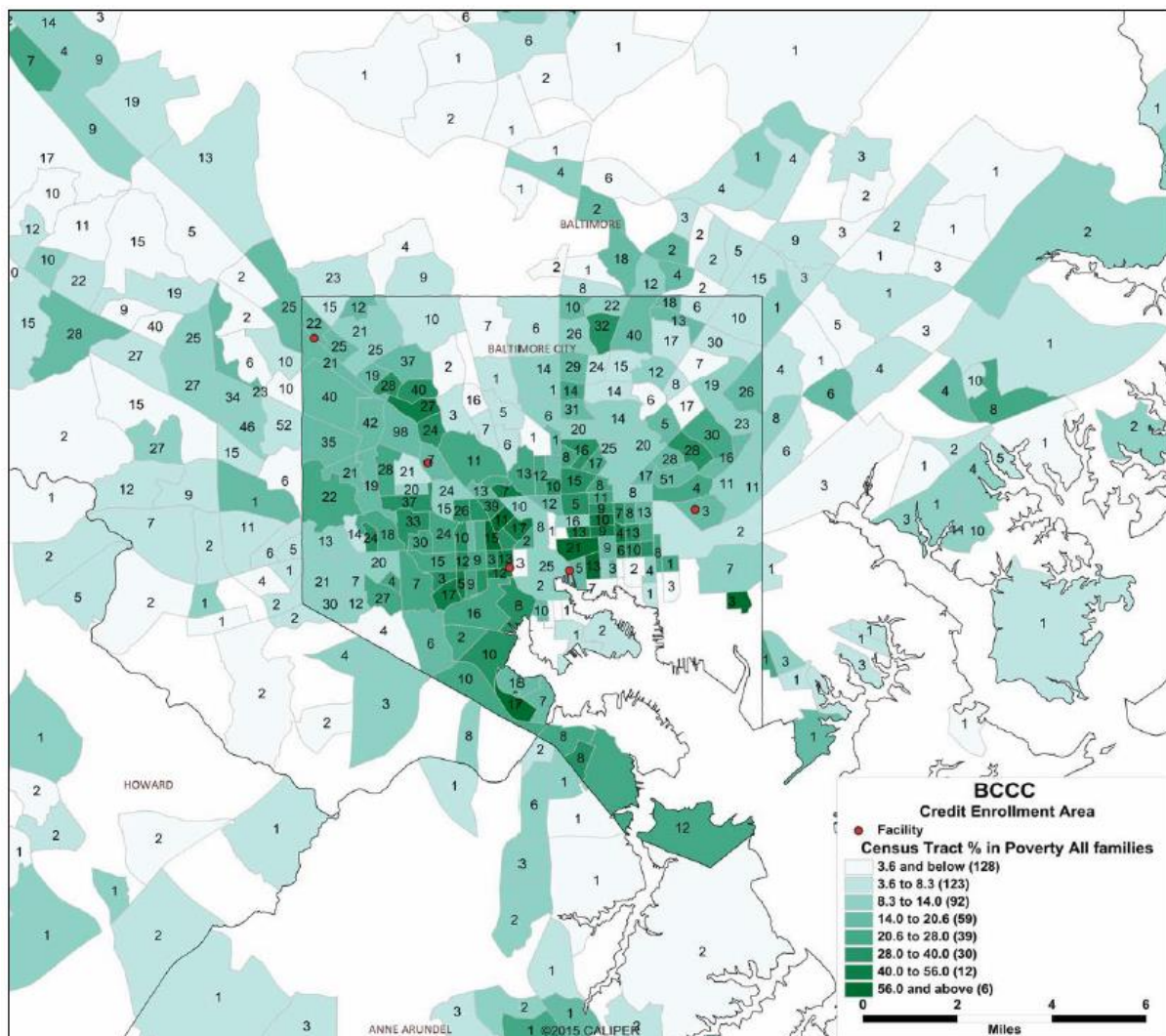
Table 1: Key Events in the History of BCCC - 1990 - 2015

Year	Event Type	Event
1947	Institutional	Founding - Baltimore Junior College <i>(Part of Baltimore City Public School System)</i>
1957	Institutional	Relocated to Liberty Heights location
1967	Institutional	Restructured- Community College of Baltimore <i>(An independent Baltimore city agency)</i>
1979	Real Estate	BCCC enters 99-year lease of half city block to Baltimore Jewish Council for Baltimore Holocaust Memorial
1990	Institutional	College becomes a State of Maryland agency with an Independent Board of Trustees
1990 - 2002	Leadership	James C. Tschechtelin appointed president
1992	Institutional	Renamed - Baltimore City Community College
1999	Real Estate	BCCC leases Lockwood Place property for office and retail development
2002	Outside Report	Abell Foundation Report – Baltimore City Community College at the Crossroads
2002 - 2004	Leadership	Sylvester McKay appointed president
2003	Outside Report	Abell Foundation Report – Set-up To Fail?: The First Year Student Experience at BCCC
2004	Outside Report	Abell Foundation Report – Baltimore City Community College: A Long Way To Go
2004 - 2006	Leadership	Richard Turner appointed interim president
2006 - 2012	Leadership	Carolane Williams appointed president
2008	Institutional	Unsuccessful remediation of Bard building
2010	Institutional	Bard building closes
2010	Leadership	Vote of no confidence in President Williams by faculty and staff
2011	Accreditation	Placed on probationary status by Middle States
2011	Governance	Majority of Board of Trustees replaced by Governor
2011	Enrollment	Credit enrollment peak (2007-2015) (approx. 4,500)
June 2012	Accreditation	Middle States Probationary status removed
July 2012	Enrollment	Lifetime Pell eligibility change from nine years to six years
Dec 2012	Leadership	President Williams terminated by board
2013	Enrollment	Noncredit enrollment peak (approx. 2,900)
January 2013 - August 2014	Leadership	Carolyn Hull Anderson appointed interim president
2014	Accreditation	Placed on warning status by Middle States
September 2014	Leadership	Gordon May appointed president
June 2015	Accreditation	Middle States warning status removed
December 2015	Real Estate	BCCC submits cost estimate to DBM/DLS of over \$4.5M to demolish Bard building

WHO IS BEING SERVED? WHO IS NOT? ^a

As shown in Figure 2, BCCC credit students come from some of the most impoverished areas of Baltimore. Nearly 60% of BCCC students are Pell Grant eligible, the second highest rate in the state.³⁴ More than 50% of the students come from households with incomes less than 150% of the poverty level.³⁵ While the remediation rate for Baltimore City high school graduates enrolled in Maryland public colleges is 74.4%, the highest in Maryland, an even higher concentration of students in need of remedial education — 94.1% attend BCCC. By comparison, the average remediation rate for Maryland high school graduates attending Maryland community colleges is 70.7%.³⁶ A BCCC education truly has the potential to transform lives.

Figure 2: BCCC Credit Enrollment by Census Tract and Poverty Level



^a Detailed information about the student population is included in Appendix 4: Academics.

BCCC's credit student population is 68% African-American³⁷ and 69% female.³⁸ Also, 18.4% of the students are international students.³⁹ Most students (68.4%) attend BCCC part-time and 57.8% are enrolled in transfer programs.⁴⁰ Of students enrolled in associate degree programs, including transfer programs, 52% are enrolled in General Studies. The next-largest group is made up of those enrolled in Arts and Sciences (6.1%).^{b 41}

Affordability and convenience are the main reasons students select BCCC. Seventy-two percent of students surveyed for this study said affordability was the main reason they chose BCCC. Over half (58%) mentioned the convenient location. About 27% said they chose BCCC because it was near public transportation. One-quarter said they were referred by family and friends.^c

There are also critical populations who are not served by BCCC. A majority of students from Baltimore City who attend a community college go outside the city for their education even though it costs more than double what they would pay at BCCC. Nearby community colleges have filled the void created by the lack of a flexible, well-functioning workforce development program at BCCC by developing workforce training relationships with local employers. BCCC's ability to meet the demand for a quality dual-enrollment program has also come into question as the number of Baltimore City public high school students who attend dual-enrollment programs outside of BCCC is increasing dramatically.^d

^b Program titles use HEIGIS program titles.

^c See Appendix 6B.

^d See Appendix 4.

THE CURRENT STATE OF BCCC

In June 2015, BCCC emerged from an accreditation crisis when it was removed from warning status by Middle States. However, the trouble is far from over. While the institution has appointed a president, restored its accreditation, and launched several promising programs, the fundamental challenge remains: BCCC's enrollment continues to decline.

The institution's financial situation is untenable without a significant enrollment increase or budget cuts. Student outcomes are not strong. The institution lacks the connections with constituents that make for a strong community college. The organization also lacks a governance structure that provides support, advocacy, accountability, and connection.

This is not to say that everything at BCCC is bad. There are pockets of excellence and several effective leaders who are working to bring change. However, a few good programs and leaders are not enough.

DETERIORATING FINANCIAL SITUATION^e

As shown in Figure 3, between FY 2012 and FY 2015, credit enrollments at BCCC dropped 28% while noncredit enrollments fell 8%.⁴² For FY 2012 and the preceding five years, BCCC's annual revenues exceeded expenses — by \$2.7 million in 2012.⁴³ However, according to the FY 2017 Operating Budget Analysis, most of the college's contributions to its fund balance resulted “from the college repeatedly accruing revenue by not filling its personnel vacancies and receiving hold harmless funds under the State formula.”⁴⁴ Steeply falling credit enrollment caused annual declines in net financial position beginning in FY 2013, which were modest — less than \$1 million (See Table 2).⁴⁵ Insufficient revenues to cover expenses in FY 2014 and FY 2015 produced larger declines in net financial position, which were noted by BCCC's independent auditors. The gap between revenue and spending can be expected to persist for at least two years, FY 2016 and FY 2017. The combination of declining credit enrollments and sustained levels of spending, especially on salaries and benefits, renders BCCC vulnerable to continued financial woes.

Declining credit enrollments and sustained levels of spending, especially on salaries and benefit, renders BCCC potentially vulnerable to continued erosion of its financial position.

^e A detailed discussion of BCCC's financial situation is included in Appendix 1: Financial Analysis.

Figure 3: Changes in enrollment, revenues, and expense 2012 - 2015

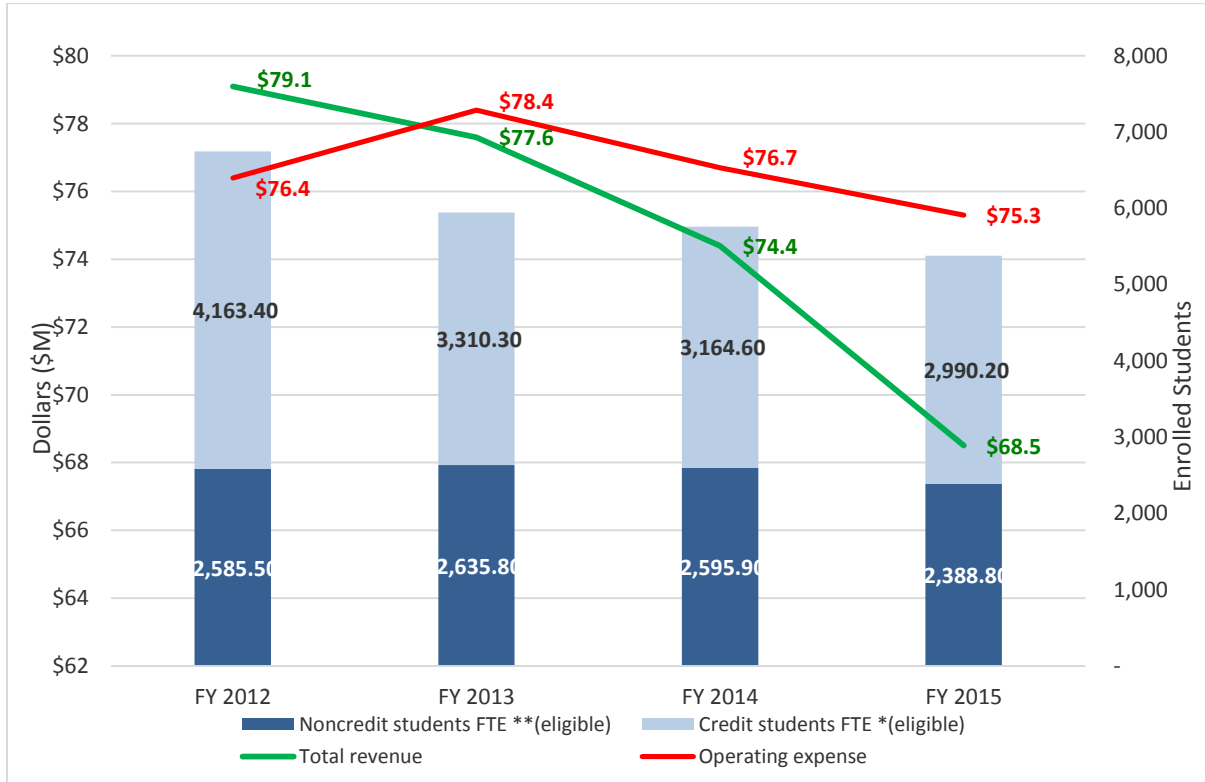


Table 2: Selected Financial Data, Excerpted from Report of Independent Public Accountants

Financial Measure	% Change FY 2012 –FY 2015	FY 2012	FY 2013	FY 2014	FY 2015
Operating revenue	-24%	\$19.5m	\$20.1m	\$15.1m	\$14.9m
Net non-operating revenue	-10%	\$59.7m	\$57.5m	\$59.3m	\$53.6m
Total revenue	-13%	\$79.1m	\$77.6m	\$74.4m	\$68.5m
Operating expense	-1%	\$76.4m	\$78.4m	\$76.7m	\$75.3m
Net increase (decrease) in net position	***	\$2.7m	\$- 0.8m	\$-2.3m	\$-6.8m
Credit students FTE*(eligible)	-28%	4,163.4	3,310.3	3,164.6	2,990.2
Noncredit students FTE**(eligible)	-8%	2,585.5	2,635.8	2,595.9	2,388.8
Credit + noncredit students FTE** (eligible)	-20%	6,748.9	5,946.1	5,760.5	5,379.0

Notes:

* This table is included in Appendix A. Throughout the appendix, with exception of this table, eligible and ineligible FTEs will be combined to be consistent with reporting to the IPEDS repository. Ineligible FTEs add approximately 200 to 250 FTEs to the eligible counts depicted in the table for years FY 2013 through FY 2015. A larger difference resulted in FY 2011, which had 459 ineligible credit FTEs (Maryland Association of Community Colleges [MACC], 2015 MACC Data Book, p. 26).

** Ineligible noncredit FTEs add approximately 150 to 200 FTEs annually (described in MACC as “continuing education”) to the counts shown (2015 MACC Data Book, p. 35).

*** The one-year reduction for FY 2015 in the BCCC’s state appropriation of \$-5.7 million caused a steeper fall in the change to net financial position of \$-6.8 million, the amount by which expenses exceeded revenues for that year. In the absence of this reduction, non-operating revenue for FY 2015 would have been nearly identical to the FY 2014 level, \$59.3 million, with a less severe decline in net financial position for FY 2015 of \$-1.1 million. Because of the distortion due to the single-year revenue decline in FY 2015, the percentage decrease in the changes in financial position from FY 2012 to FY 2015 is not shown in the table.

The apparent lack of a strategic response to this persistent downturn in revenue leaves BCCC without a path to a financially sustainable future. Incremental changes, such as two tuition increases and operational savings at the margins, have kept the financial erosion modest, with the exception of the steep decline in FY 2015 precipitated by the reduced State appropriation. Fundamental steps to streamline operations have not been taken.

According to a financial peer analysis, BCCC's decline in enrollment has been steeper than other community colleges and its costs per full-time equivalent (FTE) credit student are higher. BCCC's spending on salaries and benefits for core functions also compares unfavorably with peers.^f

Budget projections were adjusted in the March 2016 financial projections to match declining enrollments. However, tuition levels in the last year of the projection, FY 2020, are estimated to be \$135 per credit hour, a 40% increase from current levels.⁴⁶ Only a quarter of that estimated increase has been approved. Tuition increases of this magnitude may be necessary, but additional analysis will be required to determine how acceptable it would be to BCCC stakeholders and how it might affect enrollment.

The fundamental streamlining of spending needed to deal with the financial decline has not been addressed. Finances continue to be managed on a short-term, expense-by-expense basis by cutting nonessential spending, delaying projects, and/or freezing spending. Improvements have been made as budgets adopted by BCCC over the last two years provided a chance to plan, fund, and monitor changes to the institution's revenue and spending, but more needs to be done in order for the institution to be financially sustainable.

State appropriations (71% of BCCC's unrestricted revenue in 2015) are a crucial portion of BCCC's revenue, but the college continues to operate under a "hold harmless" level of appropriations.^{g47} Illustrating the impact of the hold harmless arrangement – a \$3.5 million reduction would occur in FY 2017, if the appropriation were based only on the levels of credit and noncredit students and the English for Speakers of Other Languages grant funding. BCCC was hit hard in FY 2015 when the State reduced its appropriation by \$5.7 million.⁴⁸ This shows the acute sensitivity of BCCC's financial situation. It should be noted that Baltimore City provides 1% of BCCC's operational funding.

While BCCC's financial health is sustainable for a short time, the declining enrollment will create an untenable long-term situation. It is crucial for BCCC to leverage its current strength to execute change. During the past two years, processes have been put in place for mid-term budget projection and planning and for planning and financing long-term capital projects. With these improvements, BCCC can confront its financial situation and face future challenges.

^f For more information on financial peer analysis, see Appendix 1: Financial Analysis.

^g Hold harmless refers to maintaining the same amount of funding as the previous fiscal year.

GOVERNANCE THAT DOES NOT SUPPORT SUCCESS

BCCC's governance has been a challenge since its founding. The institution was originally part of the Baltimore City Public School System. In 1967 it became an independent city agency. The city could not financially sustain the institution and in 1990, it became a State of Maryland agency. The college had four names in 50 years: Baltimore Junior College (1947); Community College of Baltimore (1967); the New Community College of Baltimore (1990); and Baltimore City Community College (1992).

"No one understands that BCCC is not part of a larger structure. The state takeover was nearly 30 years ago no one remembers what happened. The institution's silo is not helpful."

Community leader

BCCC is a state institution of higher education classified as a "local educational agency" (LEA). There are two troubling aspects to BCCC's governance structure: its status as a state agency and the effectiveness of its Board of Trustees.

Challenges of State Agency Status

As a state agency, BCCC is unique among community colleges in that its local jurisdiction does not have a significant financial stake in the college. The college receives 70.6% of its funding (unrestricted revenue) from the State of Maryland. The average proportion of state funding for community colleges in Maryland is 24.2%. Wor-Wic Community College receives the next largest proportion of the state funding at 32.1%. BCCC receives only 1.2% of its funding from the City of Baltimore. Other community colleges in Maryland receive mandatory financial support from their local jurisdiction. On average, local government provides 33% of the funding for community colleges.⁴⁹ While BCCC receives the most total government support (70.6%) of all community colleges in Maryland, its financial connection to Baltimore City is almost non-existent.

"Its governing structure really creates a challenge because it is an inherently city body, functioning in the city, funded by the state."

State elected representative

"You want an efficient, effective higher education system. The state's not really in the business of running community colleges."

Another state elected representative

When the college became a state agency in 1990, the enabling legislation established a temporary governance structure with a president and board of trustees. During this time the legislation required MHEC, in conjunction with the State Board of Community Colleges, to develop a plan for an appropriate governance structure. They were to consider merging or affiliating the college with another institution; define the mission and an accountability plan; and assess academic programs, personnel, and policies.⁵⁰ Legislators were clearly concerned about the appropriateness of the governance structure.

BCCC's status as a state agency, but not solely a state-sponsored institution of higher education, causes problems for procurement and human resources. According to the General Counsel for the college^h, the institution is caught between the requirements of being both a State agency and a State-sponsored institution of higher education. The institution has no control over when it is considered one or the other.

It is clear from the enabling legislation that legislators were concerned about the appropriateness of the governance structure.

BCCC has a different procurement authority than other state higher education institutions. "The University System of Maryland (USM), Morgan State University (MSU), and St. Mary's College of Maryland (SMCM) are exempt from most provisions of State procurement law...The Baltimore City Community College (BCCC) is a State agency that is subject to all provisions of State procurement law."⁵¹

BCCC reports several challenges with procurement. BCCC's independent procurement authority is limited to purchases of \$25,000 or less for everything but maintenance service.⁵² BCCC's General Counsel reports that the institution does not know why its delegated authority is so low or how to go about getting it increased. Larger purchases require oversight from Department of Budget and Management (DBM), Department of General Services (DGS), or the Department of Information Technology (DoIT). Procurements over \$100,000 require approval by the Board of Public Works. BCCC's procurement department estimates that most of the college's procurements fall between \$40,000 and \$50,000. The timeliness of these procurements is entirely up to the oversight agencies. One example provided by the institution is the purchase of a student recruitment software program which has been awaiting DoIT approval for months. The delay is hindering the college's recruiting ability. Another example: BCCC's online catalogue has been under review for a year with no estimated decision date.

The institution's human resources functions are also challenged by the dual classification. The lack of clarity is most apparent with hiring, salary levels, job descriptions, and the State payroll database system. Because it does not have its own payroll system, BCCC staff must perform double entries for payroll processing.

Board of Trustees

BCCC's nine-member Board of Trustees is appointed by the governor. The Board includes one student trustee. Board members are uncompensated and except for the student member, serve six year terms.⁵³ The board is given considerable autonomy in governing, but the effectiveness of the board has been problematic since at least 2004.

In 2004, the Maryland Higher Education Commission documented severe problems with academic quality and problems with the BCCC's board overstepping its role by "meddling in certain administrative matters."⁵⁴ Following this report, the new board chair vowed that the problems were being addressed.⁵⁵

^h Direct communication from General Counsel.

The same year, a report from the Abell Foundation, based on a separate study, concluded that significant changes “starting with the Board of Trustees” were needed to address the institution’s inability to fulfill its potential.⁵⁶ Problems persisted at the institution and in 2011, Middle States placed it on probationary status. In September 2011, Governor O’Malley replaced the majority of BCCC’s Board of Trustees, citing the college’s lack of progress.⁵⁷

The Board of Trustees now has eight members and one vacancy. Four members hold positions at regional universities, one is a BCCC alum and business person, one works in Maryland State government, and the board chair is a community leader and pastor of a city church. That so many board members have higher education backgrounds is important for understanding the mission of the college, but the make-up of the membership does not appear to connect the institution to key constituencies.

Only 28% of the faculty, staff and administrators who participated in the climate survey thought the college assessed the effectiveness of its governance structure.ⁱ A number of respondents reported issues with the Board of Trustees, although these comments contradicted one another. Some said the Board was too involved, while others said it was completely uninvolved. Multiple employees believed the Board was acting illegally by being too involved with daily operations.

Regardless of the makeup of the Board, the institution’s history since the inception of this governing body has shown that BCCC is vulnerable to a debilitating lack of advocacy. While the Board has fluctuated between periods of strength and weakness, the inherent design of the governance structure often leaves the institution cast to the side, without effective oversight or attention from the state. With no educational body such as MACC or USM to advocate on its

The inherent design of BCCC’s governance structure often leaves the institution cast to the side, lacking proper oversight or attention from the state.

With no educational body such as MACC or USM to advocate on the institution’s behalf or provide additional oversight, the Board of Trustees has an immense task.

behalf or provide additional oversight, the Board of Trustees has an immense task. Given the BCCC’s challenges, it is understandable why legislators initially doubted the Board’s effectiveness.

ⁱ See Appendix 6F

LEADERSHIP CHALLENGES^j

Leadership has been a challenge for BCCC, due in large part to the continual turnover at the top. Since 2002 the institution has had five presidents and has been plagued with accreditation problems and turmoil. During this time it has been placed on warning status twice and probation once and in 2010, the president received a vote of no confidence from the faculty and staff. During the same time, CCBC, AACC and HCC have each had two presidents.

BCCC's current president has been at the helm fewer than two years. He took over at a time when accreditation was in jeopardy, enrollment was declining and the institution's reputation was severely damaged. It was disconnected from key stakeholders and potential advocates. Addressing these challenges is a monumental task.

The president's most pressing priority was addressing accreditation, which he accomplished in less than one year. Other issues are taking longer, hampered by leadership turnover (voluntary and involuntary) and a lack of connection to key stakeholders. Some within the institution worry that there is a lack of vision and no sense of urgency.

BCCC is not seen as a player in Baltimore's higher education or workforce development landscape.

Continual turnover and a lack of connections to stakeholders creates problems for the organization internally and externally. BCCC is not seen as a player in Baltimore's higher education or

workforce development landscape. A common sentiment among external stakeholders is that BCCC simply cannot get things done. They express frustration with BCCC's inability to respond to the needs of the community. They either aren't familiar with the college or view it as struggling and not living up to its potential. Few employers know about the college. Local foundation leaders generally have a negative view of it and have no confidence in the quality of its financial and operational leadership. Most don't think that students are well prepared by BCCC and few think the value of a BCCC education is worth the cost. However, these same leaders do think BCCC offers an education that is affordable to its constituents and provides access to people who otherwise might not attend college.

The constant turnover and daily crises have also been problematic internally. It is clear that many within the institution remain skeptical of current leaders and administrators, saying they had high hopes for them in September 2014, but are disappointed after not seeing changes in accountability and staffing levels. Some internal stakeholders remain cautiously hopeful that these changes will occur now that the institution's accreditation has been reaffirmed.

^j See Appendix 6A: Stakeholder Interviews and Appendix 6F: Climate Survey for more discussion about leadership at the college.

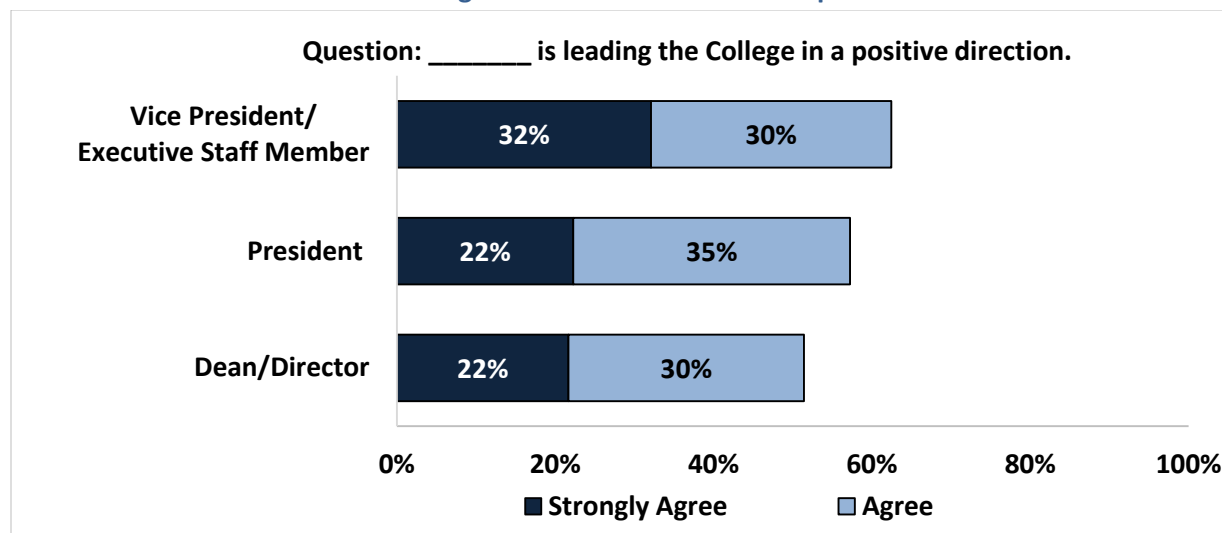
Many at BCCC worry that the college lacks a clear vision. Internal stakeholders interviewed for the study were very critical about the lack of vision, but also noted that the

Many at BCCC worry that the college lacks a clear vision.

administration is making positive changes. After the accreditation trouble, the college implemented new procedures, some of which internal stakeholders applaud. However, when asked if they think the college can avoid similar issues in the future, the overwhelming majority of them said no.

As shown in Figure 4, respondents to the BCCC climate survey^k were lukewarm in their belief that the institution is being led in a positive direction. While 62% of faculty and staff believe the vice president/executive staff members are leading the institution in a positive direction, only 32% strongly hold this view. Over half of the respondents (57%) said the president is leading the college in the right direction, but only 22% strongly believed this. Deans and directors received the lowest rating (52%) for leading the college in a positive direction.

Figure 4: Direction of Leadership



During the interviews with BCCC staff, it became clear that one of the most troubling leadership challenges is a lack of accountability. The comments of one administrator were echoed by many others, “[Staff doesn’t] know what accountability is because leadership isn’t

“[Staff doesn’t] know what accountability is because leadership isn’t showing them what accountability is... [P]eople aren’t held accountable.

showing them what accountability is... [P]eople aren’t held accountable. Period, point blank. When you hold someone accountable, you’re almost punished for it around here.” Another administrator said,

^k See Appendix 6F: 2016 Climate Survey for more information.

“There's no accountability at the presidential level to what's expected of vice presidents. Many of the vice presidents do not come to work on a regular basis.”

A common theme at BCCC is that the institution has a toxic work environment, rife with favoritism. There is a perception that many people, from staff through leadership, are not qualified and that the college needs an external, objective review of positions and employee qualifications. Many within the organization recommend that everyone be re-interviewed for their job.

The perception of integrity at the college is also a concern, as shown in Figure 5. Only 41% of survey respondents agreed that upper level administrators perform their responsibilities with integrity. Respondents were more likely to report that faculty and staff act with integrity, with 57% agreeing that staff do and 56% agreeing that faculty do.

Only 41% of survey respondents agreed that upper level administrators perform their responsibilities with integrity.

Very few people agree that the college regularly assesses the effectiveness of its leadership. Figure 6 shows that only 35% agree that the college assesses the effectiveness of the president; 32% agree that the college assesses vice presidents; 28% think it assesses administrators, and the same number think it assesses the governance structure.

Figure 5: Perception of Integrity among Staff, Faculty, and Administrators

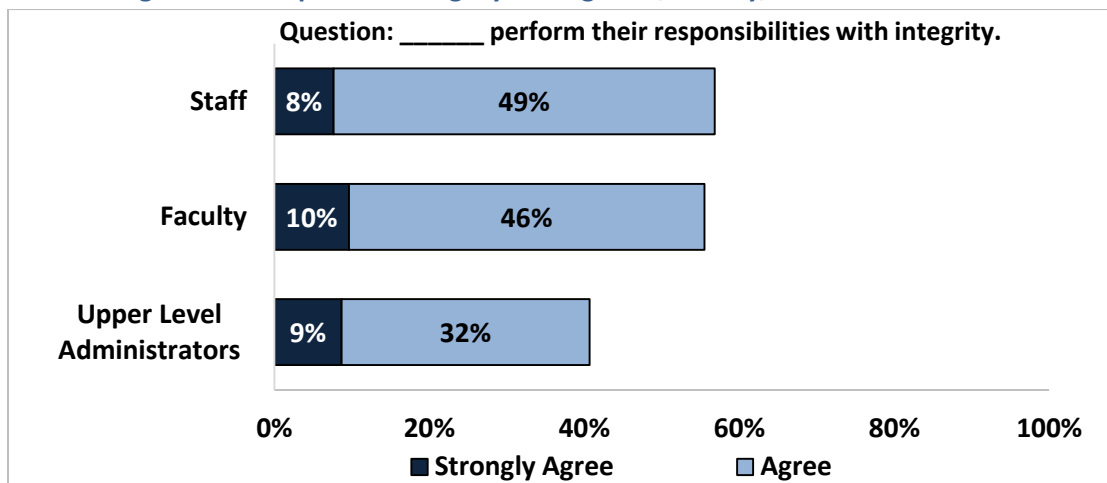
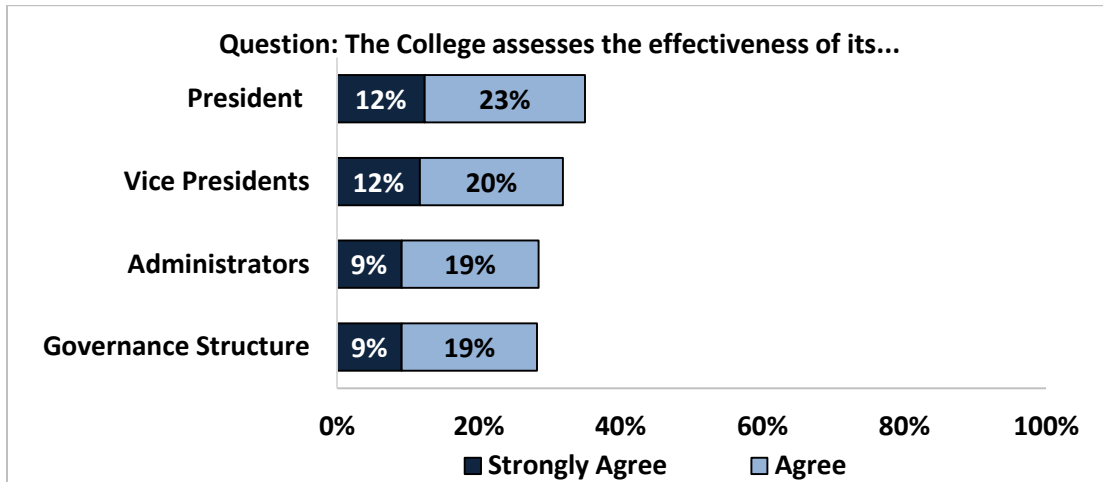


Figure 6: Assessment of Effectiveness



Only 45% of faculty agree that senior leadership communicates openly about important matters. That number drops to 36% for administrators and only 25% for staff.

Morale^l

Morale at the college is low, according to the climate survey and interviews with internal stakeholders. On a 1-10 scale, respondents rated the morale at the college at 4.82 and morale in their division at 6.12. Administrators and staff rated morale the lowest.

When asked to identify the biggest challenges to doing their job, a number of staff mentioned morale and communication. They described low morale, hostile work environment, lack of transparency, lack of appreciation, lack of leadership, problems with promotional advancement, lack of innovative ideas, favoritism, lack of accountability, unfair/poor treatment of staff, and a “disheartening work environment.” In summary, the lack of stable leadership and accountability has had a negative impact on BCCC. There remains a great deal of work to be done in terms of transforming the institution.

CONNECTION WITH KEY CONSTITUENCIES: ELECTED OFFICIALS, COMMUNITY LEADERS, AND EMPLOYERS^m

At any community college, a strong connection with local elected officials, employers, and community leaders is imperative. In order for BCCC to reach its potential, a stronger connection with the local community is required.

Successful community colleges across Maryland show how positive relationships with the community can be mutually beneficial. Successful community colleges are not only linked financially with their

^l See Appendix 6F:2016 Climate Survey for more information about employee perceptions of the college.

^m See Appendix 6A: Stakeholder Interviews, Appendix 6G: Employer Survey; Appendix 6I: Foundation Leader Survey; and Appendix 6J: Government Agency Survey for more information about connections with key constituencies.

jurisdictions, they have systemic relationships with them that allow the college to align offerings with the needs of the workforce.

Linkage to Elected Officials

Because BCCC is a State of Maryland agency, it is the only community college that does not have a significant financial connection to its local jurisdiction, the City of Baltimore. BCCC receives only 1.2% of its funding from Baltimore, while on average, Maryland community colleges receive 33% of their funding from local government.⁵⁸ Also, there is no institutional relationship between Baltimore City and BCCC. Interviews with BCCC administrators and local officials suggest that at best, communication between BCCC and Baltimore City only happens between individuals with personal connections.

BCCC is the only community college that does not have a significant financial connection to its local jurisdiction. It receives 1.2% of its funding from the City of Baltimore and 70.6% from the State of Maryland.

One possible explanation for this lack of relationship is that once BCCC was turned over to the state for financial support, it was out of sight, out of mind for the city. Without a financial stake, the city no longer valued the success and importance of BCCC. While the relationship between the city and BCCC is not solely to blame for the college's recent struggles, improving that relationship is critical to its future.

Multiple city leaders cited the college's struggles as reason for the current lack of ties.

A challenge in developing relations between the city and BCCC has been the hesitancy of city leaders to fully support the college because of the college's perceived lack of quality and success. Multiple city leaders cited the college's struggles as reason for the current lack of ties. Some described the paradoxical relationship between

the two institutions, saying without the city's support, the college cannot be as successful, and without success at BCCC, the city will not fully support the college. The college needs both the city's financial support and connections that would allow a flow of information and ideas between the institutions. The importance of a strong relationship between the City of Baltimore and BCCC cannot be overstated. One city official reflected on the lack of success at BCCC and the implications it has on Baltimore City, saying:

"When you compare Baltimore to other communities, our lack of a community college that is knocking it out of the park is a major detriment to the residents of Baltimore. Because, what's happening is others are trying to step in and play the role that they [BCCC] should be playing."

Elected officials and agency leaders at the state level had similar, unfavorable impressions of BCCC. In a survey of city and state agency leaders, the most common description of BCCC was “unknown.” One state elected official said:

“[T]he perception is that it has just been ineffective, rudderless, kind of without a purpose, that it's been sort of lost. And it's trying to be all things to all people without maximizing in one.”

Linkage to Employers

Strong connections between community colleges and local employers help community colleges design programs that fit employers’ needs and help give students a pipeline from the classroom to the workplace. Unfortunately for BCCC, the pipeline faces obstacles. The most common complaint among area employers was BCCC’s lack of flexibility to meet their training needs. Employers mentioned turning instead to CCBC, saying they have the capacity, flexibility, and reliability to develop and offer training programs. BCCC administrators agree that the college is not positioned to be fast or flexible to meet employer demands.

One way the college has tried to improve its relationship with local employers is by establishing a 23-member President’s Advisory Council made up of local elected officials, employers, foundation leaders, educational leaders, and others. Although advisory boards are a common way for community colleges to communicate with employers, scholars caution that their effectiveness is questionable. Advisory boards tend to have infrequent, irregular meetings, lack relationship building, and lack the necessary preparation time to extract the full potential of meetings.⁵⁹ Interviews with BCCC’s President’s Advisory Council members revealed that BCCC is no exception to these challenges. Since its formation in 2015, the President’s Advisory Council has had only one meeting. This is particularly concerning because stakeholders point to the Council as evidence of the college’s increasing ties to the community, when in reality, members of the Council say the college has not used the body effectively.

Not only does BCCC struggle to provide an adequate job pipeline for students, the college also fails to provide students with accurate, up-to-date online information about career development and employment. Students who look to BCCC’s website for information on career development cannot find current information on services and resources. This problem exists despite BCCC being warned by Middle States for failing to have accurate, up-to-date information available (Standard 6).

It is imperative that BCCC strengthen their relationships with local employers. The continual assessment of employers’ needs through trusted relationships is important for BCCC to successfully develop a jobs pipeline. The college must also use its Advisory Council in a way that allows for regular, meaningful dialogue between the administration and the city’s employers and leaders. The college should also use information gleaned from local employers and members of the Council to align course offerings with workforce needs, and to provide timely and accurate career information to students.

Community Leadersⁿ

Many community leaders describe BCCC as an unknown or struggling institution. In a survey of the city's foundation leaders, among 17 respondents, many reported not being very familiar with BCCC programs. Although they were not familiar with programs, they were familiar with the college's struggles and leadership instability.

The college's status as a state agency, governance structure, lack of formal relations, and perceptions of it not being a strong institution has created a situation where BCCC is in a silo with little formal support.

Community leaders continually described BCCC as an institution that was not part of the conversation, and as an afterthought. City and state leaders echoed these sentiments. Greater outreach and communication with influential community leaders combined with improved student success could help restore BCCC's reputation.

From interviews with local elected officials, representatives from government agencies, and community leaders, it is clear that BCCC is not part of the city's economic and workforce development strategy. Area business leaders say the institution is not a key player in workforce development. Since at least 2010, the number one college choice for Baltimore City high school graduates has been the Community College of Baltimore County, with 28% of 2014 graduates enrolling there compared with 18% enrolling at BCCC.⁶⁰

The college's status as a state agency, along with its governance structure, lack of relationships, and perceived weakness, have created a situation where BCCC is in a silo with little support. The college has no governance structure to provide meaningful support, accountability, and advocacy.

Since at least 2010, the number one college choice for Baltimore City high school graduates has been the Community College of Baltimore County.

DECLINING ENROLLMENT

Credit Enrollment^o

Over the last 10 years, BCCC has seen its credit enrollment decline by one-third – from 7,093 students in 2006 to 4,726 students in 2015. During the same time, Anne Arundel Community College has lost just 10 students, Howard Community College's enrollment has grown by 2,471 or 34.5%, and the Community College of Baltimore County's enrollment has grown by 2,953 or 15.9%.⁶¹ While these institutions are not peers, they do compete with each other for students. In fact, almost an equal number of Baltimore City

ⁿ See Appendix 6A: Stakeholder Interviews and Appendix 6I: Foundation Leaders Survey for more information on the perceptions of community leaders.

^o See Appendix 4: Academics for a discussion of enrollment trends.

residents attend CCBC (4,807 credit student head count FY 2015) as BCCC (4,726 credited enrollment 2015)^p even though it costs significantly more.

During the past 10 years, BCCC has seen its credit enrollment decline by one-third from 7,093 students in 2006 to 4,726 students in 2015.

There are a number of likely reasons for the enrollment decline. As shown in Figure 1 at the beginning of this report, accreditation issues have played a big role. After the institution was placed on warning status in 2004, its enrollment

started to decline slightly. During this time, CCBC's enrollment also declined slightly while HCC and AACC trended modestly upward. From 2004 until 2011 when BCCC was placed on probation, its enrollment continued to decline slightly or hold steady while other community colleges grew significantly.

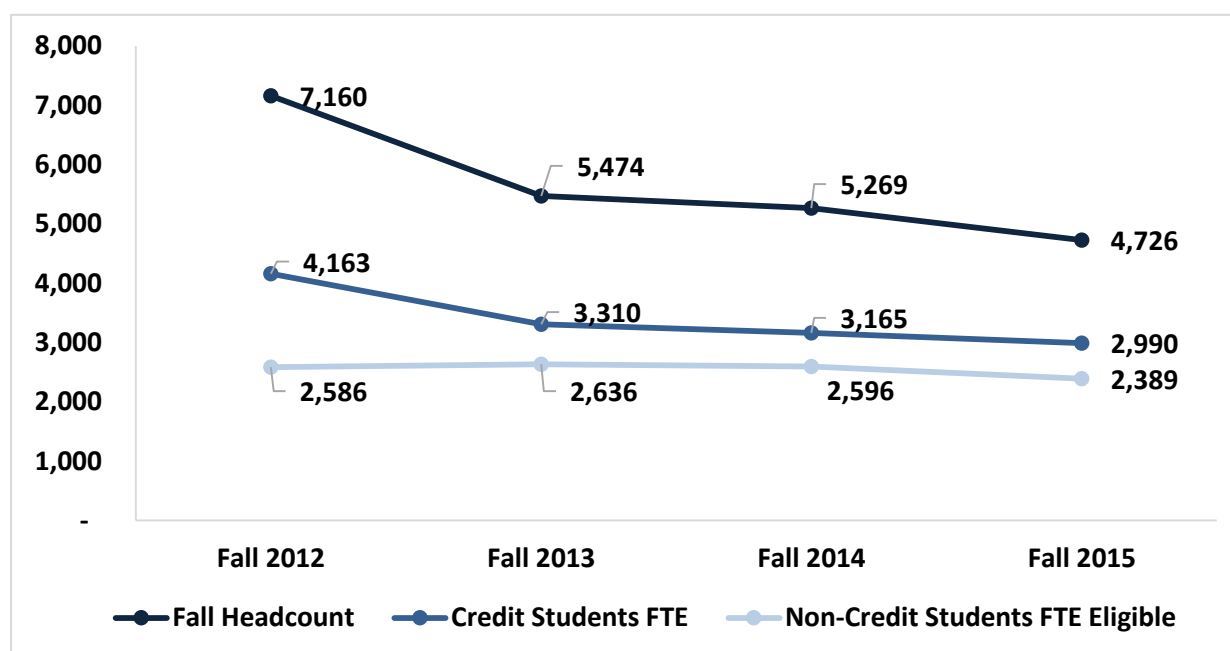
Many within BCCC point to the closure of the Bard campus in Baltimore's Inner Harbor as the major cause for the enrollment decline. However, BCCC stopped holding classes at Bard in 2009,⁶² closed the Bard campus in 2010,⁶³ and enrollment grew 2.9% in 2010.⁶⁴ The institution experienced its most precipitous enrollment decline (-22.75%) in fall 2012, the year after it was placed on probation. The same year, CCBC experienced a -4.12% decline, AACC dropped -1.71%, and HCC held steady. BCCC's enrollment continued to decline modestly in 2013 (-1.88%) and 2014 (-1.9%). During the same period, CCBC experienced much larger enrollment declines (-3.62% in 2013 and -4.69% in 2014) as did AACC (-6.73% in 2013 and -7.22%). In 2014, Middle States placed BCCC on warning status again. In fall 2015, when the rate of enrollment decline at surrounding community colleges started to level off, BCCC's enrollment dropped -10.31%.⁶⁵

Another likely cause of BCCC's enrollment decline from 2013 to 2015 is the change in Pell Grant rules. On July 7, 2012, the lifetime limit for Federal Pell Grant eligibility changed from nine years (18 semesters) to six (12 semesters). The limit was applied retroactively meaning that anyone who had reached the six-year eligibility when the rule change went into effect was cut off.⁶⁶ Nearly 60% (58.2%) of BCCC students received Pell Grants.⁶⁷

As seen in Figure 7, the fall 2015 credit student FTE headcount was 2,990.⁶⁸ This evidence indicates that in at least the near term, the college should plan for credit enrollment of approximately 3,000 FTE.

^pNumber of Baltimore City residents attending CCBC provided by CCBC.

Figure 7: Headcount, Credit FTE, Noncredit FTE 2012 - 2015



Note: Fall headcount data was compiled from Analysis of Maryland Executive Budget, FY 2013 – FY 2017. Credit FTE and Noncredit FTE from IPEDS repository data.

Noncredit Enrollment⁹

Noncredit education is an important component of the mission of community colleges, providing adult basic education, GED training, English language training, job preparation, and training for employers.

Often seen as a bright spot in the college by many in the institution, the organization is relatively unknown in the business community and has a small share of the region's noncredit market.

The Business and Continuing Education Division (BCED) of BCCC provides adult basic education, English language services, classes for senior citizens, and a variety of workforce development classes in child care, court reporting, health care, hospitality, inventory control, and weatherization.⁷ BCED also offers customized workforce training programs. Often seen as a bright spot in the college by many in the institution, the organization is relatively unknown in the business community and has a small share of the region's noncredit market.

In FY 2014, the most current year comparative data is available, BCCC had 3,090 noncredit⁵ enrollments - the smallest noncredit enrollment of all the community colleges in Maryland. The Community College of

⁹ Noncredit enrollment is discussed in more detail in Appendix 4: Academics.

⁷ BCCC BCED website <http://www.bccc.edu/Page/1554>

⁵ This number includes FTE eligible non-credit student and non-FTE eligible non-credit students.

Baltimore County had the state's largest noncredit enrollment (105,154) and more Baltimore City residents (3,426 in FY 2014) attend noncredit programs at CCBC⁶⁹ than BCCC. CCBC's large market share is an indication of a robust market for noncredit enrollment in the region. At BCCC, most students enrolled in noncredit classes were enrolled in Community Service and Life Long Learning (40%), followed by workforce development (34%), and contract training (26%). BCCC's noncredit enrollment declined 11% between FY 2012 and FY 2014. While the decline is significant, it is very close to the average (-10%) decline experienced by community colleges in Maryland. Frederick Community College experienced the largest enrollment decline (-40%) and Wor-Wic Community College experienced an enrollment increase of 34%.⁷⁰

During interviews with stakeholders, it became clear that there is a need in the city for a community college that works with employers to develop programs that align with their needs, provides quality training to residents, and places graduates with employers. There are several barriers to BCCC's success in noncredit education. First, most employers are unaware of BCCC and its offerings. Second, the institution does not systematically follow noncredit students nor does it maintain email addresses for people who attend noncredit programs. This is a serious missed opportunity because people who complete noncredit programs have potential to go on to credit certificate or degree programs. Additionally, foundations and non-profits who provide funding to BCCC want outcome data. It is not enough to say that 90% of the participants completed a job-training program. These funders want to know how many participants are employed as a result.

Another challenge to noncredit success is BCCC's lack of responsiveness. BCCC staff repeatedly indicated that it was difficult to respond nimbly to employer needs because of bureaucratic delays in hiring and contracting. External stakeholders also reported that the institution is not responsive. One community leader said:

"The challenge is that they're not nimble enough. They can't react to change, and when they do, it is a reaction rather than a proactive process. I think that they're very top heavy, and by virtue of that do not invest in front line staff that are readily available to serve the immediate needs of the employers and the people of Baltimore City."

Whatever the cause of the delays, it is important that BCCC find a way to respond quickly to employer requests for quality programs. Developing and delivering high quality programs in a timely manner could enhance the reputation of the institution and increase enrollment.

According to the Baltimore Opportunity Collaborative, there is real need for noncredit education in Baltimore.⁷¹ During interviews people mentioned various opportunities and strategies. One was to develop apprenticeship programs with local unions and the public school system. Another was to develop programs to address the training gap created by the closure of the Maritime Industries Academy.

Given the natural link between adult basic education, English language classes, workforce development classes and BCCC's credit offerings, there should be a concerted effort to stay in touch with BCED students and an effort to connect BCED and BCCC credit programs. Additionally, BCCC should work to become a reliable partner for the Mayor's Office of Employment and Economic Development (MOED) since this is the agency that employers usually turn to for trained employees when relocating to Baltimore or expanding.

“Strategy 1: Implement more industry-led sector strategies for workforce development and offer a broader menu of pathways into family supporting careers. Increase the competitiveness of industry sectors with effective training and credentialing that make use of stackable, industry-valued credentials that lead to careers that pay family-sustaining wages with benefits” (p. 35).

*Opportunity Collaborative Baltimore
Regional Workforce Development Plan*

ACADEMIC PROGRAMS[†]

BCCC currently offers Associate of Arts (AA), Associate of Science (AS), Associate of Applied Science (AAS), Associate of Science in Engineering (ASE), and Associate of Art in Teaching (A.A.T.) degrees in addition to a number of credit certificates. In fall 2015, BCCC offered 29 associate degrees and 16 certificate programs.⁷² In the 2011-2012 academic year, BCCC eliminated six associate degree programs and 28 certificate programs and combined 21 degrees into broader programs.⁷³ One certificate, substitute teacher, is now being eliminated.⁷⁴ However, according to BCCC, since fall 2014, the college has added eight degree or certificate programs.⁷⁵

Table 3 shows a year-by-year breakdown of the number of associate degree and certificate programs offered by BCCC between 2009 and 2016.⁷⁶ The overall number of programs decreased from its peak of 70 in 2010-2011 to the current 45 programs. BCCC reports that eight degrees or certificates have been added since fall 2014. (Note, the total number of programs reported in the table reflects programs that were added and deleted, therefore the absolute change from spring 2013 to present is less than the eight programs referenced above.

[†] Academic programs are discussed in more detail in Appendix 4: Academics and Appendix 5: Opportunity Analysis.

Table 3 Number of Credit Programs Offered by BCCC

Programs	Academic Year						
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Associate	35	36	37	36	27	29	29
Certificates	31	34	14	14	12	14	16
Total	66	70	51	50	39	43	45

Source: DLS Analysis of Maryland Executive Budget, FY 2011 - FY2017

After passage of the College and Career Readiness and College Completion Act (CCR-CCA) in 2013, BCCC reduced 19 degree programs to 60 total credits. The total credits in nine other programs were adjusted to reflect new standards and expectations per the CCR-CCA.⁷⁷

Table 4 shows occupations in the Baltimore region with at least marginal job growth between 2012 and 2022 (at least 100 positions open) whose postsecondary education requirement is either an associate degree or postsecondary non-degree award.⁷⁸ Of the occupations that fit this criteria, BCCC provides the necessary education required for nearly three-quarters (73%) of the total number of positions open.⁷⁹ BCCC also provides education for over half of the occupations identified in the region.

Among the occupations listed in Table 4, the majority of regional job openings (52%) between 2012 and 2022 require a postsecondary non-degree award. Nursing makes up over one-quarter (28%) of the total position openings in the region among the selected occupations. The healthcare sector accounts for over 60% of the total number of openings. Given the significant amount of job growth among health professions, BCCC should continue to pay particular attention to program offerings and training programs for careers in the healthcare sector and look for ways to expand connections with employers in this field.

Table 4 also shows that there are two marginal growth occupations where BCCC does not offer programs that meet the minimum education required according to the Maryland Department of Labor, Licensing, and Regulation. Web developers and computer network support specialists each require an associate degree, but BCCC only offers noncredit education for these programs. If BCCC offered associate degrees in these areas, it would increase the percent of positions covered by BCCC to 79%. Despite not offering an associate degree for web developers or computer network support specialists, the findings show that BCCC provides education for a considerable number of job openings in the region with at least marginal growth.

In fall 2015, BCCC introduced its Career Pathways to create clear alignments among BCCC's offerings so that students can easily identify which courses are necessary for them to reach their goals. The pathways are broken down into five specific categories: pre-health professions, business, behavioral and social sciences, visual and performing arts, and STEM (science, technology, engineering, and mathematics). These pathways align BCCC's 29 degree offerings with 16 certificates and six areas of concentration. Table 5 details the Career Pathways structure at BCCC.

Table 4: Regional Occupations with At Least Marginal Position Growth Requiring an Associate Degree or Non-Degree Award (2012-2022)

Occupational Title	Regional Position Openings (2012-2022)	Postsecondary Education Requirement ^u	Covered by BCCC?
Registered Nurses	5,233	Associate degree	Yes - Credit
Nursing Assistants	2,363	Postsecondary non-degree award	Yes - Credit/Noncredit
Heavy and Tractor-Trailer Truck Drivers	1,620	Postsecondary non-degree award	Yes - Noncredit
Licensed Practical and Licensed Vocational Nurses	1,087	Postsecondary non-degree award	Yes - Credit
Web Developers	730	Associate degree	Yes - Noncredit*
Medical Assistants	661	Postsecondary non-degree award	Yes - Noncredit
Hairdressers, Hairstylists, and Cosmetologists	574	Postsecondary non-degree award	No
Medical and Clinical Laboratory Technicians	514	Associate degree	No
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	496	Postsecondary non-degree award	No
First-Line Supervisors of Production and Operating Workers	441	Postsecondary non-degree award	Yes - Noncredit
Computer Network Support Specialists	438	Associate degree	Yes - Noncredit*
Paralegals and Legal Assistants	350	Associate degree	Yes - Credit
Telecommunications Equipment Installers and Repairers, Except Line Installers	347	Postsecondary non-degree award	Yes - Noncredit
Medical Records and Health Information Technicians	346	Postsecondary non-degree award	Yes - Credit/Noncredit
Veterinary Technologists and Technicians	310	Associate degree	No
Electrical and Electronics Engineering Technicians	268	Associate degree	No
Surgical Technologists	262	Postsecondary non-degree award	Yes - Credit
Preschool Teachers, Except Special Education	259	Associate degree	Yes - Credit/Noncredit
Manicurists and Pedicurists	235	Postsecondary non-degree award	No
Radiologic Technologists	229	Associate degree	No
Audio and Video Equipment Technicians	188	Postsecondary non-degree award	No
Electrical and Electronics Repairers, Commercial and Industrial Equipment	187	Postsecondary non-degree award	No
Dental Assistants	183	Postsecondary non-degree award	No
Court Reporters	172	Postsecondary non-degree award	Yes - Noncredit
Emergency Medical Technicians and Paramedics	159	Postsecondary non-degree award	Yes - Credit
Massage Therapists	159	Postsecondary non-degree award	No
Diagnostic Medical Sonographers	155	Associate degree	No
Electrical and Electronics Repairers, Powerhouse, Substation, and Relay	143	Postsecondary non-degree award	No
Library Technicians	112	Postsecondary non-degree award	No
Engineering Technicians, Except Drafters, All Other	110	Associate degree	No
Electrical and Electronics Drafters	109	Associate degree	Yes - Credit
Respiratory Therapists	103	Associate degree	Yes - Credit
Total Position Openings (Selected Occupations)	18,543		
Positions (Percent) Covered by BCCC	13,512 (73%)		

Note: *education level offered by BCCC does not meet postsecondary education requirement listed by Maryland Department of Labor, Licensing, and Regulation. Not included in the number or percent of positions covered by BCCC.

Baltimore region includes Baltimore City, Baltimore County, Mid-Maryland (Carroll County & Howard County), and Anne Arundel County. Based on Maryland Department of Labor, Licensing, and Regulation workforce region definitions. Harford County not included because Harford and Cecil Counties (Susquehanna Region) are grouped together in workforce projection data. Marginal position growth defined as greater than 100 position openings.

Source: Maryland Department of Labor, Licensing, and Regulation. 2012-2022 Long term Occupational Projections; BCCC provided data.

^u Only occupations that require either an associate degree or postsecondary non-degree award are displayed.

Table 5: Career Pathways Structure – Certificate and Degree Programs

Pre-Health Professions Pathway	
<i>Certificate</i>	<i>Associate Degree</i>
Coding Specialist	Health Information Technology*
	Dental Hygiene*
Practical Nursing	Nursing*
	Physical Therapist Assistant*
Paramedic	Paramedicine
Paramedic Bridge	
	Surgical Technologist*
	Respiratory Care*
Business Pathway	
<i>Certificate</i>	<i>Associate Degree</i>
Accounting	Accounting*
	Business Administration Transfer*
	Business*
	Computer Aided Drafting and Design
Information Technology Basic Skills	
	Computer Information Systems*
Construction Supervision	Construction Supervision
Cyber Security and Assurance	Cyber Security and Assurance
Fashion Design	Fashion Design
Behavioral and Social Sciences Pathway	
<i>Certificate/Area of Concentration</i>	<i>Associate Degree</i>
Addiction Counseling	Allied Human Services
Allied Human Services	
Early Childhood Education	Early Childhood Education
Special Education Assistant	Elementary Education/Generic Special Education Pre K-12 (AAT)
	Mental Health Services (pending deletion)
	Law Enforcement and Correctional Administration
	Legal Assistant
Psychology (AOC)	Arts and Science Transfer
	General Studies Transfer
Substitute Teacher (pending deletion)	Teacher Education Transfer
Visual and Performing Arts Pathway	
<i>Area of Concentration</i>	<i>Associate Degree</i>
Art (AOC)	Arts and Science Transfer
Music (AOC)	
Theatre (AOC)	
STEM (Science, Technology, Engineering and Mathematics)	
<i>Certificate/Area of Concentration</i>	<i>Associate Degree</i>
Pure and Applied Mathematics (AOC)	Arts and Science Transfer
Science (AOC)	
Biotechnology Lab Science	
	Biotechnology
Lab Animal Science	
	Engineering Transfer
	Electrical Engineering
	Robotics / Mechatronics Technology

BCCC also offers Stackable Certificates for students who are seeking to obtain their associate degree. Stackable Certificates allow students to earn a certificate while pursuing an associate degree. Ten of BCCC’s associate degree programs have a companion certificate, covering four of the five pathway areas. Stackable Certificates are important for situations where students dropout or stop out. In these situations, despite not completing their anticipated associate degree, these students can at least earn a certificate that may help them meet their career or personal goals.

Table 6: Stackable Certificates by Career Pathway

Companion Certificate	Associate Degrees
<i>Pre-Health Professions Pathway</i>	
Coding Specialist	(AAS) Health Information Technology
Practical Nursing	(AS) Nursing
<i>Business Pathway</i>	
Accounting	(AAS) Accounting*
Information Technology	(AAS) Computer Information Technology
Construction	(AAS) Construction Supervision
Fashion Design	(AAS) Fashion Design
<i>Behavioral and Social Sciences Pathway</i>	
Addiction Counseling	(AAS) Addictions Counselor
Allied Human Services	(AS) Allied Human Services
Early Childhood Administration	(AAS) Early Childhood Education
<i>STEM (Science, Technology, Engineering and Mathematics)</i>	
Biotechnology Lab Science	(AAS) Biotechnology

Promising programs

Students in the STEM pathway enrolled in biotechnology or listed as an arts and science transfer can take advantage of BCCC’s workforce training partnership with the University of Maryland (UM) BioPark. BCCC’s Life Sciences Institute at the BioPark offers students a state-of-the-art educational space and links to employers. The BioPark houses life science companies, research centers, and research organizations. Many employers at the BioPark have hired students for internships and jobs. Stakeholders frequently mentioned the BioPark as one of BCCC’s assets. By many accounts, the BioPark has elevated the image of BCCC, given the college structure and shown that BCCC can be successful. Stakeholders said they would like to see BCCC replicate this workforce training relationship at Port Covington and Sparrow’s Point.

BCCC Programs Commended by Stakeholders

UM BioPark

P-TECH

Year Up Program

Granville T. Woods (GTW) Scholars Program

Robotics / Mechatronics Technology

Stakeholders also praise BCCC’s Year Up program, which launched in 2010. The national program offers yearlong training for adults 18 to 24 years old. It features six months of classroom training, which includes instruction on soft skills such as behavior in a business environment, followed by a six-month paid internship. Employers contribute to the internship,

strengthening community connections. The program's goal is to get students working full-time or enrolled in college. BCCC uses the program to give young adults valuable experience and to recruit for its degree programs.

The Granville T. Woods (GTW) Scholars Program also gives opportunities to young adults in Baltimore. The GTW program attracts high-achieving students from Baltimore City Public Schools. GTW Scholars, who receive full scholarships, are challenged and expected to transfer to a four-year college after their time at BCCC.

Stakeholders also applaud BCCC's robotics program, which began in 2010. Graduates can transfer to Morgan State University to pursue an Engineering degree with a concentration in robotics, or they can transfer to Capitol College to pursue a degree in Electrical Engineering Technology. BCCC is the only two-year institution in the state offering an AAS in robotics.

BCCC is determined to expand credit program offerings to increase enrollment, although stakeholders don't agree this is the best path for the college. One elected official said BCCC is, "trying to be all things to all people without maximizing in one." This stakeholder and others said BCCC would be better off focusing on building areas of excellence and providing innovative workforce development.

UNEVEN EDUCATIONAL QUALITY^v

Educational quality at BCCC has been uneven. Since 2004, the institution has been placed on warning status twice (2004, 2014) and probation once (2011) by Middle States. The institution's graduation rate and successful persister rates (those who have completed at least 30 credits and are still enrolled) are far below Maryland's other community colleges.

While most students (65%) enrolled in BCCC's credit classes want to complete an associate degree or transfer to a four-year program, only one in three do so^w. According to BCCC, 95.4% of the institution's credit students are enrolled in degree programs.^{x80} The statewide average for graduation or transfer is 49.2%. The successful persister rate is 51.3% at BCCC, compared to the statewide average of 69%.⁸¹

For BCCC students who complete developmental coursework, the graduation rate increases to 43.3%, compared with 58.7% statewide, and the successful persister rate increases significantly to 72.6%, versus 84.6% statewide.⁸² Completing developmental course work clearly leads to better outcomes. However, two out of three students do not complete developmental work. BCCC has the highest developmental non-completer rate among Maryland community colleges.

Licensing exam passage rates provide an external assessment about the quality and relevance of curricula. From 2013 to 2015, the first-time licensing exam passage rate for BCCC RN students was significantly

^v Detailed information on student outcomes is included in Appendix 4: Academics.

^w See Appendix 6B. Respondents could select more than one goal.

^x Data from fall 2015 enrollment statistics.

lower than most Maryland community colleges. More disturbing is the 20 percentage point decline in passage from a high of 77% in 2013 to 57% in 2015.⁸³

The outcome for other allied health exams is much better. The passage rate for the respiratory therapist exam has been fairly consistent (between 85% and 91%) over the past three years. BCCC has high passage rates for the physical therapy exam, with rates between 90% and 100% from FY 2011 to FY 2014. The passage rate for BCCC's dental hygiene graduates was between 95% and 100% during the same period.⁸⁴

Accreditation – External Assessments of Educational Quality^y

Another hallmark of academic quality is accreditation. In June 2015, BCCC's accreditation from Middle States was reaffirmed when the institution was removed from warning status. BCCC's academic quality in select business and allied health programs is also validated by external accrediting bodies. BCCC has 11 programs that are accredited by external bodies.⁸⁵ These programs are in the areas of allied health (nursing, dental hygiene, physical therapy, respiratory care, surgical technology, and health information technology); business (accounting, business administration transfer, business management and business marketing); and computer information systems. In addition, BCCC is seeking accreditation for its paramedicine program.^z BCCC's associate degree programs in electronics technology and telecommunications technology are recognized by the Electronics and Telecommunications Technology Institution and graduates of the program are qualified for Technician Class III Certification without testing.

Perceptions of Current Students^{aa}

Overall, students are satisfied with most aspects of the college. While survey results tend to show little disapproval of faculty or administration, an open-ended question about whether a student would recommend BCCC to friends or family yielded mostly negative responses regarding faculty and staff. The majority of current students (78%) are confident that their BCCC education will benefit them in the workplace, but only 63% of students said they would definitively recommend BCCC to friends or family.

The majority of current students (78%) are confident that their BCCC education will benefit them in the workplace.

Among non-returning students, 29% rate their BCCC experience as excellent, 47% rated it a good.

Of the students who enrolled at another institution, the most frequently cited reason (35%) was a negative experience with BCCC personnel.

^y See Appendix 4: Academics

^z Seeking accreditation from the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions.

^{aa} See Appendix 6B: Current Student Survey for more information about the perceptions of current students.

Perceptions of Non-Returning Students^{bb}

When asked to rate their overall educational experience at BCCC, non-returning students (enrolled in fall 2015 but not spring 2016) had fairly positive reviews. Nearly 80% of them said they met their goal for attending BCCC. Just under 1 in 3 students (29%) rated their educational experience as excellent and another 47% rated it as good. One-quarter of respondents called their experience either fair (22%) or poor (2%). Only 10% of respondents reported feeling a very strong connection to BCCC.

Perceptions of Students Who Were Admitted, but Did Not Enroll in BCCC^{cc}

Among potential students who were admitted to BCCC, but did not enroll, only 1 in 5 (21%) actually enrolled elsewhere. Of the students who enrolled at another institution, the most frequently cited reason (35%) was a negative experience with BCCC personnel. The next most frequent reasons were concerns over academic quality (22%) and financial issues (13%). Most students who were admitted but did not enroll (79%) are not enrolled in college and just over half (54%) indicated that they would like to take classes at BCCC in the future.

CAPACITY TO CARRY OUT THE MISSION

The team evaluated BCCC's infrastructure, examining its facilities and IT systems, and it is clear that BCCC faces several challenges in carrying out its mission. The team also documented perceptions about employee effectiveness. The complete facilities review is included in Appendix 2 and the review of information technology is included in Appendix 3. The organizational climate survey is presented in Appendix 6F: 2016 Climate Survey.

Facilities^{dd}

The facilities review concluded that the college has appropriate physical facilities with a current and projected surplus of instructional space. The Bon Secours site across from the main campus provides long-term growth potential both with building space and unimproved acreage.

The Bard building, closed in 2010, is in a prime downtown location. But with the BCCC name on the building and a locked fence, it sends a message that the college is closed for business. The facility is a potential source of both revenue for the college and downtown instructional space for credit and noncredit programs. This report supports demolition of the building and recommends that the cost be included in the redevelopment bid instead of being paid from fund balance.

^{bb} See Appendix 6C: Non-Returning Student Survey for more information about the perceptions of non-returning students.

^{cc} See Appendix 6D: Non-Converting Student Survey for more information about the perceptions of non-converting students.

^{dd} See Appendix 2: Facilities Review for more information on facilities.

Information Technology^{ee}

IT funding is well below national standards and this underfunding has had a negative impact on almost every function of the college. Yet given its limited resources for systems and infrastructure, the support staff in BCCC's Information Technology Services Division are performing well.

BCCC uses an early 1990s administrative system to admit students, process registration, award financial aid, manage finances, and operate human resources. The staff has done a good job trying to provide self-service options for faculty and staff, appropriate access security, and reporting functionality. However, the system cannot meet the functional and security needs of a contemporary higher-education institution. If the system cannot be replaced, it will limit the college's ability to serve the campus community and attract new students. Eventually, it will become difficult to replace programming staff, and security breaches may increase.

The IT priority plans include ERP (administrative systems replacement), document management (document imaging), and identity management projects. All projects are to be funded from BCCC's fund balance, totaling \$16.8 million dollars. BCCC issued an RFP for the system in the spring of 2016 but received only one bid.

The research team supports BCCC's conclusion that the information technology system is outdated and inadequate. However, the team is concerned about whether the college has sufficient staff to support all of the planned projects. Given that the system will be paid from fund balance, depleting the college's reserves, and that it is likely to be obsolete by the time it is operational, this solution may not be in the best interest of the college. Switching to a cloud-based solution or using one of the systems already in use by other state institutions, would likely be more efficient.

Staffing^{ff}

Facilities and IT are important, but human capital is critical. The financial analysis points to a need to reduce the budget, which will require reducing personnel expenses. Compounding the overstaffing issue, there is a perception among some in the college that a significant proportion of employees do not have the skills and/or willingness to do the work that needs to be done.

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One recurring theme from the climate survey was the importance of hiring competent employees. A large number of respondents said there needs to be an overhaul of underperforming and unmotivated employees. Many believed new hires would greatly

^{ee} See Appendix 3: Information Technology Review for more information.

^{ff} See Appendix 6A: Stakeholder Interviews and Appendix 6F: Climate Survey for more information about perceptions of staff.

benefit BCCC. Respondents suggested re-interviewing people for their jobs to filter out unqualified employees. Some wanted to discontinue the practice of hiring “former problem employees” as contractual staff. Nepotism was a widely reported problem, with several respondents describing a pattern of management hiring unqualified friends or family members. Multiple respondents described the presence of cliques as a detriment to the success of the college.

Overall, many felt that outside hires should be a priority. Many were concerned about unqualified employees rising to high positions. One respondent suggested improving the applicant vetting process by including the search committee chair in the initial applicant screening. Respondents also said staff evaluations are needed. One respondent said, “I have been here over five years and have never had an evaluation.” BCCC told the research team that only 50% of Student Affairs, Business and Finance, and BCED employees received an evaluation last year. The number is higher for Academic Affairs (80%), IT (90%), and Research and Marketing (90%).⁸⁶

Several respondents described the work environment at BCCC as hostile. Suggestions for improvement included mandatory team-building exercises, diversity programs, professional development courses, a better process for staff promotion, and resources for employees experiencing bullying.

A number of people inside and outside of the institution describe BCCC as a “*jobs factory*.” In order to assess what people are doing and their effectiveness, some stakeholders called for an institutional staffing audit. Stakeholders said this was necessary to identify ways to create leaner, more efficient staffing levels. One member of the BCCC administration said the college “*need[s] an external review of positions.*”

“We can't do it in-house because I don't think it will be objective from somebody within the college. I think we truly need an outsourced look, an outsourced look at what positions really matter and doing a true desk audit.”

FINDINGS FROM THE ANALYSIS OF THE STATE OF BCCC

The review team reached a number of strategic and operational conclusions. The strategic conclusions are discussed below, while the operational findings are included in the appendices.

- 1. BCCC's success is critical to the economic future of Baltimore City.** Community colleges provide affordable access to college for high school students; developmental education for the less well prepared college student; a certificate or degree for those looking to enter the workforce or upgrade their skills; a path to a four-year degree for those who want to continue their education; and continuing education opportunities for students of all ages.

A strong and effective Baltimore City Community College could be a critical asset for the economic revitalization of Baltimore City. There are many people in Baltimore who could potentially benefit from BCCC credit and noncredit programs. There are jobs in developing businesses in Baltimore that are not being filled because of a lack of qualified applicants. Currently, one in five adults in Baltimore lacks a high school education which could increase their earnings by \$10,000 per year.⁸⁷ Seventy-four percent of Baltimore City High School graduates are not prepared for college and require developmental education.⁸⁸ Nearly 20% of the city's adults 20 to 24 years old are unemployed, and the unemployment rate of blacks is nearly three times that of whites.⁸⁹ For these residents, a certificate or degree could be a direct pathway to employment.

The need for a vital community college, tied to the needs of Baltimore employers, is clear. At the present time, however, BCCC is not fulfilling the role that Baltimore City needs. Our findings, presented throughout this report, confirm that conclusion.

- 2. The governance structure does not support the institution's success.** A central conclusion of this study is that the college's governance structure has not been able to successfully address or resolve the problems facing the college. There are two problems with the governance structure. First, the institution's status as a state agency is unlike any community college in the state, and as a result, has effectively isolated the college from potential external advocates. The college is disconnected from city government and the business community, and lacks the support of a larger system that could help with infrastructure and operational issues. Other community colleges in Maryland have a strong connection with their local jurisdiction due in part to the requirement that those jurisdictions provide funding for the community colleges.

The second problem with the governance structure is the Board of Trustees. The Board has not been able to successfully address the problems the institution is facing. With no educational body such as the Maryland Association of Community Colleges or the University System of Maryland to advocate on behalf of BCCC or provide additional oversight, the Board has an impossible task. In addition, the Board's composition does not promote formal connections with important stakeholders.

- 3. Leadership turnover has created systemic problems at BCCC.** Over the last 15 years the college has been beset with leadership turnover, accreditation problems, and enrollment decline. Many external stakeholders consider the college disconnected and irrelevant. Leadership throughout the institution is essential to focus the administration, faculty, and staff on providing quality programs that lead to jobs or transfer programs, while providing a supportive environment for students who are often not prepared for college. The college needs leadership that can connect it to key external partners in meaningful, sustainable ways so that it can become a valued partner for economic and workforce development. Stable leadership is necessary at all levels of the college, from senior administrators to faculty and staff.
- 4. The college's finances are unsustainable.** In the face of significant enrollment declines, the institution's budget has remained essentially flat, creating deficits that must be covered by fund balance. While there is a significant fund balance which can be viewed as an indicator of solid financial health, the failure to calibrate the annual operating budget in the face of serious enrollment declines is unsustainable in the long term and cannot rely on the use of, by their very nature, one time resources. The college's significant fund balance provides a valuable opportunity to fund strategic changes to set it on a path to success.
- 5. BCCC has failed to adjust its personnel levels to match the decline in enrollment.** BCCC has failed to restructure budget and staffing levels. As with most colleges, personnel makes up the largest portion of the operating budget. From FY 2012 to FY 2015, credit enrollment declined 28% and noncredit enrollment declined 8%.⁹⁰ During the same period, the number of regular employees only dropped 6%.⁹¹ The number and quality of the staff must be seriously examined to ensure that the organization is staffed effectively and sustainably.
- 6. Transparency and accountability have not been characteristic of the institution.** Effective accountability systems are crucial for ensuring the college's long-term success. Given concerns that faculty, staff, administrators, and external stakeholders have about a lack of accountability, urgency, and transparency at the college, addressing the culture of the institution should be a priority.
- 7. Academic offerings are aligned with local employment demand, but most students are not enrolled in these areas.** While BCCC offers programs for 73% of the high-demand occupations in the region that require either an associate degree or postsecondary non-degree award, most students are not enrolled in them.⁹² Instead, the majority of BCCC's credit students are enrolled in a general transfer program. BCCC must identify what it can do to increase enrollment in areas of high employment demand.
- 8. Student enrollment is concentrated in general studies and students enrolled in this area are not successful.** Over half of BCCC's degree seeking students are either listed as undecided or enrolled in a general transfer program. However, as discussed in the next finding, students enrolled in two-year or transfer programs are not as successful at BCCC as students at other community colleges in Maryland.

- 9. Academic quality is uneven.** BCCC's Middle State's accreditation was restored in 2015 and 11 of its 29 programs are accredited by external bodies meaning the programs are academically sound. Licensing exam passages rates are poor for nurses (57% in 2015) but strong for other exams including respiratory therapists (91% in 2014), physical therapists (100% in 2014), and dental hygienists (100% 2014).

Academic outcomes for BCCC students are the worst in the state among community college students. One in three BCCC students complete a two-year degree or transfer to another college compared to 49.2% statewide. BCCC's successful persister rate is 51.3% compared to 69% statewide. BCCC students are the least prepared for college among students attending Maryland community colleges. This makes it all the more important that BCCC provides excellent developmental education and support for students.

- 10. Engaging in a clearer focus on offerings in workforce development and noncredit programs is an opportunity.** Workforce development represents a chance for the college to fulfill critical needs for employers, prepare residents for better jobs, generate revenue for the college, connect the college to employers, and create a pipeline from noncredit to credit enrollment. There is a significant workforce development market in the region as evidenced by the noncredit enrollment of local colleges and the number of workforce development programs offered by nonprofits.

- 11. BCCC's technological infrastructure is outdated and impedes the college's effectiveness.** Since at least 2006, BCCC has known its technological infrastructure is inadequate. The research team believes that the lack of a functioning enterprise system makes it very difficult for the college to operate effectively. The college issued an RFP to replace the system this spring. Unfortunately, only one bid was submitted. The proposed contract would deplete the college's fund balance and would likely be obsolete by the time it was operational. Switching to a cloud-based solution or using a system already used by another state higher education institution would be more time and cost efficient.

- 12. Branding and marketing of BCCC is needed.** BCCC is largely unknown by area employers. It is also not the institution of choice among Baltimore residents as evidenced by the fact that more city high school students (28%) attend the Community College of Baltimore County, then attend BCCC (18%) even though it costs more than twice as much for them to do so.⁹³ Even so, of the employers who hired BCCC graduates, 89% report they are either as successful as or more successful than their non-BCCC counterparts.⁹⁴ It is clear that BCCC must rebuild its brand. While the brand of the institution is determined first and foremost by the quality of its programs and its responsiveness to the needs of stakeholders, without an effective marketing plan, the institution's successes will not translate into increased enrollment.

- 13. The condition of the Bard building is detrimental to the reputation of BCCC. Redevelopment of the downtown property presents a significant opportunity.** In its shuttered state, the college's downtown Bard campus conveys the image of a defunct institution. However, the Bard campus presents a tremendous opportunity. Because BCCC is allowed to keep revenue generated from the

development of its properties, a redeveloped Bard campus could be a source of revenue, similar to the downtown Lockwood site. Additionally, if the facility is redeveloped as a mixed-use property with space for BCCC through a public-private partnership, there is a chance to reenergize the BCCC brand, provide an easy way to connect with downtown employers, and expand the college's offerings.

STRATEGIC RECOMMENDATIONS FOR CHANGE: CREATING AN ECOSYSTEM FOR SUCCESS

The research advisory committee has concluded that BCCC is unable to meet the educational needs of students from Baltimore City, is not responding adequately to the workforce development needs of business and industry, and has been beset by a series of educational, organizational and financial problems. This study provides incontrovertible evidence to support these conclusions.

Here we will focus on key areas where changes are necessary for BCCC to become the community college that residents of Baltimore City need and deserve as well as a resource that plays a central role in the economic vitality of the city and the region.

We want to underscore a fundamental perspective that guided these recommendations: Our premise is that the status quo is unacceptable. The problems are not new. For too long, they have been ignored or allowed to go unresolved because of inertia, protection of turf, and lack of proper oversight. Failing to address BCCC's inadequacies will produce the same results: a college that falls short of what it could and should be.

Our recommendations focus on strategic choices that need to be made. Operational recommendations are included in the next section of the report. We intentionally left many implementation details for the proposed new governing body and leaders. We hope that the response to our recommendations focuses on what is best for BCCC and the City of Baltimore rather than on the interests of any single group. Change is never easy, but continuing on the current path will be much more costly.

GOVERNANCE

BCCC's current governance structure is unique among community colleges in Maryland. The decision in 1990 to make the college a state institution rather than one built on a state and local partnership was largely a response to the challenges Baltimore City was facing in funding its local share.⁹⁵ That step relieved short-term financial pressures but also created unforeseen consequences. Cutting off BCCC from the city has left it adrift with no clear link to Baltimore policymakers. BCCC has also not had a strong working relationship with the Baltimore City Public Schools.

Middle States' 2011 decision to place BCCC on academic probation and its warning in 2014 that the college's accreditation may be in jeopardy have had a major impact on BCCC's reputation and on enrollment. Declining enrollment, frequent turnover of leadership, and deficiencies in a number of operational areas, have raised fundamental questions about the leadership and strategic direction of the college.

Our conclusion is that the governance system must be replaced. Wishful thinking, marginal adjustments and “more of the same” are not a recipe for creating a vibrant and successful community college in Baltimore.

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Before examining specific governance options, it is essential to review the outcomes that must develop as a result. A fundamental flaw in the current structure is the absence of a clear involvement and stake by Baltimore City. In other community colleges in Maryland, that connection stems primarily from the financial commitment that local government makes to the college’s budget. Given the city’s continuing financial problems, we are reluctant to recommend a return to that arrangement. Nevertheless, finding a meaningful connection is critical.

Regardless of which option is selected, the city must become a true partner with BCCC. Possible solutions include: making the president of BCCC a member of the mayor’s cabinet; creating a formal link with the Baltimore Development Corporation; instituting regular meetings between BCCC officials and leaders of Baltimore City Public Schools and city government; and establishing a connection to major business groups such as the Greater Baltimore Committee.

Ultimately, the success of these measures depends on the leadership of the mayor, key city officials and the BCCC president. The objective that all of them should be working toward is making BCCC a valued educational and economic development asset.

Having rejected the status quo, we examined four alternative governance models. All four have advantages and downsides. We considered them purely from the perspective of what is best for Baltimore students. While it is clear that some stakeholders have different political ideas of the best governance structure, we have, for the time being, not factored those considerations into our analysis.

The first change, and least dramatic change, would be reconstituting the college’s board to emphasize and formalize connections with Baltimore City, the public school system and economic development agencies. The second is to merge BCCC with the Community College of Baltimore County to create a community college system for the Baltimore region. The third is to place BCCC under the Morgan State University Board of Regents. The fourth is to transfer the governance of BCCC to the Board of Regents of the University System of Maryland.

Option 1: Reconstitute the BCCC Board of Trustees

With the absence of close ties to Baltimore City and the school system, one option is creating a board that reflects the importance of those relationships. Any reconstituted board must represent the relationships that BCCC needs in order to be successful: employers, the city school system, city workforce development, and the mayor of Baltimore.

Whether it would be possible to create the type of links that exist in other jurisdictions without a financial commitment from the city is a serious question. While this option is the least disruptive, it also offers the smallest chance of addressing the major challenges facing BCCC.

A theme in our interviews was the absence of strong leadership and a strategic direction for the college. Turnover in the presidency is certainly part of that, but we also observed that the governance structure did not provide the expertise, oversight, or advocacy required to fill the vacuum created by the continual turnover.

Option 2: Merge BCCC with CCBC

The economy of the region is not defined or constrained by jurisdictional boundaries. Employers are looking for skilled workers regardless of where they live or received their education. This reality is already underscored by the very large number of Baltimore City residents who attend the Community College of Baltimore County, (CCBC) despite the higher tuition.

CCBC has already transitioned from three community colleges — in Catonsville, Dundalk and Essex — into a single system. The idea of a regional system could be a logical extension of that consolidation.

Another appealing aspect to this idea is that CCBC is already seen as a successful institution with strong connections to county government, the General Assembly and state government, and local businesses. CCBC already partners with Baltimore City and Baltimore employers. CCBC provides a perfect example of how strong ties to local government and the local business community support success in a community college.

Potential obstacles begin with funding. Baltimore County provides a significant share of CCBC's budget (24.4%). CCBC receives only 23.8% of their funding from the state, while BCCC's funding (70.6%) comes almost exclusively from the state.⁹⁶

Also, this arrangement would not necessarily lead to closer links with Baltimore City government or with the Baltimore City Public Schools.

In fact, a merger of these two institutions could be viewed as a takeover of BCCC by CCBC, or, a takeover of a city institution by the county. That perception is almost inevitable when merging a strong institution and a struggling one.

While we are not going to discuss political factors, it is impossible to ignore complications on both sides of the jurisdictional boundaries that might arise. For these reasons, we conclude that a merger between CCBC and BCCC is neither likely nor viable.

Option 3: Place BCCC Under the Authority of the Board of Regents of Morgan State University

Throughout this study, findings highlighted deficiencies at BCCC. For example, its lack of capacity — infrastructure, systems and personnel — for its mission. As just one example, the college is in the early stages of implementing an IT enterprise system, a process that started in 2006. On the projected timeline, it is likely to be an obsolete system before it is installed.

Being able to draw upon the existing infrastructure and systems of Morgan State could be a way to upgrade BCCC's capacity quickly and easily. A second advantage is that Morgan State has a Board of Regents that has provided both strategic leadership and effective advocacy in Annapolis.

Whether this is a role that would interest the Board and leadership of Morgan is unclear. They would have to address a few obvious disadvantages. For one, there is a significant difference in culture and perspective between a doctoral university and a community college. Secondly, it is unclear if Morgan sees itself as focused on the workforce and economic development needs of Baltimore City to the same degree as BCCC.

Finally, if BCCC were to affiliate with Morgan or with another institute of higher education, it would be essential to allow students at the community college to have a full range of choices if they should transfer after two years. A diverse selection of transfer institutions must be retained for graduates of BCCC, no matter the governance structure.

Option 4: Place BCCC under the Authority of the Board of Regents of the University System of Maryland

The most obvious advantage of this structure is it results in little disruption to other institutions. The University System of Maryland (USM) could also help support BCCC in critical areas such as construction management, technology infrastructure, and budgeting — areas where USM has proven experience.

The Board of Regents also has considerable success managing a diverse set of institutions, offering direction and oversight, and being a vigorous advocate with state policymakers. As one stakeholder said, placing BCCC under the authority of USM would give BCCC:

"...the financial clout of the system, which is significant...the political clout of the system, which is significant, and...an intimate relationship between BCCC and several of the campuses that they feed on a regular basis."

Other institutions, including Coppin State University and the University of Baltimore, serve many of the same students in the same geographical area as BCCC. It is possible to imagine a clearer delineation of roles among the three institutions to benefit Baltimore City students.

Another benefit relates to BCCC's leased space at the UM BioPark. The health sciences are clearly an important area of growth for the Baltimore regional economy and many of those jobs do not require four-year degrees. This is an area where it is possible to build on the existing relationship to create new initiatives.

There are also drawbacks. It is important for students to keep their options for transferring after two years — even outside USM. Another challenge involves blending different academic cultures, particularly with respect to BCCC’s role in developmental education, an area where USM institutions have less experience.

It must be clear that this relationship would not create a path for other USM institutions to offer two-year degrees. Nor would there be a path for BCCC to offer four-year degrees. While USM can give BCCC expertise and oversight, placing BCCC under USM must in no way threaten the role of community colleges.

A final issue is whether a community college within USM would receive adequate attention from the Board of Regents. That could also be an issue with the Morgan option, but is more pronounced with the size of USM. This could be a real problem and would require the chancellor and the Board of Regents to develop new mechanisms for the oversight and support of BCCC.

Governance Recommendation:

There are pros and cons to each option but in the opinion of the advisory committee, all are far superior to the status quo.

How well any of the alternatives would work depends on factors beyond the scope of this study. The details of a new governance statute, the nature of the transition, and leadership will determine the effectiveness of any option.

With those caveats in mind, the advisory committee recommends:

BCCC should become a part of the University System of Maryland under the authority of its Board of Regents.

TRANSFORMATIONAL LEADERSHIP

Our review found significant turnover in BCCC’s leadership has inhibited success. Without examining specific presidents’ tenures, it is reasonable to attribute BCCC’s failures to them.

The litany of problems — accreditation challenges, financial and budgetary shortfalls, enrollment declines, a bad reputation among political and business leaders, student outcomes that fall short, and real questions about the quality of the education — have many causes, but the responsibility ultimately lies with the president.

All of the literature on successful community colleges points to presidential leadership as an essential factor for success. The tenure of BCCC’s first president after the institution’s transfer to the state shows strong leadership is possible. More to the point, however, it is essential.

A healthy college needs leadership that can build on success, keep key constituencies engaged and supportive, and ensure a commitment to excellence. A struggling institution, BCCC, needs that sort of leadership.

We use the term “transformational leadership” to emphasize the critical need for radical transformation. BCCC needs a leadership team headed by a president who will articulate a vision, make hard decisions, overcome resistance to change, and garner support from an array of constituencies – all to make BCCC an institution of choice rather than one of last resort. That president must be able to fight for BCCC, to make it more effective and recognizable in the community.

BUDGET REALIGNMENT

Because compensation accounts for 64% of the total budget, staffing levels and staff qualifications must be seriously examined to ensure that the organization is staffed with effective employees at a financially sustainable level.

BCCC must balance its budget with realistic enrollment projections of approximately 3,000 credit FTE.

BCCC has a fund balance of nearly \$30 million, including its portion of the State’s liability for post-retirement benefits.⁹⁷ The institution should use this money to recalibrate its budget and strategically expand the institution.

STAFFING

The issue of overstaffing combined with the concerns about accountability and the ability of staff at all levels to carry out the mission leads us to another recommendation.

BCCC should engage in a top-down review of positions to ensure the most effective staffing levels. Current employees should be re-interviewed for their positions to ensure the organization is staffed with the most qualified employees.

CONNECTIONS TO THE COMMUNITY

Over and over, we heard that BCCC is neither known nor respected by business and political leaders. But for most community colleges, community support is fundamental.

The anomaly that BCCC is a state agency rather than a local one is undoubtedly a reason for that disconnect. It is clear that BCCC is often “out of mind” for city officials, that the college is not seen as an important resource, and that college officials have not done a good job of forging relationships with the

city. In other jurisdictions, the fact that as much as a third of the college's funding comes from local government ensures a connection. In many counties, the community college is also deeply engaged in county government and local business initiatives.

The disconnect is not only with city government. One of the most significant deficiencies in the absence of a good working relationship with the Baltimore City Public Schools.

State officials also noted the absence of a regular BCCC presence in Annapolis and did not see the college as an effective advocate. The college's status as a state institution makes the challenge of getting the attention of state officials more difficult. While the Maryland Association of Community Colleges (MACC) is a regular presence and an effective advocate for the state's other community colleges, BCCC is not an obvious fit with that group, despite their shared missions. As one state elected official put it:

"[BCCC is] not really a part of the broader community college network. They're so independent, they're a part of MACC but they're separate from MACC and advocacy from MACC...They sort of mention BCCC on the side. It just doesn't have a clear role of what it is."

BCCC's governance structure and funding relationship with the state makes it so the institution is left without an effective advocate at the state level. Being placed under the USM would give BCCC that support.

Perhaps most distressing of all given the potential role of community colleges in economic development and workforce training, is BCCC's lack of a positive relationship with local employers and business organizations. It is clear that CCBC is considered a more dependable partner than BCCC.

Given the proposal to place BCCC under the authority of the USM's Board of Regents, we offer an additional recommendation:

Following the practice of other institutions under the University System of Maryland, BCCC should convert its current Board of Trustees to a Board of Visitors with designated positions for city officials, local employers, the Baltimore City Public School System, and other key constituencies.

We also expect BCCC's new governance structure to place a high priority on improved relationships with a range of community institutions. That requires more than just verbal commitment. There must be operational and structural arrangements tying BCCC to the community.

BCCC'S NICHE

Community colleges must satisfy a broad array of local needs and expectations, while also being evaluated by specific academic indicators. A model community college should prepare students to transfer to four-year institutions; provide specialized job training and workforce development skills; offer customized programs for specific employers; be the institution of developmental education for students who are not yet college-ready; and provide continuing education and lifelong learning courses and programs.

Community colleges are also expected to be financially and geographically accessible, flexible, and able to adapt to changing community needs. Keeping up with the job opportunities and skill requirements of today and tomorrow rather than of yesterday is a constant mandate.

The specific mix of these roles will vary from community to community. Maintaining funding, flexibility for change, close working relationships with business and industry, and modern technology, test even the best-supported community colleges.

As the American economy has struggled and international competitors have moved ahead on some measures of higher education success, attention has shifted to the role of community colleges. A number of studies have recommended community colleges rethink their approach.

In our view, it is essential that BCCC rethink its approach to two central functions: providing students a gateway to continued higher education; and preparing students for either a successful transition to the workforce or advancement on the job.

With these factors in mind, the advisory committee paid special attention to BCCC's niche — what Baltimore City needs most. Several major conclusions emerged.

First, with high unemployment, concentrated poverty and a struggling economy, Baltimore City needs a vibrant community college that works closely with business and industry. The research team constantly heard from business leaders that BCCC has not been proactive and visible. Moreover, in the business community, the college does not have a good reputation for quality or responsiveness.

Second, enrollment in credit programs has declined, as more Baltimore City residents choose CCBC. The accreditation crisis and its impact on the reputation of the college is certainly partly to blame. Yet, enrollment has not recovered.

Graduation and transfer rates are not encouraging. BCCC is particularly challenged because a high proportion of its students are not college ready. As a result, it has devoted considerable resources to developmental education. The College and Career Readiness and College Completion Act of 2013 (CCR-CCA), mandated that local school systems, rather than community colleges, take on primary responsibility

for developmental education.⁹⁸ This mandate could have a significant impact on how BCCC focuses resources.

Our interviews with BCCC officials suggest an internal view that workforce development is a strength of the college. Given the contrary opinions of business and political leaders, it is clear that internal perception is not external reality.

That observation leads to our first recommendation regarding the college's niche:

Make workforce development the top educational priority of BCCC.

Achieving this goal will require fundamental changes. First, BCCC has to devise better strategies for working with business and industry. That means being more visible in the community and much more proactive and responsive to businesses.

In addition, BCCC must assess its current capacity for effective workforce development programs. Do the right programs exist? Does the college have the faculty and staff to respond to the needs of the Baltimore region? Are the labs, technology and equipment needed for state-of-the-art training available at BCCC? A critical job for the new governance system will be evaluating gaps between BCCC's workforce development programs and where the college needs to be for the business community.

Does the budget reflect this priority? Along with a greater emphasis on workforce development, to rebuild the BCCC brand, and to address the deteriorating budget, there must be a comprehensive review of the credit programs to focus on strengths.

A number of studies on community colleges conclude that a focused curriculum is key to achieving high rates of completion and transfer. Research by Complete College America repeatedly states that program choice, structure, and time to degree are essential for community colleges redesigning their curriculum.⁹⁹ Scholars found that offering highly structured programs and limiting program choice leads to timely graduation, whereas offering many options increases complexity, dead-ends, and can be challenging for students.¹⁰⁰ Research also shows offering too many programs leads to exploration that is particularly harmful for nontraditional students, who often need developmental education and must take the most efficient route possible due to limited funding.¹⁰¹

With that in mind, we offer another recommendation:

BCCC should focus its credit certificate and degree offerings on its strongest programs that are best aligned with job and transfer opportunities. In doing so, BCCC should

- **offer an A.A. in General Studies and associate degrees in high demand areas such as nursing, health sciences, information technology, and robotics;**

- **continue efforts to ensure students earn “Stackable Certificates” while enrolled in degree programs; and**
- **ensure there is a continuous curriculum review process to eliminate nonproductive academic programs and courses.**

BCCC must be flexible to meet the demands and future needs of Baltimore City. We think it is important to maintain a role as a transfer institution but, given the low graduation rate, the challenges of developmental education, and declining revenue due to decreased enrollment, focusing the educational offerings is a way to strengthen the college rather than spreading its resources so thin. To this end, we propose BCCC engage in a critical re-examination of its core mission and offer a finite number of credit and noncredit programs working to improve the quality of those programs and student outcomes. BCCC has taken steps to streamline programs in recent years, we recommend prioritizing quality over quantity.

BCCC should also investigate a closer relationship with CCBC to enhance the capacity to increase developmental completion rates. A closer partnership would enable BCCC to capitalize on CCBC’s nationally renowned developmental education practices. In addition, BCCC should build closer relationships with its primary four-year transfer institutions in the region.

BARD REDEVELOPMENT

The closed Bard building in the Inner Harbor presents an opportunity for BCCC to develop the property into a public-private, revenue-generating venture with space for the college. With regard to Bard, the committee recommends:

BCCC should consider a public-private partnership to redevelop the Bard property that includes demolition cost as part of the deal.

BRANDING AND MARKETING

Change in governance will provide a natural opportunity for the institution to rebrand. As the institution improves the quality of programs and student outcomes, it must aggressively rebrand. BCCC must also recognize that the college’s brand is largely influenced by the quality of the institution and its programs. Many people inside the organization criticized BCCC for failing to improve its branding strategies. Suggesting specific branding strategies is outside of the scope of this report but the committee offers the following recommendation:

BCCC must rebuild its brand among students, employers, and key partners.

INFORMATION TECHNOLOGY INFRASTRUCTURE

BCCC's information technology plan calls for a new ERP system. While the team agrees that new IT systems are needed, it recommends against using the fund balance to pay for a new system if BCCC becomes part of the University System of Maryland. As part of the USM system, BCCC should have opportunities for a more efficient system-wide ERP and related software contracts. Or, the college could use USM's ERP systems. BCCC will also have a chance to leverage the expertise of USM's CIOs. With regard to IT infrastructure the committee recommends:

Baltimore City Community College must address its information technology needs. The planned ERP system should be put on hold.

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OPERATIONAL RECOMMENDATIONS

The team identified a number of operational recommendations which are summarized below. The analysis relating to these recommendations is presented in the corresponding appendix.

FINANCIAL^{gg}

- 1. Incorporate sensitivity analysis into long-term planning.** The effect of projected tuition increases on students' willingness to enroll at BCCC and the possibility of future State actions to reduce or restrict the college's appropriation are contingencies that should be incorporated into long-term planning. These uncertainties show the current business model could become untenable, like when the State reduced the FY 2015 appropriation. Management must be prepared to proactively address such contingencies.
- 2. Maintain a list of peer institutions.** BCCC should maintain a list of peer institutions to compare administrative and financial practices.

ACADEMICS^{hh}

- 1. Reexamine federal loan participation.** BCCC should reconsider its decision not to participate in the federal student loan programs. While private loans minimize the risk of defaults to the college, the potential negative consequences for students are significant. Federal student loans are more advantageous for students than private loans. The research team understands that this is a strategic decision each college must make.
- 2. Proactively contact students who have not enrolled.** Almost half (46%) of the students who were accepted, but did not enroll at BCCC (non-converting students) interviewed for this study requested to be contacted by BCCC. Most were looking for information on how to enroll or what to do next. This experience indicates that reaching out to these students on a regular basis and providing answers to their questions could likely increase enrollment.
- 3. Maintain contact information for noncredit students.** BCCC has limited contact information for its noncredit students and does not maintain email addresses for these students. It is important that BCCC maintain contact information for noncredit students, especially those in workforce training and basic education programs, as they are a good potential market for BCCC's credit programs.
- 4. Collect outcome data for students enrolled in workforce training programs.** BCCC does not collect outcome data on participants in its workforce training programs. It is imperative that the institution evaluate outcomes for participants who complete these programs to support assessment of these

^{gg} See Appendix 1: Financial Analysis

^{hh} See Appendix 4: Academics

programs and to have outcome data to report to potential funders. Funders require grantees to report outcome data and having this capacity will make BCCC more competitive for workforce development grants.

5. **Develop more articulation agreements.** BCCC has a limited number of articulation agreements. The institution should work to develop more articulation agreements between its transfer programs and four-year programs to provide BCCC students with a wide-range of transfer options.
6. **Add job placement for graduates of noncredit career programs.** BCCC should consider adding job placement for its noncredit career programs. Job placement serves two purposes. The first is to help graduates of noncredit programs get jobs in their fields. The second, and equally important, is to enhance relationships with local employers. Both will improve the brand of BCCC.
7. **Improve customer service.** Having a negative interaction with a BCCC employee was a major reason why students left BCCC for another institution. BCCC should work to improve its customer service for students. This is especially important since many BCCC students are first generation college students who are not familiar with navigating in a college environment.

FACILITIESⁱⁱ

1. **Harbor Campus Redevelopment:** The Bard Building is functionally obsolete, in poor condition, and should be demolished. BCCC should explore redeveloping the Harbor Campus in the context of the revised downtown mission. In light of competing demands for state capital funding, the Board of Trustees should revisit the viability of a public/private partnership to redevelop the Bard site. The cost of demolition should be included in the arrangement.
2. **Harbor Campus Funding:** Parts 1 and 2 of the capital program for Bard demolition should be completed if Maryland state funds (not the fund balance) are used.
3. **Trades Personnel:** BCCC should consider hiring skilled trade personnel, including a plumber and an electrician, for the plant staff.
4. **Department of General Services:** BCCC should consider a formal memorandum of understanding (MOU) with the Department of General Services (DGS) to support operating budget projects.
5. **Facility Funding:** BCCC should increase dedicated funds for facility renewal and deferred maintenance.

ⁱⁱ See Appendix 2: Facilities Review

6. **Energy Performance Contracting:** BCCC should explore the use of Energy Performance Contracting for HVAC upgrades.
7. **Engineering Study:** BCCC should have a qualified engineering firm conduct a complete facilities condition assessment for the Bon Secours buildings and recommend a facility renewal plan.
8. **Bard Library (Different from the Bard Building):** Parts 1 and 2 of the capital program revisions for a new library should be completed.
9. **Surplus Space:** BCCC should reconcile the use of leased locations with the potential use of surplus state-owned space.
10. **Harbor Campus Offerings:** As part of the strategic realignment of the institution, BCCC must determine the future of credit/noncredit programs for the Harbor Campus.

INFORMATION TECHNOLOGY^{jj}

1. **Hosted or Cloud-Based ERP System:** As BCCC seeks to implement a new ERP solution, it should strongly consider cloud-based or hosted systems. A cloud-based or hosted system will increase reliability, security, business continuity, and disaster recovery, and lessen the pressure on developers and database administrators. These benefits should be factored into the cost. It is also recommended that BCCC work with an experienced independent third partner to review ERP submissions.
2. **ERP Readiness:** Once an ERP product is selected, BCCC should compare its Information Technology Services Division's functional and technical staffing levels with similar-sized institutions and adjust staffing to ensure the new product can be operated effectively.
3. **IT Leadership:** Since the CIO resigned, the leadership may want to evaluate the timeframe for implementing the ERP project and some of the related projects. This position is still open on the BCCC employment opportunity page as of July 26, 2016.
4. **Current System:** The current administrative system cannot support the college and a workable replacement must be found.
5. **Network Design:** BCCC should design its network to be location insensitive, meaning all buildings should have the same sized connection. The speed and redundancy of the network should be the same regardless of the building or site location. All sites should have redundant network circuits. The network team should develop an optimal network design during the period of the strategic plan

^{jj} See Appendix 3: Information Technology Review

(2013–2018). This design should also include secured wireless access for faculty and staff, if the budget allows.

- 6. Disaster Recovery:** BCCC should continue to develop plans for disaster preparedness and business continuity. The CIO should talk with the cabinet about testing the Disaster Recovery Plan to determine when funding might be available. In the interim, a desktop test could be performed annually to ensure that everyone is aware of procedures and responsibilities.
- 7. Mirrored Data Centers:** BCCC should consider the merits of mirrored data centers, with proper water and humidity controls. These should be built in separate buildings with failover capabilities. The current design, although functional, has built-in risks. If the college chooses an ERP solution that is hosted or cloud-based, the performance of critical systems and backups will be substantially mitigated.
- 8. IT Budget:** BCCC should strive to raise the overall funding of IT to the national average of 8.3 percent of the gross institutional operating budget.
- 9. Staffing Level:** BCCC should evaluate support staffing levels at its remote locations. BCCC should compare staffing levels to those of peer institutions to determine if adjustments are needed. BCCC should also assess staffing in the IT and user departments to ensure that enough appropriately trained staff are available to support major IT projects.
- 10. Administrative System Enhancements:** BCCC has a long list of administrative system enhancements that it would like to pursue. We recommend that these secondary systems (such as reporting and data warehousing) be delayed until the ERP system is in place.
- 11. Information Technology Plan:** The Information Technology Plan 2013-2018 does not project costs through 2018 and beyond. The plan should be expanded to include a timeline and annual costs.
- 12. ITAC Evaluation:** An annual evaluation should be conducted to determine whether or not the Information Technology Advisory Committee (ITAC) and its subcommittees are meeting goals.
- 13. IT Communication:** The ITAC should work with IT to develop a multi-pronged communications plan to keep the campus informed of IT priorities, progress, and performance issues. IT needs to use multiple ways to communicate with the campus.
- 14. ITAC Input:** ITAC members should be used for input as well as the communications plan. At each meeting, users should have the opportunity to report on problems or concerns.
- 15. Security Plan:** The Security Plan should be updated to include names and contact information for the Information Response Team. Contact information for external entities that may need to be notified

in the event of a breach would strengthen the plan. We recommend an annual review of the plan to keep information up to date.

- 16. Server Scanning:** Network device and database scanning should be done at least monthly to detect threats to system devices and programs, including viruses, malware, backdoors, and hosts communicating with botnet-infected systems.
- 17. Replacement Costs:** We suggest that core switches, firewalls, packet shapers, and other network devices be added to the Replacement Cycles Plan and that a five-year replacement cycle with related costs be included in the IT plan. This would ensure that the cabinet and board are aware of the long-term investment required to maintain the network.
- 18. Student Survey:** Client Services should survey students to determine if the number of open lab seats is sufficient. With more than 60 labs for departmental use and only two spaces for student use, many students might be underserved. The same survey should ask students if they own computers or other devices.
- 19. Enterprise Printing Contract:** BCCC should consider adopting an enterprise printing contract with a major supplier to provide print services in offices and the library. These are generally five-year leases that charge back toner and paper to the departments. They are maintained by the vendor, rather than IT. Charges to the students can be arranged for cost-recovery or as a profit center. The number of personal printers could be minimized and subject to executive approval. The current method of providing print services to the campus is one of the most expensive, and it adversely affects the IT operating budget.
- 20. Help Desk Support:** Continue to find a way to provide student Help Desk support. The present model appears to leave students without adequate IT help. Communication is a problem within any organization. The IT team may not be aware of a problem or may not communicate in a timely fashion. The Help Desk can use multiple methods (email, Twitter, text message, Facebook, or a phone tree) to communicate critical issues. Users should be instructed to call the Help Desk when they are having problems. The problem could be system wide. These might be the same techniques used in the Disaster Recovery Plan.
- 21. Standardized Equipment:** Performance problems can be mitigated by using standard equipment in offices and classrooms to minimize training; by updating equipment regularly; and by using the Help Desk as a single point of contact for updates and problem resolution.

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CONCLUSION

The most critical components of a successful community college are an effective governance system, connections between local government and the college, investment from local government, relevant programming, capacity to meet the demands of the community, skilled employees, and a clearly defined mission.

The review team conducted extensive analysis, reached out to more than 12,000 stakeholders, and interviewed 91 key internal and external stakeholders in order to identify what must be done to make BCCC successful. Residents of Baltimore City deserve a quality institution that can help them meet their personal and career goals, and because the economic goals of Baltimore City require a strong, vibrant community college, we concluded:

- Baltimore City Community College is on an unsustainable financial path.
- The governance structure does not support the success of the institution and must be changed.
- Baltimore City Community College is isolated, without effective advocacy, support, or accountability.
- Baltimore City Community College needs transformational leadership at all levels of the institution.
- Without drastic change, BCCC will not be the community college Baltimore residents need and deserve.

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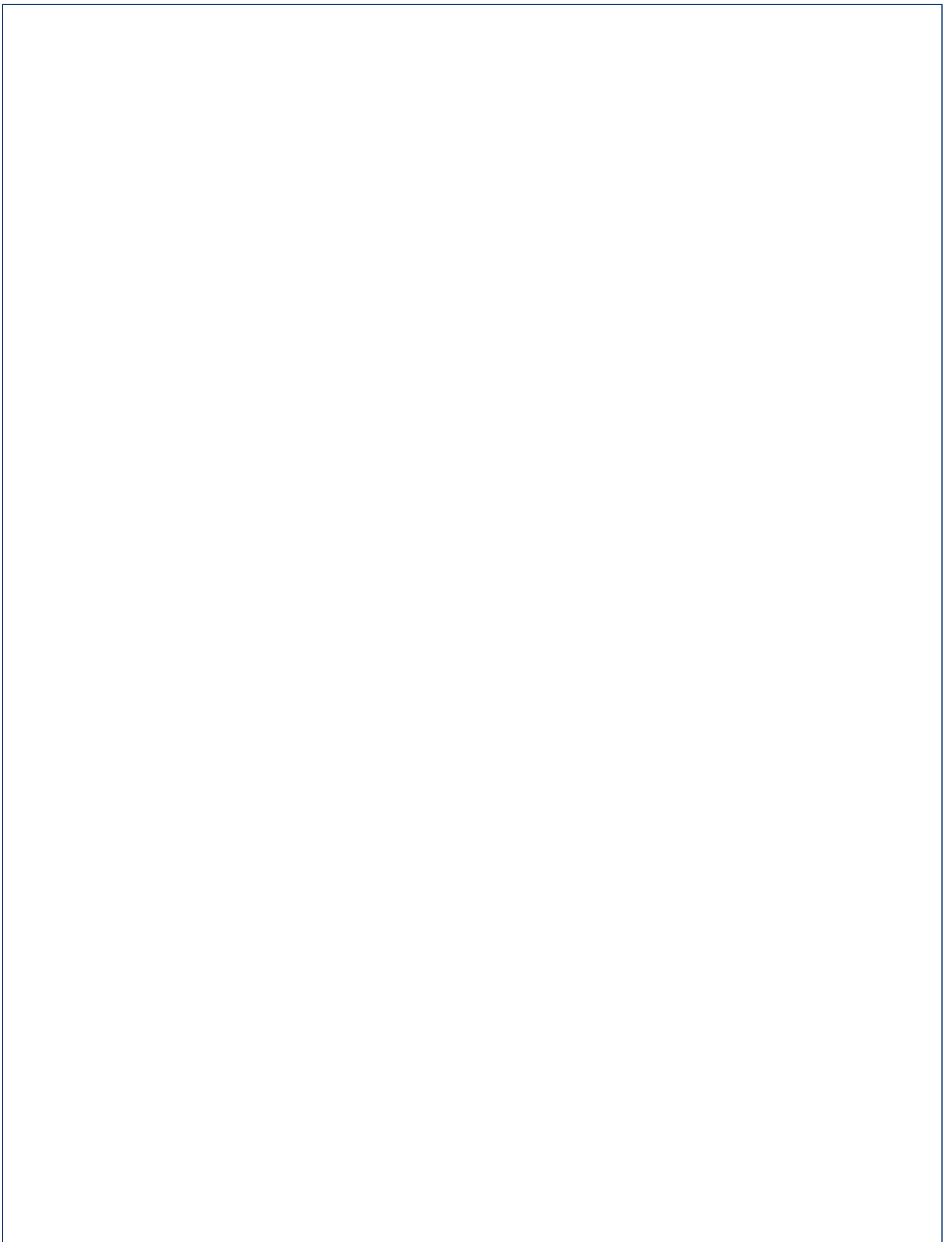
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Appendices



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APPENDIX 1: FINANCIAL ANALYSIS

The financial analysis of BCCC focuses on three areas: (1) the institution's financial health and its revised budgetary and financial processes, (2) the alignment of goals with available financing, and (3) the comparison of BCCC with peer institutions. The analysis relies primarily upon published data sources.

FINDINGS

Financial Health and Revised Financial Processes

- Between FY 2012 and FY 2015, Baltimore City Community College (BCCC) experienced a marked decline in credit enrollments (down 28%) and noncredit enrollments (down 8%). For FY 2012 and the preceding five years, BCCC had achieved positive changes to net financial position, meaning annual revenues exceeded expenses: by \$2.7 million in 2012. Since then, steeply falling credit enrollment caused annual declines in net financial position beginning in FY 2013, which was modest—less than \$1 million. However, insufficient revenues to cover expenses in FY 2014 and 2015 produced larger declines in net financial position, which were noted by BCCC's independent auditors. The imbalance between revenues and spending can be expected to persist at least into the next two years, FY 2016 and FY 2017, based on the latest projections. The combination of declining credit enrollments and sustained levels of spending, especially on salaries and benefits, renders BCCC potentially vulnerable to continued erosion of its financial position due to generating insufficient revenue to cover costs.
- The apparent lack of a strategic response to a persistent downturn in revenue leaves BCCC without a clear path to a financially sustainable future. Incremental changes, such as two tuition increases and operational savings at the margins, kept the erosion of the College's financial position at a modest pace, with the exception of the steep decline in FY 2015 revenue, precipitated by the reduced State appropriation. Nevertheless, fundamental steps to streamline operations have not yet been taken.
- Budget projections were adjusted in the March 2016 financial projections to be consistent with the trend of declining enrollments. However, tuition levels in the last year of the projection, FY 2020, are estimated to be \$135, a 40% increase from current levels, with only a quarter of the estimated increase approved (to \$106) for Winter of 2017. Tuition increases of this magnitude may be necessary, but additional analysis will be required to determine how acceptable the higher tuition will be to BCCC stakeholders and what, if any, negative impact to enrollment levels can be expected due to the price sensitivity of potential students considering BCCC.
- The fundamental streamlining of expenditures needed to deal with the recent decline in the institution's financial situation has not been addressed through a strategic realignment of the budget, including personnel cost reductions. Finances continue to be managed on a short-term,

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expense-by-expense basis by cutting nonessential spending, delaying projects, and/or freezing spending.

- The budget processes put into place during the past two years provide the capacity to plan, fund, and monitor changes to BCCC's current revenue and spending structures.
- According to the most recent independent audit, BCCC's financial health remains strong.
- State appropriations are a crucial portion of BCCC's revenue structure, but the College continues to operate under a "hold harmless" level of appropriations, rather than its formulaic funding, which would be significantly less. Illustrating the impact of the hold harmless commitment is the \$3.5 million reduction that would apply for FY 2017 if the appropriation were based only on the levels of credit and noncredit students and the English for Speakers of Other Languages grant funding. The steep decline in the College's revenue for FY 2015, when the State reduced the appropriation by \$5.7 million, demonstrates the acute sensitivity of BCCC's financial situation to this source of revenue.
- BCCC is able to leverage a financial position that is sustainable in the near term for executing needed changes. During the past two years, the processes have been put into place to promote mid-term budget projection and planning and to enable long-term capital projects to be planned and financed. With these process enhancements, BCCC can confront its financial situation, the finance-related aspects of its operations, and the resulting implications for future operations.

Alignment of Goals with Available Financing

Although BCCC's net financial position eroded slightly from FY 2013 to FY 2015 due to the decline in enrollments, the institution is, for the present, in a fairly strong financial position. It has a significant fund balance, which had continued to grow through FY 2013 despite a modest decline in financial position of less than \$1 million in that year, and minimal debt: capital lease obligations of less than \$1 million. Large surpluses of revenues over expenditures—averaging more than \$5 million per year from FY 2007 to FY 2012—raised the fund balance to more than \$30 million. However, slow execution of potential projects that might access the balance, for example to address the Bard Building, and, recently, the uncertainty about the size and availability of the fund balance have stymied its application. The reversion of \$4 million to the State in FY 2015 and recognition of BCCC's portion of the State's unfunded pension liability, estimated at \$23.9 million, left College leadership unsure of the usable fund balance, beyond the accounting balance of \$5.2 million at the beginning of FY 2016. Maryland Department of Budget and Management (DBM) confirmed that BCCC should regard the \$23.9 million as a liability on paper only and could use the entire fund balance of \$29.1 million. However, external restrictions further reduce the available unrestricted fund balance with the result that virtually no funds remain after the projected spending on the Enterprise Resource Planning (ERP) system is accounted for.

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In the absence of operational surpluses, the fund balance represents the primary source for strategic initiatives, along with funds provided by the State capital budget process (BCCC participated in the 2017 Capital Budget hearings in March 2016, after several years' hiatus). At the present time, the ERP implementation claims nearly the entirety of the available, unrestricted fund balance.

- The estimated life-cycle cost for the ERP system is \$16.8 million. Because a single bidder responded to the RFP on May 31, 2016 it is unlikely that any effort by the bidder will commence in FY 2016. It is also uncertain, given how recently the bid was received, whether the overall estimate of \$16.8 million needs to be updated and how much will be expended on the project in FY 2017.
- In view of the uncertain level of the ERP project's claim on the remaining unrestricted fund balance, the Board was apprised that "the College has insufficient unrestricted surplus fund for emergencies or potential debt service needs for future capital projects." Therefore, projects that previously had been designated for funding from this source, such as the razing of the Bard Building, cannot be considered as possible uses for spending the fund balance.

Given the balance is more likely to be eroded through operating budget shortfalls in the near term than it is to be replenished by surpluses, careful consideration of its use is in order. The ERP project was planned when BCCC's financial and operational conditions were quite different from the conditions the College faces at present. Accordingly, the question must be raised of whether the ERP implementation, which is unlikely to yield a strategic advantage in the near future, is the best use of this ready source of funding strategic initiatives and meeting operating exigencies.

Comparison to Peers

- The decline in enrollment at BCCC has been steeper than that of most of its peer institutions. Although all but one of its 21 peer institutions experienced enrollment declines between FY 2011 and FY 2014, BCCC's enrollment decline during this same period (-32.3%) is the third largest among its peer institutions, which range from a slight increase of 0.6% for CUNY Hostos Community College to a -37.8% decrease for Lawson State Community College-Birmingham Campus.
- BCCC's costs per full-time equivalent (FTE) credit student are higher than most of its peer institutions. In comparison, BCCC's costs per FTE (\$21,981) are the second highest, with CUNY Hostos Community College having the highest costs per FTE (\$22,157) and Atlanta Technical College having the lowest (\$8,165). BCCC's spending on salaries and benefits for core functions compares unfavorably with peers that are comparable sized or slightly larger (in FTE). Two colleges, Housatonic and Durham Tech, with virtually identical credit enrollment levels spent an average of \$19 million, or 40%, less on salaries and benefits than did BCCC in FY 2014. As enrollments decreased between FY 2011 and FY 2014, the spending on core salaries and benefits made up an increasingly larger proportion of expenditures for BCCC and most of its peers.

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- Maryland institutions within the peer set tend to have higher expenditures per FTE credit student than the median. They also tend to have higher salaries and benefits per FTE than the median. Although benchmark datasets do not include this information, a plausible explanation for Maryland community colleges' tendency to have higher personnel costs than peers in other states is the State's strong emphasis on continuing education (noncredit instruction) as one of their key goals. Nevertheless, the gap between comparably sized out-of-state peers and BCCC in spending on salaries and benefits, as described above, is of such a magnitude that it cannot be accounted for based on noncredit education alone. Moreover, the margin per FTE by which BCCC's spending on salaries and benefits exceeds other Maryland community colleges among the peer group is substantial: about \$4,000 per FTE higher than Allegany and Prince George's, which also offer significant levels of noncredit instruction. This disparity indicates that BCCC's spending on salaries and benefits warrants close scrutiny as part of any strategic restructuring.
- BCCC's full-time tuition and fees, after subtracting discounts and scholarship allowances, are significantly lower than most of its peers. Among its 21 peer institutions, BCCC's net tuition and fees per credit student FTE are the fourth lowest (\$959) compared to the lowest, El Camino College-Compton Center (\$293), and the highest, Essex County College (\$4,278).

RECOMMENDATIONS

Achieve a right-sized budget: The institution must right-size its budget consistent with credit enrollment levels of approximately 3,000 credit student FTEs while resources and time are available to enable a smooth transition. By doing so, steps can be planned to make possible a lower-cost operation. Particular attention should be paid to the relatively high level of spending on salaries and benefits compared to peers. Another reason for close scrutiny on the compensation area of the budget is that it accounts for nearly two-thirds of core expenditures (64% in FY 2014), making serious budget restructuring virtually impossible without addressing this cost category.

Use fund balance for strategic investments in the institution's future: The institution should use a significant reserve fund of nearly \$30 million, including its portion of the State's liability for post-retirement benefits, to support right-sizing its budget and growing the institution in focused areas. The proposed use of most or all of the unrestricted fund balance to implement ERP software does not appear to meet these criteria and should be reexamined.

Incorporate sensitivity analysis into long-term planning: The effect of projected tuition increases on potential students' willingness to enroll at BCCC and the possibility of future State actions to reduce or restrict the College's appropriation are reasonable contingencies that should be incorporated into long-term planning. Significant uncertainties such as those represent risks that the current business model could become untenable, as was the case when the State reduced the FY 2015 appropriation. Management must be prepared to proactively address such contingencies.

METHODOLOGY

This section describes the financial analysis of BCCC. Research into BCCC's financial situation, finance-related aspects of its operations, and the implications for future operations relied overwhelmingly on published sources.^a Benchmark analysis played a very prominent role in developing the conclusions. Assessing BCCC's situation in light of comparable colleges' finances puts into context the challenges BCCC faces, such as the pressure of flat or declining enrollments. Peer comparisons used data from the Integrated Postsecondary Education Data System (IPEDS), which is populated by annual submissions from higher-education institutions to the Department of Education. Other major sources of information include the following:

- BCCC's financial statements covering the past four fiscal-year results, FY 2012 through FY2015
- Detailed financial and operational analyses conducted by Maryland's Department of Legislative Services (DLS) in conjunction with Maryland budget releases
- Quarterly reports from the Interim Vice President of Business and Finance to the Finance Committee of the Board of Trustees
- BCCC submissions to the Maryland Higher Education Commission

A number of more narrowly applicable sources contributed information used in particular portions of the analysis and will be identified in the specific context where the source(s) applies.

This analysis builds on the work of independent public accountants, state agencies, and the Middle States Commission on Higher Education (MSCHE). Also useful are the efforts that BCCC undertook in response to the MSCHE warning, which led to enhanced budgetary and financial processes, including five-year forecasts that inform this analysis. The aim of this section is to synthesize the information provided by these and other sources to illuminate key issues arising from BCCC's financial situation and finance-related aspects of its operations that have been raised previously. These previously noted issues are summarized under the following broad topics:

- Budgetary and financial processes put in place to resolve concerns raised by the MSCHE accreditation process, specifically those related to Standards 2 and 3
- BCCC's response to the financial implications of recently declining enrollments, especially those applicable to enrollment and retention of credit students
- Efforts underway to align BCCC's strategy with its financing, including the various sources of funds that support operational and long-term requirements
- Similarities and differences between how BCCC is structured and operates, as pertains to the foregoing financial issues, and how its peers are structured and operate

^a The primary unpublished source was the "Monitoring Report to the Middle States Commission on Higher Education," March 1, 2015. This report consolidated much relevant information from sources elsewhere, but it contained little additional information not available from published sources.

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These topics are addressed, in turn, within the subsections that follow. A concluding subsection reiterates the major points raised by the analysis.

REVISED BUDGETARY AND FINANCIAL PROCESSES

BCCC's response to MSCHE's compliance issues on its planning and resource allocation processes can be seen in BCCC's Institutional Budget Planning Cycle documented in the "Monitoring Report to the Middle States Commission on Higher Education".¹ The planning, budgeting, and budget execution processes that BCCC put in place to achieve full reaccreditation formalize its internal planning and deliberation processes and external interactions with state officials, which had occurred previously but now are documented and scheduled. For instance, an explicit timeframe for the BCCC Budget Council to consider budget priorities, which occurs in the summer months following receipt from the DBM of parameters for budget development, serves as an example of more formal documentation of budget development steps. Another key aspect of the planning process is the resource allocation process, which can be found in BCCC's use of a five-year financial projection as a baseline for future project planning and submissions. This projection is built upon various institutional plans (academic, facilities, information technology, strategic, and strategic enrollment management) and predicted financial trends.

The process for five-year budget projections is formally in place and defines timeframes and participants for budgetary decision-making. The existence of documents that generate explicit operational projections for the midterm is a positive development.

These five-year projections are appropriately dynamic, as shown by changes between the February 2015 (for FY 2015-19) and March 2016 (for FY 2016-20) estimates. The earlier five-year projections based the 2019 tuition and fee projections on the attainment of over 3,700 credit FTEs for combined in-state and out-of-state students.² The latest enrollment projections reflect an estimated drop of more than 1,000 credit FTEs from the previous forecast to the current projection of 2,671 FTEs for FY 2019, which is nearly identical (within +/- 1%) to the levels now estimated for FY 2018 and FY 2020.^{b3}

Nevertheless, further sensitivity analyses to inform decision-making based on potentially dynamic conditions are needed to bolster the reliability of decisions founded on contingencies. Such analyses include:

- The budget projections for FY 2019 and FY 2020 assume dramatically higher in-state tuition rates of \$134 and \$135 per credit hour, respectively.⁴ Two issues arise from the assumption of a roughly 40% increase from current levels. The first is that the Board of Trustees has only begun to address the disparity between BCCC's tuition levels and other area community colleges, with one tuition increase adopted and a second approved.⁵ Without continued significant action on in-state credit

^b The FY 2017 estimate of more than 3,000 credit FTEs had been incorporated into the FY 2017 state budget, which produced unrealistically high revenue projections. Revising the FY 2017 projections down by nearly 500 FTEs to a level of 2,796 FTEs resulted in a projected budget deficit of \$2.3 million for FY 2017.

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tuition, which accounts for more than 99% of credit tuition revenue, budget deficits can be expected to persist through the forecasted period. Even with the Board's recent action, only a quarter (to \$106 per credit hour) of the increase projected to be necessary by FY 2020 is currently approved, for Winter of 2017. The second issue is that even with a significantly higher in-state rate, no countervailing effect of tuition increases from the current \$96 per in-state credit hour and \$245 per out-of-state credit hour is evident, even though the Board was informed that the potential effect had been considered.⁶ Although the elasticity of education to changes in price is very difficult to establish in advance, the tuition increase can be expected to have some effect. This is especially true given the declining proportion of BCCC undergraduates eligible for Pell grants, presumably as a result of "Federal changes to the Pell Grant program [which] expanded satisfactory progress rules and shortened the length of time that a student may receive aid."⁷ This change resulted in a decline in the proportion of BCCC credit students receiving Pell grants (as reported in the 2015 Performance Accountability Report) from 57.7% in FY 2012, before the Pell program change, to 51.7% in FY 2014.

- State appropriations, which are formula-driven based on enrollments, are similarly susceptible to unexpected variations in actual enrollments. Yet the appropriations level is projected to remain at its 2016 level through future years, up to and including 2020, based on the "hold harmless" level of appropriations, rather than its formulaic funding, which would be significantly less. Illustrating the impact of the hold harmless commitment is the \$3.5 million reduction that would apply for FY 2017 if the appropriation were based only on the levels of credit and noncredit students and the English for Speakers of Other Languages grant funding. The steep decline in the College's revenue for FY 2015, when the State reduced the appropriation by \$5.7 million, demonstrates the acute sensitivity of BCCC's financial situation to this source of revenue. Although it is hoped that funds will be forthcoming at that level, prudence dictates sensitivity analyses to cover the foreseeable contingency of reductions.

Persistent variability of enrollments, uncertain tuition levels, and the sensitivity of future state appropriations to political and economic developments represent very prominent factors driving the level of revenue BCCC can expect. Such uncertainties necessitate sensitivity analyses. The subsection (below) on peer comparisons provides some of the data required for these kinds of analyses and reinforces the need for greater awareness and explicit documentation of pessimistic and optimistic scenarios on which to base budgetary decision-making. The concerning trends in enrollments and costs, experienced not only by BCCC but also by its peers, warrant close attention to average-case and worst-case scenarios.

In its day-to-day financial operations, an indication of transparency in management processes surfaces in periodic updates provided to the Board of Trustees Finance Committee by the then-Interim Vice President of Business and Finance. These updates serve to provide financially informed decision-making. An example is the "no-go" list of projects or initiatives that are not feasible without a tuition rate increase. This list was disseminated to the Finance Committee for its consideration at its June 23, 2015 meeting.⁸ Similarly, at the Finance Committee's March 2016 meeting, a clear analysis of the financial consequences

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accompanied the recommendation for a tuition increase from \$96 to \$106 per in-state credit hour. The Committee was advised that the tuition increase beginning in fall 2016 would decrease the projected \$2.3 million deficit for FY 2017 by approximately \$1 million.⁹

The existence and apparent use of processes that serve to capture and disseminate the financial situation faced by BCCC is an important foundation. Such processes inform decision makers, track progress toward goals and other elements of the strategy that depend on financing and resource provision, and report to stakeholders in a way that bolsters confidence in BCCC's pursuit of its crucial mission. Inculcation and maturation by the organization must be supported and monitored in the months and years ahead to gain true organizational facility with these processes, in a way that makes them accessible and useful to the mid-tier levels and beyond.

RESPONSE TO DECREASED STUDENT ENROLLMENT IN BCCC'S BUDGET

The processes described in the preceding subsection provide BCCC with the tools for effective financial management and integrated budgetary support for day-to-day operational activities and strategic priorities. This subsection addresses the most pressing challenge from both operational and strategic perspectives. Understanding this challenge begins by reviewing recent financial data. Chart 1 graphically depicts the college's financial situation. Credit and noncredit enrollments declined between FY 2012 and FY 2015, resulting in a decline in operating revenue and only a minimal decline in expenditures. Table 1 illustrates the apparent effect of the steady erosion of credit enrollments on BCCC's financial position. Financial statements for the years ending June 30, 2015 and June 30, 2013 provided the data contained in the table.

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Chart 1: Enrollment, Expenditure, and Revenue Trends, FY 2012–FY 2015

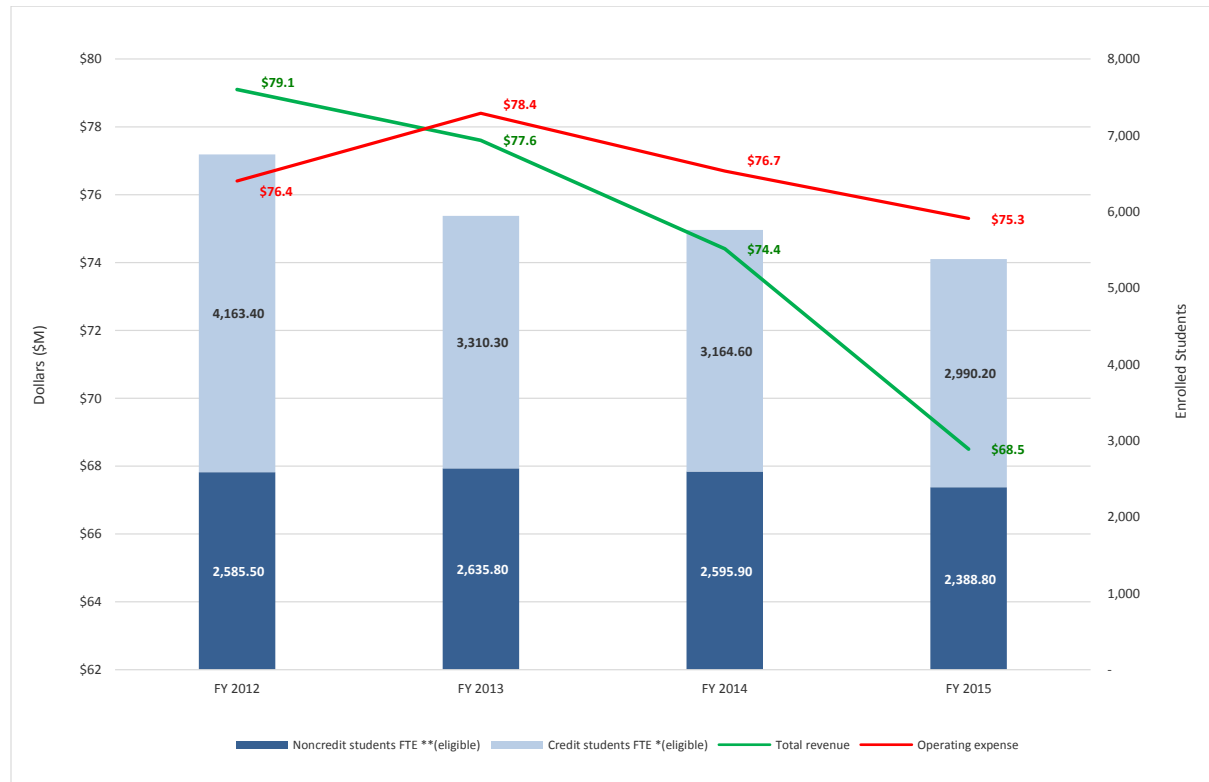


Table 1: Selected Financial Data, Excerpted from Report of Independent Public Accountants

Financial Measure	% Change FY 2012 –FY 2015	FY 2012	FY 2013	FY 2014	FY 2015
Operating revenue	-24%	\$19.5m	\$20.1m	\$15.1m	\$14.9m
Net non-operating revenue	-10%	\$59.7m	\$57.5m	\$59.3m	\$53.6m
Total revenue	-13%	\$79.1m	\$77.6m	\$74.4m	\$68.5m
Operating expense	-1%	\$76.4m	\$78.4m	\$76.7m	\$75.3m
Net increase (decrease) in net position	***	\$2.7m	\$- 0.8m	\$-2.3m	\$-6.8m
Credit students FTE*(eligible)	-28%	4,163.4	3,310.3	3,164.6	2,990.2
Noncredit students FTE**(eligible)	-8%	2,585.5	2,635.8	2,595.9	2,388.8
Credit + noncredit students FTE** (eligible)	-20%	6,748.9	5,946.1	5,760.5	5,379.0

* Throughout the remainder of this section, eligible and ineligible FTEs will be combined to be consistent with reporting to the IPEDS repository. Ineligible FTEs add approximately 200 to 250 FTEs to the eligible counts depicted in the table for years FY 2013 through FY 2015. A larger difference resulted in FY 2011, which had 459 ineligible credit FTEs (Maryland Association of Community Colleges [MACC], 2015 MACC Databook, p. 26).

** Ineligible noncredit FTEs add approximately 150 to 200 FTEs annually (described in MACC as “continuing education”) to the counts shown (2015 MACC Databook, p. 35).

*** The one-year reduction for FY 2015 in the BCCC’s state appropriation of \$-5.7 million caused a steeper fall in the change to net financial position of \$-6.8 million, the amount by which expenses exceeded revenues for that year. In the absence of this reduction, non-operating revenue for FY 2015 would have been nearly identical to the FY 2014 level, \$59.3 million, with a less severe decline in net financial position for FY 2015 of \$-1.1 million. Because of the distortion due to the single-year revenue decline in FY 2015, the percentage decrease in the changes in financial position from FY 2012 to FY 2015 is not shown in Table 1. With the reduction of the State appropriation in FY 2015, BCCC’s annual change in financial position experienced a -353% decrease between FY 2012 and FY 2015. Excluding that FY 2015 reduction, which would have narrowed the decline in financial position to \$-1.1 million, the three-year percentage decrease also would have narrowed: to -142%.

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The crucial result evident from reviewing the selected figures in Table 1 is the erosion of net position as results come closer to the present. *Change to net position* measures the difference between revenues and expenses, with an increase meaning an excess of revenue over expenses and a decrease meaning a gap between revenue and expenses, which erodes the financial position of BCCC. A reduction of \$5.7 million in state appropriations accounted for the severity of the decrease in net position for FY 2015. However, in the previous year, there was also a significant decrease. This trend was noted in their most recent audit: “BCCC had a net decrease in net position for the past two years. We strongly recommend that management and the Board of Trustees evaluate the reasons why this condition has occurred. Future plans and budgets should then be developed to align expenses with revenue sources and avoid continuing deficits. This situation may very well impact the future ability of BCCC to conduct its affairs in the manner it is accustomed to.”¹⁰

An important component of the operating revenue category, the topmost row of figures in Table 1, is tuition and fee revenue (although standard accounting practices require tuition and fees to be reported “net” of scholarship discounts and allowances, the major portion of which for BCCC comes from Pell awards, which are included in non-operating revenue). The connection between changes to tuition and fee revenue and enrollment data, contained in the bottom two rows of the table, was noted in the audit of BCCC’s FY 2015 financial results: “Student tuition and fee revenue decreased \$458,218 or 3.8% to \$11.5 million as of June 30, 2015 compared to a 2014 decrease of \$1,456,523 or 10.9% to \$11.9 million compared to 2013. The 2015 and 2014 decreases are directly attributable to changes in credit enrollment.”¹¹

Another apparent aspect of the overall financial results is that the reversal from positive changes to financial position in FY 2012, which was the sixth straight year of increases in financial position, to a modest decline in FY 2013 of less than \$1 million, then, to more severe negative changes to financial position in the past two fiscal years is attributable to declining revenue. This is apparent due to the comparative stability of operating costs over the same period, with a range of just over \$3 million between the lowest and highest annual operating costs. By comparison, total revenue varied much more widely, with a range of more than \$10 million between the highest level in FY 2012 and the lowest in FY 2015. The persistence of recent shortfalls in revenue is confirmed in quarterly financial reports, which estimate a \$1.8 million deficit for FY 2016 and forecast a \$2.3 million deficit for FY 2017, although that can be expected to moderate to roughly the same level as FY 2016 given the Board’s recent approval of a tuition rate increase of \$10 per credit hour for in-state students.¹²

As in the preceding subsection, evidence of how BCCC deals with the financial situation is fully as important as the situation itself. When reviewing actions recommended by the Board of Trustees to the Finance Committee, it is apparent that short-term adjustments have been developed and recommended. Note the following statement, for example: “We have been forced to institute a spending freeze on all new, unbudgeted initiatives.”¹³

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The short-term response, however, does not provide a complete picture, as the then-Interim Vice President of Business and Finance articulated when announcing the freeze. He noted past “missed opportunities to truly align budgets with strategic plans [and] create multi-year financial projections that could identify funding gaps (such as at the tuition and fee revenue level).”¹⁴ Moreover, active vigilance is pledged: “BCED leadership will routinely monitor and assess the cost-to-benefit factors associated with the development, continuation and/or termination of its programs and services; including assessment of budget, staffing, equipment and facility needs.”¹⁵ This recognition demonstrates an awareness of the necessity of aligning budgetary processes with strategic goals and objectives. Such alignment is manifested by the elevation of certain activities as priorities, to be sustained even as other activities may be curtailed. This prioritization surfaced as spending increased on outreach and marketing efforts to bolster BCCC’s brand identity in an effort to reverse the recent enrollment decline.¹⁶

Moving from the short-term to mid-term and longer horizons, the necessity for BCCC to consider strategic cost controls has to be emphasized—“right-sizing” the level of spending consistent with a sustained student population at current or even lower levels. As the analysis of peers (below) will indicate, such a contingency would require serious review of current levels of spending on salaries and benefits. Although actions affecting personnel constitute the most painful and, from an interpersonal perspective, regrettable course, the large proportion of total spending that compensation now represents makes it unlikely to achieve cost reductions of sufficient scale without significant personnel impacts.^{c 17}

ALIGNMENT OF STRATEGIC GOALS WITH AVAILABLE FINANCING

This subsection touches on BCCC’s various sources of funds supporting primarily long-term requirements. Fortunately, the college faces the challenges noted in the preceding sections with a foundation of solid financing. The report of the independent public accountants stated its financial strength as follows: “As of June 30, 2015, the College’s financial health remains strong, with assets exceeding liabilities by \$59,328,151.”¹⁸ The only issues raised by this report concerned the long-term consequences of dynamics addressed in the preceding subsection: that is, pressure on tuition and fee revenue from declining credit enrollments and uncertainty about state appropriations in a stringent budgetary environment. Another extensive discussion involved BCCC’s obligation to provide for pensions and other post-employment benefits.¹⁹ These liabilities would pose virtually the same concerns for any state agency and did not raise particular flags from the accountants.

Review of the Statement of Net Position²⁰ and BCCC’s financial submissions to the IPEDS system established that BCCC has minimal debt (capital lease obligation of less than \$1 million). The recently high fund balance, which exceeded \$30 million at the beginning of FY 2014,²¹ has declined, due to BCCC’s recognition of “its share of the State’s net unfunded pension liability in its accounting. This has a significant impact on the financial picture of the college’s fund balance as the net pension liability for just BCCC is \$23.9 million in fiscal 2015. This leaves only \$5.2 million in unrestricted fund balance.”²² However, the

^c Payments to employees accounted for approximately 65 percent of expenditures in FY 2015.

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State advised BCCC that the recognition of pension liability was “a deduction on paper only and the college is free to budget the unrestricted portion of its fund balance as before.”²³ However, slow execution of potential projects that might access the balance, for example to address the Bard Building, and, recently, the uncertainty about the size and availability of the fund balance have stymied its application. The reversion of \$4 million to the State in FY 2015 and recognition of BCCC’s portion of the State’s unfunded pension liability left College leadership unsure of the usable fund balance. Moreover, external restrictions further reduce the available unrestricted fund balance with the result that virtually no funds remain after the projected spending on the ERP system is accounted for. Uncertainty around the fund balance’s application to ERP implementation was exacerbated by the receipt of a single bid in response to the RFP.²⁴ The following issues are relevant for the use of BCCC’s fund balance.

- Because a single bidder responded to the RFP for the ERP system on May 31, 2016 it is virtually impossible for any effort by the bidder to commence in FY 2016. It is also uncertain, given how recently the bid was received, whether the estimated cost needs to be updated and how much will be expended on the project in FY 2017. Accordingly, there is uncertainty about the planned expenditures, most recently reported by the Maryland DLS: “As of February 2016, the project’s total cost remains about \$16.8 million. BCCC has approved \$6.0 million to be spent in fiscal 2017 and the remaining \$10.8 million is in the college’s fund balance. To date, about \$2.0 million has been spent and the fiscal 2017 Project Implementation Request (PIR) budget is \$3.7 million, pending DoIT approval.”²⁵
- In view of the uncertain level of the ERP project’s claim on the remaining unrestricted fund balance, the Board was apprised that “the College has insufficient unrestricted surplus fund for emergencies or potential debt service needs for future capital projects.”²⁶ Therefore, projects that previously had been designated for funding from this source, such as the razing of the Bard Building, cannot be considered as possible uses for spending the fund balance.

If BCCC decides to undertake structural changes, for example, right-sizing, near-term impacts on its financial position should be anticipated. This contingency was recognized in the most recent DLS analysis: “Fund balance transfers may be necessary to bridge revenue shortfalls in fiscal 2016 and beyond.”²⁷ Given the balance is more likely to be eroded through operating budget shortfalls in the near term than it is to be replenished by surpluses, careful consideration of its use is in order. The ERP project was planned when BCCC’s financial and operational conditions were quite different from the conditions the College faces at present. Accordingly, the question must be raised of whether the ERP implementation, which is unlikely to yield a strategic advantage in the near future, is the best use of this ready source of funding strategic initiatives and meeting operating exigencies.

COMPARISON OF BCCC WITH PEER COMMUNITY COLLEGES

This subsection addresses the practical data gathering needed to assess how well BCCC is positioned (1) to sustain its financial management position and (2) to pursue operational and strategic imperatives to improve its position. The methodology for conducting this assessment relies on a comparison with its peer institutions. The paragraphs that follow initially explain how peers were selected and identify these selections, along with those attributes that enable the reader to appreciate their closeness to or distance from BCCC on important criteria.

SELECTION OF PEERS

As part of the financial analysis for the review of BCCC, peer institutions provide a basis for determining how the parameters of BCCC's financial operation compare with community colleges sharing similar attributes. Another aspect of peer analysis is to indicate whether clusters of community colleges having comparable attributes tend also to be comparable with respect to their financial operations. To illustrate, if peer institutions that have in common relatively low numbers of (for-credit) students tend to follow similar financial strategies, then those strategies may be worthwhile for BCCC's administration to consider, if not already in operation. The following paragraphs address the initial selection of peer institutions.

Data Sources

The main data source for peer comparisons is IPEDS. As noted, these are data that institutions send to the Department of Education annually. All data submitted follow the same definitions. Data used were extracted on December 24, 2015.

Four peer groups were developed for this project: (1) peers generated from the National Center for Education Statistics (NCES); (2) peers from Maryland community colleges; (3) national peers similar to BCCC in location; and (4) peers from Maryland's competitor states (subset of 3). The following definitions apply to each group:

- **NCES peers:** This group is defined by the NCES at the Department of Education. Their criteria for inclusion are comprehensive and may include factors outside of the project team's immediate purview. There are some in-state peers as well as a collection of similar national peers.
- **Maryland community colleges:** This group consists of all Maryland community colleges. It is useful to compare colleges within the state that are affected by a similar macro-political context and that are facing the same administrative and regulatory environment.
- **National peers:** This group was chosen from institutions located in similar urban and suburban environments, thus eliminating those located in rural areas and small cities. This selection emphasizes the issues associated with operating in and around cities, which, for example, may influence the costs of attracting and retaining faculty and staff.

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- Competitor states: This group limits the subset of national peers to institutions from Maryland's competitor state group; that is, California, Massachusetts, Minnesota, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Virginia, and Washington.

Identification Process

Potential peers amalgamated from the four lists described above numbered 154 and were chosen from thousands of community colleges using city or suburban location and size (12-month, for-credit, FTE enrollment) as the criteria. Refining this group to yield a manageable peer group eliminated colleges based on other criteria to identify similarities with BCCC. The resultant peer group served to enhance coverage of distinct strategies and environments—for example, by selecting a single college to represent a major city. The following factors served to eliminate dissimilar institutions: (1) use of Pell grants (by first-time, full-time undergraduates), (2) reliance on public funding (state and local combined), and (3) tuition and fees per student FTE. In addition, five otherwise qualified colleges were eliminated due to unacceptably incomplete IPEDS financial data. Table 2 contains the peer institutions, values on the selection criteria, and selected student demographics. Notes detailing specific selection steps follow the table.

After reviewing the peer list, a single institution, Community College of Philadelphia, was added at the behest of BCCC. This college is considerably larger than those on the generated peer list, with 50% more FTEs than the largest of them. But in other respects (for example, high utilization of Pell grants), it is comparable to the peers generated from the sources described above.

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Table 2: Peer Institutions, with Year-Over-Year Enrollment Change and Basis of Selection*

College	Location	Source of Selection	% Enrollment Change (credit student FTE)			Students FY14 (FTE)	% State + Local Funding	% Pell Use	Tuition/ Fees per FTE (net of discount)
			FY11 - FY12	FY12 - FY13	FY13 - FY14				
Allegany College of Maryland	Cumberland, MD	Maryland/NCES	-6.4%	-6.5%	-5.1%	2,285	45%	62%	\$2,665
Atlanta Technical College	Atlanta, GA	National	-25.3%	17.7%	2.1%	4,307	33%	92%	\$1,267
Baltimore City Community College	Baltimore, MD	Subject	-7.4%	-22.7%	-5.4%	3,369	59%	81%	\$959
Bishop State Community College	Mobile, AL	National	-0.1%	-2.9%	1.6%	2,868	39%	88%	\$1,494
Capital Community College	Hartford, CT	NCES	1.4%	-3.9%	-7.7%	2,407	51%	84%	\$1,863
Cincinnati State Technical and Community College	Cincinnati, OH	Competitor state	-4.8%	-11.6%	-4.0%	8,405	31%	55%	\$3,261
Community College of Philadelphia	Philadelphia, PA	Added by BCCC	-2.0%	-4.1%	-0.4%	15,050	31%	72%	\$2,348
CUNY Hostos Community College	New York, NY (Bronx)	Competitor state/NCES	2.1%	-6.8%	5.6%	5,033	47%	87%	\$1,771
Del Mar College	Corpus Christi, TX	National	-6.6%	-8.4%	-5.2%	4,944	66%	64%	\$2,161
Durham Technical Community College	Durham, NC	Competitor state	9.0%	-24.9%	-1.0%	3,481	55%	54%	\$1,497
El Camino College-Compton Center	Compton, CA (near Los Angeles)	Competitor state	-7.2%	-7.2%	-2.4%	4,397	56%	53%	\$293
El Centro College	Dallas, TX	National	2.6%	-5.0%	-4.5%	5,810	60%	72%	\$844
Essex County College	Newark, NJ	Competitor state	-6.3%	-4.0%	1.0%	9,694	20%	75%	\$4,278
Housatonic Community College	Bridgeport, CT	NCES	-2.8%	-1.9%	-8.1%	3,379	49%	61%	\$2,404
Kansas City KS Community College	Kansas City, KS	National	-2.0%	-2.6%	-8.8%	4,304	60%	59%	\$2,640
Lawson State Community College-Birmingham Campus	Birmingham, AL	National	-18.1%	-17.3%	-8.2%	2,474	36%	82%	\$1,374
Minneapolis Community and Technical College	Minneapolis, MN	Competitor state	-4.6%	-3.4%	-3.6%	6,484	32%	75%	\$2,162
Prince George's Community College	Largo, MD	Maryland	-1.8%	-6.7%	-0.5%	8,491	44%	52%	\$3,142
Roxbury Community College	Roxbury Crossing, MA (near Boston)	Competitor state	2.4%	-4.8%	-13.7%	1,523	51%	68%	\$2,137
South Suburban College	South Holland, IL (near Chicago)	National	-8.3%	-27.3%	-1.9%	3,896	51%	66%	\$345
Southwest Tennessee Community College	Memphis, TN	National	-1.1%	-14.3%	-11.0%	7,161	30%	80%	\$2,851
Wor-Wic Community College	Salisbury, MD	Maryland	-2.3%	-9.9%	-9.8%	2,036	36%	56%	\$2,076
Average (excluding BCCC)			-3.9%	-7.4%	-4.1%	5,163	44%	69%	\$2,042

Note: Red highlighting indicates the institutions that are below their peer average. The student FTE average without the Community College of Philadelphia is 4,669.

Appendix 1: Financial Analysis

*Notes on selections reflected in Table 2:

1. Institutions were eliminated based on any of the following criteria: less than 50% Pell funding utilization by first-time, full-time undergraduates; less than 20% state and local funding (combined), as a proportion of core revenues; less than 1,000 or more than 10,000 student FTEs; and greater than \$5,000 tuition and fees per FTE.
2. Suburban colleges were not selected unless outside major cities: Roxbury Crossing, MA (Boston); South Holland, IL (Chicago); and Compton, CA (Los Angeles). Also eliminated were colleges representing major cities, resulting in single representatives of Atlanta, Chicago, Dallas, Minneapolis-St. Paul, and New York, which were locations of multiple community colleges otherwise meeting the selection criteria.
3. Peers include three Maryland community colleges not eliminated by Pell utilization, funding, size, and tuition criteria (see note 1 above).

Comparison of Peers on Key Metrics

Comparison of peer community college metrics reveals that for every selection criteria component, BCCC lies within the range, with multiple peer institutions exceeding its measurement and multiple peer institutions falling below its measurement. Moreover, for the key operational metric of change in enrollment, two peers experienced even steeper enrollment declines than BCCC. Both colleges, Lawson State and South Suburban, lost more than a third of their enrollments during the period from FY 2011 to FY 2014. In comparison, BCCC's severe enrollment loss over the same period was somewhat lower, at 32.3%, slightly less than one third. In contrast, only one peer college, CUNY Hostos, saw its enrollment rise over the three-year period, increasing by less than 1% compared with its level in FY 2011. The majority of remaining colleges experienced enrollment losses of 10% to 20% during the same three-year period.

The financial rationale for maintaining a college's level of enrollment is that substantial costs (for example, compensation for full-time faculty and advising staff) are geared toward the number of students. Loss of enrollment can leave such costs pegged to the previous number of students and, therefore, disproportionately high compared to the new, lower level of enrollment. The close correspondence between number of credit students and peer colleges' core spending (exclusive of the costs of auxiliary services) is evident from the results of the team's regression analysis of enrollment and core costs depicted in Chart 2. The 22 colleges, including BCCC and its peers, are plotted to relate their core expenditures, measured on the vertical ("Y") axis, and their credit student FTEs, measured on the horizontal ("X") axis. The regression line on the chart shows the relationship between core operating expenses and credit FTE enrollments.

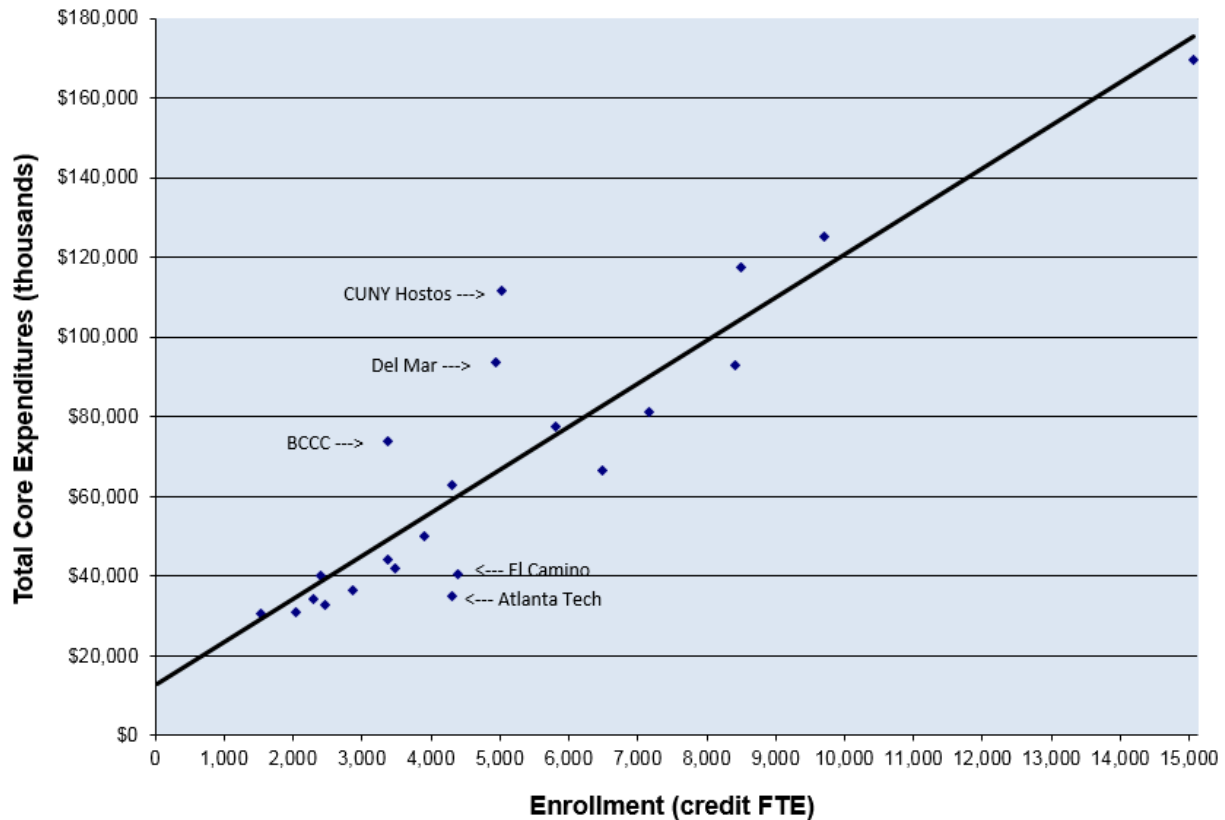
One measure of how well movement along the enrollment dimension directly relates to movement along the total core expenditures dimension is the "R-squared" value of 0.81. This metric is interpreted to mean that more than 80% of the variation in the colleges' total core expenditures can be accounted for by their number of student FTEs. This leaves less than 20% of the variation explained by other factors or random variability.

Measuring the number of students using credit FTEs relies on a conventional metric and ties in well with financial analysis. This is because credit enrollments generate a larger share of community colleges' revenue than noncredit enrollments. BCCC's multiyear projections show credit tuition and fees outweighing noncredit tuition and fees more than tenfold.²⁸

Appendix 1: Financial Analysis

The regression line equation generated from the analysis produces the line tracing for the pattern of plotted points in Chart 2. The formula contains a fixed element (the “a” term in the “a + bx” regression formula), which is found where the regression line intercepts the vertical axis, at a level of \$12.7 million. This intercept (a) can be interpreted as the “opening the door” cost of operating a college: expenditures that are required independent of the level of students. These costs may be attributable to basic administration for functions such as finance, human resources, information technology, and a baseline level of student admissions, registration, and financial aid. Startup costs also include basic facilities, equipment, and utilities.^d

Chart 2: Scatter Plot of Core Expenditures and Credit Student FTE, with Regression Line ($y = a + bx$)



Total Core Expenditures = \$12.7m + (\$10,800 * Credit FTE Enrollment)

The variable portion of the regression line (the “bx” term) stands for the product of the coefficient (“b”), which is just over \$10,800, and the number of students (“x”). Applying the regression equation^e 29 to

^d This explanation of indirect (non-student-driven) spending is one attribution for the fixed portion of the regression line out of multiple possible explanations. There are other expenditures that are independent of the level of credit students that include, for example, the cost of operating grants. Moreover, not all costs that are spent without regard to the level of students will be represented by the intercept. Costs that are not student related may also account for the remaining variability or “error term” (the differences of the points plotted based on actual core expenditures and enrollment in credit student FTEs versus the predicted values represented by the regression line).

^e [\$12.7 million + (\$10,800*3,369)] where \$12.7 million is the constant from the regression equation, \$10,800 is the projected cost per credit student FTE, and 3,369 is the credit FTE enrollment.

Appendix 1: Financial Analysis

BCCC's credit enrollment yields a projected value for core spending of approximately \$49 million, which would be one-third (about \$25 million) less than its actual core operating budget. This means that BCCC is an outlier among its peers with actual core expenses \$25 million more than would be expected based upon the peer analysis. But there are other sizable discrepancies between the projected and actual values, which are indicated in Chart 2. Like BCCC, two cost considerably more to operate than the projected values, with Del Mar approaching \$100 million and CUNY Hostos exceeding \$110 million. These colleges would be expected, based on the values predicted by the regression formula, to have total core expenditures between \$66 million and \$67 million. By contrast, El Camino and Atlanta Tech spent considerably less than predicted, with actual core spending in the approximate range of \$35 million to \$40 million, as compared to the predicted values of roughly \$60 million. As with BCCC, the other outliers illustrate the substantial remaining variability, even for a relatively close-fitting regression line (as measured by the high R-squared). In summary, except for BCCC, the extreme outliers based on the regression projections fall in the range of 4,000 to 5,000 credit student FTEs, with the actual costs for these four colleges varying from approximately \$24 million less than to \$44 million more than the predicted values. Actual core expenditures for the remaining colleges lie relatively close to the regression line, within plus or minus 20% of the predicted values and much closer for most of the colleges, which is expected given the high R-squared measure.

No single explanation serves to resolve the differences between the outliers and the values predicted for their levels of credit FTE. However, aside from BCCC, a common thread connects the colleges with extreme margins in excess of the predicted values with their opposites. Del Mar has the second highest number of full-time instructional staff (289 in FY2014) among the 22 peers and the lowest ratio of 17 credit student FTEs to full-time instructional staff. The other outlier with much higher-than-predicted core expenditures, CUNY Hostos, had 186 instructional staff in FY 2014 and the third lowest ratio of 27 credit student FTEs to instructional staff. The outliers with lower-than-predicted core expenditures, Atlanta Tech and El Camino, exhibit the reverse staffing pattern, with 95 and 98 instructional staff, respectively, and virtually identical ratios of 45 credit student FTEs per full-time instructional staff, a level exceeded by only one other college.^f The source of BCCC's discrepancy between the predicted and actual costs appears to lie elsewhere, since its number of full-time instructional staff (104 in FY 2014) and ratio of 32 credit student FTEs per full-time instructional staff fall between the extremes.

A final observation about the relationship between enrollment and spending revisits the intercept component of the regression formula. Because startup costs, which provide an apt practical explanation for the intercept, constitute a greater proportion of total spending for colleges with relatively low enrollments, these smaller colleges may experience diseconomies of scale compared with their larger counterparts. Table 3 contains data that bear on this relationship between size and spending using cost

^f The use of full-time instructional staff departs from the usual staffing metric (instructional FTE). But substituting full-time instructional staff is a justifiable departure, given the strong connection between full-time staff and credit students. For example, BCCC has no full-time instructional staff assigned to noncredit instruction. And for the combined staffing of Maryland community colleges, full-time employees represented less than one percent of the noncredit instructional staff.

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per FTE, a standard metric, in a way that the regression analysis (above) tends to obscure. A college whose spending is consistent with the pattern defined by the regression line in Chart 2 may have an extreme value on core spending per credit FTE due to the effect of spreading a significant level of startup costs across a relatively low number of students. Inspection of Table 3 reveals that Roxbury, with credit FTEs of just over 1,500—the lowest enrollment within the peer group, has the third highest core expenditures per credit FTE (greater than \$20,000). The even higher costs of the two other colleges, BCCC and CUNY Hostos, with core expenditures per credit FTE greater than \$20,000, did not appear to be attributable to size. There may be some effect of size evident in Table 3, given that no college with enrollments less than 2,500 credit FTEs was below the median. However, any such effect is less pronounced than the diseconomy of scale experienced by Roxbury. Notice that two colleges, Durham Tech and Bishop State, with roughly the same number of credit FTEs as BCCC, are below the median cost per FTE, while two colleges with roughly 1,000 credit student FTEs more than BCCC, Atlanta Tech and El Camino, have the lowest costs per FTE.

The difference of nearly \$25 million between BCCC's actual core expenditures and the level of expenditures projected by the regression formula based on its level of student FTEs is an analytical rather than a real result. As noted in the preceding paragraphs, other colleges have similarly large discrepancies with projections based on student FTEs. But correspondence between predicted and actual costs for all but four of the 21 peer colleges (just over 80%) lends significance to the comparison. Possible causes for the discrepancy include the following:

- Disproportionate emphasis on noncredit instruction compared to peers—because BCCC and other Maryland community colleges appear to emphasize continuing education to a greater extent than is typically the case for community colleges in other states. Noncredit instruction, unfortunately, is not subject to IPEDS reporting. Attempts to ascertain the level of noncredit instruction by peers using other publicly available sources yielded no systematically comparable data. The most reasonable conclusion is that some, but likely not most, of BCCC's cost in excess of the credit FTE-based projection is due to its level of noncredit instruction. For comparison, another Maryland institution, Prince George's Community College, which also emphasizes noncredit education, has significantly higher expenditures than the projected level. However, the discrepancy for Prince George's is proportionally less: only one-quarter of BCCC's 50% excess over the projected value.
- High variable costs of instruction for credit students—in excess of the projected \$10,800 per student. The potential for variable costs resulting in the excess over the projected cost can be discounted. The drop in enrollments of nearly 10% annually for three years was not associated with proportional decreases in costs, which dropped by roughly 2% per year.

Table 3: Core Expenditures per Credit Student FTE

College	Total Core Expenditures per Credit FTE	Total Core Expenditures	FY 2014 Credit Students (FTE)
Atlanta Technical College	\$8,165	\$35.2 m	4,307
El Camino College-Compton Center	\$9,201	\$40.5 m	4,397
Minneapolis Community and Technical College	\$10,284	\$66.7 m	6,484
Cincinnati State Technical and Community College	\$11,043	\$92.8 m	8,405
Community College of Philadelphia	\$11,268	\$169.6 m	15,050
Southwest Tennessee Community College	\$11,320	\$81.1 m	7,161
Durham Technical Community College	\$12,041	\$41.9 m	3,481
Bishop State Community College	\$12,651	\$36.3 m	2,868
South Suburban College	\$12,844	\$50.0 m	3,896
Essex County College	\$12,908	\$125.1 m	9,694
Housatonic Community College	\$13,028	\$44.0 m	3,379
Lawson State Community College-Birmingham Campus	\$13,271	\$32.8 m	2,474
El Centro College	\$13,360	\$77.6 m	5,810
Prince George's Community College	\$13,860	\$117.7 m	8,491
Kansas City Kansas Community College	\$14,608	\$62.9 m	4,304
Allegany College of Maryland	\$14,947	\$34.2 m	2,285
Wor-Wic Community College	\$15,285	\$31.1 m	2,036
Capital Community College	\$16,645	\$40.1 m	2,407
Del Mar College	\$18,945	\$93.7 m	4,944
Roxbury Community College	\$20,043	\$30.5 m	1,523
Baltimore City Community College	\$21,891	\$73.8 m	3,369
CUNY Hostos Community College	\$22,157	\$111.5 m	5,033

Note: In order of increasing cost per FTE

- High fixed costs—in excess of the \$12.7 million for “opening the door” costs. Given the relative “stickiness” of costs evident during recent enrollment declines, BCCC likely has an inelastic cost structure; for example, driven by compensation for full-time personnel.

In light of the foregoing analysis, the following paragraphs address compensation, composed of salaries paid and benefits provided to employees. Examining compensation matters, because salaries and benefits combined account for 60% or more of BCCC’s core expenditures (excluding the cost of auxiliary services)

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and for those of most of its peers.⁸ Accordingly, cost control measures often target these spending categories. Table 4 provides comparisons among the peer institutions based on core salaries and benefits costs on both an absolute and a per-FTE basis.

Table 4: Core Spending on Salaries and Benefits per Credit Student FTE

College	Total Core Salaries + Benefits per Credit FTE	Total Core Salaries + Benefits	FY 2014 Credit Students (FTE)
Atlanta Technical College	\$5,379	\$23.2 m	4,307
Essex County College	\$5,989	\$58.1 m	9,694
Southwest Tennessee Community College	\$6,305	\$45.1 m	7,161
El Camino College-Compton Center	\$6,315	\$27.8 m	4,397
El Centro College	\$6,635	\$38.6 m	5,810
Cincinnati State Technical and Community College	\$6,993	\$58.8 m	8,405
Minneapolis Community and Technical College	\$7,405	\$48.0 m	6,484
Bishop State Community College	\$7,541	\$21.6 m	2,868
South Suburban College	\$7,816	\$30.5 m	3,896
Durham Technical Community College	\$7,834	\$27.3 m	3,481
Lawson State Community College-Birmingham Campus	\$7,941	\$19.6 m	2,474
Community College of Philadelphia	\$7,959	\$119.8 m	15,050
Wor-Wic Community College	\$8,551	\$17.4 m	2,036
Housatonic Community College	\$8,663	\$29.3 m	3,379
Kansas City Kansas Community College	\$9,072	\$39.0 m	4,304
Prince George's Community College	\$9,746	\$82.8 m	8,491
Allegany College of Maryland	\$10,346	\$23.6 m	2,285
Del Mar College	\$11,391	\$56.3 m	4,944
Capital Community College	\$11,872	\$28.6 m	2,407
Roxbury Community College	\$13,082	\$19.9 m	1,523
Baltimore City Community College	\$14,004	\$47.2 m	3,369
CUNY Hostos Community College	\$14,203	\$71.5 m	5,033

Note: In order of increasing salaries and benefits per credit student FTE

⁸ Four colleges among the peer group have ratios of core salaries and benefits to core expenditure of significantly less than 60 percent: El Centro (50 percent); Essex County (46 percent); Southwest Tennessee (56 percent); and Wor-Wic (56 percent). These colleges' placement in Table 4 (closer to the top) differs significantly from their placement in Table 3 due to the effect of spending a smaller-than-average proportion on salaries and benefits.

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The higher-cost colleges, found at the bottom of the preceding table, include BCCC and CUNY Hostos, also flagged in the foregoing analysis. The consistent designation of many of the same outliers in analysis after analysis is unsurprising, given the close correspondence between overall cost and compensation, which constitutes the majority of costs for virtually all peer institutions. However, examining salaries and benefits yields fresh insights, such as the identification of new comparators. To illustrate, the two colleges bracketing BCCC's amount spent on salaries and benefits, Minneapolis and Southwest Tennessee, achieved roughly twice as many credit FTEs. An alternative approach compares BCCC's cost of salaries and benefits with two colleges of its approximate size, as measured by credit FTEs. These colleges, Housatonic and Durham Tech, averaged expenditures of roughly \$19 million less than BCCC on core salaries and benefits in FY 2014.

Table 5 provides comparisons among the peer institutions based on the three-year changes to core salaries and benefits costs, on both an absolute and proportional basis, as a percentage of core expenditures. Colleges with the most severe enrollment losses (worse than 20%), shown in the lower part of the table, exhibited diverse responses to the financial pressure. Two colleges, BCCC and South Suburban, saw double-digit increases—at or slightly exceeding 10%—in core spending on salaries and benefits between FY 2011 and FY 2014. Two of the remaining three colleges, Southwest Tennessee and Lawson State, altered their spending on core salaries and benefits by comparable proportions but in the opposite direction of the changes made by BCCC and South Suburban. The final college with a greater than 20% enrollment loss, Wor-Wic, experienced the smallest level of change to spending on core salaries and benefits among the five—a less than 5% increase.

The prevalent pattern across the peer institutions, only one of which escaped declining enrollments for the three-year period from FY 2011 to FY 2014, was to apply cost controls predominantly in the non-compensation categories. The strategy of holding the salaries and benefits categories harmless to the extent practicable is evident in the increasing proportion of these categories as a share of total core expenditures—for all but a handful of the peer institutions. Therefore, it appears that cost-control actions targeting the non-compensation spending categories shrank the share of those expenditures having no direct personnel impact, while shielding spending on salaries and benefits. An ancillary effect of sparing salaries and benefits from cost control and thereby increasing these categories' proportion of the budget is that they increasingly must be relied on to achieve future expenditure reductions. For the 22 colleges, the average proportion of core expenditures in the salaries and benefits categories grew by nearly five percentage points between FY 2011 and FY 2014. BCCC's increased proportional spending was in line with the group, up nearly six percentage points in three years, resulting in 64% of core spending devoted to salaries and benefits in FY 2014, which is the median proportion among the peer institutions.

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Table 5: Three-Year Absolute and Proportional Changes to Core Salaries and Benefits Costs

College	% Change in Enrollments FY11 – FY14	Core Salaries + Benefits FY11	Core Salaries + Benefits FY14	3-year Change in Core Salaries + Benefits	Ratio of Core Salaries + Benefits to Total Core Expenditures FY11	Ratio of Core Salaries + Benefits to Total Core Expenditures FY14	3-year Change in Ratio of Core Salaries + Benefits
CUNY Hostos Community College	0.6%	\$62.9 m	\$71.5 m	13.6%	64.5%	64.1%	-0.4%
Bishop State Community College	-1.4%	\$22.8 m	\$21.6 m	-5.3%	62.0%	59.6%	-2.4%
Community College of Philadelphia	-6.5%	\$116.5 m	\$119.8 m	2.8%	74.6%	70.6%	-4.0%
El Centro College	-6.9%	\$37.2 m	\$38.6 m	3.7%	50.1%	49.7%	-0.5%
Prince George's Community College	-8.9%	\$75.4 m	\$82.8 m	9.7%	67.3%	70.3%	3.0%
Essex County College	-9.1%	\$49.3 m	\$58.1 m	17.7%	44.2%	46.4%	2.2%
Capital Community College	-10.1%	\$25.9 m	\$28.6 m	10.2%	64.4%	71.3%	6.9%
Atlanta Technical College	-10.2%	\$18.8 m	\$23.2 m	23.5%	48.4%	65.9%	17.5%
Minneapolis Community and Technical College	-11.2%	\$44.3 m	\$48.0 m	8.4%	63.4%	72.0%	8.6%
Housatonic Community College	-12.4%	\$26.5 m	\$29.3 m	10.4%	59.3%	66.5%	7.2%
Kansas City Kansas Community College	-12.9%	\$38.5 m	\$39.0 m	1.4%	69.2%	62.1%	-7.1%
El Camino College-Compton Center	-15.9%	\$26.3 m	\$27.8 m	5.6%	60.2%	68.6%	8.4%
Roxbury Community College	-15.9%	\$14.4 m	\$19.9 m	38.3%	48.5%	65.3%	16.7%
Allegany College of Maryland	-16.9%	\$23.6 m	\$23.6 m	0.3%	67.5%	69.2%	1.7%
Del Mar College	-18.8%	\$60.4 m	\$56.3 m	-6.8%	60.4%	60.1%	-0.3%
Durham Technical Community College	-18.9%	\$28.2 m	\$27.3 m	-3.2%	59.4%	65.1%	5.7%
Cincinnati State Technical and Community College	-19.2%	\$52.3 m	\$58.8 m	12.5%	58.5%	63.3%	4.9%
Wor-Wic Community College	-20.6%	\$16.7 m	\$17.4 m	4.1%	54.3%	55.9%	1.6%
Southwest Tennessee Community College	-24.5%	\$53.2 m	\$45.1 m	-15.1%	53.4%	55.7%	2.3%
Baltimore City Community College	-32.3%	\$42.2 m	\$47.2 m	11.9%	58.3%	64.0%	5.7%
South Suburban College	-34.6%	\$27.7 m	\$30.5 m	10.0%	48.2%	60.9%	12.7%
Lawson State Community College-Birmingham Campus	-37.8%	\$21.7 m	\$19.6 m	-9.5%	50.2%	59.8%	9.7%

Note: In order of severity of three-year loss of enrollments (credit student FTEs)

CONCLUSIONS AND RECOMMENDATIONS

The situation BCCC faces appears to have persistent rather than acute causes. Although the precipitating factor that began the abrupt loss of credit enrollments five years ago was the threat of discontinuing BCCC's accreditation, the widespread volatility and commonplace declines in enrollment for many urban community colleges indicate a broader causation than the MSCHE reaccreditation process. Indeed, the pattern of lower year-over-year enrollments continued even after BCCC was removed from warning status in June 2015, notwithstanding a lessening of the alarming pace of decline that immediately followed MSCHE's initial decision. The loss of more than 20% of credit FTE enrollments between FY 2011 and FY 2014 by five colleges within the peer group and the loss of at least 10% of enrollments by all but six during the same period underscore the prevalence of urban campuses contending with fewer students than they had in the recent past.

Although enrollment declines may be relatively common, with two peer colleges experiencing steeper losses of enrollment than BCCC during the three-year period, this situation remains concerning and demands a strategic response. The combination of declining enrollment and sustained levels of spending, especially on salaries and benefits, renders BCCC potentially vulnerable to continued erosion of its financial position due to generating insufficient revenue to cover costs. Concerns about affordability may seem premature, given BCCC's current position as Maryland's most affordable community college. However, a recent five-year projection is based on an assumption of increasing in-state tuition to \$135 per credit hour by FY 2020.³⁰ The pressure of increasing tuition on recruitment and retention of sufficient numbers of students should be considered. Yet, in the absence of tuition increases, the recent trend of deficits in the range of \$1 million to \$2 million per year (exacerbated in FY 2015 by Maryland's reduction of appropriated funds), which is projected to continue for FY 2016 and 2017, shows no sign of abatement. The apparent lack of response to a persistent downturn in revenue leaves BCCC without a clear path to a financially sustainable future. The absence of contingency planning for the potential effects of increased tuition levels on enrollments or of diminished State appropriations means that the attendant risks may go unaddressed.

The issue of stubbornly high salary and benefit costs, compared to peer institutions, should be part of any fundamental review of cost structure. This was envisioned by the Vice President of Business and Finance, who last year remarked on "missed opportunities to truly align budgets with strategic plans."³¹ The recent trend—marked by the three-year, nearly 12% increase in spending on core salaries and benefits (see Table 5)—nearly halted from FY 2014 to FY 2015 when core compensation went up approximately 1%.³²

Notwithstanding slowing compensation growth, the indication of an imbalance between this cost category and BCCC's level of credit enrollment remains. The comparators identified in the analysis of BCCC's spending on salaries and wages (above) reveal that colleges that are apparently similarly situated achieved almost double the credit FTEs for comparable salary and benefit costs. Two peer colleges with levels of credit student FTEs equivalent to BCCC's spent considerably less (\$19 million) on salaries and benefits. Allowing cost disparities of that magnitude to persist risks the necessity of preemptory action in

Appendix 1: Financial Analysis

the future, whereas addressing them in the near term would permit a carefully planned and executed response.

BCCC is able to leverage a financial position that is sustainable in the near term for executing needed changes. During the past two years, processes have been put into place to promote mid-term budget projections and planning and to enable long-term capital projects to be planned and financed. With these process enhancements, BCCC can confront its financial situation, the finance-related aspects of its operations, and the resulting implications for future operations.

One possibility for modifying the way operations are financed at present is to enhance revenue substantially through stabilizing enrollments near current levels and raising tuition rates. This is the direction anticipated by available planning documents and budget projections. Contingency planning for unforeseen circumstances in the near-term, coupled with taking the fundamental steps to strategically position the institution for long-term competitiveness, will be required to advance the College beyond the holding pattern achieved by its recent turnaround actions.

RECOMMENDATIONS

Achieve a right-sized budget: The institution must right-size its budget consistent with credit enrollment levels of approximately 3,000 FTEs, while resources and time are available to enable a smooth transition. By doing so, steps can be planned to make possible a lower-cost operation. Particular attention should be paid to the relatively high level of spending on salaries and benefits compared to peers. Another reason for close scrutiny on the compensation area of the budget is that it accounts for nearly two-thirds of core expenditures (64% in FY 2014), making serious budget restructuring virtually impossible without addressing this cost category.

Use fund balance for strategic investment in the institution's future: The institution should use a significant reserve fund of nearly \$30 million, including its portion of the State's liability for post-retirement benefits, to support right-sizing the institution and growing it in focused areas. The proposed use of most or all of the unrestricted fund balance to implement ERP software does not appear to meet these criteria and should be reexamined.

Incorporate sensitivity analysis into long-term planning: The effect of projected tuition increases on potential students' willingness to enroll at BCCC and the possibility of future State actions to reduce or restrict the College's appropriation are reasonable contingencies that should be incorporated into long-term planning. Significant uncertainties such as those represent risks that the current business model could become untenable, as was the case when the State reduced the FY 2015 appropriation. Management must be prepared to proactively address such contingencies.

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APPENDIX 2: FACILITIES REVIEW

The facilities review of BCCC includes an examination of the location, purpose, condition, and utilization of the owned and leased physical space serving the institution.^h The review also includes facilities planning, the Capital Improvement Program (CIP), and maintenance and facility renewal procedures. The organization and budget of the Office of Facilities Management and Planning is assessed to determine the appropriate resource allocation for meeting the requirements of the physical plant and its occupants. This section also includes an assessment of the security protocols of BCCC's Department of Public Safety and its compliance with US Department Education requirements.

Key findings and recommendations are summarized below. An in-depth analysis is included in the remainder of this review.

FINDINGS

- The Liberty Campus is in good condition from a facilities perspective, although interviews with key stakeholders reveal that the campus entrance is uninviting.
- Facilities management and public safety operations are well organized.
- The facilities management team lacks trade staff. BCCC does not have an in-house electrician or plumber.
- The costs of facilities operations (staff/utilities/maintenance contracts) is in line with comparable organizations.
- Deferred maintenance is monitored and \$1.9 million in projects has been identified.
- BCCC receives support from the Department of General Services (DGS) for capital funded projects, but the supporting relationship should be strengthened for maintenance and renewal projects.
- The Campus Master Plan has been updated and integrated with the Academic Master Plan.
- The Bard Building is functionally obsolete, in poor condition, and should be demolished.
- Budget committees have restricted BCCC from demolishing the Bard Building using Maryland funds until a capital program has been approved by the Department of Budget and Management (DBM).
- There are current and projected surpluses of academic space, excluding the Bard Building.
- The 18.9-acre Bon Secours property presents long-term growth potential both within the buildings and on the additional unimproved acreage.
- The future of Harbor Campus has not been determined. The Board of Trustees' Real Estate Committee is currently in the process of evaluating the options.

^h The following internal documents were requested from BCCC and used for the facilities review: 2015-2020 Deferred Maintenance Plan; BCCC building summary; BCCC building history; FY 16 facilities expenditures; Current contract lease listing; FY 2016-2025 Facilities Master Plan; BCCC Public Safety roster; FY 16 Public Safety expenditures; 2015-2016 shuttle bus schedule; College organizational charts; 2015 Monitoring Report to the Middle States Commission on Higher Education.

RECOMMENDATIONS

- BCCC should explore options for Harbor Campus redevelopment in the context of the revised downtown mission. In light of competing demands for scarce state capital funding, the Board of Trustees should revisit the economic viability of a public/private partnership to redevelop the Bard site. The cost of demolition should be included in the redevelopment of the site.
- Parts 1 and 2 of the capital program for Bard demolition should be completed if Maryland state funds (not the fund balance) are used.
- BCCC should consider hiring skilled trade personnel, including a plumber and an electrician, for the plant staff.
- BCCC should consider a formal memorandum of understanding (MOU) with DGS to support operating budget projects.
- BCCC should increase dedicated funds for facility renewal and deferred maintenance.
- BCCC should explore the use of Energy Performance Contracting for HVAC upgrades.
- BCCC should conduct an engineering study of the Bon Secours buildings.
- Parts 1 and 2 of the capital program revisions for a new library should be completed.
- BCCC should reconcile use of leased locations with the potential use of surplus state-owned space.
- As part of the strategic realignment of the institution, BCCC must determine the future of credit/noncredit programs for the Harbor Campus.

OVERVIEW

This section provides an analysis of BCCC's facilities and operations by examining its ten-year Facilities Master Plan to highlight its near and long-term growth and improvement plans. The performance of Lockwood Place and the future of Harbor Campus, as well as its satellite locations, are also addressed. The section will conclude with recommendations for action and future study by BCCC's administration and its Board of Trustees.

BCCC FACILITIES OVERVIEW

Evolving from its origins in 1947 as a tenant of Baltimore City College high school, the initial 18.6-acre Liberty Campus of BCCC began in 1965 when a former city middle school property was repurposed as the Main Building site. The Bard Library and the Physical Education buildings were added to meet the needs of a community college campus. A downtown campus was established in 1973 with the construction of the Bard Building and the addition of the Lockwood Building in 1976. The Nursing Building was added in 1977, and in 1996, the Life Sciences Building completed construction of the principal buildings of the Liberty Campus. Two temporary modular buildings, Harper Hall and Facilities, were erected to house administrative and academic support functions until permanent solutions could be identified.

As a result of declining enrollments at the downtown campus and in pursuit of increased revenue sources, BCCC leased a two-acre Lockwood parcel for private development in 1999. The Bard Building was

Appendix 2: Facilities Review

decommissioned in 2010 due to its poor condition. Alternatively, BCCC began to meet its program offering demands successfully through the use of leased space at four locations in Baltimore.

Though well served by public transit, the demand for parking at Liberty Campus has historically far exceeded its supply. Over the years, short-term leases for parking were secured from neighboring property owners in an attempt to address this demand, albeit temporarily. In 2011, the three-building Bon Secours Hospital complex was acquired by the Board of Trustees for \$6.8 million. This property is located immediately to the north of the Liberty Campus. This acquisition increased the campus by 18.9 acres and 149,290 gross square feet, including surface parking for 375 vehicles.

Figure 1: Liberty Campus Map



Table 6: Consolidated Summary of Owned and Leased BCCC Facilities

Building	Built/Reno	GSF/NASF	Condition	Usage
Main Building	1965/2001	244,555/184,250	Excellent	Classrooms/labs/offices/theater/bookstore/cafeteria
Nursing	1977/NA	36,668/26,070	Fair	Classrooms/labs/offices/learning center/auditorium
Life Sciences	1996/2006	81,200/49,393	Good	Classrooms/labs/offices/dental program/auditorium
Bard Library*	1965/1989	38,376/22,748	Fair	Stacks/study rooms/lab/offices/open reading areas
Physical Education	1965/1993	37,505/24,013	Good	Arena/classrooms/offices/locker rooms
Harper Hall*	1977/2011	21,020/14,476	Good	Offices/labs/childcare center
Facilities*	2005/NA	5,640/4,302	Fair	Offices/workshop
Maintenance	NA/NA	5,000/5,000	Fair	Storage
North Pavilion	1965/NA	24,096/18,736	Good	Currently leased to Bon Secours
West Pavilion	1965/NA	69,450/26,934	Good	Administration offices/auditorium
South Pavilion	1995/NA	38,350/24,712	Good	Offices/conference room/fitness center
TOTAL		601,861/400,634		

Note: *Scheduled for demolition

FACILITIES MANAGEMENT AND PLANNING

The Office of Facilities Management and Planning is responsible for capital planning, maintenance, environmental/housekeeping, and facility renewal of the campus. The director of Facilities Management and Planning oversees a staff of 73 permanent and contractual employees to accomplish this mission. The office is organized into eight units: Operations, General Maintenance, Ground and Key Control, Planning and Energy, Administrative Services, Property, Central Receiving, and Environmental Services. Staff resources are supplemented by on-call service contracts providing specialized resources. The office utilizes a commercial work order management software system called SchoolDude to manage routine maintenance service calls by staff and students. Access to the system is through the BCCC website. The office also maintains a Help Desk for urgent/emergency circumstances. Help Desk calls are logged into the SchoolDude system for future tracking.

In its March 15, 2016 Monitoring Report to the Middle States Commission, BCCC reported that a staff development tracking system allows facilities personnel to be appropriately trained to identify deficiencies. It also maintains a record of training hours provided. Daily inspections by facilities staff identify deficiencies that are reported to maintenance supervisors for response.

BCCC reports that, in the past, the facilities management staff did an insufficient job identifying deferred maintenance requirements, which often led to emergency circumstances requiring unbudgeted projects. A Draft Deferred Maintenance Plan has been developed by facility management staff to identify and address building requirements. The draft plan identifies over \$2 million in deferred requirements and recommends immediate funding of \$1.6 million for life safety-related improvements.

Appendix 2: Facilities Review

Since becoming an independent state institution, BCCC has had to rely on its own resources to address facility maintenance projects beyond those of the CIP, for which it works through the DGS for program development, design, and construction services. No staff or financial support is received from the city of Baltimore. DGS reports that it periodically provides procurement assistance to BCCC for maintenance and repair contract services; however, no formal agreement exists for ongoing support.

At \$22.69 per square foot of academic space, the FY 2016 operating budget of \$5.9 million for campus-wide facilities management and maintenance is consistent with that of campuses of similar size. Harford Community College and the College of Southern Maryland operate at \$22.42 and \$22.13 per square feet of academic space, respectively.

The campus energy management systems are supported by contracts with Johnson Controls and the Bith Group. These vendors provide preventive maintenance, inspection, and operational services to maximize energy conservation. Utility costs for the campus equate to \$2.08 per gross square foot, which is within the industry standard for equivalent operations and consistent with Hartford Community College and the College of Southern Maryland.

BCCC has historically relied on its sizeable fund balance to address major maintenance and emergency repair projects. The recent reduction of the fund balance to \$3 million has considerably constrained the college's capacity to address ongoing facility renewal requirements. The creation of a well-funded renewal budget equivalent to 2% of the facility replacement value should be a future goal.

Though facilities staffing levels are in line with Hartford Community College and the College of Southern Maryland, BCCC has no trade staff among its employees, relying on contractual support for such services as plumbing and electrical. This may challenge the ongoing day-to-day inspection and preventive maintenance that is required to address adequately those issues that arise. A search is underway to fill the vacant position of Director of Facilities. It is anticipated that new leadership will make a full evaluation of staff requirements.

PUBLIC SAFETY ORGANIZATION

The BCCC Department of Public Safety provides 24/7 security at its owned and leased locations. Staff resources include a chief (vacant), deputy chief (acting chief), three lieutenants, seven sergeants, 2 corporals, ten building security officers, eleven contractual security officers, and three administrative staff. The total FY 2016 operating budget is \$2.97 million.

Security officers are responsible for major entry points and are supervised by sworn officers during each shift (that is, 7:00 am–3:30 pm/3:00 pm–11:30 pm/11:00pm–7:30am). It is campus policy that sworn officers not carry weapons or restraint devices while on duty; however, weapons are secured in the command center if they are required. There is no holding cell or interrogation room in the facility. BCCC and the Baltimore City Police Department (BCPD) have a cooperative MOU and work in partnership in the

Appendix 2: Facilities Review

event of an incident on campus. BCCC officers have three police vehicles that patrol the parking lots and travel between posts during shifts.

The Department of Public Safety operates a command center from which radio communications are maintained with all staff on duty and with the BCPD. Campus security calls go to the dispatcher, while 911 calls are received by the BCPD. Communication with the BCPD is maintained by Public Safety via a direct radio channel. A network of surveillance cameras throughout the Liberty Campus at entry points, parking lots, and public areas is monitored by the dispatcher. The dispatcher also has control of a central locking system for the entry doors of all the buildings on the Liberty Campus through the information technology group. In the event of an emergency, a Text Alert System can be activated from the dispatcher that reaches all members of the community who have elected to subscribe to the service. A public address system is not operational. Campus-wide alerts are sent via email when required.

The Chief of Police is responsible for providing training to security staff and the campus population for active shooter/shelter in place and preparations for other emergency circumstances. A search is underway to fill this vacant position.

The Department of Public Safety is also responsible for the operation of a shuttlebus system with a manager and four drivers. BCCC owns three buses that run two routes in the morning and one in the afternoon. They provide connections for the Liberty Campus, overflow parking, Bio Park, and Harbor Campus. Services run from 7:00 am to 10:00 pm. The costs for owning and operating the buses are budgeted through the Fleet Management system in the Office of Facilities Management and Planning.

BCCC has maintained a current, online Clery Report of campus-related crime in keeping with the US Department of Education mandate. Historic data show that BCCC campus facilities have experienced very little reportable crime.

CONDITION OF BCCC FACILITIES

The Liberty Campus is in overall good condition and reflects a reasonable standard of housekeeping and maintenance. Monitoring Report 3.1.15 Middle States Commission Realignment Schedule states that DGS was to procure an engineering firm to perform space utilization and a complete facility condition assessment to commence in May 2015. BCCC instead completed its own assessment, which has been incorporated into the 2016–2025 Facility Master Plan and the Draft Deferred Maintenance Plan.

The 2011 acquisition of the Bon Secours Liberty Campus included three buildings dating back to 1965. A Phase I Environmental Site Assessment was performed by Arch Environmental, Inc. prior to the purchase, citing “recognized environmental conditions” related to four underground storage tanks and one aboveground storage tank. No further environmental studies have been performed since the acquisition. Most of the mechanical/electrical/plumbing systems are original and will need to be addressed in the near future as the buildings are utilized. It is recommended that BCCC undertake a complete facility condition

Appendix 2: Facilities Review

assessment by a qualified engineering firm to evaluate the systems and recommend a facility renewal plan for the buildings.

Major recent capital projects at the Liberty Campus in the past two years have included a \$1.6 million roof replacement for the Life Sciences Building and the Nursing Building, a \$1.2 million cooling tower replacement for the Life Sciences Building, and approximately \$500,000 in smaller renovations to the Liberty Campus. Deferred maintenance requirements are identified in the aforementioned draft report. The Facility Master Plan cites the need for an overall upgrade to aging HVAC systems, new roofs for the Physical Education Building and the Fine Arts Center, and such campus security enhancements as additional lighting, cameras, and a public PA system.

Currently, there is an active \$6.3 million construction project underway for an Administrative Wing addition to the Main Building. This wing will house executive offices and classrooms when completed in the fall of 2016. A large portion of the Main Building underwent a major renovation and addition in 2001. However, some portions of the building, including the Fine Arts Wing, remain unrenovated.

The Bard Building, which is in poor condition and has been decommissioned, is the only remaining BCCC-owned facility at the Harbor Campus. The four leased locations of BCCC are maintained by private landlords and are in good to excellent condition.

USE OF LEASED SPACE

In the late 1990s, BCCC expanded access to its programmatic offerings through the use of leased space at Reisterstown Road Plaza, which was well served by intermodal transportation and an abundance of free parking. BCCC reports that 187 FTE students attend noncredit courses at this location. When not used by the college, a portion of this location is subleased to the Department of Public Safety and Corrections for training purposes. The leased site at Harbor Campus on East Lombard Street draws 1,043 FTE students. The Weatherization Program at 1817 East Preston Street trains 11 FTE students. Finally, the Biotechnology, Environmental Sciences Program hosted in leased space at the University of Maryland Bio Park serves 222 FTE students (130 credit/92 noncredit). Collectively, BCCC spends \$2.3 million in annual rent for these locations.

Appendix 2: Facilities Review

Table 7: Leased Satellite Locations

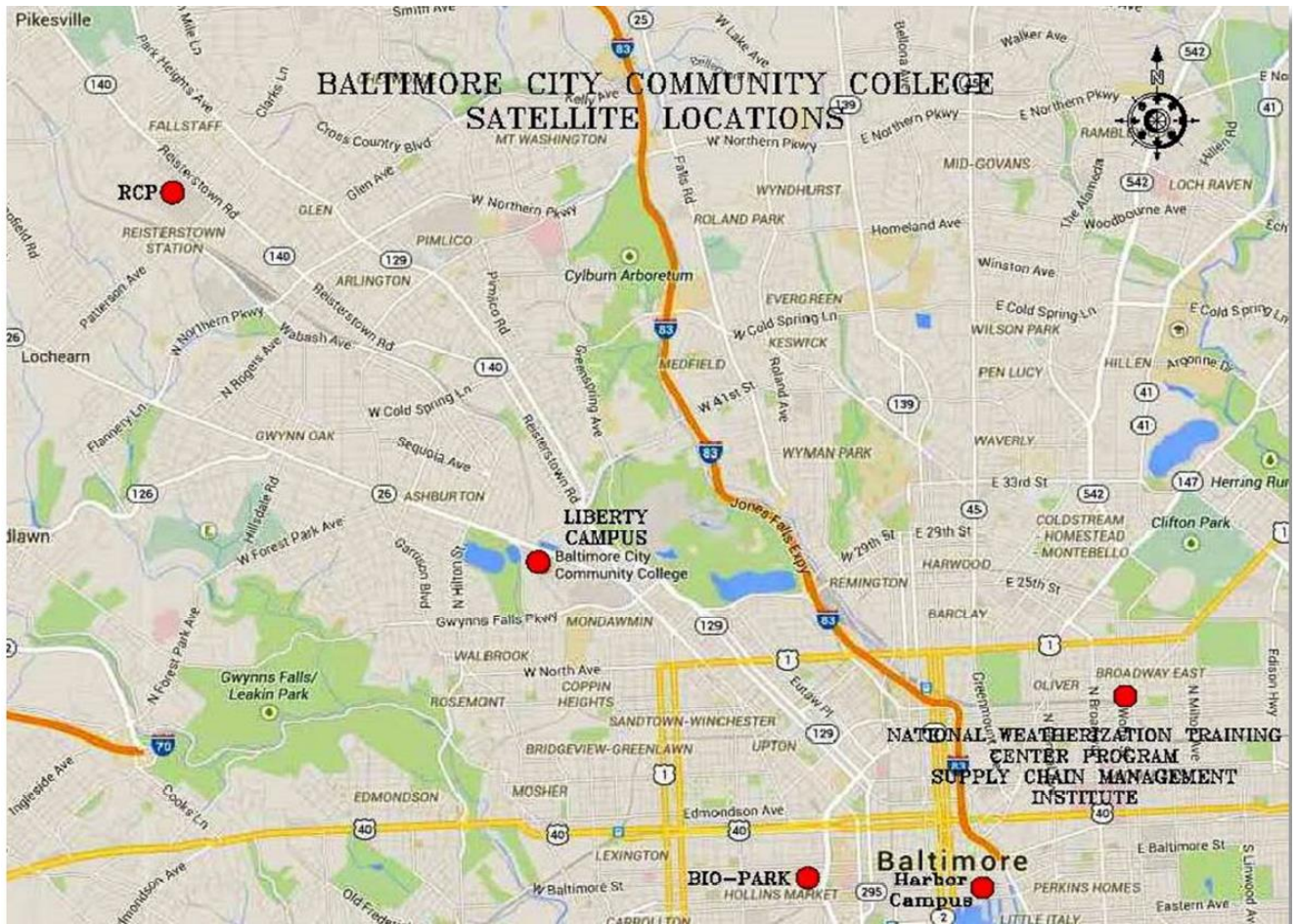
Description	Annual Rent	Rent PSF	GSF/NASF	Usage
Reisterstown Road Plaza	\$189,825	\$12.98	14,620/10,030	Classrooms/labs/offices/conference rooms
Harbor Place Lombard	\$490,000	\$17.50	34,447/22,661	Classrooms/labs/offices/conference rooms
East Preston	\$116,766	\$13.00	3,000/3,000	National weatherization program work space
UMB Bio Park	\$1,459,500	\$34.46	36,367/24,232	Classrooms/wet labs/offices/conference room
WBJC – RR Plaza	\$107,530	\$14.50	6,620/5,101	Radio station/tower
Total	\$2,363,624		95,054/65,115	

Income generated from revenue leases of vacant or underutilized BCCC property is used to offset the impact of the operating leases on the overall facility budget. Additional revenue may be achieved if the Bard site is developed via a public/private partnership in the future.

Table 8: Revenue Leases

Description	Annual Rent	GSF/NASF	Usage-Tenant
Lockwood Place	\$1,827,178	2-acre lease	75-year revenue ground lease
Bard Building East Lombard	\$TBD	168,691/84,379	Future demolition and site redevelopment
North Pavilion	\$161,830	41,490/26,140	Leased to Bon Secours Hospital
Tower Leases	\$100,000	Tower space	Communications
TOTAL	\$2,089,008		

Figure 2: BCCC Citywide Locations



TEN-YEAR FACILITIES MASTER PLAN

BCCC’s Facilities Master Plan (FMP), prepared in 2012 with the assistance of the consulting services of Wheeler Goodman Masek & CSD Architects, was updated internally by the college and submitted to the Maryland Higher Education Commission (MHEC) and the DBM for review on February 5, 2016. In BCCC’s 2014 self-study report, which it prepared for the Middle States Commission on Higher Education, it cited the importance of the Academic Master Plan as an integral component of the FMP.³³ By aligning strategic goals through the identification of challenges and strategies, the updated FMP achieves better integration of the Academic Master Plan. A decrease in enrollment since the initial FMP caused the college to reevaluate its credit and noncredit offerings in an effort to address the needs of its students better and to use instructional space at the Liberty Campus more efficiently. This effort is ongoing; therefore, the FMP is a fluid document that provides a means to adapt to changing circumstances.

Though BCCC has not recovered from its recent enrollment decline, MHEC 2015–2024 projections suggest a modest growth in credit headcount of 1% to 4.5% and in noncredit headcount of 9%.³⁴ MHEC’s Fall

Appendix 2: Facilities Review

2014–2024 Academic Space Inventory for Maryland’s Community Colleges reports that BCCC is one of five institutions with current and projected surpluses of academic space.

Table 9: MHEC 2014–2024 Academic Space Inventory Total Square Footage/Surplus for BCCC

Year	Classroom	Laboratory	Office	Study-Stack	Total
2014	59,177/21,188	77,393/26,016	103,853/27,004	26,693/9,215	267,116/83,423
2024	59,177/17,724	79,276/22,097	112,146/26,558	19,686/(338)	270,285/66,041

Source: Provided by MHEC

The 2016 FMP space allocation data reflect an overall surplus of 64,380 net assignable square feet in 2014 and a projected surplus of 46,864 net assignable square feet in 2024 when combining all space categories.³⁵ BCCC addresses this issue in the FMP:

A major planning strategy focuses on augmenting BCED by allowing expanded noncredit course offerings at the Liberty Campus. Efforts include more efficient scheduled use of surplus instructional space as defined in section 3.2, Space Analysis. These modifications will offset current space usage deficits identified within the College’s existing facilities utilization analysis and help save on leasing expenditures.³⁶

CAPITAL PROJECTS

One of the purposes of the FMP is to identify and support the CIP, ensuring that proposed projects are in sync with the physical, fiscal, and programmatic priorities of the institution and the state of Maryland. The following projects are pending approval in the five-year CIP.

LIBERTY CAMPUS LOOP ROAD-\$4,000,000

This project is to improve the entrance into and internal vehicular circulation through the Liberty Campus.

Status: Design was approved in the FY 2017 capital budget.

LIBRARY LEARNING RESOURCE CENTER-\$36,200,000

This project proposes the demolition of the Bard Library and the construction in the footprint of a new 50,354 gross-square-foot facility that meets the requirements of a modern learning resource center.

Status: DGS and DBM recommend updating the 2009 Part 1 and 2 program.

FUTURE CIP PROJECTS

The FMP identifies the following projects for inclusion in future CIP submissions:

- New Physical Education Center: Program and cost to be determined
- New Health Professional Center: Program and cost to be determined

Appendix 2: Facilities Review

- New Liberty Campus Parking Garage: Program and cost to be determined
- Harbor Campus Redevelopment: Program and cost to be determined*

BCCC-FUNDED FACILITY RENEWAL PROJECTS

In addition to the CIP projects, BCCC cites the following BCCC-funded facility renewal projects:

- Expand Main Building Testing Center-\$8,500: Renovate and expand
- Relocate Fashion Design Program-\$TBD: Relocate to space in Fine Arts Wing
- Relocate Fine Arts Program-\$35,000: Renovate auditorium and provide new art rooms
- Expand Year Up Program Suite and Classrooms-\$10,000: Build out 3,100 sf in the South Pavilion
- Renovate Enterprise Resource Planning Suite-\$20,000: Build out 1,830 sf in the South Pavilion
- Upgrade Auditorium Theater Lighting-\$TBD: Replace/upgrade lighting systems
- Relocate Mail and Duplicating Center-\$TBD: Build out space in the West Pavilion
- Relocate Public Safety Department-\$TBD: Build out 3,056 sf in the South Pavilion
- Renovate Disabilities Support Services Center-\$TBD: Renovate space in the Main Building
- Renovate Human Resources Administration-\$TBD: Build out 3,190 sf in the South Pavilion
- Renovate Music Studios-\$TBD: renovate ground floor in the Fine Arts Wing
- Renovate Planetarium-\$TBD: renovate ground floor in the Fine Arts Wing
- Renovate/Expand Student Lounge-\$TBD: Build out 3,200 sf in the ground floor of the Main Building
- Demolish Bard Building-\$4,543,000: Abate hazardous material and demolish structure*

DOWNTOWN HARBOR CAMPUS

In response to declining enrollments at the Harbor Campus during the 1990s, the BCCC Board of Trustees considered exercising its authority to maximize the economic benefits of the assets to the college. The state statute and college bylaws provide that the trustees may sell, lease, encumber, or otherwise dispose of any real property, improvement to real property, or license of the college as long as:

- The Board of Public Works approves the disposition
- The proceeds and income from any sale are deposited in a special fund to be used for capital expenditures
- Transactions involving real property and improvements at the Harbor Campus are performed in such a way that the revenue-producing potential of that campus is maximized without jeopardizing the educational mission of the college

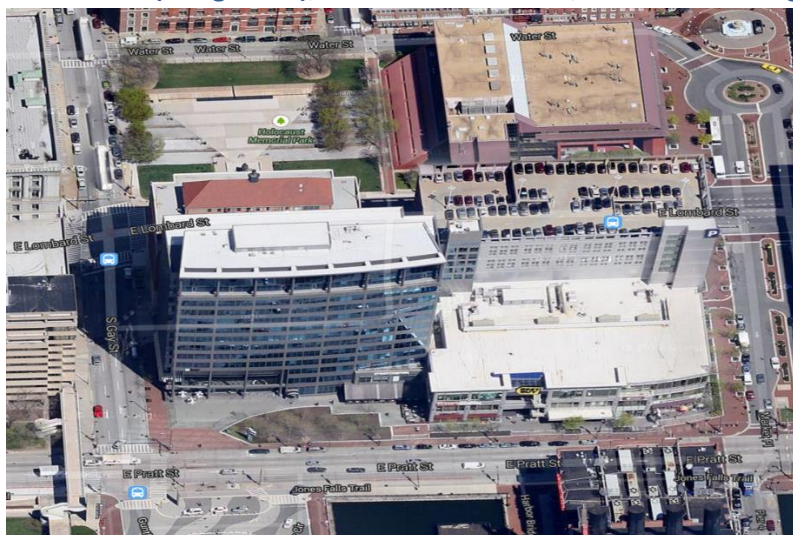
The trustees sought proposals in 1998 for the private development of the underutilized Lockwood Building and parking lot at 600 East Pratt Street. The resulting \$150 million development, known as Lockwood Place, was achieved via a 75-year ground lease through a public/private partnership. Lockwood Place provides a base rent and 2% of gross project revenue, which currently yields \$1.8 million annually to BCCC.

Figure 3: Lockwood Place



Subsequent to the successful opening of Lockwood Place in 2001, BCCC expanded its noncredit programs in leased space at 710 East Lombard Street. Reacting to the combination of a further decline in demand for credit classes and the physical and environmental deterioration of Bard Building at 600 East Lombard Street, the college issued a request for proposal in 2008 seeking to redevelop the remaining state-owned Harbor Campus. The request for proposal suggested that the Holocaust Memorial Site, adjacent to the Bard Building, could potentially be included in a development proposal, subject to the approval of its governing committee. Although exclusive rights to negotiate were awarded to a developer, the Great Recession adversely impacted the economic viability of a private project. At the same time, BCCC elected to decommission the Bard Building and remove it from its inventory of available space.

Figure 4: Lockwood Place (foreground), Holocaust Memorial, and Bard Building (background)



In 2015, the General Assembly included budget language requiring that DBM approve Parts 1 and 2 of the capital program before BCCC can expend Maryland funds for the demolition of the Bard Building in FY 2016. A comprehensive building assessment and a \$4.5 million demolition estimate were recently completed. BCCC must now be prepared to address its plans for the Harbor Campus in the context of its educational mission and determine the best course of action for the Bard site.

CONCLUSIONS AND RECOMMENDATIONS

As a result of the foregoing analysis, the research team has reached the following findings and recommendations.

FINDINGS

- The Liberty Campus is in good condition from a facilities perspective, although interviews with key stakeholders reveal that the campus entrance is uninviting.
- Facilities management and public safety operations are well organized.
- The facilities management team lacks trade staff. BCCC does not have an in-house electrician or plumber.
- The costs of facilities operations (staff/utilities/maintenance contracts) is in line with comparable organizations.
- Deferred maintenance is monitored and \$1.9 million in projects has been identified.
- BCCC receives support from DGS for capital funded projects, but the supporting relationship should be strengthened for maintenance and renewal projects.
- The Campus Master Plan has been updated and integrated with the Academic Master Plan.
- The Bard Building is functionally obsolete, in poor condition, and should be demolished.
- Budget committees have restricted BCCC from demolishing the Bard Building using Maryland funds until a capital program has been approved by DBM.
- There are current and projected surpluses of academic space, excluding the Bard Building.
- The 18.9-acre Bon Secours property presents long-term growth potential both within the buildings and on the additional unimproved acreage.
- The future of the Harbor Campus has not been determined. The Board of Trustees' Real Estate Committee is currently in the process of evaluating the options.

RECOMMENDATIONS

- BCCC should explore options for Harbor Campus redevelopment in the context of the revised downtown mission. In light of competing demands for scarce state capital funding, the Board of Trustees should revisit the economic viability of a public/private partnership to redevelop the Bard site. The cost of demolition should be included in the redevelopment of the site.

Appendix 2: Facilities Review

- Parts 1 and 2 of the capital program for Bard demolition should be completed if Maryland state funds (not the fund balance) are used.
- BCCC should consider hiring skilled trade personnel, including a plumber and an electrician, for the plant staff.
- BCCC should consider a formal MOU with DGS to support operating budget projects.
- BCCC should increase dedicated funds for facility renewal and deferred maintenance.
- BCCC should explore the use of Energy Performance Contracting for HVAC upgrades.
- BCCC should conduct an engineering study of the Bon Secours buildings.
- Parts 1 and 2 of the capital program revisions for a new library should be completed.
- BCCC should reconcile use of leased locations with the potential use of surplus state-owned space.
- As part of the strategic realignment of the institution, BCCC must determine the future of credit/noncredit programs for the Harbor Campus.

APPENDIX 3: INFORMATION TECHNOLOGY REVIEWⁱ

From December 15 to December 16, 2015, the research team completed a high-level information technology (IT) assessment of the Information Technology Services Division and of instructional technology at Baltimore City Community College (BCCC).^j The goal was to assess their efficiency, organization, and effectiveness and to determine how IT services meet best practices. The study was not intended to be a detailed audit of procedures and services.

The assessment included three parts:

1. To assess departmental effectiveness, the reviewer held interviews of approximately 90 minutes each with the Chief Information Officer (CIO) and General Counsel; Network Infrastructure, Systems, and Telecommunications group; Client Services group; Enterprise Applications and Programming group; instructional technology group; and a group of administrative systems users from several departments. Students and faculty were not available during the site visit, because it was held near the end of final exams for the fall 2015 semester.
2. The reviewer requested documents for analysis.^k
3. The reviewer completed a tour of the data centers, library PC labs, and three to four SMART classrooms on Liberty Campus. The reviewer also completed tours of facilities at the Harbor Campus Business and Continuing Education Division and the Life Sciences Institute at the University of Maryland BioPark.

FINDINGS

Given its limited resources, the Information Technology Services Division at BCCC is doing well. It works well with the campus community and stretches resources as far as possible. Like any IT department, its

ⁱ The IT Assessment was conducted by Jerry Waldron of Collaborative Solutions Maryland.

^j Most of the work on the IT assessment was conducted in December 2015. The CIO resigned in January 2016 to accept another position. References to the “current IT leadership” are to the leadership in place in December 2015.

^k The following internal documents were requested from BCCC and used for the IT review: BCCC organizational chart; IT organizational chart; ;List of software supported by IT, supported in-house, or in the cloud through integration; PC/Apple campus-wide inventory – models and age, if possible; SMART classroom list and plan for refresh; Server list – including age and model, if available; Total IT budget; Overall budget number of the college computer and server replacement schedule; Written procedure for network server backup, operating system patching, and network security scanning; Network diagram and any information regarding models or age of equipment; Full IT plan with appendices and related tables; Most recent IT network audit completed by the Maryland Office of Legislative Audits; The Staffing Management Plan, Risk Management Plan, and Change Management Plan related to the Enterprise Resources Planning project; Disaster Recovery Plan; IT Security Plan; BCCC tactical plans – 2013, 2014, 2015; BCCC ERP planning documents; Information Technology Advisory Committee Charter; BCCC Canvas usage and training information; E-Learning Student Survey Fall 2015; Canvas Support Log Fall 2015; 2015 Monitoring Report to the Middle States Commission on Higher Education.

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responsibilities grow daily, and it is always under tremendous pressure to deliver uninterrupted services twenty-four hours a day. There is room for improvement with the current low staffing level and the level of funding. The staff interviewed appears well motivated and forward thinking.

IT Funding

According to national data, the Information Technology Services Division at BCCC is underfunded relative to its community college peers. IT funding at BCCC is about 4.5% of its total institutional operating budget, while the *Campus Computing Survey 2015* reports that most community colleges allocate 8.3% of their operating budget for IT.³⁷ This is not unusual in higher education today, but BCCC's underfunding has had a negative effect on almost every functional area of its operations.

IT Staffing

Overall staffing stands at 32 employees. Almost all employees are located at the Liberty Campus. There are four other campus sites with little or no permanent staff. Having almost no staff at the satellite campuses can result in extensive delays and poor technology performance in classrooms, in labs, and for individual users. A review of staff effectiveness and user requirements should be completed before adding additional staff. If at all possible, coverage should be extended to BCCC's satellite campuses.

Given the resources available, the current IT leadership and IT governance committee have created an appropriate but ambitious IT plan. As the plan and funding are considered, attention also should be given to staffing in administrative departments. The success of IT improvements to significant business operations will depend heavily on the functional staff's ability to utilize the new systems on a daily basis.

Addressing Audit Findings

The networking team has made progress in addressing the findings and recommendations of the Maryland Office of Legislative Audits (OLA) 2014 audit of BCCC. Unfortunately, a number of the "remedies" require manual intervention on a regular basis. Mitigating the risks noted by the OLA will be difficult over the long term with manual procedures. The new administrative system will help to automate some of these processes.

Disaster Recovery

BCCC has made strong progress on the development of a Disaster Recovery Plan and a Security Plan. Both require annual review and updating, but the basic framework is an impressive start. The college has not made progress on the development of a business continuity plan. This needs to be a collaborative effort that includes all business units and should be a campus priority.

Equipment Replacement

BCCC has made progress recently in the replacement of network components, classroom equipment, and personal computers. It has created an annual replacement schedule and standards for replacement. Actual replacement is dependent on funding, but the organization plans to replace over 600 computers in FY 2016 and was able to replace equipment in 32 SMART rooms in FY 2015.

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Additional funding for equipment might be found in redesigning on-campus printing. There are many small, low-priced printers on campus that are expensive to operate. There are also fewer leased, multi-purpose devices than you would expect to see. Moving to fewer printers that are leased will save money. These can be bid and leased as a package at considerable savings. The college is not charging departments or students for general printing. This puts an additional strain on the IT budget. Although printing can be a contentious subject, it is a source of significant savings.

Administrative Systems

BCCC is using an early 1990s administrative system to admit students, process registration, award financial aid, manage finances, and operate human resources. The staff has done a good job trying to provide self-service options for faculty and staff, appropriate access security, and reporting. However, the system being used cannot meet the functional and security needs of a contemporary higher-education environment. BCCC has found funds to replace all major administrative systems in the near future. This upgrade has been planned for several years, but the lack of funding has held it back. If the current system cannot be replaced, the age of the system will limit the college's ability to serve the campus community and attract new students. Eventually, it will become difficult to replace programming staff, and security breaches may become more common.

E-Learning

The e-Learning and instructional technology section is a bright spot in the IT space at BCCC. The staff has recently migrated from Blackboard to the Canvas learning management system. This will provide significant savings and add a broad range of functionality. The new system went live in the summer of 2015 and has had a strong first semester of use.

ANALYSIS

The IT assessment began with a review of the overall responsibility of the Information Technology Services Division at BCCC and its current staffing levels. The organization includes two major divisions: Enterprise Applications and Client Services. Enterprise Applications consists of the Enterprise Resources Planning (ERP) Project Management Office for the planned administrative systems project, the Enterprise Applications and Programming group, and the Network Infrastructure, Systems, and Telecommunications group. Client Services consists of desktop computer support, multimedia services (classroom technology), and the Help Desk.

STAFFING

The IT staff currently has 32 employees with two to three open positions due to retirements. It is managed by CIO Antonio Herrera.¹ Mr. Herrera served in this capacity for four years, but he recently resigned. BCCC currently operates five education sites: the Liberty Campus, the Harbor Campus Business and Continuing Education Division, the Reisterstown Plaza Center, the Life Sciences Institute at the University of Maryland

¹ CIO Herrera resigned his position during the study period. An interim CIO is in place.

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BioPark, and the National Weatherization Training Center. Given the complexity of providing network, telecommunications, classroom, and PC/user support, it appears that the staff of 32 is lean, at best. Most staff is located at the main Liberty Campus. Therefore, support for complex issues at the remote sites cannot often be done in a timely fashion. Recently, an effort was made to increase support at the Harbor Campus Business and Continuing Education Division by placing an IT specialist there. This specialist also supports the BioPark location.

Recommendations

- BCCC should further examine support staffing at its remote locations.
- Once an ERP product is selected, BCCC should compare its Information Technology Services Division's functional and technical staffing levels with similar-sized institutions and adjust its staffing as needed to ensure the new product can be operated effectively.

IT BUDGET

The Campus Computing Project surveys campuses on various metrics each year. In its *Campus Computing Survey 2015*, it found that, generally, IT spending at community colleges is about 8.3% of the campus budget. It was reported to the reviewer that BCCC has an annual operating budget of approximately \$86 million with annual spending on technology of \$3.9 million, or 4.5% of the budget. As such, BCCC's IT spending is only about half that of the national average.

Recommendation

- It is suggested that these numbers be validated through the Finance Department. If the numbers hold true, then this potential issue should be brought to the attention of the President and his leadership team.

MAJOR IT PROJECTS

The reviewer's discussion with the CIO focused on three major priority projects for the department in the coming months and several small but important projects. The priority plans are the ERP (administrative systems replacement), document management (document imaging), and identity management projects. The related plans include disaster recovery, operational data warehouse, reporting tools, analytic dashboards, faculty and student self-service portal, room utilization reporting, and a second phase of the document imaging projects. All projects are to be funded from the capital reserve of BCCC, totaling \$16,835,000.

Although all planned IT projects and service enhancements are needed to bring BCCC up to contemporary higher education standards in enterprise systems and office automation, current staffing levels in IT and user departments will present challenges to implementation and operations once systems are in place. In addition, changes this significant generally take three to five years to complete depending on staffing, funding, training, and testing. BCCC does not appear to have the functional and technical staff needed to

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achieve these goals on an accelerated timeline. It should be noted, however, that IT and administrative departments have already worked extensively with an outside contractor on ERP product requirements, and this will make the software configuration process smoother. A major initial decision that will impact the timeline, cost, and staffing of the project will be one of selecting a system either self-managed on the premises or hosted/cloud-based. This will be discussed in greater detail in the Enterprise Applications and Programmer/Analysts section.

Recommendation

- BCCC should assess staffing in the IT and user departments to ensure that sufficient, appropriately trained staff are available to support implementation and ongoing operations of major IT projects.

INFORMATION TECHNOLOGY PLAN 2013–2018

The current BCCC Information Technology Plan is well presented and links together with the College Strategic Plan. It takes into consideration the BCCC Strategic Enrollment Management and Retention Plan, the Academic Master Plan, and the Integrated Facilities Master Plan. It also presents the financial decision-making model of the college and explains the IT budget development process clearly. The development process is inclusive and allows faculty and student to have input. The document makes a strong case for the proposed administrative computing upgrades noted above. It addresses planned focus areas of the College Strategic Plan and offers ways to address these priorities. The plan does not offer a timeline for project completion or annual costs. **The projects are all sound and appropriate for the environment, but the reader does not have a sense for the total or annual costs or project timeline.**

Recommendation

- The reviewer expected to see a five-year analysis of costs for each project and a tentative timeline. The IT plan does not project costs through 2018 and beyond. The plan should be expanded to include costs and a timeline.

INFORMATION TECHNOLOGY GOVERNANCE

Most campuses struggle to be inclusive in IT decision making and to find appropriate ways to inform the campus community about planned IT projects and those in progress. The reviewer has not found a college that has not received some level of criticism for not being transparent or inclusive enough. That said, BCCC has created an IT governance model that reaches out to faculty, adjunct faculty, students, administrative units, and other divisions on campus that have special interests in technology. The Information Technology Advisory Committee (ITAC) is a chartered governance group that seeks input on projects and spending and reviews the priorities and direction of IT. ITAC includes a subcommittee on instructional technology and one on distance learning. This has proved to be an effective model on other campuses. That said, it is best to have a communications plan that uses several methods of communication, including email, the college website, and social media.

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Recommendations

- An annual evaluation should be conducted to determine whether or not the ITAC and its subcommittees are meeting their goals.
- The ITAC should work with those in IT to develop a multi-pronged communications plan to keep the campus informed on IT priorities, progress, and performance issues.

NETWORK ARCHITECTURE: SERVERS, NETWORK ACCESS, AND REDUNDANCY

The network architecture and design document suggests that, although the college has redundant internet connections (Verizon and Comcast) to the Liberty Campus, the throughput to the buildings at Liberty Campus and the remote sites vary significantly. For example, Harper Hall has a 10GB primary connection with a 1.5MB backup connection. West Hall receives a 1GB primary connection with a 1.5 MB backup connection. There is a mention in the technology plan that the “network infrastructure will be due to be refreshed starting now and for the next few years”³⁸. There is no mention of design changes or enhancement of the quality of service to the various sites. In the user discussion group session, departments did voice concern about frequent outages and inconsistent performance. The group reported that faculty and staff do not have access to a secured wireless network. This is not the norm on most other campuses.

Recommendation

- The network team should develop an optimal network design during the period of the strategic plan (2013–2018). This design should include all remote sites as well as the main Liberty Campus. It should also include secured wireless access for faculty and staff, if the budget allows.

SERVERS AND DATA CENTER

Servers are distributed in multiple locations in the Main Building and the Life Sciences Building. The network team is using virtual server technology extensively to reduce the number of servers required to perform various tasks and to provide some redundancy. The data centers are all on the basement level, in several locations, with only one having a raised floor. This has led to water leakage and downtime in the past. Data centers are often located in low-priority basement space that is less than optimal.

Recommendation

- When funds are available, BCCC should consider the merits of mirrored data centers, with proper water and humidity controls. These should be built in separate buildings with failover capabilities. The current design, although functional, has built-in risks. If the college chooses an ERP solution that is hosted or cloud-based, the performance of critical systems and backups will be substantially mitigated.

NETWORK ACCESS

Network access will be partially addressed through the planned identity management project. The reviewer did not have time to review the design or policies related to the new system. The OLA report stated that the current system of assigning access rights and removing them was not functioning as expected. It also stated that provisioning individual access to the network and its systems needed close attention. Other campuses have automated this process by integrating human resource systems with the identity management system to ensure that rights are provided or removed in a timely fashion. If the ERP project proceeds as scheduled, these systems, working with the identity management system, should automate access control and remove this issue as a security threat.

STAFFING

The networking and telecommunications group consists of six engineers, including the director. This group manages the network for Liberty Campus and its four regional sites. The same group manages the data centers, servers, security, and telephone system. The entire network group is located at Liberty Campus. The BCCC team uses cross-training to cover all of its responsibilities; however, users report extended outages and other problems when lead personnel are on personal or sick leave.

Recommendation

- BCCC should compare its staffing level to those of its peer institutions and determine if adjustments are needed.

SECURITY

BCCC has made a great start in creating its comprehensive Security Plan. The plan includes the appropriate procedures and policies. It has an identified security engineer on the networking team to monitor the plan and policies. BCCC has also included an incident response protocol and escalation procedure.

Recommendation

- The plan should be updated to include the names and contact information of the Information Response Team (3.1, p. 11). Contact information for external entities that may need to be notified in the event of a breach would strengthen the plan. The plan was approved in July 2013 and does not appear to have been updated since that time. An annual review is recommended.

PROCEDURES: DATA BACKUP, SERVER OPERATING PATCHING, AND SERVER SCANNING

BCCC has policies and procedures in place for system backups and retrieval. It also has guidelines for updating the security patches for servers and application software. These are both best practices. BCCC has just begun to experiment with network device and database scanning using a commercial product.

Recommendation

- It is recommended that this scanning be done at least monthly to detect threats to system devices and programs, including viruses, malware, backdoors, and hosts communicating with botnet-infected systems.

DISASTER RECOVERY

BCCC completed the development of a comprehensive Disaster Recovery Plan in September 2012. The plan was last updated in October 2013. The Disaster Recovery Plan makes assumptions using various disaster scenarios and outlines individual responsibilities under each scenario. It provides a very good framework for disaster response. According to best practices, the Disaster Recovery Plan should be reviewed in detail annually to incorporate any changes in personnel, location of equipment, and improvements in fire or water detection systems. This is noted in the plan under section 6.1. It does not appear that an annual review has been completed since 2013. Section 6.2 describes the need for annual testing of the Disaster Recovery Plan, but it suggests that this has not been done due to funding.

Recommendation

- The reviewer suggests that the CIO discuss the inability to test the plan with the cabinet to determine when funding might be available. In the interim, a desktop test could be performed annually at the time of the review to ensure that all participants are aware of the procedures and responsibilities.

BUSINESS CONTINUITY

Based on discussions with the CIO and the network team, it does not appear that a business continuity (BC) plan has been developed. This should be a collaborative effort with all administrative units. It is intended to ensure that business units can function for a specific period of time if IT resources are not available due to a disaster or failure. The BC plan is most often detailed documentation that instructs administrative offices on how to perform their jobs without IT support. In some cases, supplies or additional equipment are needed. The development of a BC plan is often coordinated by a unit other than IT. The plan can be useful during snow events, power failures, network failures, flooding, or other events that result in an interruption of service. From what the reviewer heard in the user session, a BC plan would benefit all BCCC units.

SERVER REPLACEMENT AND UPGRADE

An annual replacement plan for network components has been presented and approved by the ITAC. This does not guarantee funding but provides an annual plan for the updating of critical equipment. The Replacement Cycles Plan provides general guidelines for the replacement of all commonly used IT equipment. This guideline states that “network switches are being replaced on a 7 year replacement cycle.” This is generally acceptable for edge network devices. The replacement plan does not mention core switches, which are more critical, and the guideline does not mention the replacement of wireless access points. The plan does not include firewalls, packet shapers, or other network devices.

Recommendation

- The reviewer suggests that core switches, firewalls, packet shapers, and other network devices be added to the guideline and that a complete five-year replacement cycle with related costs be included with the IT plan. This would ensure that the cabinet and board are aware of the long-term investment required to maintain the network.

STATUS OF MARYLAND OFFICE OF LEGISLATIVE AUDITS 2014 REPORT FINDINGS

The reviewer met with the CIO, General Counsel, Internal Auditor, and Network Manager to discuss the status of OLA findings and recommendations as of January 12, 2016.³⁹

Finding 1 – BCCC computer network was not properly secured.

- a. Recommendation 1: “Configure its firewalls to achieve a ‘least privilege’ security strategy giving individuals and devices only those privileges needed to perform assigned tasks (repeat).”
Current Status: These were primarily vendors and other contractors that were needed at the time. The accounts have been manually removed. Quarterly verifications are made to ensure that this does not occur in the future.
- b. Recommendation 2: “Configure the device used to collect and retain firewall logs to receive and retain the logs from all BCCC operational firewalls and regularly review these logs, investigate unusual or suspicious items, and retain documentation of these reviews and investigations (repeat).”
Current Status: BCCC is using a combination of two software tools to aggregate logs. These log summary reports are checked and cross-checked by two staff members daily.
- c. Recommendation 3: “Generate a copy of the configuration file for each of its firewalls at least once every three months and whenever significant changes are made to a configuration, and store these backup copies at a secure offsite location.”
Current Status: Firewall configuration files are now a part of the backup cycle. This is done quarterly or whenever a significant change is made.

Finding 2 – Account and password controls and administrative access to the BCCC network, workstations, and servers were not adequate.

- a. Recommendation 1: “Establish account and password settings in accordance with the aforementioned DoIT.”
Current Status: Information Security Policy – BCCC is enforcing a strong password policy using an Active Directory Group Policy requiring eight digits, including at least one capital letter and one number.
- b. Recommendation 2: “Restrict membership in domain groups with powerful capabilities and privileges (administrative rights) to only those accounts requiring membership in these groups.”
Current Status: Reviewed on a monthly basis.
- c. Recommendation 3: “Limit membership in the local administrator group, on all of its workstations and servers, to only those accounts requiring such privileges.”

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Current Status: All faculty and staff computer administrative rights have been removed and new PCs are imaged without these right.

Finding 3 – Malware protection on servers and workstations needs improvement.

- a. Recommendation 1: “Ensure that administrator privileges on workstations are restricted to network administrators.”

Current Status: Have removed administrative rights to install or uninstall software. Limited this privilege to IT administrators.

- b. Recommendation 2: “Promptly install all critical security-related software updates.”

Current Status: A patch policy has been instituted to ensure that critical operating system patches and application software patches are installed immediately.

- c. Recommendation 3: “Configure its malware protection software so that users cannot disable the settings which allow users to override and modify default security controls established by management.”

Current Status: This was addressed by removing administrative rights to the PC.

Finding 4 – BCCC stored sensitive personally identifiable information within database tables in clear text.

- a. Recommendation 1: “Encrypt all database tables containing Person Identifying information.”

Current Status: BCCC does not have the ability to encrypt data in their current system. The institution is controlling access to personal information by limiting access to only those with a need to know using value-based security.

- b. Recommendation 2: “Mask or truncate social security numbers from online application users that do not need to see these full social security numbers.”

Current Status: BCCC is redacting SSN and other personal data on reports. They are using user-based security to limit access on a need-to-know basis. Only such offices as Admissions, Human Resources, and Financial Aid have access. They will be using masking when they install the new ERP system.

CLIENT SERVICES GROUP

The Client Services group provides support for the Help Desk, classroom audiovisual equipment, computer labs, and computer and classroom technology refresh/upgrades. According to the organizational chart, this unit includes a director, 11 staff members, and two to three unfilled positions due to a lack of funding and/or retirements. Fourteen students are used to supplement the regular staff in labs and classrooms. The group does not provide support to students at the Help Desk. Students can seek assistance at the general lab or the computer area of the library. The group supports approximately 50 SMART classrooms and 60 computer labs. Almost all computer labs are exclusive departmental academic labs that are not open to the general student body. Students needing general access to a computer can choose from a computer lab in the Main Building or a group of computers in the library.

BCCC does not charge for printing at this time. Most campuses have adopted a cost-recovery model to address the escalating costs of toner and paper. This **cost can exceed \$250,000 annually** for a college the

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size of BCCC. Printing in departments is generally charged back to IT. This significantly affects the funds available for other IT needs. Also, there is an abundance of smaller desktop printers across the campus that IT supports. Economical print management programs generally involve leased packages for high-use printers, thus minimizing the use of small personal printers and the charge back to IT for printing.

The Client Services group has begun a PC replacement schedule and a classroom equipment refresh. A great deal of progress was made in the summer of 2015. This is commendable and should be **publicized** on campus. Hopefully, funding will allow this to continue in the future.

Recommendations

- Client Services should survey students to determine if the number of open lab seats is sufficient. With over 60 labs for departmental use and only two spaces for general student use, it appears that many students might be underserved. The same survey should ask students if they own their own computers or another device. This will help with planning and providing services. Faculty and student surveys on technology use and satisfaction were done in 2013. Responses to these surveys were very low; therefore, the usefulness of the data is marginal. IT has made significant improvements since 2013, and this should be reflected in a current survey.
- The college should consider adopting an enterprise printing contract with a major supplier to provide print services in offices and the library. These are generally five-year leases that charge back toner and paper to the departments. They are maintained by the vendor, rather than IT. Charges to the students can be arranged for only cost recovery or as a profit center. At the same time, the number of personal printers could be minimized and subjected to executive approval. The current method of providing print services to the campus is one of the most expensive, and it adversely affects the IT operating budget.
- Continue to find a way to provide student Help Desk support. The present model appears to leave students without an adequate source of IT help.
- IT departments on every campus are challenged with getting information out to the right people at the right time. Whether the news is good or bad, IT needs to use multiple ways to communicate with the campus community. A communications plan should be developed to bridge the communications gap.

ENTERPRISE APPLICATIONS AND PROGRAMMER/ANALYSTS

As stated earlier, BCCC is about to embark on a major upgrade of its key information systems, including an ERP system. The college is planning to implement integrated systems in Admissions, Finance, Financial Aid, Human Resources, Registration and Records, advising, and student and faculty self-services (portal). Implementation of these projects is based on spring 2016 funding. A new reporting system and digital document management system are also planned. **There is a great deal of enthusiasm around these projects on the part of administrative users and the IT staff. Motivation is very high.** A significant amount of work has already been done to identify system requirements needed for the bid process. Over 8,000 requirements have been identified across all systems. These will present challenges during the product

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evaluation sessions, but the process demonstrates the energy and attention to detail exhibited by the BCCC staff.

The goal is to install these modules at nine to 12-month intervals during a three to four-year period. The current staff stands at 4.5 developers (programmers). This is low for this type of project compared with teams at other campuses, as this same team will have to run the current legacy system, manage integrations with many third-party products to the legacy system, and, concurrently, work with consultants to integrate the new systems into the current system. Developers will undergo training, but they will also be learning as they go. Administrative users will be doing the same. BCCC is planning to host the new systems on campus.

Recommendations

- The reviewer did see the staffing plan but not a readiness assessment. If a readiness plan has not been done, it should be considered. These documents will provide insight into the staff required during and after the systems go live. It is not known which commercial product will be chosen at this time. This reviewer is partial to hosted or cloud-based systems when staffing is an issue. If additional staff can be added to both IT and some user offices, running the systems on premise may work. If staffing levels cannot be “right sized,” an on-premise deployment will present immediate and long-term problems. The project will impact the network group in a similar fashion, as they maintain hardware for the old and new systems and perform backups and patches on both systems.
- Since the CIO has recently resigned, the leadership may want to evaluate the timeframe for implementing the ERP project and some of the related projects.
- All things considered, the current administrative system cannot support the college moving forward, and a workable suitable replacement must be implemented.

E-LEARNING AND INSTRUCTIONAL TECHNOLOGY

The e-Learning and instructional technology group is not a part of the Information Technology Services Division and reports to the provost. This group consists of two professional staff and one support staff member. It provides support and training for the learning management system, Canvas, in addition to other learning products. The college contracts for 24/7 support to cover nights and weekends and to provide resource assistance to students. The e-Learning team migrated all faculty courses from Blackboard to Canvas in June 2015. The unit is following a national quality assurance organization publication, “Quality Matters,” to provide guidelines for course development. Canvas is a cloud-based product and will yield a substantial savings over Blackboard. The e-Learning team appears to have done a good job with the migration, training, and support. At the close of the fall semester, the team reported few problems.

As of the conclusion of the fall 2015 semester, the e-Learning and instructional technology group researched the use and effectiveness of the new Canvas learning management system:

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- Training – In the fall of 2015, 161 adjunct faculty and 107 full-time faculty taught courses at BCCC. Training was offered in a classroom format, one on one, and through webinars. About 80% of faculty completed the training, with 80% using Canvas in their classes. It should be noted that there is a policy stating that all faculty should use Canvas to either teach or supplement a traditional class.
- Support – Support is available for call-in, text, or email questions until 6:30 PM daily. The college contracts for off-site, tier-one support (access and navigation questions) 24 hours a day.
- At the conclusion of the fall term, 384 students had completed the e-Learning satisfaction survey. The survey centered on Canvas.
 - 78% of BCCC students take at least one course online
 - 79% like the flexibility provided by having a class offered online or partially online
 - 56% of students like the courses offered through the hybrid format (both online and in person)
 - 22% felt that online courses were easier than traditional classes
 - 80% felt the online format still allowed for a sense of community
 - 82% would take an online course again; many felt that it helped them reach their degree goals faster
 - Connectivity –
 - Over 60% have cable access or faster service at home
 - 36% did not know what level of service they had at home; the survey did not ask how many students do not have home internet access
 - 74% access Canvas over their telephone
 - Canvas allows students to learn in many ways. Student preferences were:
 - 61% online quizzes/tests
 - 52% videos
 - 23% podcasts
 - 9% wikis
 - 9% e-portfolios
 - 9% soft chalk
 - 8% blogs
 - 20% had used none of these featuresThese results may be an indicator of faculty use of the feature, rather than student opinion
- Support sought – Only 16% of students sought help with the Canvas system either in person, via email, by text, or through the 24x7 service. This suggests that the system is fairly intuitive for students.
- Faculty opinions were not gathered in the survey. Some student anecdotal comments suggest that although the experience using Canvas was positive and the interface intuitive, many faculty seemed to need more time with the tools and/or more training in order to get its full benefits.

ADMINISTRATIVE SYSTEMS USERS

The reviewer held an open session with administrative users and any faculty or students who were available to discuss IT services and offer suggestions. In trying to meet the original timeline, the session was held near the end of the semester. Two senior-level administrative users, four mid-level managers, and one dean were available to participate in the discussion. The conversation centered on two topics – the planned ERP projects and the quality of IT services. There was quite a change in the tone of the conversation as we moved from ERP projects to IT services.

There was a great deal of support and enthusiasm about the planned ERP, document management, and identity management projects. The users in this group had very positive comments for the outside consultant they have been working with to define business requirements. There have been many cross-functional workshops to determine the required functions of the selected new systems. One participant said, the “sessions were very valuable. We learned a great deal about how other departments function and why they do what they do when they do.” The group did not seem to know how the actual implementation would be designed, whether a dedicated project team would be used, or whether they would have to find time in their day to do the work. Some of the users present will be involved in the final product selection process.

When the topic changed to the quality of IT services, the tone of the discussion changed notably. Some users present felt that the network was not reliable and that they needed to back up their own work to portable hard drives to ensure dependable backup. One department stated that over the summer months, the “network was down every Monday morning.” They went on to say that IT did not have enough staff or experienced staff to address many of the problems. One user stated that, “it seems that only one person can fix the network, and if he is off, the network delays can be extensive.” The group suggested the need for better cross-training in the network group. The reviewer addressed this issue with CIO Herrera later in the day, and he said that there had been six network outages over a number of weeks in the summer of 2015. Only one of the outages was a BCCC IT issue. He said the others were due to power failures and other circumstances beyond IT’s control.

Users present did not seem to understand the computer refresh policy. There were disagreements about who was receiving computers and how many PCs would be replaced each year. Some departments said they were buying their own equipment. One faculty member stated that he had lost confidence in some of the technology in the classrooms and needed to “arrive 30 minutes before class to make sure everything was working.” The group offered a number of positive suggestions about how IT could communicate in a more timely fashion and be more proactive. The reviewer asked if these issues had been brought up in the ITAC meetings. There was no clear answer. Later, CIO Herrera stated that the SharePoint portal was used to provide updates on the network and other IT issues.

In closing, the group stated that they felt IT was understaffed due to having lost positions in recent years, causing responsiveness issues. They said that once an IT staff person was aware of a problem, they were

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generally very helpful. On many campuses, users would like “just-in-time” support when a problem occurs. This is not always possible.

Recommendations

- Performance problems can be mitigated by using standard equipment in offices and classrooms to minimize training; by updating equipment on a regular basis; and by using the Help Desk as a single point of contact for updates and problem resolution.
- Communication is a problem within any organization. The IT team may not be aware of the problem or may not communicate in a timely fashion. The Help Desk can use multiple methods (for example, email, Twitter, phone text, Facebook, or a phone tree) to communicate critical issues. Users should be instructed to call the Help Desk when they are having problems. The problem could extend beyond their area. These might be the same techniques used in the Disaster Recovery Plan.
- ITAC members should be used for input but also as part of the communications plan. At each meeting, users should have the opportunity to report on problems or concerns.

Site visits of the Business and Continuing Education Division and the University of Maryland BioPark

The Harbor Business and Continuing Education Division is located in downtown Baltimore. The center supports noncredit and pre-college (GED) programs. The majority of spaces are classrooms with SMART technology. There was no opportunity to test any of the equipment. There is a great deal of activity in the center. Its location in the inner city suggests that students and faculty come in for a class or do a little work before class and then leave. The center also supports high school students who have been removed from the traditional classroom. There is one technician on duty to support labs, classrooms, and personal PCs. This is a new addition. In general, support seems adequate and is backed up by personnel from the Liberty Campus.

The University of Maryland BioPark is in partnership with the University of Maryland Medical School. A number of BCCC health programs are taught in this location. Located on the fourth floor of the BioPark, it is an exceptional facility. The classrooms, labs, and study areas are all state of the art. It does not appear that there is a technical support person on duty at this site.

RECOMMENDATIONS

Based on this assessment and a discussion with the research advisory committee on March 24, 2016, the following summary recommendations are made.

1. **Network Design:** BCCC should design its network to be location insensitive, meaning all buildings should have the same sized connection. The speed and redundancy of the network should be the same regardless of the building or site location. All sites should have redundant network circuits.
2. **Disaster Recovery:** BCCC should continue to develop its plans for disaster preparedness and business continuity to ensure the reliability of its software services.

Appendix 3: Information Technology Review

3. **IT Budget:** BCCC should strive to raise the overall funding of IT to the national average of 8.3% of its gross institutional operating budget.
4. **ERP Readiness:** BCCC should have a readiness assessment done before beginning ERP implementation to ensure that it has the correct number of functional and technical staff on the project.
5. **Hosted or Cloud-Based ERP System:** As BCCC purchases and implements a new ERP solution, it should give close attention to cloud-based or hosted systems. A cloud-based or hosted system will increase reliability, security, business continuity, and disaster recovery, and lessen the pressure on developers and database administrators. All these benefits should be factored into the total cost of ownership of the systems. It is also recommended that BCCC work with an experienced independent third partner to review ERP submissions.
6. **Administrative System Enhancements:** BCCC has a long list of administrative system enhancements that it would like to pursue. It is recommended that these secondary systems (such as reporting and data warehousing) be pushed out on the timeline in the IT plan until the ERP system is firmly in place.

APPENDIX 4: ACADEMICS

This section of the report examines the academic environment of BCCC starting with an analysis of who attends BCCC and enrollment trends. Following the discussion of enrollment trends is a comparative analysis of tuition costs. Next, this section examines educational outcomes for students, focusing on graduation, transfer, and successful persister rates; exam passage rates; and accredited programs. This section will also discuss the academic program offerings and promising programs. This section will conclude with a discussion of financial aid and other student support services.

WHO ATTENDS BCCC?

As a state agency, BCCC is authorized to admit students from anywhere in Maryland. Unlike other community colleges in Maryland, all Maryland residents pay the same tuition at BCCC regardless whether or not they are a resident of Baltimore. The majority (72%) of BCCC students are Baltimore residents, the remaining 28% of students reside outside of the Baltimore area, but in Maryland. By comparison, statewide 82% of community college students live within their college's service area. Notable exceptions are Allegany College of Maryland (38% in area/46% out of state), Hagerstown Community College (75% in area/20% out of state), and Howard Community College (74% in area/24% out of area but in Maryland).⁴⁰

As shown in Figure 5, BCCC credit students come from some of the most impoverished areas of the city. Chart 3 shows BCCC students are also the most in need of remediation. While the remediation rate for Baltimore City high school graduates enrolled in Maryland public colleges is 74.7% (Chart 4), the highest in Maryland, an even higher concentration of students in need of remediation (94.1%) attend BCCC (Chart 3). By comparison, the average remediation rate for Maryland high school graduates attending Maryland community colleges is 70.7%. As would be expected given the poverty rates in the areas where BCCC students live, the percent of Pell recipients at BCCC (58.2%) is the second largest in Maryland the just below Garrett College (Chart 5).⁴¹

Table 10 provides a profile of the BCCC credit student population. The majority of BCCC students (68.4%) attend college on a part-time basis which is comparable to statewide community college average of 67%.⁴² More than half (57.8%) of BCCC students are enrolled in transfer programs designed to for continuation to a four-year degree which is slightly higher than the statewide community college rate of 55%.

The majority (68%) of students attending BCCC are African American, compared to 30.6% statewide. BCCC has a significant proportion of international students (18.4%), which is much higher than the statewide community college population (4.2%).

The majority (69%) of BCCC students are female and more than half (58%) are 29 years of age or younger. One in five BCCC students are between 30 and 39 years of age.

Figure 5: BCCC Number of Credit Enrolled Students by Census Tract and Poverty Level - Fall 2015

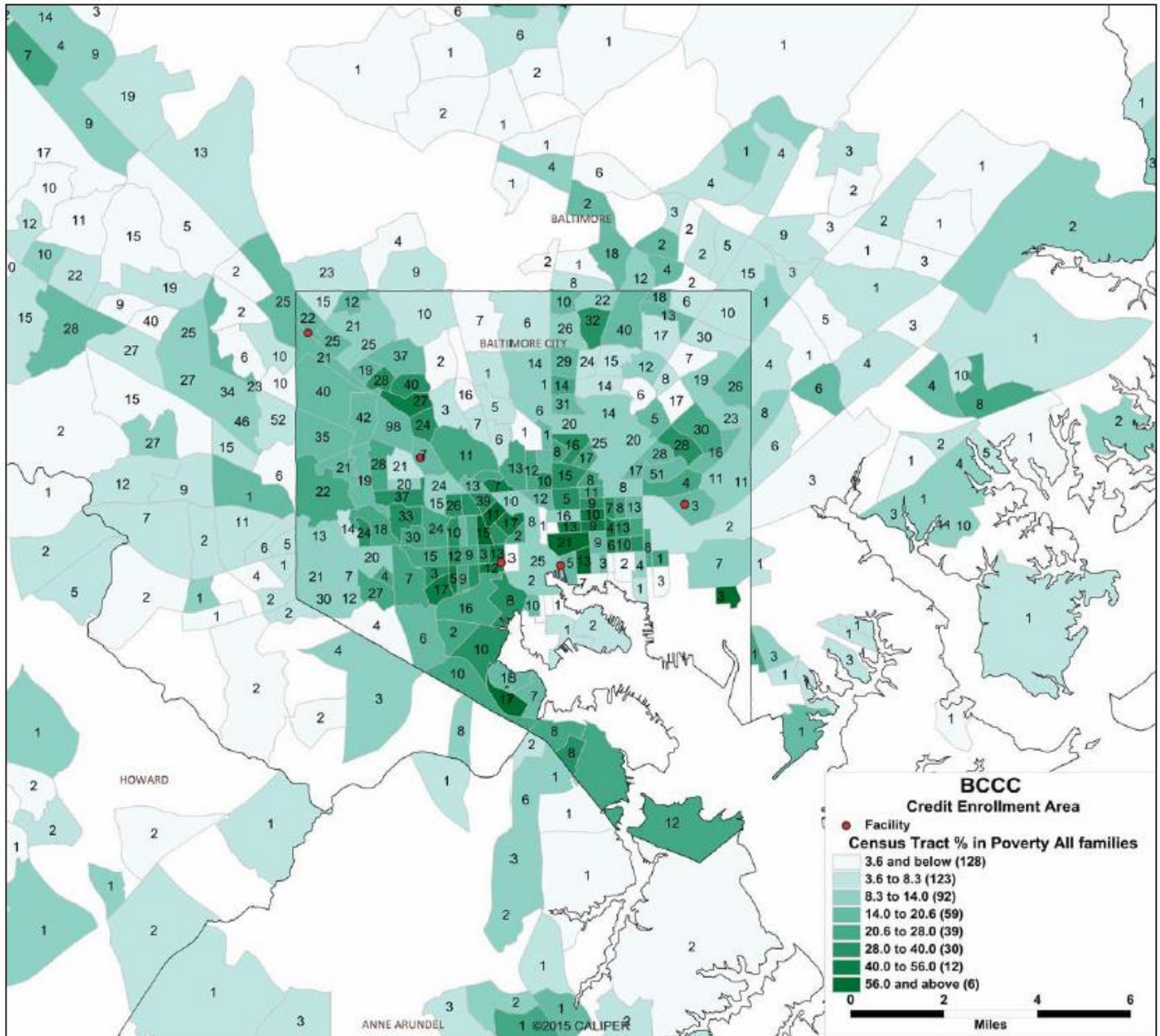
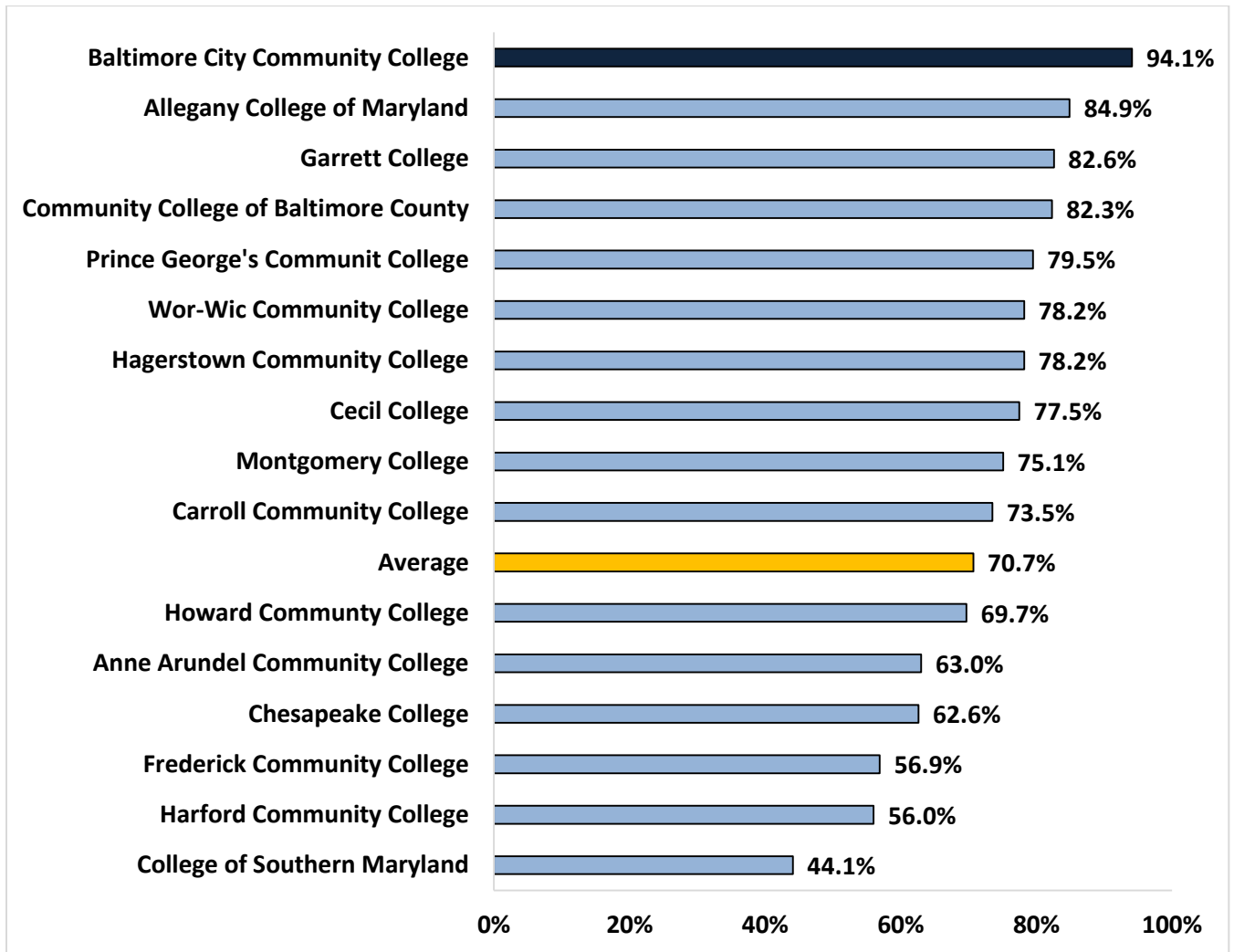
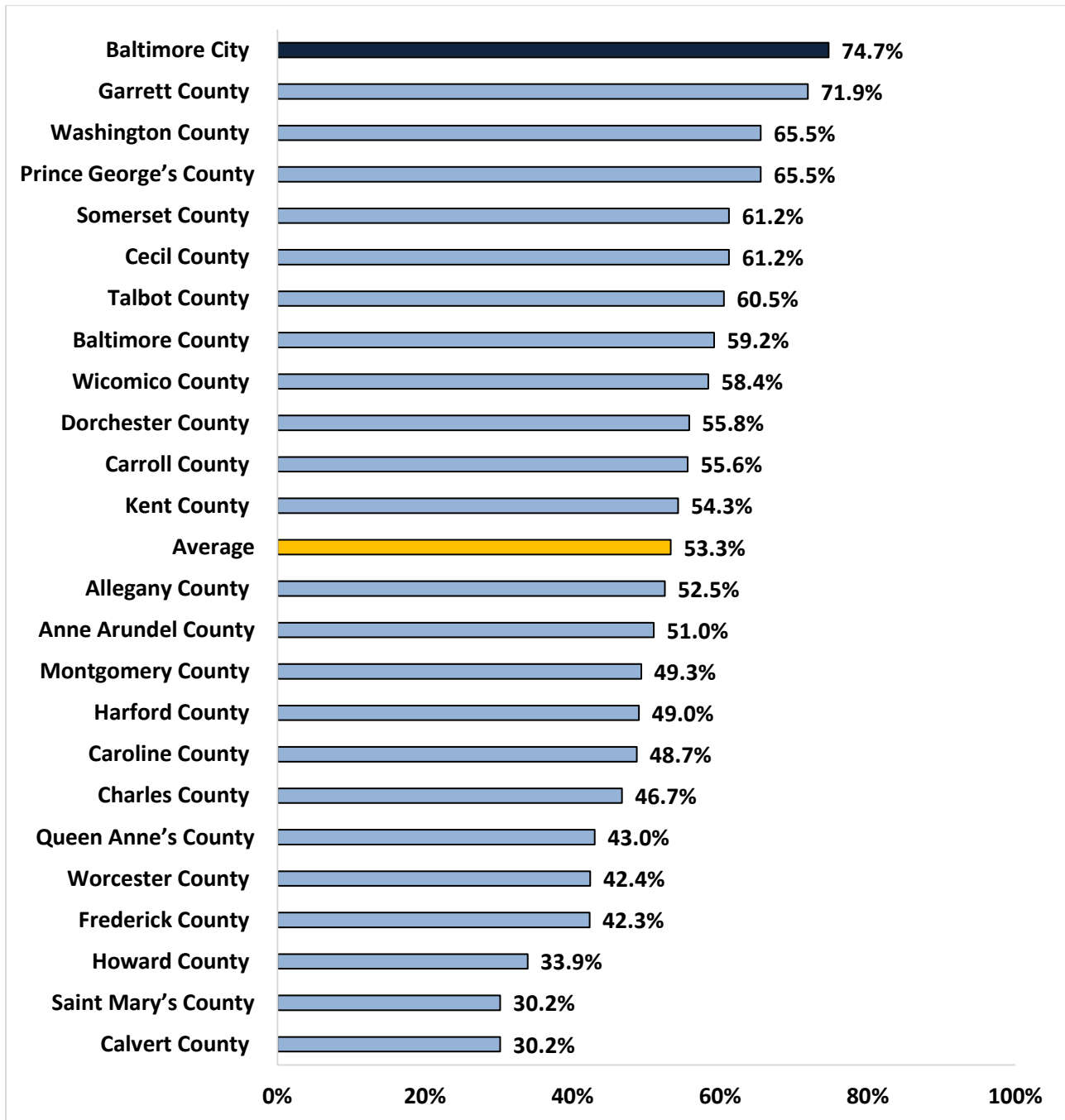


Chart 3: Remediation Rates, Maryland High School Graduates by College - 2012-2013



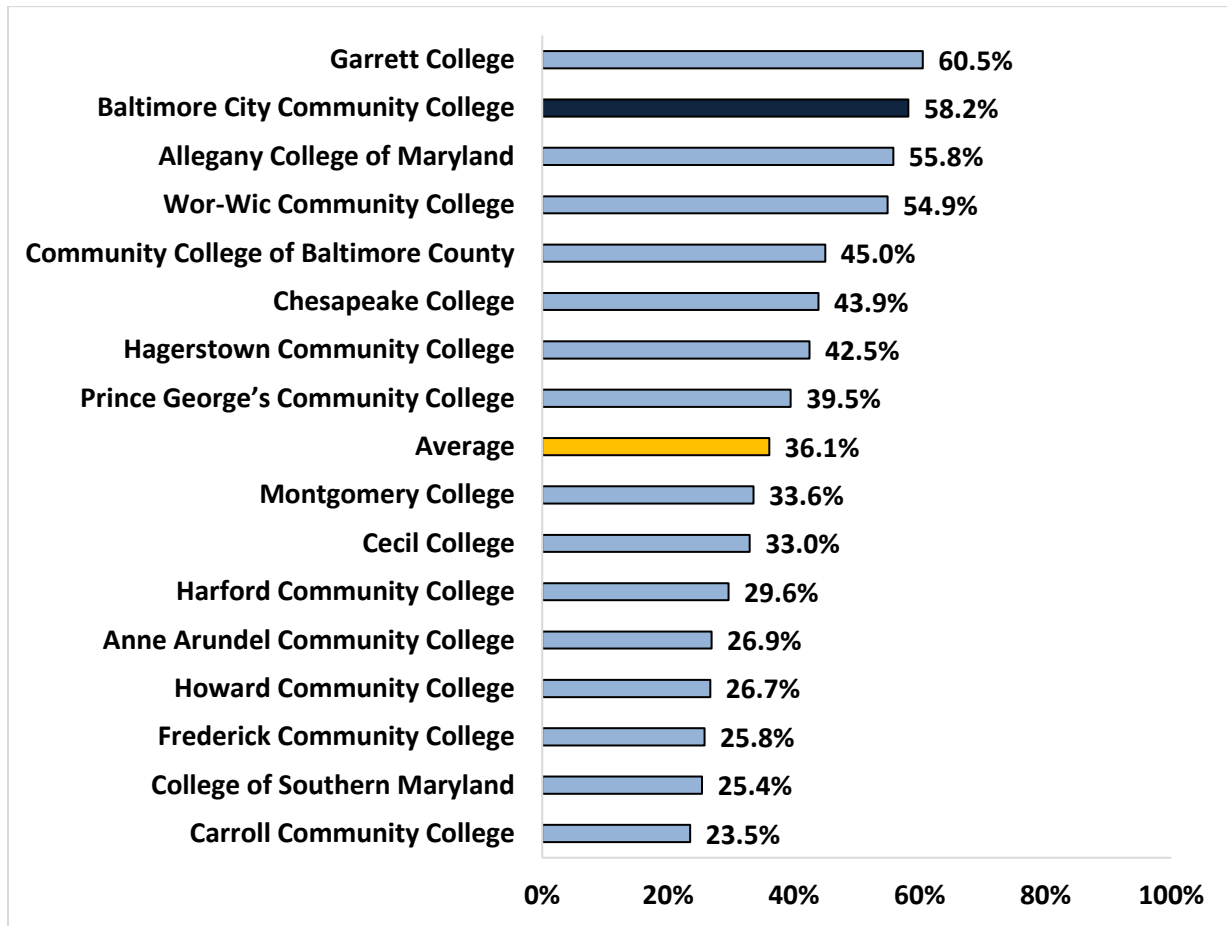
Source: Compiled from Maryland Higher Education Commission 2016 Data Book, page 12.

Chart 4: Remediation Rates, Maryland High School Graduates by Residence, 2012-2013



Source: Compiled from Maryland Higher Education Commission 2016 Data Book, page 13.

Chart 5: Pell Enrollment by Institution, Fall 2013



Source: Compiled from.

Table 10: Credit Student Population Profile

Attribute	BCCC	System Wide
Status [1]		
Full Time	31.6%	32.8%
Part - Time	68.4%	67.2%
Credit Students	100.0%	100.0%
Program Type [2]		
Transfer	57.8%	55.0%
Career	32.5%	33.0%
Undecided	9.7%	12.0%
	100.0%	100.0%
Race [3]		
Black/African American	68.0%	30.6%
Hispanic/Latino	2.2%	9.5%
Asian	0.9%	5.5%
White	6.9%	49.4%
Multiple Races	1.8%	3.1%
Foreign/Non-Resident Alien	18.4%	4.2%
Other	0.1%	0.6%
Not Reported	1.6%	2.1%
	99.9%	105.0%
Age [4]		
Under 20	15.0%	
20-29	43.0%	
30-39	21.0%	
40-49	13.0%	
50+	8.0%	
	100.0%	
Gender [5]		
Female	69.0%	
Male	31.0%	
	100.0%	

Sources:

[1] Fall 2015. 2016 MACC Databook, p 9.

[2] Fall 2015. 2016 MACC Databook, p 13.

[3] Fall 2015. 2016 MACC Databook, p 24. System-wide total as reported is greater than 100%.

[4] Fall 2014 BCCC Student Profile, p 4. Provided by BCCC

[5] Fall 2014 BCCC Student Profile, p. 4, Provided by BCCC

ENROLLMENT TRENDS

Affordability (72% of students surveyed) and convenient location (58%) are the primary reasons why students select BCCC.^m Despite possessing the lowest tuition rate among all Maryland community colleges, and a location that is accessible by bus, light rail, and car BCCC has experienced significant enrollment declines.

Over the past 10 years, BCCC has seen its credit enrollment decline by one-third from 7,093 students in 2006 to 4,726 students in 2015. During the same time period, Anne Arundel Community College has maintained its enrollment losing just 10 students, Howard Community College's enrollment has grown by 2,471 (34.5%), and the Community College of Baltimore County's enrollment has grown by 2,953 (15.9%). While these four institutions are not peers, they do compete with each other for students. In fact, almost an equal number of Baltimore City residents attend CCBC (4,807 credit student head count FY 2015) as BCCC (4,726 credited enrollment 2015)ⁿ.

^m See Current Student Survey Results Appendix 6B

ⁿNumber of Baltimore City residents attending CCBC provided by CCBC.

Table 11: Enrollment Trends – Baltimore Area Community Colleges 2005-2015

Credit Enrollment											
Institution	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Anne Arundel Community College	14,629	14,699	14,834	15,149	16,741	17,665	17,957	17,650	16,463	15,274	14,689
Baltimore City Community College	7,160	7,093	6,814	6,918	6,953	7,160	7,086	5,474	5,371	5,269	4,726
Community College of Baltimore County	19,622	19,446	19,426	20,673	23,584	26,425	26,271	25,188	24,275	23,136	22,399
Howard Community College	6,841	7,161	7,523	7,905	8,778	9,568	10,081	10,152	10,223	9,920	9,632
Change in Credit Enrollment Over Prior Year											
Anne Arundel Community College		0.48%	0.92%	2.12%	10.51%	5.52%	1.65%	-1.71%	-6.73%	-7.22%	-3.83%
Baltimore City Community College		-0.94%	-3.93%	1.53%	0.51%	2.98%	-1.03%	-22.75%	-1.88%	-1.90%	-10.31%
Community College of Baltimore County		-0.90%	-0.10%	6.42%	14.08%	12.05%	-0.58%	-4.12%	-3.62%	-4.69%	-3.19%
Howard Community College		4.68%	5.06%	5.08%	11.04%	9.00%	5.36%	0.70%	0.70%	-2.96%	-2.90%

Source: Compiled by research team from Maryland Association of Community Colleges Historic MACC Databook (Maryland Association of Community Colleges, 2006) and Maryland Association of Community Colleges Databooks (Fiscal 2005-Fiscal 2016)

Appendix 4: Academics

High school graduates are voting with their feet. As shown in Table 12, the Community College of Baltimore County is the number one choice for BCPSS graduates. CCBC is also a top choice to other city residents. CCBC serves 8,000 Baltimore City residents who account for approximately 13% of CCBC’s credit and noncredit enrollment (data provided by CCBC.) Even though it costs more than twice as much than attending BCCC, 28% of BCPS graduates who enroll in college for the fall semester following graduation attend CCBC, compared to only 18% who attend BCCC. The good news is that BCCC’s proportion of BCPS graduates has held relatively steady over the past five years (Table 13).

Table 12: Top 10 College Choices for BCPS Students by Ranked by 2014 Enrollments

Community College	2010	2011	2012	2013	2014	Percent Change
Community College of Baltimore County	603	586	706	601	508	-16%
Baltimore City Community College	372	434	331	366	323	-13%
University of Maryland - Eastern Shore	83	61	66	48	84	1%
Morgan State University	165	143	132	107	82	-50%
Coppin State University	144	159	117	100	68	-53%
University of Baltimore	34	17	45	87	63	85%
Bowie State University	41	50	41	52	45	10%
University of Maryland - College Park	34	28	51	37	45	32%
Howard Community College	10	-	-	12	27	170%
Garrett Community College	-	-	14	15	26	
Total Enrollment - Top 10 Institutions	1,486	1,478	1,503	1,425	1,271	-14%
Total Enrollment - All BCPS Students	2,156	2,158	2,115	1,951	1,819	-16%

Source: BEREC, *College Opportunities and Success: Baltimore City Graduates through the Class of 2014*, pp 13. Note: Data is from National Student Clearinghouse data, received April 2015, supplemented with archival NSC data. “—” fewer than 10 students.

Table 13: Distribution of Baltimore City Public School Graduates (Top 10) by Fall Enrollment

Institution	2010	2011	2012	2013	2014
Community College of Baltimore County	28%	27%	33%	31%	28%
Baltimore City Community College	17%	20%	16%	19%	18%
University of Maryland -Eastern Shore	4%	3%	3%	2%	5%
Morgan State University	8%	7%	6%	5%	5%
Coppin State University	7%	7%	6%	5%	4%
University of Baltimore	2%	1%	2%	4%	3%
Bowie State University	2%	2%	2%	3%	2%
University of Maryland - College Park	2%	1%	2%	2%	2%
Howard Community College	0%	-	-	1%	1%
Garrett Community College	-	-	1%	1%	1%
Percentage Enrolled in Top 10 Schools	69%	68%	71%	73%	70%

Source: BEREC, *College Opportunities and Success: Baltimore City Graduates through the Class of 2014*, pp 13. Note: Data is from National Student Clearinghouse data, received April 2015, supplemented with archival NSC data. “—” fewer than 10 students.

DUAL-ENROLLMENT

Dual-enrollment allows high school students to take college courses for college credit. Dual-enrollment provides high school students the opportunity to get a head start on a college degree and decreases the time it takes to complete a degree, which correspondingly decreases the cost of the degree.

Dual-enrollment is an increasing focus of higher education across the State of Maryland. With the passage of the College and Career Readiness and College Completion Act (CCR-CCA) in 2013, school boards were charged with making high school students aware of the opportunity to participate in dual-enrollment. On the following page, Table 16 shows that in recent years, Baltimore City is consistently last in the percentage of 12th grade students who are dually enrolled. In the 2013-2014 academic year, the statewide average percentage of 12th graders dually enrolled was 9%, while the average percentage of 12th graders dually enrolled in Baltimore City was only 3%.⁴³ In the same academic year, 146 students from Baltimore City were dually enrolled. In fall 2013, BCCC reported 94 dually enrolled students, showing that roughly one-third of city students who participate in dual-enrollment are enrolling in an institution other than BCCC.

Under the CCR-CCA, BCCC is prohibited from charging tuition directly to dually enrolled students. Instead, the local school board must pick up the cost but can recoup some of that cost by charging fees to dually enrolled students.⁴⁴ Therefore, while the Baltimore City Public School System (BCPS) is required to make students aware of dual-enrollment opportunities, they are not required to fund all eligible students. According to the FY 2017 DLS budget analysis, BCCC is only able to support 25% of dual-enrollment tuition and fees for a limited number of students. However, BCCC does have plans to expand the outreach of their dual-enrollment program to additional high schools in the city in the coming year. BCCC is expecting a 2% increase in dual-enrollment population for the fall 2016 semester.

In Baltimore City, the main challenge in expanding the number of dually enrolled students is funding. At BCCC, the main challenges are both funding and reputation. Many individual BCPS schools have discretion in whether or not to allocate funding for dual-enrollment. The challenge for BCCC is convincing the schools who both prioritize and fund dual-enrollment to form partnerships with BCCC instead of neighboring community colleges. Much like what area employers said of BCCC (See Appendix 6), according to some in the community, there is a perception among some BCPS schools that BCCC lacks the capacity to deliver quality education and reliable support and communication. As a result, some BCPS schools have decided to go elsewhere for dual-enrollment partnerships.

According to data provided by the Community College of Baltimore County (CCBC), shown in Table 14, dual-enrollment of BCPS students has recently increased dramatically. From fall 2013 to fall 2015, CCBC reported that between one to five students from BCPS high schools were dually enrolled at CCBC. However, as of spring 2016, CCBC reported 70 students from BCPS high schools were dually enrolled at the college. The dramatic increase in the number of BCPS students dually enrolled at CCBC has been due to city schools reaching out to CCBC to form dual-enrollment partnerships. While CCBC is helping fund

Appendix 4: Academics

dually enrolled students, the majority of the funding for the new dually enrolled students at CCBC is coming from the individual BCPS schools. This represents a significant missed opportunity for BCCC.

Table 14: Total Number of Dually Enrolled BCPS Students at CCBC

	Semester					
	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
Total number of BCPS students dually enrolled at CCBC	2	5	1	1	3	70

Source: CCBC provided data

Despite the increase in the number of BCPS students dually enrolled outside of BCCC, Table 15 shows that the number of dually enrolled students at BCCC has also increased. While the number of dually enrolled students decreased by around 25% from the fall 2013 to the fall 2014 semester, the number increased by over 60% from fall 2014 to fall 2015.

Table 15: Total Number of Dually Enrolled Students at BCCC

	Fall Semester Headcount			
	2012	2013	2014	2015
Total number of students dually enrolled at BCCC	90	94	72	117

Source: Maryland Department of Legislative Services, 2016, Analysis of the FY 2017 Maryland Executive Budget, 2016.

One possible opportunity for BCCC to establish more meaningful connections with BCPS is through the P-TECH program, which will begin in the 2016-2017 school year. The P-TECH program will not only give students better training opportunities, it will create a direct pathway and relationship between two area high schools and BCCC. BCCC can use the P-TECH program to build more meaningful relationships with BCPS schools, which could result in increased dual-enrollment.

Appendix 4: Academics

Table 16: Dually Enrolled 12th Grade Students across Maryland by Academic Year

	AY 2011-2012		AY 2012-2013		AY 2013-2014	
	Dual Enrolled Students	Percent of 12th Grade Students	Dual Enrolled Students	Percent of 12th Grade Students	Dual Enrolled Students	Percent of 12th Grade Students
Maryland	4,585	7%	4,732	7%	5,453	9%
Allegany	95	14%	115	17%	87	13%
Anne Arundel	512	10%	534	10%	724	14%
Baltimore County	625	8%	551	7%	672	9%
Baltimore City	124	2%	125	2%	146	3%
Calvert	177	13%	208	15%	203	15%
Caroline	45	11%	50	13%	58	16%
Carroll	152	6%	157	7%	240	11%
Cecil	238	20%	212	18%	164	14%
Charles	124	5%	129	6%	93	4%
Dorchester	20	6%	24	8%	30	10%
Frederick	353	11%	404	12%	520	16%
Garrett	36	11%	14	4%	46	14%
Harford	326	11%	438	15%	447	15%
Howard	170	4%	241	6%	256	6%
Kent	22	12%	10	6%	23	15%
Montgomery	401	4%	401	4%	527	5%
Prince George's	261	3%	231	3%	238	3%
Queen Anne's	88	14%	77	14%	89	14%
Somerset	13	7%	12	6%	14	8%
St. Mary's	265	20%	210	17%	160	13%
Talbot	62	17%	85	24%	65	19%
Washington	282	17%	332	20%	467	28%
Wicomico	140	13%	114	12%	104	11%
Worcester	54	9%	58	11%	80	16%

Source: Maryland Longitudinal Data System Center. (2015). Dual Enrollment in Maryland: A Report to the General Assembly and Governor Lawrence J. Hogan. Baltimore, Maryland.

WHAT PROGRAMS ARE STUDENTS ENROLLED IN?

The vast majority (95.4%) of BCCC credit students are enrolled in degree programs. According to the research team's survey of current students, 65% said earning an associate degree or certificate was their reason for enrolling at BCCC.^o Table 17 shows there has been a significant increase in the percent of students enrolled in certificate programs with enrollment quadrupling from 49 students in fall 2014 (0.9% of total credit enrollees) to 218 students in fall 2015 (4.6% of total credit enrollment).

As shown in Table 18, the most popular associate degree programs in fall 2015 were General Studies transfer (44.6% of all fall 2015 credit enrollees), Arts and Sciences transfer (5.2%), Computer Information Systems (4%), Business (3.9%), and Business Administration Transfer (3.6%)^p. As a percentage of total credit enrollment, the percentage of students in these programs remained fairly constant from fall 2014 to fall 2015. The percent of undeclared or undecided students increased slightly from seven percent in fall 2014 to 9.6% in fall 2015.

Table 17: BCCC Fall 2014 and Fall 2015 Certificate Credit Enrollment

HEGIS Code	Title	Fall 2014 Number Enrolled	Fall 2014 % of Certificate Enrollees	Fall 2014 % of All Credit Enrollees	Fall 2015 Number Enrolled	Fall 2015 % of Certificate Enrollees	Fall 2015 % of All Credit Enrollees
510302	Network Specialist	42	85.7%	0.8%	54	24.8%	1.1%
550101	Allied Human Services		0.0%	0.0%	50	22.9%	1.1%
529901	Emergency Medical Tech - Intermediate		0.0%	0.0%	35	16.1%	0.7%
550301	Early Childhood Education		0.0%	0.0%	25	11.5%	0.5%
521301	Coding Specialist		0.0%	0.0%	16	7.3%	0.3%
500201	Accounting		0.0%	0.0%	13	6.0%	0.3%
540701	Biotechnology Lab Science		0.0%	0.0%	7	3.2%	0.1%
540702	Lab Animal Science	6	12.2%	0.1%	5	2.3%	0.1%
501202	Fashion Design		0.0%	0.0%	5	2.3%	0.1%
531701	Construction Supervision		0.0%	0.0%	3	1.4%	0.1%
909901	General Undeclared or Undecided		0.0%	0.0%	2	0.9%	0.0%
510301	Computer Information Systems		0.0%	0.0%	2	0.9%	0.0%
520901	Practical Nursing	1	2.0%	0.0%	1	0.5%	0.0%
	Total Certificate Enrollment	49	100.0%	0.9%	218	100.0%	4.6%

Source: Data provided by BCCC Office of Institutional Research 1-14-2016 & 7-5-2016. All information is based on the fall 2014 and fall 2015 Enrollment Information System files for MHEC. "Financial Aid" information is based on the FY 2015 Financial Aid Information System file for MHEC.

^o See Appendix 6B

^p Table 17– is based upon HEGIS Code titles, not BCCC program names.

Appendix 4: Academics

Table 18: BCCC Fall 2014 and Fall 2015 Associate Degree Enrollment

HEGIS Code	Title	Fall 2014 # Enrolled	Fall 2014 % of Degree Enrollees	Fall 2014 % of All Credit Enrollees	Fall 2015 # Enrolled	Fall 2015 % of Degree Enrollees	Fall 2015 % of All Credit Enrollees
491001	Arts and Sciences Transfer	276	5.7%	5.2%	247	6.1%	5.2%
494001	Engineering Transfer	146	3.0%	2.8%	141	3.5%	3.0%
495001	General Studies Transfer	2,420	49.9%	45.9%	2,110	52.0%	44.6%
496001	Teacher Education Transfer	49	1.0%	0.9%	40	1.0%	0.8%
496002	Substitute Teacher	1	0.0%	0.0%	-	0.0%	0.0%
497001	Business Administration Transfer	190	3.9%	3.6%	172	4.2%	3.6%
498001	Computer Science Transfer	26	0.5%	0.5%	22	0.5%	0.5%
500201	Accounting	115	2.4%	2.2%	89	2.2%	1.9%
500401	Business	210	4.3%	4.0%	184	4.5%	3.9%
500501	Office Administration	10	0.2%	0.2%	8	0.2%	0.2%
500802	Visual, Performing, & Communication Arts (AA)	6	0.1%	0.1%	8	0.2%	0.2%
500806	VPCA - Music Performance	3	0.1%	0.1%	-	0.0%	0.0%
501202	Fashion Design	95	2.0%	1.8%	78	1.9%	1.7%
510301	Computer Information Systems	208	4.3%	3.9%	189	4.7%	4.0%
520301	Dental Hygiene	49	1.0%	0.9%	36	0.9%	0.8%
520801	Nursing	166	3.4%	3.2%	124	3.1%	2.6%
521102	Surgical Technology	7	0.1%	0.1%	7	0.2%	0.1%
521301	Health Information Technology	38	0.8%	0.7%	7	0.2%	0.1%
521501	Respiratory Care	48	1.0%	0.9%	17	0.4%	0.4%
521901	Physical Therapy Assistant	36	0.7%	0.7%	42	1.0%	0.9%
529901	Emergency Medical Services	-	0.0%	0.0%	14	0.3%	0.3%
530301	Computer-Aided Drafting and Design	45	0.9%	0.9%	33	0.8%	0.7%
531001	Electronics Technology	-	0.0%	0.0%	1	0.0%	0.0%
531701	Construction Supervision	28	0.6%	0.5%	28	0.7%	0.6%
540701	Biotechnology	65	1.3%	1.2%	50	1.2%	1.1%
550101	Allied Human Services	224	4.6%	4.3%	120	3.0%	2.5%
550301	Early Childhood Education	204	4.2%	3.9%	154	3.8%	3.3%
550501	Law Enforcement & Correctional Administration	134	2.8%	2.5%	96	2.4%	2.0%
559901	Legal Assistant	53	1.1%	1.0%	37	0.9%	0.8%
Total Associate Degree Enrollment		4,852	100.0%	92.1%	4,054	100.0%	85.8%
909901	General Undeclared or Undecided	368		7.0%	454		9.6%
Total Credit Enrollment Certificates and Degrees		5,269		100.0%	4,726		100.0%

Source: Data provided by BCCC Office of Institutional Research 1-14-2016 & 7-5-2016. All information is based on the fall 2014 and fall 2015 Enrollment Information System files for MHEC. "Financial Aid" information is based on the FY 2015 Financial Aid Information System file for MHEC.

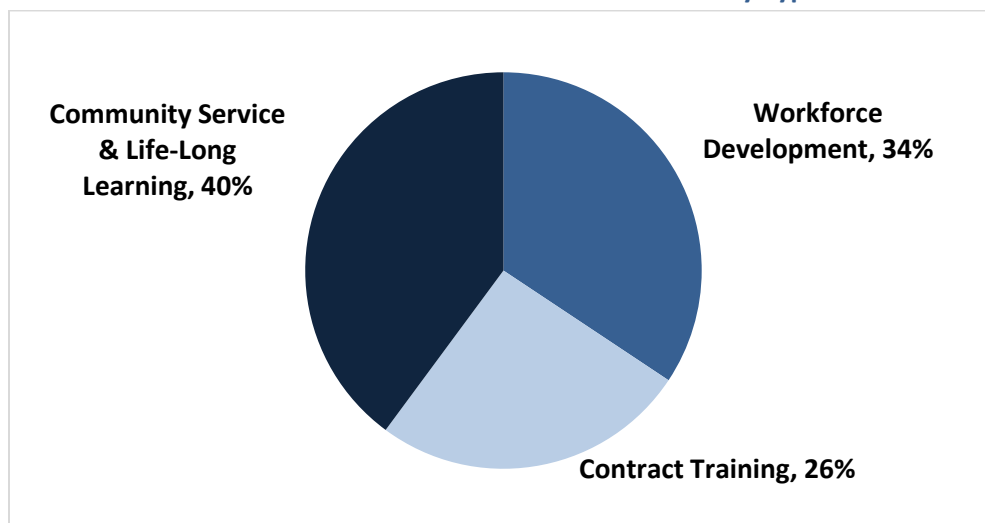
CONTINUING EDUCATION AND WORKFORCE DEVELOPMENT ENROLLMENT

The Business and Continuing Education Division (BCED) provides Adult Basic Education, English Language Services, classes for senior citizens, and a variety of workload development classes in the areas of child care, court reporting, health care, hospitality, inventory control, and weatherization.⁴⁵ BCED also offers customized workforce training programs.

In FY 2014, BCCC had 3,090 noncredit enrollees, the smallest noncredit enrollment of all of the community colleges in Maryland, and the Community College of Baltimore County (CCBC) had the largest noncredit enrollment (105,154). Chart 6 shows the largest proportion of those enrolled in noncredit classes at BCCC were enrolled in Community Service and Life Long Learning (40%) followed by workforce development (34%), and contract training (26%). As shown in Table 19, BCCC's noncredit enrollment declined 11% between FY 2012 and FY 2014. While the decline is significant, is very close to the average (-10%) decline experienced by other community colleges in Maryland during the same years. Frederick Community College experienced the largest enrollment decline (-40%) during this period and Wor-Wic Community College experience an enrollment increase (34%) of almost the same magnitude.

The research team originally planned to survey enrollees in BCED programs to assess their satisfaction with the courses they took and their interest in enrolling in BCCC's credit programs. However, the team was unable to do so because BCED does not maintain email addresses for the people who attend their programs. Given the natural linkage between adult basic education, English language classes, and workforce development classes and BCCC's credit offerings, there should be a concerted effort to stay in touch with BCED students and develop formal linkages between BCED's offerings and BCCC credit programs.

Chart 6: BCCC FY2014 Noncredit Enrollment by Type



Source: Created from data in 2016 MACC Data Book, p. 32.

Contract Training

As part of the survey with area employers, the research team asked employers about their experiences using BCCC for contract training. (Findings from the employer survey are included in Appendix 6G). Very few respondents (5%) indicated that they used BCCC for contract training⁹. Of those employers who did, the majority were satisfied with 50% reporting being very satisfied and 33% being satisfied. A significant number (17%) could not report on their level of satisfaction. This is most likely due to the respondents not being familiar with the specific BCCC training program. The majority (21%) thought the training was worth the expense. Only 36% of respondents would consider using BCCC for future training needs, and almost an equal number said they would not use BCCC while 25% indicated that they did not know if they would use BCCC.

When asked why they would not choose BCCC, respondents were given seven possible reasons and also given an option to select 'other' and provide a response. The majority of employers (67%) selected "other". An examination of these responses revealed the majority of respondents said they would not use BCCC for training because they either took care of their own training needs in house, had access to appropriate online training, or there was no need for employee training. Secondary reasons included that respondents didn't know about BCCC's training (16%) and the inconvenient location of the campus (10%). Only 1% reported reputation as the reason they would not choose BCCC for training.

⁹ The employer survey sample included 151 records that were provided by BCCC of employers that received contract training services from BCCC or hired BCCC graduates. An additional 2,518 employers were contacted.

Appendix 4: Academics

Table 19: Continuing Education and Workforce Development Enrollment – FY 2012- 2014

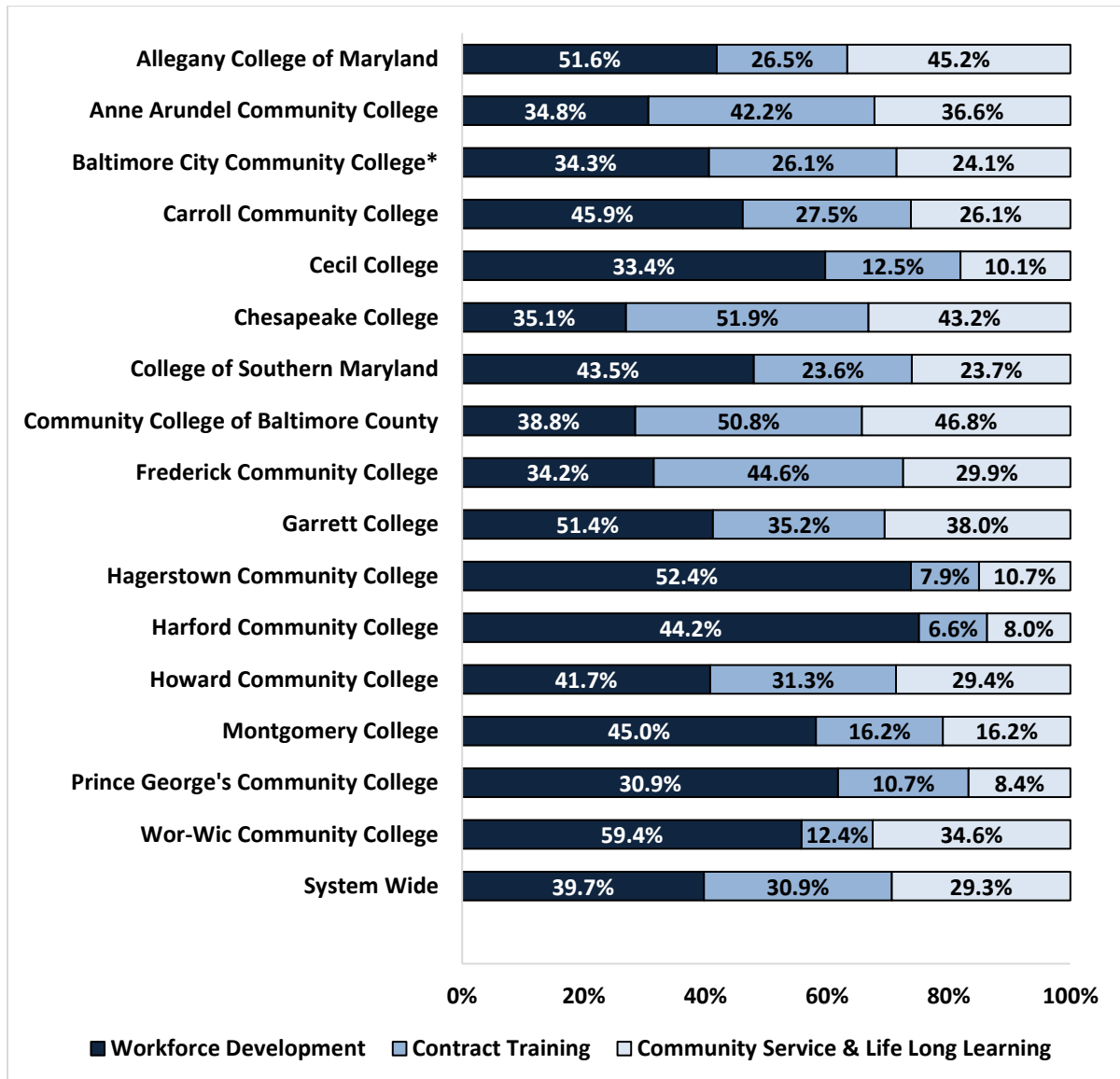
Institution	Enrollments												% Change FY 2012- FY 2014
	Workforce Development Course			Contract Training Courses			Community Service & Life-Long Learning			Total			
	FY 2012	FY 2013	FY 2014	FY 2012	FY 2013	FY 2014	FY 2012	FY 2013	FY 2014	FY 2012	FY 2013	FY 2014	
Baltimore City Community College*	954	1,053	1,061	806	746	797	1,720	1,718	1,232	3,480	3,517	3,090	-11%
Cecil College	4,473	4,175	2,193	818	663	605	4,336	3,836	3,766	9,627	8,674	6,564	-32%
Frederick Community College	8,060	5,968	3,808	4,964	3,323	1,812	5,370	5,930	5,506	18,394	15,221	11,126	-40%
Hagerstown Community College	8,415	6,632	6,530	987	1,330	2,420	3,393	2,978	3,506	12,795	10,940	12,456	-3%
Wor-Wic Community College	7,776	8,348	8,172	1,711	4,758	4,487	766	1,245	1,096	10,253	14,351	13,755	34%
Garrett College	7,352	7,022	7,479	5,120	5,534	5,728	2,070	1,532	1,346	14,542	14,088	14,553	0%
Chesapeake College	6,961	5,068	5,734	8,474	7,062	5,352	6,909	6,170	5,257	22,344	18,300	16,343	-27%
Carroll Community College	8,803	8,221	7,647	4,588	4,346	3,744	5,540	5,884	5,264	18,931	18,451	16,655	-12%
Allegany College of Maryland	10,290	11,062	8,858	4,540	7,759	5,910	2,980	2,911	2,387	17,810	21,732	17,155	-4%
Harford Community College	9,538	10,272	10,155	1,514	1,849	1,508	12,260	12,161	11,321	23,312	24,282	22,984	-1%
College of Southern Maryland	15,115	14,570	12,877	6,974	7,000	6,294	10,862	10,845	10,418	32,951	32,415	29,589	-10%
Howard Community College	14,275	13,466	14,384	10,772	10,118	10,795	10,116	9,766	9,286	35,163	33,350	34,465	-2%
Montgomery College	18,562	18,459	18,222	6,544	6,563	8,392	13,800	16,535	13,885	38,906	41,557	40,499	4%
Prince George's Community College	16,333	16,656	23,638	8,197	6,399	8,695	50,286	48,260	44,212	74,816	71,315	76,545	2%
Anne Arundel Community College	44,040	39,852	32,334	39,210	33,980	26,573	35,865	33,491	33,962	119,115	107,323	92,869	-22%
Community College of Baltimore County	46,172	41,761	40,826	53,418	49,162	46,869	17,894	17,617	17,459	117,484	108,540	105,154	-10%
System Wide	227,119	212,585	203,918	158,637	150,592	139,981	184,167	180,879	169,903	569,923	544,056	513,802	-10%

Note: Annual course enrollments, one student may take multiple courses. Includes FTE eligible and non-FTE eligible enrollments.

Source: Performance Accountability Reports, provided by individual institutions.

As presented in 2016 MACC Data Book, p. 32

Chart 7: Continuing Education and Workforce Development Enrollment by Type



Source: 2016 MACC Data Book, p. 32.

EDUCATIONAL QUALITY AND STUDENT OUTCOMES

BCCC students are among the most challenged among Maryland's community college students. Most, (94.1%) require developmental education and a significant proportion are financially challenged, as evidenced by the 58.2% of students who are receiving Pell grants.⁴⁶ Educating poorly prepared students with limited resources is a challenging job for even the strongest of institutions. Historically, BCCC has not been a strong institution.

Educational quality at BCCC has been uneven over the years. Since 2004, the institution has been placed on warning status twice (2004, 2014) and probation once (2011) by Middle States Commission on Higher Education. The institution's graduation rate and successful persister rates are far below other community colleges in Maryland.

GRADUATION, TRANSFER, SUCCESSFUL PERSISTERS

As indicated earlier in this report, BCCC students have the highest percentage of developmental students in Maryland. Overall, academic outcomes are worse for BCCC students than students at other Maryland community colleges.

While most students enrolled in BCCC's credit classes have a stated goal of completing an associate degree (65%)^r or transferring to a four-year program (52%), only one in three do so. The statewide average for graduation or transfer is 49.2% (Table 20). The successful persister rate, those who have completed at least 30 credits and are still enrolled, is 51.30% at BCCC compared to the statewide average of 69%.

Looking at BCCC students who complete developmental coursework, the graduation rate increases somewhat to 43.3%, compared to 58.7% statewide, and the successful persister rate increases significantly to 72.6%, compared to 84.6% statewide.

Completing developmental coursework clearly leads to better outcomes. However, most students do not complete developmental coursework. Two out of three students who require developmental coursework at BCCC do not complete the coursework. As shown in Table 21; this is the highest percentage in the state. The institution with the next highest developmental non-completer rate is 11 percentage points lower. The statewide average of developmental non-completer is 37%.

Nevertheless, 29.5% of developmental completers from BCCC graduate or transfer to another institution, compared to the statewide average of 27.7%. Four of ten developmental non-completers are successful persisters which is on par with the statewide average of 44.3%

^r See Appendix 6B

Appendix 4: Academics

Table 20: Degree Progress Four Years After Initial Enrollment – Maryland Community Colleges – 2009 Cohort

Community College	Entering Class	All Students			College Ready			Developmental Completers			Developmental Non-Completers		
		Analysis Cohort	Graduation/ Transfer Rate	Successful Persister	Head Count	Graduation/ Transfer Rate	Successful Persister	Head Count	Graduation/ Transfer Rate	Successful Persister	Head Count	Graduation/ Transfer Rate	Successful Persister
Allegany College of Maryland	1,030	764	52.00%	66.10%	92	75.00%	91.30%	326	62.90%	83.10%	346	35.50%	43.40%
Anne Arundel Community College	3,257	2,476	50.20%	73.70%	585	68.70%	86.20%	999	58.70%	88.50%	892	28.60%	49.00%
Baltimore City Community College	1,417	928	35.50%	51.30%	99	57.60%	72.70%	201	43.30%	72.60%	628	29.50%	41.10%
Community College of Baltimore County	4,870	3,416	39.90%	60.70%	459	53.20%	70.20%	1,377	50.70%	81.80%	1,580	26.60%	39.40%
Carroll Community College	989	759	58.60%	76.40%	133	75.90%	85.70%	446	67.00%	88.60%	180	25.00%	39.40%
Cecil College	765	441	44.70%	54.40%	163	63.20%	73.00%	126	48.40%	54.80%	152	21.70%	34.20%
Chesapeake College	756	479	50.50%	69.90%	109	69.70%	82.60%	289	52.20%	77.60%	115	28.70%	40.90%
College of Southern Maryland	2,039	1,093	54.10%	76.50%	641	59.80%	80.00%	357	48.70%	77.60%	95	35.80%	48.40%
Frederick Community College	1,812	1,021	65.70%	78.50%	379	80.50%	85.00%	538	62.30%	81.40%	104	29.80%	39.40%
Garett College	353	265	55.80%	64.50%	65	72.30%	84.60%	136	60.30%	69.90%	64	29.70%	32.80%
Hagerstown Community College	939	660	59.10%	79.10%	148	70.90%	87.20%	357	66.40%	89.10%	155	31.00%	48.40%
Harford Community College	1,666	1,217	55.80%	76.70%	393	72.50%	90.30%	535	62.10%	85.60%	289	21.50%	41.50%
Howard Community College	1,855	1,390	53.10%	70.40%	413	68.80%	80.60%	476	61.80%	84.90%	501	31.90%	48.30%
Montgomery College	4,196	3,052	52.10%	75.00%	580	70.90%	88.10%	1,362	65.70%	90.30%	1,110	25.60%	49.50%
Prince George's Community College	2,490	1,560	39.60%	64.60%	184	59.20%	71.70%	483	54.50%	89.60%	893	27.40%	49.60%
Wor-Wic Community College	967	601	45.10%	64.60%	55	72.70%	89.10%	297	57.90%	86.20%	249	23.70%	33.30%
Statewide	29,401	20,122	49.20%	69.00%	4,498	67.20%	82.30%	8,271	58.70%	84.60%	7,353	27.70%	44.30%

Sources: Student Information System, National Student Clearinghouse Enrollment Search and Degree Verify, MHEC Transfer Student System data provided by individual institutions
 Compiled from data reported in reported in RETENTION, GRADUATION, AND TRANSFER RATES AT MARYLAND COMMUNITY COLLEGES, September 2015

Notes to Table 20:

Successful Persister is defined as students who completed at least 30 credit hours with a GPA of 2.00 or better

Totals reflect summation of cohort data as reported by the colleges be relied upon as a completely accurate measure at the statewide level.

Maryland Higher Education Commission, Baltimore, MD

Table 21: Developmental Non-Completer Rate - Four Years After Initial Enrollment – 2009 Cohort

	Developmental Non-Completer Rate
Community College	
Baltimore City Community College	68%
Prince George's Community College	57%
Community College of Baltimore County	46%
Allegany College of Maryland	45%
Wor-Wic Community College	41%
Montgomery College	36%
Howard Community College	36%
Anne Arundel Community College	36%
Cecil College	34%
Garett College	24%
Chesapeake College	24%
Harford Community College	24%
Carroll Community College	24%
Hagerstown Community College	23%
Frederick Community College	10%
College of Southern Maryland	9%
Statewide	37%

Sources: Student Information System, National Student Clearinghouse Enrollment Search and Degree Verify, MHEC Transfer Student System data provided by individual institutions
 Compiled from data reported in reported in Retention, Graduation, and Transfer Rates at Maryland Community Colleges, September 2015

Notes to Table 21:

Totals reflect summation of cohort data as reported by the colleges be relied upon as a completely accurate measure at the statewide level.

Maryland Higher Education Commission, Baltimore, MD 21201

FACILITATING TRANSFER

Aside from agreements with Coppin State University, BCCC does not have a strong network of articulation agreements to help students transfer seamlessly from associate degree programs to four-year institutions. As shown in Table 22, BCCC only had articulation agreements with nine institutions.⁵ Notably missing were agreements with Morgan State University, University of Baltimore, Towson University, and the University of Maryland Baltimore County (UMBC), state institutions in close proximity to BCCC.[†]

⁵ The University System of Maryland does provide tools for students at Maryland community colleges to determine how the courses they complete at community colleges transfer to participating four-year institutions in Maryland using the Articulation System for Maryland Colleges and Universities (ARTSYS). However, the system is cumbersome for students and does not provide the clear path to the next credential that students need to make choices that align with their ultimate educational or career goals.

[†] During this study, BCCC entered into a memorandum of understanding with the University of Baltimore.

Table 22: BCCC Articulation Agreements

College/University	Program
Ashford University	Bachelor of Science or Bachelor of Arts pending transcript review
Capitol Technology University	Associate of Science in Electrical Engineering to Bachelor of Science in Electrical Engineering Robotics/Mechatronics Technology
Coppin State University	Accounting Applied Psychology with a Concentration in Alcohol and Drug Abuse Early Childhood Education Early Childhood Education/Child Care/Human Development Track Elementary Education Health Information Management Marketing Nursing Rehabilitation Services
Excelsior College	Bachelor of Science or Bachelor of Arts pending transcript review
Frostburg State University	Associate of Science in Electrical Engineering
Stevenson University	Nursing
University of Maryland School of Medicine	Medical and Research Technology
University of Phoenix	Bachelor of Science or Bachelor of Arts pending transcript review
Virginia State University School of Engineering, Science, and Technology	Manufacturing Engineering Drafting Technology Computer Engineering Computer Science Electrical Engineering Industrial Technology Engineering Information Technology Mechanical Engineering

Source: BCCC 2016-2017 Catalog, p. 29

EXAM PASSAGE RATE

Licensing exam passage rates provide an external assessment about the quality and relevance of curricula. As shown in Table 23, from 2013 to 2015, the first time licensing exam passage rate for BCCC RN students was significantly lower than almost every community college in the state. More disturbing is the 20 percentage point decline in the passage rate from a high of 77% in 2013 to 57% in 2015, the lowest rate in the state. The numbers of LPN candidates for all institutions are significantly smaller than the number of RN candidates across all institutions. The 2013 BCCC rate only reflects two candidates. The passage rate for the respiratory therapist exam passage rate has been fairly consistent (between 85% and 91%) over the past three years, significantly higher than the RN exam.

BCCC has high passage rates for the physical therapy exam, with rates between 90% and 100% from FY 2011-FY 2014. Similarly, the passage rate for BCCC dental hygiene graduates was between 95% and 100% during the past year.⁴⁷ (Because comparative data were not available, these data are not listed in Table 23).

Table 23: Passage Rates on Select Licensing Exams

Community College	Nursing [1]			Nursing[1]			Respiratory Therapy [3]		
	RN			LPN [2]			2012	2013	2014
	2013	2014	2015	2013	2014	2015			
Allegany College of Maryland	92%	92%	83%	100%	100%	93%	91%	94%	91%
Anne Arundel Community College	97%	96%	89%	100%	100%	100%	--	--	--
Baltimore City Community College	77%	71%	57%	50%	--	--	90%	85%	91%
Community College of Baltimore County	91%	97%	86%	100%	100%	100%	90%	100%	87%
Carroll Community College	88%	85%	92%	100%	93%	100%	--	--	--
Cecil College	95%	84%	94%	100%	100%	90%	--	--	--
Chesapeake College	92%	86%	83%	--	--	--	--	--	--
College of Southern Maryland	95%	89%	91%	100%	100%	100%	--	--	--
Frederick Community College	90%	86%	89%	100%	100%	89%	75%	67%	--
Garett College	--	--	--	--	--	--	--	--	--
Hagerstown Community College	94%	95%	88%	100%	100%	100%	--	--	--
Harford Community College	87%	84%	88%	--	--	--	--	--	--
Howard Community College	87%	72%	83%	92%	94%	100%	--	--	--
Montgomery College	90%	90%	84%	--	--	--	--	--	--
Prince George's Community College	71%	60%	66%	82%	75%	86%	100%	100%	100%
Wor-Wic Community College	83%	75%	83%	100%	93%	87%	--	--	--

Source: Compiled from data presented in the Maryland Association of Community Colleges 2016 Databook.

EXTERNAL ACCREDITATION OF ACADEMIC PROGRAMS

Another hallmark of academic quality is accreditation. In recent years, BCCC has faced numerous accreditation issues from their accreditation body, the Middle States Commission on Higher Education. In 2004 and 2014 they were warned by Middle States, while in 2011 they were placed on academic probation. In June 2015, BCCC’s accreditation from Middle States was reaffirmed when the institution was removed from warning status.

The quality of select business and allied health programs at BCCC is validated by external accrediting bodies. Table 24 lists the 11 programs that are accredited by external accrediting bodies. In addition, BCCC is seeking accreditation for its paramedicine program through the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions. BCCC’s associate degree programs in Electronics Technology and Telecommunications Technology are recognized by the Electronics and Telecommunications Technology Institution and are qualified without testing for Technician Class III Certification.

Table 24: Accredited Associate Degree Programs

Accounting
Business Administration Transfer
Business Management
Business Marketing
Computer Information Systems
Dental Hygiene
Health Information Technology
Nursing
Physical Therapist Assistant
Respiratory Care
Surgical Technologist

Source: BCCC 2016-2017 Catalog

STUDENT PERCEPTIONS OF BCCC

One factor in students’ perceptions of BCCC is enrollment. A significant number of Baltimore City students are voting with both their feet and their wallets by choosing community colleges outside of Baltimore City. In fact, CCBC is the college of choice for the largest proportion of Baltimore City Public School System graduates.

To find out more about students’ experience with BCCC, the research team conducted a survey with current students; students who were accepted to BCCC, but did not enroll (non-converting); and students who were enrolled in BCCC, but did not return (non-returning). Survey samples were pulled from fall 2015 enrollees and recent applicants by BCCC staff. Key findings are summarized below and detailed reports of each survey are included in Appendix 6.

Appendix 4: Academics

Current student satisfaction

Overall, current students are satisfied with most aspects of the college. While survey frequencies tend to show little disapproval with faculty or administration, many open-ended responses yielded negative responses regarding issues with faculty and staff. Another significant finding is shown in the percentage of students who would recommend BCCC, as only 63% of students said they would definitively recommend BCCC to friends or family.

The majority of current students (78%) are confident that their BCCC education will benefit them in the workplace and 64% think their professors have the students' interest in mind when designing courses. Three-quarters (74%) of current students believe BCCC is an important asset to the success of Baltimore City. Of those who did not return to BCCC, 42% said their BCCC education helped them get and job and 42% said they used their BCCC education in their present job.

Why students did not return to BCCC?

Non-returning students were asked about their reason for not returning to BCCC for the spring 2016 semester. The vast majority of respondents (73%) reported the main reason for not enrolling in spring 2016 was that they were working instead of attending classes. Another 16% indicated they were attending another college.

Respondents were also asked about transferring to a new school. Nearly 20% said they were planning to transfer and 31% said they had already transferred elsewhere. Over half of those responding were either not planning on transferring (29%) or were undecided (23%).

When asked to rate their overall educational experience at BCCC, non-returning students reported fairly positive reviews. Just under 1 in 3 students (29%) rated their educational experience as excellent and another 47% rated it as good, accounting for the largest proportion of responses. One-quarter of respondents said their experience had been either fair (22%) or poor (2%).

Would students re-enroll at BCCC?

A majority (71%) of non-returning students said that if they had it to do over again, they would still choose BCCC, only 12% said they would not. Non-returning students were asked if they plan to re-enroll at BCCC. The group was about evenly divided in their response. Less than one-third of respondents (29%) indicated that they planned to re-enroll. The largest proportion of respondents (37%) stated they had no plans to come back and about 35% were uncertain.

Why admitted students did not attend BCCC?

The majority of non-converting students (79%) are not enrolled in college. Of the non-converting students, 54% said they would like to attend BCCC at a future date. Nearly half (46%) of respondents requested to be contacted by BCCC to obtain more information or assistance with registering. The survey concluded that whether or not a non-converting student enrolled elsewhere and whether or not they plan on attending BCCC are major factors in how students perceive BCCC.

Appendix 4: Academics

Applicants who are not enrolled elsewhere

Among the respondents who were not enrolled in any college, financial issues appeared to be the main reason for not enrolling. Financial issues (27%) accounted for the vast majority of respondents, with conflicting work obligations (25%), not enough financial aid (24%), and tuition expense (17%) closely following. Twenty percent (20%) of respondents indicated that conflicting family obligations prevented them from being college-ready and enrolling at BCCC, which may also relate to financial issues.

Students who enrolled elsewhere

Of the 20% of respondents who enrolled elsewhere, many reported attending the Community College of Baltimore County (CCBC). Other area community colleges were also listed as destinations for BCCC applicants who did not enroll, although none came close to matching the number of students who said they attend CCBC. The students who chose CCBC said some of the reasons were more financial aid opportunities (including federal student loans), more programs offered, classes offered at convenient times, negative interaction with BCCC staff, and better reputation.

Non-converting students who enrolled elsewhere cited negative interaction with BCCC staff (35%) and concerns about the quality of academics at BCCC (22%) as the top reasons for not enrolling in BCCC.

EMPLOYER SATISFACTION^u

Employers are one of the end customer groups for any college. Students who are well prepared enhance the reputation of an institution. Conversely, poorly prepared students can taint an employer's perspective of their fellow graduates. BCCC is largely unknown among area employers. Of the 238 employers surveyed, 14% currently employ a BCCC graduate and 12% previously employed a BCCC graduate; nine percent (9%) have a family member or friend who is a BCCC graduate; three percent (3%) were BCCC graduates; and three percent (3%) contracted with BCCC for training. The vast majority of respondents are not knowledgeable of BCCC, with 47% having no knowledge of BCCC and 36% having only general knowledge of BCCC. Only five percent (5%) are very familiar with the institution and 12% have some familiarity with at least one BCCC program.

Most familiar programs

BCCC is known for its nursing and allied health programs, as 66% of employers reported being familiar with these programs. About a third of employers are familiar with BCCC's business administration (34%) and computer information systems (32%) programs. About a quarter are familiar with the accounting program (27%), early childhood education (25%), and robotics, engineering, and other STEM related programs (23%).

When asked to rate their satisfaction with BCCC programs on a scale of 1 to 10, employers rated the accounting program the highest (7.5), followed by robotics, engineering, and other STEM related programs (6.7), business administration (6.67), nursing and allied health (6.62), and computer information systems (6.29). Early childhood education received the lowest score (4.0). Caution should be used in

^u The results from the employer survey are included in Appendix 6

Appendix 4: Academics

interpreting these numbers due to the small number of responses, which ranged from 10 for robotics, engineering, and other STEM related programs to 29 for nursing and allied health programs.

Skills

Employers who hired BCCC graduates are very pleased overall. As shown in Chart 8, of the 11 skills employers were asked about, seven were identified as being of high importance to employers. Of those seven skills, employers reported high satisfaction with BCCC graduates for five skills. Respondents said speaking clearly and effectively, understanding written information, ability to work in a team, being prepared for work, and listening attentively were the most important attributes where employers were satisfied with BCCC graduates or students. Employers were much less satisfied with BCCC graduates and students' abilities to manage time effectively, which employers also considered an important attribute.

Employers also provided lower satisfaction ratings for understanding technical information, being proficient in the use of computers, and being able to think critically, all of which fell below the mean importance rating.

Performance

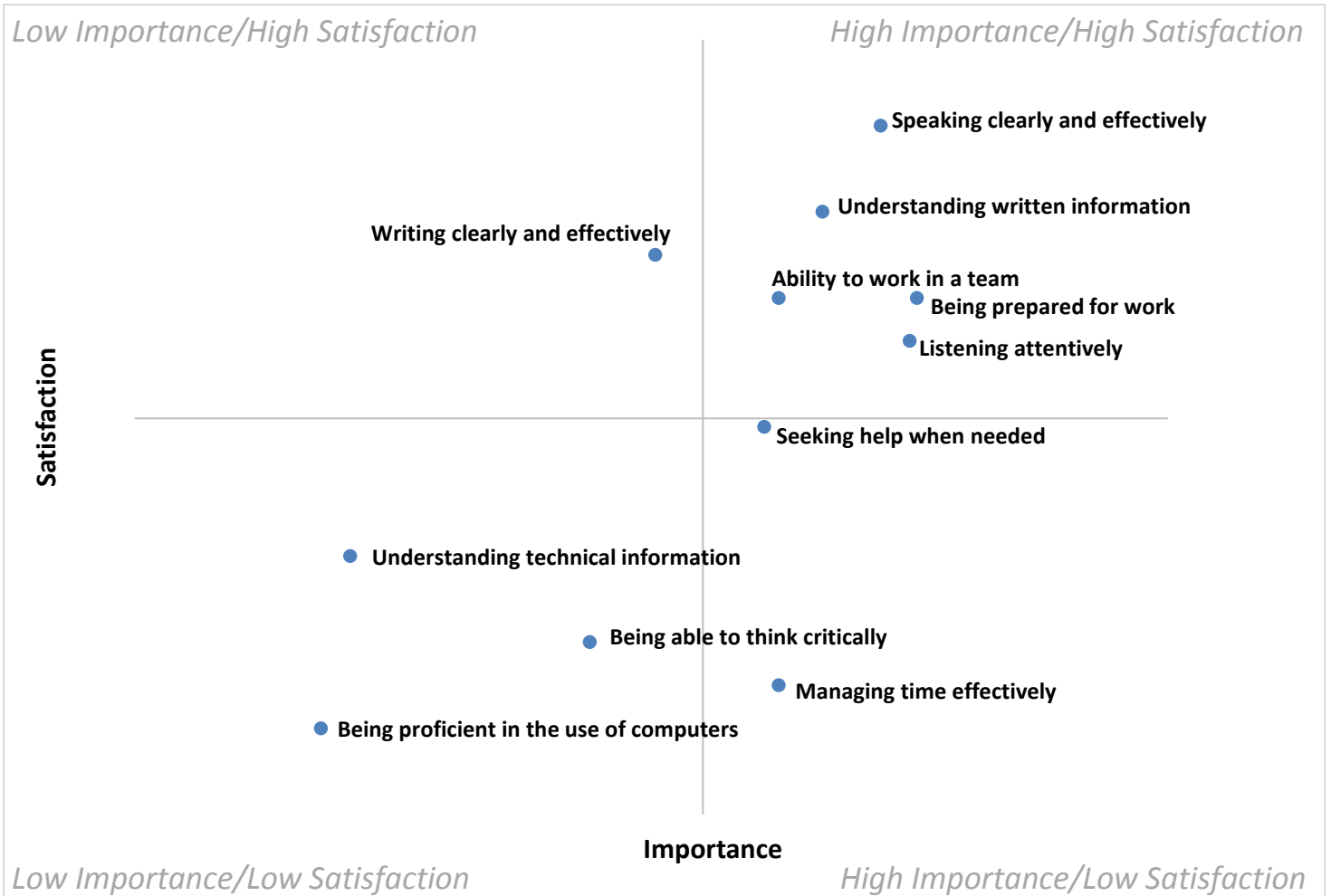
Eighty-five percent (85%) of employers who hired BCCC graduates said their performance was either better or about the same as non-BCCC graduates. The vast majority of employers (89%) report BCCC graduates are either as successful as or more successful than their non BCCC counterparts. Only five percent (5%) report BCCC graduates as being less successful on the job than their peers.

Employers are satisfied with BCCC graduates and 70% say they have the skills necessary for promotion. But, 20% report that BCCC graduates do not have the skills necessary for promotion and one in 10 are not sure.

Overall Satisfaction with BCCC graduates

Overall, employers report a high degree of satisfaction with BCCC graduates with 53% being very satisfied and 38% being somewhat satisfied. Only three percent (3%) of employers report being unsatisfied with their BCCC graduate. An overwhelming majority (90%) would hire a BCCC graduate in the future.

Chart 8: Employer Perception of Skill Importance and Satisfaction with BCCC Graduates



PAYING FOR COLLEGE AT BCCC

As shown in Table 25 below, BCCC's tuition is the lowest in Maryland. Even with the \$10 tuition increase to \$106 per credit hour^v, BCCC's tuition is competitively priced.

Table 25: Comparison of FY 2014 Estimated Tuition and Fees for Full-Time Student^w

Community College	Resident of Service Area			MD Resident Outside of Service Area		
	Tuition	Fees	Total	Tuition	Fees	Total
Allegany College of Maryland	\$114	\$14	\$128	\$214	\$14	\$228
Anne Arundel Community College	105	26	131	202	26	228
Baltimore City Community College	92	19	111	92	19	110
Community College of Baltimore County	113	29	142	216	39	255
Carroll Community College	124	27	151	181	38	219
Cecil College	100	13	113	190	13	203
Chesapeake College	115	36	151	183	37	220
College of Southern Maryland	120	28	148	207	48	255
Frederick Community College	116	23	139	252	23	275
Garett College	98	32	130	220	32	252
Hagerstown Community College	117	14	131	183	14	197
Harford Community College	116	23	139	203	23	226
Howard Community College	132	22	154	215	22	237
Montgomery College	118	40	158	241	64	305
Prince George's Community College	105	47	152	193	47	240
Wor-Wic Community College	103	17	120	231	17	248
Average	\$112	\$25	\$137	\$201	\$30	\$231

Note: These data are based on dividing what a full-time student (taking 30 credits in an academic year) would pay on a “per credit” basis – that is dividing a total year’s tuition and fees by 30 (see Table 25) [2016 MACC Data Book.] Since tuition and fee charges may vary at individual colleges (by, for example, the number of credits a student is taking, the program of study, or the number of courses that include additional fees), the actual “per-credit” tuition and fees for an individual student may vary slightly from these data.”

In fall 2013, over half (58.2%) of BCCC students received Federal Pell grants to assist with the cost of college.⁴⁸ According to BCCC, in 2015 a slightly higher percentage (62.1%) received scholarships or need-based aid.⁴⁹ Only half of current students believe there are sufficient financial aid opportunities available at BCCC (52%).^x Over one-quarter strongly agree or agree that their education at BCCC would not be possible without a private loan (26%). This is important to note because BCCC does not participate in

^v Approved by the Board of Trustees at the June 28, 2016 meeting.

^w (Maryland Higher Education Commission, 2016, p. 66)

^x Student opinion data from Current Student Survey. See Appendix 6B

Appendix 4: Academics

Federal loan programs, which typically offer more benefits and are less expensive than private student loans. A number of students who were admitted to BCCC but enrolled elsewhere specifically cited BCCC's lack of participation in the Federal Student Loan program as the reason they enrolled elsewhere.

FEDERAL STUDENT LOANS

Nationally, nine percent (9%) of community college students do not have access to federal student loans because their institution does not participate in federal student loan programs. BCCC is one of these institutions. Most community colleges who elect to not participate in federal student loan programs do so primarily out of concern over the potential for sanctions if the student cohort default rate (CDR) for their college reaches the 30% default rate threshold.⁵⁰ When a college's CDR is at or above 30% for three consecutive years, the institution will "lose their eligibility for federal financial aid, subject to appeal."⁵¹ While the consequences of a high default rate are significant for a college, a lack of access to federal student loans can cause significant hardship for students who do not have sufficient resources to bridge the gap between their financial award package and the cost of attending college. Students who cannot access federal loans, often bridge the gap with private loans or through credit cards which are not sustainable options for community college students. Federal student loans are preferable to private loans because they are cheaper in terms of interest rates and fees, easier to qualify for, provide protections to the borrower in case of economic hardship, offer income-driven repayment plans, have provisions for public service loan forgiveness, and offer forgiveness for death or permanent disability⁵² (Institute for College Access and Success, 2014, p. 5).

According to research, nationwide, just nine percent (9%) of completers default on their student loans compared to 27% of non-completers⁵³. The overall default rate for Table 26 shows that the 2012 cohort default rates for Maryland public community colleges is below the national non-completer rate. The 2012 CDR in Maryland ranged from a low of seven percent (7%) (Frederick Community College) to a high of 25% (Garrett College). Even the college with the highest default rate is below the threshold for sanctions.

Table 26: 2012 Cohort Default Rate – Maryland Public Colleges Offering Associate Degrees

College	Default Rate
Frederick Community College	7%
Howard Community College	8%
Harford Community College	8%
Montgomery College	10%
College Of Southern Maryland	12%
Wor-Wic Community College	13%
Anne Arundel Community College	14%
Cecil College	14%
Prince George's Community College	15%
Community College Of Baltimore County	16%
Hagerstown Community College	16%
Allegany College Of Maryland	18%
Garrett College	25%
Baltimore City Community College	N/A
Chesapeake College	N/A
Carroll Community College	-

Note: Default rate for Carroll Community College unavailable but the institution does offer Federal Student Loans. Baltimore City Community College and Chesapeake College are the only colleges listed that do not offer Federal Student Loans.

Source: The Institute for College Access & Success, Three-Year Cohort Default Rates by Institution September 2015. http://ticas.org/sites/default/files/pub_files/3yr_cdrs_2010-2012_final_093015.xlsx

Survey results show that access to federal student loans is important to some BCCC applicants. Multiple students reported choosing CCBC over BCCC because they offer federal student loans. Additionally, of the BCCC non-returning students who are no longer enrolled in college, 27% said they could not afford college at this time and nine (9%) said not enough financial aid was available. The majority (74%) of current students cited a lack of money as a significant barrier to their success at BCCC and 26% said they would not have been able to attend BCCC without a private loan.

While private loans minimize the potential financial risk to BCCC of a high Federal Student Loan default rate, the potential negative consequences for students are significant. Federal student loans are more advantageous to students than private loans. Federal loans do not require repayment while students are attending school at least half time, the interest rates are fixed and usually lower than private loans, subsidized loans are available for those with financial need, credit checks are not required (except for PLUS loans), loans can be consolidated, co-signers are not required, payments can be temporarily postponed or reduced during period of financial hardship, payments can be tied to income, and students are eligible for loan forgiveness if they work in the public sector⁵⁴. By contrast, private loans usually require a credit check and tie interest rates to the borrower's credit score, have higher interest rates, may require a cosigner, usually do not offer payment postponements for reductions, and usually do not offer loan forgiveness options.

Appendix 4: Academics

As shown in Table 27, two-thirds of BCCC's peer institutions participate in federal student loan program.

Table 27: Federal Student Loan Participation BCCC & Peer Institutions

College	Location	Participation Status	Data Source
Bishop State Community College	Mobile AL	Non-participating	[1]
Lawson State Community College-Birmingham Campus	Birmingham AL	Non-participating	[1]
El Camino College-Compton Center	Compton CA (near Los Angeles)	Non-participating	[1]
Capital Community College	Hartford CT	Participating	[1]
Housatonic Community College	Bridgeport CT	Participating	[1]
Atlanta Technical College	Atlanta GA	Participating	[1]
South Suburban College	South Holland IL (near Chicago)	Non-participating	[2]
Kansas City KS Community College	Kansas City KS	Participating	[1]
Roxbury Community College	Roxbury Crossing MA (near Boston)	Non-participating	[1]
Allegany College of Maryland	Cumberland MD	Participating	[1]
Baltimore City Community College	Baltimore MD	Non-participating	[1]
Prince George's Community College	Largo MD	Participating	[1]
Wor-Wic Community College	Salisbury MD	Participating	[1]
Minneapolis Community and Technical College	Minneapolis MN	Participating	[1]
Durham Technical Community College	Durham NC	Participating	[1]
Essex County College	Newark NJ	Non-participating	[1]
CUNY Hostos Community College	New York NY (Bronx)	Participating	[2]
Cincinnati State Technical and Community College	Cincinnati OH	Participating	[1]
Community College of Philadelphia	Philadelphia PA	Participating	[1]
Southwest Tennessee Community College	Memphis TN	Non-participating	[2]
Del Mar College	Corpus Christi TX	Participating	[1]
El Centro College	Dallas TX	Participating	[1]

Source [1] (The Institute for College Access and Success, July) ; [2] Schaefer Center telephone calls to colleges 06/20/2016.

All of the community colleges in Maryland with the exception of BCCC and Chesapeake College participate in the Federal Student Loan Program (The Institute for College Access and Success, July). Moreover, the cohort default rate in Maryland is below the 30% threshold.

Federal student loans are a valuable resource for students who are able to complete a degree program or certificate, but lack the financial resources to pay for college. BCCC should seriously reexamine its decision to not participate in the Federal Student Loan Program.

APPENDIX 5: OPPORTUNITY ANALYSIS

The following section looks at occupations and employment sectors in high demand in the Baltimore region, and whether or not BCCC's offerings prepare students to work in these high demand areas. The section also assess whether current enrollment aligns with high demand sectors and what BCCC can do to increase enrollment in these areas.

Table 28 shows occupations in the Baltimore region^y with at least marginal job growth between 2012 and 2022 (at least 100 positions open) whose postsecondary education requirement is either an associate degree or postsecondary non-degree award. Of the occupations that fit this criteria, BCCC provides the necessary education required for nearly three-quarters (73%) of the total number of positions open. BCCC also provides education for over half of the occupations identified in the region.

Among the occupations listed in Table 28, the majority of regional job openings (52%) between 2012 and 2022 require a postsecondary non-degree award. Nursing makes up over one-quarter (28%) of the total position openings in the region among the selected occupations. The healthcare sector accounts for over 60% of the total number of openings. Given the significant amount of job growth among health professions, BCCC should continue to pay particular attention to program offerings and training programs for careers in the healthcare sector and look for ways to expand connections with employers in this field.

^y Baltimore region includes Baltimore City, Baltimore County, Mid-Maryland (Carroll County & Howard County), and Anne Arundel County. Based on Maryland Department of Labor, Licensing, and Regulation workforce region definitions. Harford County not included because Harford and Cecil Counties (Susquehanna Region) are grouped together in workforce projection data.

Appendix 5: Opportunity Analysis

Table 28: Regional Occupations with At Least Marginal Position Growth Requiring an Associate Degree or Non-Degree Award (2012-2022)

Occupational Title	Regional Position Openings (2012-2022)	Postsecondary Education Requirement ²	Covered by BCCC?
Registered Nurses	5,233	Associate degree	Yes - Credit
Nursing Assistants	2,363	Postsecondary non-degree award	Yes - Credit/Noncredit
Heavy and Tractor-Trailer Truck Drivers	1,620	Postsecondary non-degree award	Yes - Noncredit
Licensed Practical and Licensed Vocational Nurses	1,087	Postsecondary non-degree award	Yes - Credit
Web Developers	730	Associate degree	Yes - Noncredit*
Medical Assistants	661	Postsecondary non-degree award	Yes - Noncredit
Hairdressers, Hairstylists, and Cosmetologists	574	Postsecondary non-degree award	No
Medical and Clinical Laboratory Technicians	514	Associate degree	No
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	496	Postsecondary non-degree award	No
First-Line Supervisors of Production and Operating Workers	441	Postsecondary non-degree award	Yes - Noncredit
Computer Network Support Specialists	438	Associate degree	Yes - Noncredit*
Paralegals and Legal Assistants	350	Associate degree	Yes - Credit
Telecommunications Equipment Installers and Repairers, Except Line Installers	347	Postsecondary non-degree award	Yes - Noncredit
Medical Records and Health Information Technicians	346	Postsecondary non-degree award	Yes - Credit/Noncredit
Veterinary Technologists and Technicians	310	Associate degree	No
Electrical and Electronics Engineering Technicians	268	Associate degree	No
Surgical Technologists	262	Postsecondary non-degree award	Yes - Credit
Preschool Teachers, Except Special Education	259	Associate degree	Yes - Credit/Noncredit
Manicurists and Pedicurists	235	Postsecondary non-degree award	No
Radiologic Technologists	229	Associate degree	No
Audio and Video Equipment Technicians	188	Postsecondary non-degree award	No
Electrical and Electronics Repairers, Commercial and Industrial Equipment	187	Postsecondary non-degree award	No
Dental Assistants	183	Postsecondary non-degree award	No
Court Reporters	172	Postsecondary non-degree award	Yes - Noncredit
Emergency Medical Technicians and Paramedics	159	Postsecondary non-degree award	Yes - Credit
Massage Therapists	159	Postsecondary non-degree award	No
Diagnostic Medical Sonographers	155	Associate degree	No
Electrical and Electronics Repairers, Powerhouse, Substation, and Relay	143	Postsecondary non-degree award	No
Library Technicians	112	Postsecondary non-degree award	No
Engineering Technicians, Except Drafters, All Other	110	Associate degree	No
Electrical and Electronics Drafters	109	Associate degree	Yes - Credit
Respiratory Therapists	103	Associate degree	Yes - Credit
Total Position Openings (Selected Occupations)	18,543		
Positions (Percent) Covered by BCCC	13,512 (73%)		

Note: *education level offered by BCCC does not meet postsecondary education requirement listed by Maryland Department of Labor, Licensing, and Regulation. Not included in the number or percent of positions covered by BCCC.

Baltimore region includes Baltimore City, Baltimore County, Mid-Maryland (Carroll County & Howard County), and Anne Arundel County. Based on Maryland Department of Labor, Licensing, and Regulation workforce region definitions. Harford County not included because Harford and Cecil Counties (Susquehanna Region) are grouped together in workforce projection data. Marginal position growth defined as greater than 100 position openings.

Source: Maryland Department of Labor, Licensing, and Regulation. 2012-2022 Long term Occupational Projections; BCCC provided data.

² Only occupations that require either an associate degree or postsecondary non-degree award are displayed.

Appendix 5: Opportunity Analysis

Table 28 also shows that there are two marginal growth occupations where BCCC does not offer programs that meet the minimum education required according to the Maryland Department of Labor, Licensing, and Regulation. Web developers and computer network support specialists each require an associate degree, but BCCC only offers noncredit education for these programs. If BCCC offered associate degrees in these areas it would increase the percent of positions covered by BCCC to 79%. Despite not offering an associate degree for web developers or computer network support specialists, the findings show that BCCC provides education for a considerable number of job openings in the region with at least marginal growth.

According to data published by the Opportunity Collaborative, of selected sectors important to the regional economy, the occupations with the highest share of workforce employed in the region are also the occupations with the highest hiring demand between 2012 and 2020.⁵⁵ Business services, healthcare, retail trade, hospitality and tourism, and education are all projected to add over 30,000 jobs between 2012 and 2020. Given each sector's importance to the Baltimore region, these sectors present a particular opportunity for institutions such as BCCC.

Table 29: Regional Employment Summary by Selected Sector

Sector	Share of Workforce (Employed in the Region)	Regional Employment (2012)	Total Regional Hiring Demand (Including Turnover) 2012-2020	Pct. of Jobs with Min. Education Requirement Less than a Bachelor's Degree
Business Services	15.60%	190,554	46,787	62%
Healthcare	15.50%	188,405	49,374	78%
Retail Trade	11.30%	138,329	37,514	97%
Hospitality & Tourism	9.70%	118,294	39,658	98%
Education	9.50%	116,339	33,270	37%
Finance & Insurance	5.90%	71,452	14,783	74%
Construction	5.60%	67,953	17,254	95%
Manufacturing	5.20%	62,863	11,889	81%
Bioscience	4.70%	57,089	15,694	40%
Information Technology	4.00%	49,182	12,458	43%
Wholesale	3.80%	46,389	10,093	84%
Transportation & Warehousing	2.60%	32,100	7,746	94%
Utilities	0.50%	5,894	1,532	78%

Note: Baltimore region includes Baltimore City, Baltimore County, Anne Arundel County, Harford County, Howard County, and Carroll County.

Source: Opportunity Collaborative (2013). Baltimore Regional Talent Development Pipeline Study, p. 7.

CAREER PATHWAYS

BCCC introduced its Career Pathways in fall 2015 to create clear alignments among BCCC's offerings so that students can easily identify which courses are necessary for them to reach their goals. The pathways are broken down into five specific categories: pre-health professions, business, behavioral and social sciences, visual and performing arts, and STEM (science, technology, engineering, and mathematics). These pathways align BCCC's 29 degree offerings with 16 certificates and six areas of concentration. Table 30 details the Career Pathways structure at BCCC.

Table 30: BCCC Career Pathways Structure

Pre-Health Professions Pathway	
<i>Certificate</i>	<i>Associate Degree</i>
Coding Specialist	Health Information Technology*
	Dental Hygiene*
Practical Nursing	Nursing*
	Physical Therapist Assistant*
Paramedic	Paramedicine
Paramedic Bridge	
	Surgical Technologist*
	Respiratory Care*
Business Pathway	
<i>Certificate</i>	<i>Associate Degree</i>
Accounting	Accounting*
	Business Administration Transfer*
	Business*
	Computer Aided Drafting and Design
Information Technology Basic Skills	
	Computer Information Systems*
Construction Supervision	Construction Supervision
Cyber Security and Assurance	Cyber Security and Assurance
Fashion Design	Fashion Design
Behavioral and Social Sciences Pathway	
<i>Certificate/Area of Concentration</i>	<i>Associate Degree</i>
Addiction Counseling	Allied Human Services
Allied Human Services	
Early Childhood Education	Early Childhood Education
Special Education Assistant	Elementary Education/Generic Special Education Pre K-12 (AAT)
	Mental Health Services (pending deletion)
	Law Enforcement and Correctional Administration
	Legal Assistant
Psychology (AOC)	Arts and Science Transfer
	General Studies Transfer
Substitute Teacher (pending deletion)	Teacher Education Transfer
Visual and Performing Arts Pathway	
<i>Area of Concentration</i>	<i>Associate Degree</i>
Art (AOC)	Arts and Science Transfer
Music (AOC)	
Theatre (AOC)	
STEM (Science, Technology, Engineering and Mathematics)	
<i>Certificate/Area of Concentration</i>	<i>Associate Degree</i>
Pure and Applied Mathematics (AOC)	Arts and Science Transfer
Science (AOC)	
Biotechnology Lab Science	
	Biotechnology
Lab Animal Science	
	Engineering Transfer
	Electrical Engineering
	Robotics / Mechatronics Technology

Note: * identifies accredited programs
 Source: BCCC Credit Education Plans (Spring 2016), pp. 10-12.

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Of the occupations with a total regional hiring demand over 30,000 (as seen in Table 29), BCCC offers a pathway to provide training and education in each, except hospitality and tourism. However, BCCC does offer courses in hospitality and tourism on the noncredit side under its Business and Continuing Education Division (BCED).

Table 31 shows the minimum education requirements of selected employment sectors important to the Baltimore region. The sectors are sorted by those with the highest proportion of jobs requiring more than a high school diploma (or GED) but less than a bachelor’s degree. Healthcare far surpasses other sectors in terms of the number of jobs that require an associate degree, post-secondary award, or some college less than a bachelor’s. As mentioned previously in Table 29, healthcare is also one of the selected sectors with the highest job demand between 2012 and 2020. BCCC’s pre-health professions pathway is well aligned to help meet the healthcare demand in the Baltimore region.

In addition to the healthcare sector, BCCC’s pathways are also well aligned to meet demand in the business services, bioscience, education, and information technology sectors. While the pathways offered by BCCC cover additional sectors besides these, BCCC’s current structure is particularly well-suited to meet demand in these areas. BCCC offers a dedicated pathway for the business services sector under the business pathway, while the bioscience sector is covered under the STEM pathway, education by the behavioral and social sciences pathway, and information technology by both the STEM and business pathways.

Table 31: Minimum Education Requirements of Selected Sectors

Sector	High School or Less	Assoc. Degree, Post-Secondary Award, or Some College, less than a Bachelor’s Degree	Bachelor’s Degree or Higher
Healthcare	41%	38%	22%
Bioscience	27%	13%	60%
Information Technology	30%	13%	57%
Business Services	49%	12%	38%
Construction	83%	12%	5%
Manufacturing	70%	11%	19%
Utilities	67%	11%	22%
Wholesalers	76%	8%	16%
Education	32%	5%	63%
Finance & Insurance	70%	4%	26%
Transportation And Warehousing	90%	4%	6%
Retail Trade	93%	3%	3%
Hospitality & Tourism	96%	2%	2%

Source: Opportunity Collaborative (2013). Baltimore Regional Talent Development Pipeline Study, p. 11

Although hospitality and tourism is identified as a high growth sector and is not included in BCCC’s Career Pathways (but is part of noncredit education at BCCC), Table 31 shows that only 2% of those jobs require

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an associate degree. Bioscience, information-technology, business services, construction, and manufacturing are all high demand sectors where 10% or more of the jobs require an education level that BCCC offers. These sectors are expected to have over 10,000 total job openings between 2012 and 2020. Business services has the highest share of workforce employed in the region and the second highest number of job openings between 2012 and 2020, behind healthcare.

Table 32 shows BCCC's student enrollment in certificate programs, defined by Higher Education General Information Survey (HEGIS) codes. Most certificate enrollees are enrolled in the healthcare, information technology, or education related fields. This data suggests that students are enrolling in career pathways associated with areas of high demand in the Baltimore region.

Table 32: BCCC Certificate Program Enrollment

HEGIS Code	Title	Number Enrolled	Percent of Certificate Enrollees	Percent of All Credit Enrollees
510302	Network Specialist	54	24.8%	1.1%
550101	Allied Human Services	50	22.9%	1.1%
529901	Emergency Medical Tech - Intermediate	35	16.1%	0.7%
550301	Early Childhood Education	25	11.5%	0.5%
521301	Coding Specialist	16	7.3%	0.3%
500201	Accounting	13	6.0%	0.3%
540701	Biotechnology Lab Science	7	3.2%	0.1%
540702	Lab Animal Science	5	2.3%	0.1%
501202	Fashion Design	5	2.3%	0.1%
531701	Construction Supervision	3	1.4%	0.1%
909901	General Undeclared or Undecided	2	0.9%	0.0%
510301	Computer Information Systems	2	0.9%	0.0%
520901	Practical Nursing	1	0.5%	0.0%
	Total Certificate Enrollment	218	100.0%	4.6%

Source: Data provided by BCCC. All information is based on the fall 2015 Enrollment Information System file for MHEC.

Appendix 5: Opportunity Analysis

Enrollment in credit certificate programs accounts for under 5% of all credit enrollees, but BCCC has been increasing their efforts to offer Stackable Certificates for students who are on the pathway to obtaining their associate degree. Stackable Certificates allow students to earn a certificate while pursuing an associate degree. Ten of BCCC's associate degree programs have a companion certificate, covering four of the five pathway areas. Stackable Certificates are important for situations where students dropout or stop out. In these situations, despite not completing their anticipated associate degree, these students can at least earn a certificate that may help them meet their career or personal goals.

Table 33: Stackable Certificates by Career Pathway

Companion Certificate	Associate Degrees
<i>Pre-Health Professions Pathway</i>	
Coding Specialist	(AAS) Health Information Technology
Practical Nursing	(AS) Nursing
<i>Business Pathway</i>	
Accounting	(AAS) Accounting*
Information Technology	(AAS) Computer Information Technology
Construction	(AAS) Construction Supervision
Fashion Design	(AAS) Fashion Design
<i>Behavioral and Social Sciences Pathway</i>	
Addiction Counseling	(AAS) Addictions Counselor
Allied Human Services	(AS) Allied Human Services
Early Childhood Administration	(AAS) Early Childhood Education
<i>STEM (Science, Technology, Engineering and Mathematics)</i>	
Biotechnology Lab Science	(AAS) Biotechnology

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Table 34: BCCC Associate Degree Program Enrollment

HEGIS Code	Title	Number Enrolled	Percent of Degree Programs	Percent of All Credit Enrollees
495001	General Studies Transfer	2,108	46.8%	44.6%
909901	General Undeclared or Undecided	451	10.0%	9.5%
491001	Arts and Sciences Transfer	246	5.5%	5.2%
510301	Computer Information Systems	188	4.2%	4.0%
500401	Business	184	4.1%	3.9%
497001	Business Administration Transfer	172	3.8%	3.6%
550301	Early Childhood Education	154	3.4%	3.3%
494001	Engineering Transfer	140	3.1%	3.0%
520801	Nursing	124	2.8%	2.6%
550101	Allied Human Services	120	2.7%	2.5%
550501	Law Enforcement & Correctional Administration	96	2.1%	2.0%
500201	Accounting	89	2.0%	1.9%
501202	Fashion Design	78	1.7%	1.7%
540701	Biotechnology	50	1.1%	1.1%
521901	Physical Therapy Assistant	42	0.9%	0.9%
496001	Teacher Education Transfer	40	0.9%	0.8%
559901	Legal Assistant	37	0.8%	0.8%
520301	Dental Hygiene	36	0.8%	0.8%
530301	Computer-Aided Drafting and Design	33	0.7%	0.7%
531701	Construction Supervision	28	0.6%	0.6%
498001	Computer Science Transfer	22	0.5%	0.5%
521501	Respiratory Care	17	0.4%	0.4%
529901	Emergency Medical Services	14	0.3%	0.3%
500501	Office Administration	8	0.2%	0.2%
521301	Health Information Technology	7	0.2%	0.1%
521102	Surgical Technology	7	0.2%	0.1%
500802	Visual, Performing, & Communication Arts (AA)	4	0.1%	0.1%
500806	Visual, Performing, & Communication Arts (AAS)	4	0.1%	0.1%
909901	General Undeclared or Undecided	3	0.1%	0.1%
495001	General Studies Transfer	2	0.0%	0.0%
531001	Electronics Technology	1	0.0%	0.0%
510301	Computer Information Systems	1	0.0%	0.0%
494001	Engineering Transfer	1	0.0%	0.0%
491001	Arts and Sciences Transfer	1	0.0%	0.0%
Total Associate Degree Enrollment		4,508	100.0%	95.4%
Total Credit Enrollment Certificates and Degrees		4,726		100.0%

Source: Data provided by BCCC Office of Institutional Research 1-14-2016. All information is based on the fall 2015 Enrollment Information System file for MHEC.

Appendix 5: Opportunity Analysis

Table 34 shows BCCC's student enrollment in associate degree programs, defined by HEGIS codes. Degree seeking students make up over 95% of all credit enrollees. BCCC has a significant number of students enrolled under "general studies transfer." Nearly half of degree seeking students are listed as general studies transfer. While general studies transfer technically falls under the behavioral and social sciences pathway, the fact that a high percentage of students are not concentrating in specific, career oriented areas is concerning. This may suggest that there is an opportunity for BCCC to increase advising efforts to help students identify their program interests and career goals. One issue with general studies is that typically, general studies programs do not guarantee efficient transfer of credits compared to students who accumulate credits under a specific program⁵⁶. Many students enroll in community colleges without a clear understanding of what programs are offered and what opportunities are available, and those who need the most help exploring opportunities are usually the least likely to seek career advising⁵⁷. BCCC has recently implemented an intrusive advising model where students are expected to meet with advisors at least twice a semester. Nevertheless, BCCC should focus on increasing the percentage of students who are enrolled in specific programs by continuing to improve their advising process, specifically focusing on incoming students without a clear idea of what program to pursue.

Many successful community colleges guide students away from general studies concentrations with the help of knowledgeable admissions staff, mandatory career advising for incoming students, group advising sessions, and even software that provides students with details on coursework and salary levels for careers⁵⁸. Guiding students into specific program areas is important regardless of whether students start out in developmental courses. Studies have shown that students typically graduate twice as fast if they are aware of what courses they need and if they take at least one-quarter of their required courses within the first year⁵⁹.

Since many of BCCC pathways are aligned with job growth in the region, guiding more students into specific programs within these pathways can be very beneficial for students. However, BCCC must not only focus on enrolling students in areas with high employment demand; BCCC must also make the quality of their pathways a top priority. One troubling trend related to the pre-health professions pathway, and in particular the nursing degree, is the alarming decline in the first time licensing exam passage rate for BCCC RN students from 2013 (77%) and 2014 (71%) to 2015 (57%). In addition to making sure students are on path to meet their career goals, BCCC must also ensure students are receiving a quality education within each pathway.

CONCLUSION

Data from the Maryland Department of Labor, Licensing, and Regulation and the Opportunity Collaborative suggest education and employment within the healthcare sector is one of the major opportunity sectors in Baltimore. BCCC should continue to focus its offerings on the healthcare sector and examine whether or not there are high demand healthcare occupations for which training and education is not currently provided. BCCC should also prioritize expanding connections with healthcare employers in the region.

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The employment data also shows there is significant opportunity for BCCC in the information technology, business services, education, and bioscience sectors since these sectors not only show employment demand but are also aligned with existing pathways offered by BCCC. Nevertheless, there is still opportunity for BCCC to provide additional training and education for occupations that fall within these sectors that are not currently covered. Opportunity also exists for BCCC to guide a greater number of students away from general students or undecided tracks and towards a specific program of study.

To ensure the success of its students, BCCC should continually assess whether the pathways offered fit the need of area employers and align with employment data. In addition to aligning pathways with employer demand and guiding students into specific academic programs, BCCC must also make sure that each pathway offers students a quality education that will prepare them for success after BCCC.

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APPENDIX 6: STAKEHOLDERS' PERSPECTIVES ON BCCC

The research team collected input about Baltimore City Community College from a wide variety of key stakeholders and college constituencies.

The Schaefer Center conducted 91 semi-structured interviews with BCCC administration, affiliated boards, community leaders, elected officials, and other important stakeholders. These detailed interviews covered topics such as the college's strengths, niche, challenges, leadership and administration, governance structure, connections to the community, and possible changes to improve the college. Approximately one-third of the interviewees were internal to BCCC and two-thirds were external to the organization.

The Schaefer Center also conducted surveys with nine constituent groups as part of the comprehensive review. Together, nearly 12,000 surveys were distributed for the project, collecting around 1,300 responses from faculty, staff, students, community leaders, employers, and more. The information collected by the surveys was vital in assessing the climate of BCCC, perception of BCCC in the community, and identifying areas of improvement.

Because BCCC does not maintain a list of email addresses for participants enrolled in noncredit programs, the research team was not able to survey this key customer population.

STAKEHOLDER INTERVIEWS

The research team identified five major themes after interviewing 91 BCCC stakeholders. Appendix 6A details the findings from the interview process, along with de-identified quotes from stakeholders.

All stakeholders said BCCC is critical to Baltimore City, and most recognized the fact that the institution has not met its potential. The most common sentiment expressed by external stakeholders was that BCCC simply cannot get things done. External stakeholders were frustrated by the lack of capacity at BCCC to respond to the needs of businesses in the community.

Internal stakeholders were very critical of the culture at the college, but many noted that the administration is making positive changes. Nevertheless, many internal stakeholders were frustrated with the lack of attention to internal issues such as the lack of accountability.

Both internal and external stakeholders offered a wide variety of solutions to BCCC's problems, and the most common notion underlying all solutions was that major change is needed to alter the direction of BCCC.

SURVEYS WITH KEY CONSTITUENCIES

The Schaefer Center surveyed people both inside and outside of BCCC. Table 35 provides a description of each of the surveys administered by the Schaefer Center. Included is the target population of each survey, how the survey was administered, where the survey sample came from, and how many people responded to the survey. Table 36 provides information about the contact lists provided by BCCC. Detailed analyses of each survey can be found in Appendices 6B through 6J.

The majority of the surveys were designed and administered through the Schaefer Center's web survey platform. Participants received an email invitation with a link to participate in the survey. Reminder emails were sent to those who did not complete or opt out of the survey.

In addition to web surveying, the Schaefer Center conducted telephone surveying and used direct mail to administer paper surveys. The survey of employers was administered solely by telephone, and participants were called in the Schaefer Center's Computer Aided Telephone Interview (CATI) survey lab.

The survey of non-returning students was administered by both web and phone. Participants who did not complete the survey online were called and given the option to participate over the phone. The survey of non-converting students was administered by both web and direct mail. Participants who did not complete the survey online were mailed a paper version of the survey and asked to fill it out and send it back in a prepaid preaddressed envelope.

Overall, the Schaefer Center found that faculty, staff, and administration were most eager to provide feedback on BCCC. These respondents were also most vocal on recommending improvements and changes at BCCC. Table 36 shows information on the contact lists provided by BCCC for the surveys. Because most surveys were conducted using email invitations to a web survey, email address was the most important data field and the only one displayed in the table above.

BCCC was unable to provide email addresses for nearly 25% of its internal population. The population with the most missing email addresses was noncredit students. BCCC did not have email addresses for nearly 100% of their noncredit student population. BCCC could not provide email addresses for a significant proportion of adjunct faculty (33%) and staff (19%). BCCC was able to provide email addresses for all of its full-time faculty.

Appendix 6: Stakeholders' Perspectives on BCCC

Table 35: Survey Overview

Survey Name	Survey Population	Survey Type	Sample Source	Total Sample Size	Total Responses	Response Rate
Current Student Survey	Students enrolled in credit programs during fall 2015 semester	Web survey	BCCC provided data	3,860	303	7.80%
Non-Returning Student Survey	Students who enrolled in fall 2015, but did not enroll for spring 2016	Web survey; Telephone survey	BCCC provided data	238	67	28.20%
Non-Converted Student Survey	Fall 2015 and spring 2015 applicants who were admitted but did not enroll	Web survey; Direct mail paper survey	BCCC provided data	3,857	237	6.10%
Dual-Enrolled Student Survey	High school students in the dual-enrollment program during fall 2015 semester	Web survey	BCCC provided data	110	4	3.60%
Climate Survey	Full-time faculty, adjunct faculty, staff, and administration (as of December 2015)	Web survey	BCCC provided data	846	326	38.50%
Employer Survey	Client employers of BCCC, local businesses with 50 or more employees	Telephone survey	BCCC provided data; purchased sample of employers	2,663	238	8.90%
Academic Advisory Board Survey	BCCC Academic Advisory Board members	Web survey	BCCC provided data	136	55	40.40%
Foundation Leader Survey	Local foundation leaders	Web survey	SCPP developed list	80	17	21.30%
Agency Survey	Baltimore City and Maryland State Agency leaders	Web survey	SCPP developed list	139	51	36.70%
Total				11,926	1,298	

Note: Not all 110 dual-enrolled students received the survey due to insufficient contact data and/or lack of parental consent.

Table 36: Email Addresses: BCCC Provided Data

Population	Records	No Email	Duplicate Emails
Adjunct Faculty	303	85	16
Full-time Faculty	106	-	3
Staff	629	93	25
Noncredit Students	2,178	2,170	-
Credit Students	4,073	213	-
Dual-Enrolled Students	110	30	-
Non-Converting Students	4,168	292	13
Non-Returning Students*	1,517	93	-
Academic Advisory Board Members	145	9	-
Total	13,229	2,985	57

Note: *Contact eligible students only. See Appendix 6C.

For more detailed information on survey samples see Appendices 6B-6J.

APPENDIX 6A: STAKEHOLDER INTERVIEWS

As part of the BCCC JCR Comprehensive Review, the Schaefer Center conducted multiple interviews with stakeholders. Members of BCCC administration, affiliated boards, elected officials, community leaders, and more were interviewed and asked about their perceptions of BCCC and the future of the institution.

The interview process produced five main themes:

1. Importance of BCCC to the Baltimore community.
2. Regarding program priorities and the focus of BCCC, many said the college should focus on areas of excellence instead of on offering a wide variety of programs.
3. Need for BCCC to develop stronger relationships with the city of Baltimore and local employers.
4. Challenges in leadership and administration.
5. Need for bold changes and strategic realignment at BCCC.

METHODOLOGY

The Schaefer Center identified 99 stakeholders both inside BCCC and in the community to interview. BCCC provided electronic lists of 75 people for the research team. Included were members of BCCC’s administration, the Board of Trustees, the Foundation Board of Directors, and the President’s Advisory Council. BCCC’s administration is defined as the president’s staff and direct reports. All lists contained the person’s name, email, and phone number. The administration list also contained title and division. The Foundation Board of Directors list had information on members’ employers and committee assignments. Of the 75 people provided by BCCC, the research team identified 70 of them as stakeholder interview candidates.

Interviews were conducted between April 1, 2016 and June 15, 2016. A total of 91 stakeholders were interviewed and eight refused. Table 37 shows the total number of interviews completed and the number of interviews completed with internal and external stakeholders.

Internal stakeholders are defined as members of BCCC’s administration. External stakeholders are defined as members of BCCC affiliated boards (Board of Trustees, Foundation Board of Directors, and President’s Advisory Council), elected and appointed officials, and community members.

Table 37: Stakeholder Interview Results

	Total	Interviewed	Refused
Stakeholders	99	91	8
Internal	33	32	1
External	66	59	7

INTERVIEW SUMMARY

Highlights from the interviews are summarized in the pages that follow. They are grouped in the following key topics: the importance of BCCC, the need for quality programs, BCCC's relationship to the community, leadership and administration, and the need for bold changes.

IMPORTANCE OF BCCC

Every person interviewed for the study was quick to acknowledge the importance of BCCC in the Baltimore community. As the only community college in the city, BCCC serves a vital role in providing education to a mostly underserved population.

One BCCC administrator expressed the sentiments of many internal and external stakeholders regarding the importance of BCCC.

"It's the only community college here in Baltimore City and for many people it's the only opportunity for post-secondary education or noncredit training that's affordable, that's near where they live, and that can provide the kind of quality linkages to employment for many of our low income citizens or residents of Baltimore City."

Another non-affiliated external stakeholder had this to say of the college's importance:

"I think in principle, it's such an important institution. It obviously...it's needed by the city. It needs to perform better, but it is just, I think, so critical as part of the solution to addressing the persistent and troubling social economic issues in Baltimore. It can be a major entity that provides a successful transition for students from high school, either into the workforce or into a four-year degree."

A local elected official reflected on the importance of BCCC as well, saying "Baltimore Community College is pivotal to the success of Baltimore, especially as it relates to Baltimoreans' access to employment."

Many said that one of BCCC's strongest assets is its ability to meet students where they are and its understanding of the challenges students face. Many stakeholders felt that without BCCC, many of the students who enroll in the college would have no other option. While the college's lack of presence in South and East Baltimore was cited as a challenge, its location in West Baltimore near a major transportation hub was seen as a strength of the college. This location also helps the college serve the needs of some of Baltimore's most disadvantaged communities.

PROGRAM PRIORITIES AND FOCUS

A major theme throughout many interviews was that BCCC needs to focus on the quality of its programs and not the quantity. Many stakeholders said that they don't want to see BCCC try to match the number of programs offered by nearby community colleges. Instead, many stakeholders said BCCC should focus

Appendix 6A: Stakeholder Interviews

on what the primary job growth sectors are and focus on delivering quality programs in these limited areas. Stakeholders mostly said that workforce development should be the focus but the college should still offer opportunities for city residents to obtain associate degrees and transfer to four-year schools.

One state elected official remarked:

"[I]t's trying to be all things to all people without maximizing in one...I think being part of sort of the innovative workforce development and finding ways for people to easily access ladders toward career, that's where I think its best focus would be."

Similarly, a community leader in the city's workforce also thought it would be wise to focus on specific areas of excellence:

"[W]ould it serve Baltimore better if it sat down and said, 'These are the areas we are going to focus on. These are the critical areas for skilled development in Baltimore City given our economy, given our workforce?'"

Another prominent community leader offered a similar idea for the college's niche and said, "[I]nstead of trying to be everything to everybody, they're going to have to get a clear mission and communicate that to the students."

One member of the BCCC administration agreed, saying the college's lack of a clear niche impacts its ability to raise money. This person also questioned the current leadership's ability to bring about this change. This member of the administration said:

"We need to have a streamlined set of programs that we do and do well. Know who we're recruiting for those programs. Know who our target students are. Make concerted efforts to do that as well as bring in the foundational resources, because most people don't want to give [if] they don't know what they're giving to. And basically run a lean, mean operation. And that hasn't happened and it's not going to happen under the current leadership."

While the overall sentiment among stakeholders interviewed was that the college should limit its focus and prioritize quality of programs over quantity, some stakeholders said city students deserve a community college that offers a wide range of programs. Likewise, some of those who favored limiting the college's programming said that the college should make quality the top priority and increase the number of programs it offers once its reputation and educational quality improves.

RELATIONSHIPS AND RELEVANCE

BCCC's relationship with the city of Baltimore and local employers was frequently discussed by a number of stakeholders. Many said that BCCC needs to develop stronger relationships with the city and the business community. Stakeholders mentioned ideas that BCCC could take advantage of that would place students directly into jobs such as offering EMT training for Baltimore City and filling in the gap left behind

Appendix 6A: Stakeholder Interviews

when the Maritime Industries Academy High School closed by developing programs to serve the Port of Baltimore.

One of the themes offered by community stakeholders who specialize in the city's workforce was that BCCC is not flexible enough to meet training demands. One of these stakeholders said:

"The challenge is that they're not nimble enough. They can't react to change, and when they do, it is a reaction rather than a proactive process. I think that they're very top heavy, and by virtue of that do not invest in front line staff that are readily available to serve the immediate needs of the employers and the people of Baltimore City."

Another community leader remarked on the business community's perception of the college:

"I know some of the counties...there might be a special business that's got a special need and they go to the community college to help develop that special need on a regular basis ...I don't know if you get that much here."

This stakeholder went on to say:

"[The business community] feel[s] that there's a huge need for a strong community college in...Baltimore City. But there's not been a level of confidence that what is provided meets what needs to be done, and there are people who are craving to have the type of institution like you see in some of the surrounding jurisdictions."

A community leader spoke about the college's difficulties with workforce training, saying:

"...workforce training organizations that have tried to do work with Baltimore City Community College and their experience has been very bad. Difficult to get people to return phone calls, know how to help set up cooperative programs with partner businesses and industries. They would call it getting things done."

A state elected official had a similar opinion regarding the perception of BCCC by community partners and employers, saying "It's not seen as a go-to partner. It's not the first thing on people's minds."

Speaking about BCCC's political connections and connection to the community, another state official said, "[Y]ou need a dynamic leader, you need a much more...you need a bigger presence in Annapolis, you need a bigger presence at City Hall, and you need a presence in the community."

Multiple stakeholders also criticized the college for thinking the biggest problem the college faces is a marketing problem and not something more serious. One community leader said:

"A lot of the members of leadership with whom we've engaged...will chalk the college's problems up to it being a marketing issue or perception issue...but that's not the sole problem...Lack of responsiveness on more immediate issues around basic programs and services...should be front of mind, because it is their core business. And so it makes it difficult to take them seriously, and [BCCC's] perception that it's simply a marketing issue."

Appendix 6A: Stakeholder Interviews

Seriously? When they're not responding to people who want to help and work with them and problem solve."

Similarly, another community stakeholder said:

"[T]he college thinks they have a marketing problem rather than a substantial problem of substance and delivery of service, and I don't think it's a marketing problem... I don't think building the relationships with community representatives should just be about changing the image of the college. It has to be about digging in and solving problems or facing challenges."

Many stakeholders also questioned the college's relationship with the city. Some criticized the college for lacking close connection with the city, some said the city is to blame for not fully embracing the college, and many said the issue is a combination of both factors.

One city elected official said, "[W]e haven't put the school in the right position to take advantage of some of the careers that are growing inside of the city of Baltimore." This official went on to say:

"Baltimore City Community College should have a seat at that table, and it's the Mayor and the [city] administration that should be directing to ensure that we're providing them with the access, or to provide folks with the opportunity to these jobs of the future. So I think the city has a major, major, major play in doing those strategic connections through our relationships and through all the different partnerships around the city. I don't think that there has been a strategic plan around that, a comprehensive plan around that."

Many stakeholders mentioned that with the recent turnover of positions on the City Council and with a new mayor taking office next year, it is a vital time for BCCC to redefine and restore its relationship with Baltimore City.

LEADERSHIP AND ADMINISTRATION

Many stakeholders, internal and external, were eager to talk about the leadership and administration at BCCC. Many internal stakeholders, at all levels, were critical of administration and felt the college lacks an overall vision. One BCCC administrator summed up the feelings of numerous internal stakeholders interviewed by saying there is a "lack of a kind of holistic vision, an overarching vision. It's been that kind of like scatter shot, like anyone who wants to do a certain thing, go for it." Another BCCC administrator commented, "There is no will for greatness. There is no sense of urgency...There seems to be an acceptance of mediocrity...because that demands so little then."

Part of the leadership problem at BCCC has to do with the tremendous turnover in leadership and administration the college has faced. One community leader said, "[T]here's got to be stability and leadership. And there's been an awful lot of turnover there...And that gets into people's mind as not being a stable environment."

Appendix 6A: Stakeholder Interviews

Agreeing with this sentiment, an affiliated external stakeholder said:

"[T]here is a...group of people who say, 'I've been here before you came, and I'll be here after you come, so I don't really need to pay too much attention to you because I know that things aren't going to change a lot.' And unfortunately that's been true. Think about the number of presidents we've had in the last several years."

One BCCC administrator bluntly said, "There's a lack of leadership at this college. Tremendous lack of leadership." This feeling was shared by multiple stakeholders who felt seemingly discouraged after what they described as constant turnover and little change.

Community leaders have also been critical of the slow response of BCCC leadership. In talking about interacting with leadership at BCCC, one community leader said, "[W]hen we've tried to engage leadership at the institution... The response has been slow, at best."

One of the main themes from internal stakeholders regarding leadership was a lack of accountability at the college. A significant number of internal stakeholders commented, in one way or another, about the lack of accountability from all levels of leadership. One administrator said:

"[Staff doesn't] know what accountability is because leadership isn't showing them what accountability is...[P]eople aren't held accountable. Period, point blank. When you hold someone accountable, you're almost punished for it around here."

Another BCCC administrator remarked:

"There's no accountability. Because in the end...people's bad behavior around here is not accountable. A lot of the kids complain [about] our horrible customer service. How do you improve that without accountability?"

Yet another administrator had this to say:

"Many seem to benefit from the disorganization...Because they cannot be [held] accountable. So you can show up every day, and when something is a mess you can always say, 'It was a mess before I got here,' so it's hard to measure what your contribution has been because things are so bad. So it's almost like a repeating cycle."

This administrator also related the accountability issue with the challenge of getting things done at BCCC, saying "If you have a sense, as an employee, that I can ignore requests and nothing's going to happen, I have no incentive to follow through."

Another member of the BCCC administration said:

"I think, in general, I don't know if that's happening, the accountability piece... If we're not being held accountable with some consequences attached to that, then are we serving the students well?"

Appendix 6A: Stakeholder Interviews

Multiple stakeholders also spoke about the lack of both technical skills and the will to change. As one BCCC administrator put it:

“There is a significant skill gap in some crucial areas that are vital to college operations...But the bigger challenge is there's a lack of will to make the changes that would make the college functional in terms of accountability.”

Likewise, another BCCC administrator said:

“There is a general lack of skills and/or mindset among faculty, staff and administrators... I have never been in an institution where there has been such a lack of skills -- particularly technical skills.”

BOLD CHANGES AND STRATEGIC REALIGNMENT

A major theme that both internal and external stakeholders shared was the call for major and bold changes. However, there was a tendency among some stakeholders both inside the college and in the community to give the college an immense benefit of the doubt. Some stakeholders gave the impression that they thought everything at the college was going great, and no major changes are needed. While this sentiment was expressed by some inside the college, it mostly came from people outside of the institution. Many stakeholders have argued that BCCC is isolated from the community, which may be an explanation why some community stakeholders were unaware of the college's challenges.

Some stakeholders said that one of the challenges the college faces is the lack of urgency among those inside the institution and in the community. Stakeholders who called for bold change also said that it is important the community knows that bold change is needed and people inside the college are more motivated to change. One member of the BCCC administration said, “[T]his crisis that we're currently in was easily predicted, and perhaps avoidable, but you have to tell people that the house is on fire -- and we better do something.” Another member of the BCCC administration said, “The change that is needed in this environment is something drastic...right now, we've got a bunch of band aids.” One community leader echoed the sentiment of big changes, saying “[W]hatever happens has to be a bold stroke.”

Many suggestions on how to improve BCCC centered on the governance model of the college. As one state elected official put it, “BCCC has sort of suffered with that lack of clear governance.” Some of the changes that were mentioned by multiple stakeholders included rightsizing the institution, performing a staffing audit, and bringing the college under the University System of Maryland (USM).

Rightsizing

On multiple occasions, stakeholders said the only way to solve the challenges BCCC faces is to “clean house.” Some mentioned getting rid of all administrators from the dean level and above and making people reapply and interview for their jobs.

Appendix 6A: Stakeholder Interviews

There is also a very common sentiment among both internal and external stakeholders that BCCC has become a “job factory.” According to many stakeholders, despite declining enrollment, the college has not taken the necessary steps to eliminate staff, and in particular, the staff members not positively contributing to the mission of the college. As one member of the BCCC administration put it:

“We just hire more people....and then we hire two more people -- and then they're doing less work. That runs rampant with the college. The college really could be leaner, but that means committing to really assessing what people are doing”

Regarding the need for rightsizing, another member of the administration said:

“In order for this place to change, you need somebody with the vision and the will to say, ‘This is going to be tough but we have to right size the institution,’ which means we have to send some people home. It's going to be tough.”

Another administrator at BCCC remarked:

“The [college] kept getting fat because, ‘Oh yeah, I need somebody for this. Let me hire somebody. I need somebody for that, let me hire somebody,” versus truly go back at some point and assess.”

On a related point, speaking of the college’s funding, one BCCC administrator bluntly said, “We [BCCC] don’t have a money problem, we have a money management problem.”

Staffing audit

In order to assess what people are doing and their effectiveness, some stakeholders called for a staffing audit of the institution. Stakeholders said this was necessary to assess what people were doing and identify ways to create a leaner, more efficient staffing levels. One member of the BCCC administration said BCCC “need[s] an external review of positions.” This member of the administration went on to say:

“We can't do it in-house because I don't think it will be objective from somebody within the college. I think we truly need an outsourced look, an outsourced look at what positions really matter and doing a true desk audit.”

One idea that came up in multiple interviews was that BCCC relies on “workhorses” who do the majority of the work at the college. This idea relates to previously mentioned notions that there are deficiencies in accountability and that people should be re-interviewed for their jobs. One member of the BCCC administration said:

“[T]here's a minority of staffers who do the majority of the work, although there are a number of employees. It's just not enough to get the work done, so it's a very small group that are able to accomplish much of the work because those are the ones that are most competent.”

Appendix 6A: Stakeholder Interviews

University System of Maryland

One of the most common solutions offered by stakeholders was a closer alignment with USM. Many stakeholders felt that oversight of the college is ineffective since it is a state institution that is both low on the priority list of the state and absolved of oversight from the city.

One state elected official noted this challenge, saying “Its governing structure really creates a challenge because it is an inherently city body, functioning in the city, funded by the state.” Similarly, another important community leader said, “I just don't think it's held accountable really by the state. It's too distant from the state. Nobody's paying attention to it.” Speaking about its isolation, a city elected official stated, “Unfortunately, [BCCC has] kind of been like left on an island.”

Internal support for the USM was evident, and many within the BCCC administration explicitly stated their desire for the college to be placed under the USM. While opinions on the current Board of Trustees varied, stakeholders noted the reputation and expertise of the USM’s Board of Regents.

One member of the BCCC administration said:

“This college needs to be placed under the leadership of a terrific chancellor, Dr. Bob Caret...[and] the University System of Maryland, which is internationally renowned. This is my dream and my vision for the system because I know what Bob Caret can do.”

Another member of the BCCC administration said:

“The best thing that could happen to this college is if we were absorbed by the University of Maryland System... It needs to be subsumed by a larger system. I would say that's number one.”

Yet another member of the administration said:

“[M]y recommendation for the future [is] to go under the [University of Maryland] System...It would give us more credibility.”

A community leader agreed, remarking:

“It [could] become a component part of the University [System] of Maryland, Regents, and [BCCC] have a Board of Visitors. That'd be perfect. Board of Visitors, local business, job trainers, foundations, local ministers, fine. But not the ones getting involved in hiring a president and setting the strategic direction of the institution.”

Another community leader similarly stated:

“[P]ull the BCCC into the USM system...and eliminate the board of trustees as a policy-making board.”

A key political figure in the state had this to say about the USM and BCCC:

Appendix 6A: Stakeholder Interviews

“You want an efficient, effective higher education system. The state's not really in the business of running community colleges... I actually think being part of the [University System of Maryland], in my own mind, not just by anybody else, I think is a good idea.”

Finally, another community leader had this to say about USM:

“The [USM] board has always been a strong board. You get the financial clout of the system, which is significant. You get the political clout of the system, which is significant.”

Other proposed solutions

Aside from suggesting BCCC be placed under the USM, internal and external stakeholders had various other ideas for the direction of BCCC. One state elected official said the most important factor is increasing connections between BCCC and the city. This official said,

“If there's any way for it to tie more directly into the work that's happening in MOED with Job Opportunity Task Force and The Opportunity Collaborative, looking at regional workforce opportunities and...if governance were predominately city and local, then I think you would see better partnerships that were more lasting... if you could phase it back towards a local function I think that would be better for it overall.”

Another idea offered by a community leader was to end all transfer programs at the college and “focus the curriculum aggressively on workforce needs in the region, with a strong array of career and technical and noncredit programs.” This person went on to say the Board of Trustees should be reconstituted to increase local connections, saying:

“[R]econstitute the board...and have specific segmented representation...from business and industry...members of the staffs of the foundations which fund education and workforce development in Baltimore...some people from the workforce development system of the city...and people with recognized experience in education.”

Another city elected official said the Board should include, “...the mayor's office of employment development and economic development at a minimum.”

Another suggestion was to increase the size of the current Board of Trustees. One member of the BCCC administration said:

“[Y]ou have the same people participating on every committee and pretty much dictating the flow of the Board...part of the issue is just that it's a small number of Board members that it's very hard for any new idea or initiative to come through.”

One member of the BCCC administration defended the current governance structure and Board of Trustees, saying:

Appendix 6A: Stakeholder Interviews

“If there are people who feel like the governance structure is truncated or it's hard to work through, I would like to know who they're trying to work through, because there are so many ways that people are included.”

Multiple stakeholders pointed out that in an ideal scenario, BCCC would function like the other community colleges. However, one external stakeholder noted that this idea is not likely because of the city's financial situation:

“[T]he community college experience of the 15 [other community] colleges should be [BCCC's] experience. I don't think it should be a state issue... I think that the state should deal with state business, and that the community college should deal with its community business...[but] I don't know how [BCCC] would do it without state money.”

CONCLUSION

Many of the stakeholder interviews painted a picture of a toxic, unproductive internal climate at BCCC and little support for or confidence in the institution from the external community. The most common sentiment expressed by external stakeholders was that BCCC simply cannot get things done. External stakeholders were frustrated with the lack of capacity at BCCC to respond to the needs of the community. All stakeholders said BCCC is a vitally important institution, but many external stakeholders said the college has not met its potential. Many stakeholders also cited the relationship of neighboring community colleges with local employers and their enrollment of city school students as evidence that BCCC is not meeting its potential.

Internal stakeholders were very critical of the institution, but many also noted that the administration is making positive changes. After Middle States, the college implemented a number of new procedures, some of which were applauded by internal stakeholders. However, when asked if they think the college can avoid similar accreditation issues in the future given the current direction of the college, the overwhelming majority of internal stakeholders said no.

It was also clear that many within the institution remain skeptical of current leadership and administration. Many internal stakeholders said they had high hopes for the incoming administration in September 2014, but are disappointed after not seeing many changes made to internal issues such as accountability and staffing levels. Some internal stakeholders are cautiously hopeful that these changes can occur now that the institution's accreditation has been reaffirmed.

Stakeholders offered a number of solutions to fix the college's problems. While many ideas were offered, the most common solutions to fix the major problems at the college were to focus on quality of offerings instead of quantity, and place BCCC under the USM. Many stakeholders believed that in order to repair the college's reputation, BCCC must decide what it wants to be known for and ensure that quality programming is available in this area. Stakeholders said the USM can help provide BCCC the educational expertise and proper oversight that is required. Many stakeholders, especially external stakeholders, felt

Appendix 6A: Stakeholder Interviews

the college was forgotten about and not given the proper oversight by the state. Internally, there was great enthusiasm for being placed under the USM.

STAKEHOLDERS INTERVIEWED

Of the 91 stakeholders interviewed, 55 agreed to be identified in the report. Below, sorted alphabetically, are the names of stakeholders interviewed who agreed to be identified.

Vanessa Bell	Bonnie Legro
Robert Caret	Brooke E. Lierman
Maria Cazabon	Gregory Mason
William Cole, IV	Gordon F. May
Dan Coleman	Cory V. McCray
Marnell Cooper	Maggie McIntosh
Michael Cryor	Nick Mosby
Elijah Cummings	Cassie Motz
Alex Dixon	Sheryl Nelson
Linda Dworak	Mary Elizabeth Owens Southall
Robert Embry, Jr.	Pamela Paulk
William C. Ferguson, IV	Jason Perkins-Cohen
Gregory Finnegan	Catherine E. Pugh
Kirby Fowler	Stephanie Rawlings-Blake
Matthew D. Gallagher	Tonja Ringgold
Donald A. Gabriel	Kurt Schmoke
Rosemary Gillett-Karam	Marty Schwartz
Sally Grant	Beatrice Odom Scott
Lyllis Green	Jane Shaab
Calvin Harris, Jr.	Shawnette Shearin
Maria Harris Tildon	Laura Spada
Keith E. Haynes	Shawn Tarrant
Jean Henry	Greg Tarver
Thomasina Hiers	James Tschechtelin
Philip Holmes	Mary L. Washington
Jay Hutchins	J.C. Weiss, III
Bob Iweha	Bernard C. "Jack" Young
Sandra Kurtinitis	

APPENDIX 6B: CURRENT STUDENT SURVEY

The following is a summary of the results of the Baltimore City Community College (BCCC) current student survey administered as part of the BCCC JCR Comprehensive Review. The survey was sent to credit students enrolled in the fall 2015 semester.

This report presents selected questions that are most relevant to the current evaluation.

METHODOLOGY

Survey Design

The Schaefer Center developed the 2016 BCCC current student survey instrument using questions from BCCC's spring 2015 Student Survey for Accreditation and spring 2013 Self-Study Survey of Students. Question, revisions, and additions were made when necessary to obtain information vital to the study.

Survey Sample

BCCC provided the research team with an electronic list of 4,073 credit students who were enrolled in the fall 2015 semester. This list included students' name, address, program of study, and email address. Of these students, 213 did not have email addresses. The remaining 3,860 students received an email invitation to participate in the survey. BCCC was unable to provide a list of email addresses for its 2,178 noncredit students, so the Schaefer Center was unable to incorporate them into this analysis.

Participants were sent an email invitation to participate in the survey with a link to access the survey programmed into the Schaefer Center's web survey platform. The initial invitation was sent on March 3, 2016. Reminders were sent on March 10, March 17, and April 11. The survey was closed on April 25, 2016. Three hundred and three (303) students participated in the survey. The response rate was 7.8%. This resulted in a margin of error of 5.4% at the 95% confidence level.

SURVEY FINDINGS

Student respondents were asked a number of questions related to attending BCCC, barriers to success, online courses, student services, helpfulness of staff, advising, general opinions about BCCC, campus safety, and whether they would recommend BCCC. The following sections describe the results of each of these categories.

ATTENDING BALTIMORE CITY COMMUNITY COLLEGE

Students were asked why they enrolled in BCCC. Table 38 shows the most popular reason was to earn an associate degree or certificate from BCCC (65%). Preparation for transfer to a four-year school was also an important reason for enrollment. Approximately half (52%) selected this as a reason, making it the second most popular selection. A variety of career preparation reasons garnered between 15% and 25%.

Appendix 6B: Current Student Survey

Because this survey only included credit students, noncredit options such as earning a GED, received virtually no responses.

Table 38: Why Students Enrolled at BCCC

Response	Percent n = 273
Earn associate degree or certificate from BCCC	65%
Prepare to transfer to four-year institution	52%
Prepare for new, different career	26%
Increase general knowledge	23%
Prepare for first career	21%
Obtain salary increase or promotion	17%
For lifelong learning	16%
Improve skills for current job	15%
Improve reading, writing skills	14%
Improve math skills	14%
Earn more credits towards degree at another college	13%
Improve English skills	12%
For the joy of learning	11%
Earn occupational certification	8%
Early enrollment through high school	4%
Contract training through employer	3%
Other (please specify)	3%
Referred by agency or court	1%
Earn GED	0%

Table 39 shows that affordability and convenient location are the primary reasons students selected BCCC. Nearly three-quarters (72%) of the respondents indicated affordability and over half (58%) mentioned convenient location. Another indicator of convenience is that BCCC is near public transportation – about 27% indicated that was a reason for attending BCCC. One-quarter (25%) stated they were referred by family and friends.

Table 39: Why Students Attend BCCC

Response	Percent n = 265
Affordable	72%
Convenient location	58%
Near public transportation	27%
Referred by family or friends	25%
Offers program that others don't	19%
Reputation	16%
BCCC scholarship	13%
Referred by high school counselor	3%
Referred by agency or court	3%
Contact with BCCC recruiter	2%
Contract training through employer	2%

Approximately two-thirds (64%) of those participating reported that they would be returning in the fall 2016 semester, as seen in Table 40. Only 6% revealed that they would not be returning and 10% were not sure if they would return or not. Just under 20% of respondents said they will not be returning because they will either finish their program or transfer to a four-year college.

Table 40: Returning to BCCC for Fall 2016 Semester

Response	Percent n = 269
Yes	64%
No, I will complete my program before then.	11%
No, I will transfer to a four-year college before then.	7%
No, I will transfer to different community college before then.	2%
No, I do not wish to return.	6%
Don't know	10%
Total	100%

BARRIERS TO SUCCESS AT BCCC

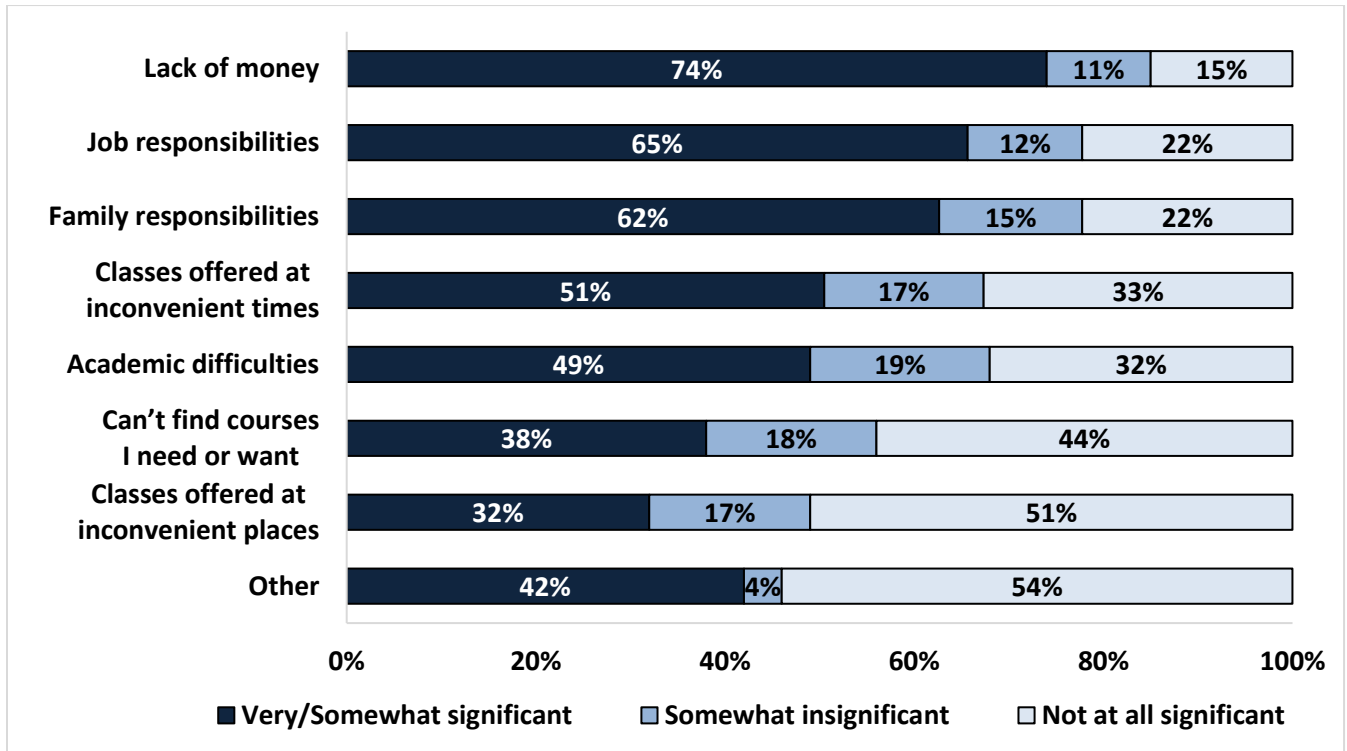
Students face a variety of barriers to continuing or completing their education. Students were given a list of potential barriers and asked how significant each of the barriers has been during their time at BCCC.

As seen in Chart 9, finances, work conflicts, and family responsibilities were the most significant barriers that students face. Around three-quarters (74%) said "lack of money" was either a very significant or somewhat significant barrier. Job responsibilities was deemed a very or somewhat significant barrier, accounting for 65% of all respondents. Similar percentages indicated that family responsibilities were a very or somewhat significant barrier (62%).

The most significant barrier, "lack of money," suggests affordability of BCCC is very important to students. The next two most significant barriers primarily deal with barriers outside of BCCC's control. Of those

issues over which BCCC has some influence – course scheduling—smaller numbers indicated that these were significant barriers they faced. Still, half of the students surveyed said classes being offered at inconvenient times was a very or somewhat significant barrier. Fewer percentages noted not being able to find courses they want (38%) or classes offered at inconvenient locations (32%) as significant barriers.

Chart 9: Student Barriers



There were a number of open-ended responses detailing barriers to student success. Many respondents cited health problems and family/personal problems as being barriers to their education. Another common response to this question was problems with faculty. Some students reported faculty to be unhelpful, apathetic, and ineffective. Respondents also cited having issues with academic plans, such as BCCC not offering classes that are advertised in the course catalog and class schedules changing without email communication. Unemployment issues and homelessness were also mentioned by some respondents.

ONLINE COURSES AT BCCC

Higher education is rapidly moving toward online delivery of administrative information and college classes on the web. The vast majority of students report using the BCCC website (97%).

Table 41 shows that the majority of students reported that the BCCC website is helpful. Nearly 96% of those responding said the website was either very helpful (56%) or helpful (40%) to them in getting the information they need.

Table 41: Helpfulness of BCCC Website

Response	Percent n = 258
Very helpful	56%
Somewhat helpful	40%
Not helpful	4%
Total	100%

CANVAS is BCCC's online learning management system. Students use it to take online classes and faculty may use CANVAS to augment face-to-face classes. Students were asked a series of questions about their experience with CANVAS.

Table 42: How Often Do You Log into Canvas?

Response	Percent n = 263
At least once a day	57%
A few times per week	35%
Once or twice a month	5%
Once a semester	2%
I've never logged into CANVAS	0%
Total	100%

Students reported using CANVAS frequently, as seen in Table 42. Over half (57%) reported logging into CANVAS at least once a day. Another 35% reported logging on at least a few times per week. The remainder used CANVAS less frequently. Less than 1% reported never logging onto CANVAS.

Table 43: Satisfaction with Information from CANVAS

Response	Percent n = 262
Very Satisfied	40%
Satisfied	39%
Neutral	16%
Dissatisfied	3%
Very Dissatisfied	3%
Total	100%

Overall, students were satisfied with their ability to get information they need from CANVAS. Nearly 80% reported being very satisfied or satisfied. Table 43 shows only about 6% reported some level of dissatisfaction. Over half of the respondents reporting taking online courses at BCCC. Thirty-eight percent (38%) reported taking an online class in the spring 2016 semester and another 25% reported having taken a class prior to the spring semester. Slightly over one-third (37%) of those responding said they had not taken an online course. Of the students who have taken online classes, the vast majority (86%) reported

feeling adequately prepared. However, nearly half (41%) of respondents still felt that more training on CANVAS would have been helpful.

SERVICES FOR STUDENTS

BCCC offers a wide variety of services to students. Table 44 shows how aware respondents are of certain services, the percentage who were very satisfied and satisfied, and the percentage of respondents who answered they had never used a particular service. Students were most aware of tutoring and financial aid, with over 90% of students reporting being aware of those services. Awareness was not as great for the remaining services, though about half of students said they were aware of library services (64%), disability support services (54%), clubs and organizations (51%), and tuition payment plans (51%). Veteran's Affairs services (29%) and mental health services (25%) were the least aware services among respondents.

Students were then asked about their level of satisfaction with only the services they were aware of. Students were allowed to choose "never used" as a response in the event they were aware of the service but had not utilized the service. Across the list of services, students reported being generally satisfied with the services they used, particularly services related to the library. Students rated financial aid among the top services with 62% being either very satisfied or satisfied with financial aid at BCCC. Many of the services that did not receive high satisfaction ratings had low awareness ratings and a high percentage of students who never used the services.

Table 44: Service Awareness and Satisfaction

Service	Awareness (n = 303)	Very Satisfied	Satisfied	Never Used	n
Tutoring	92%	33%	20%	28%	211
Financial Aid	91%	38%	24%	12%	212
Student Success Center	74%	32%	24%	27%	167
Library services and workshops	64%	46%	31%	12%	147
Online library services	57%	36%	38%	13%	130
Career Development Center	55%	25%	18%	45%	125
Student athletics	55%	17%	11%	60%	123
Disability Support Services Center	54%	23%	10%	58%	120
Tuition payment plan through NelNet	51%	31%	27%	28%	118
Clubs and organizations	51%	19%	17%	55%	118
Transfer services and workshops	49%	24%	18%	48%	113
Student Success Center workshops	47%	28%	24%	37%	104
Child care services (Liberty Campus)	47%	13%	7%	71%	107
Career Development Center workshops	42%	22%	20%	46%	94
Training in computer technology	40%	37%	24%	33%	91
Disability Support Services Center workshops	35%	20%	13%	65%	79
Public Safety community outreach forums	32%	26%	18%	47%	73
Veterans Affairs services	29%	23%	12%	59%	66
Mental health services	25%	25%	13%	57%	56

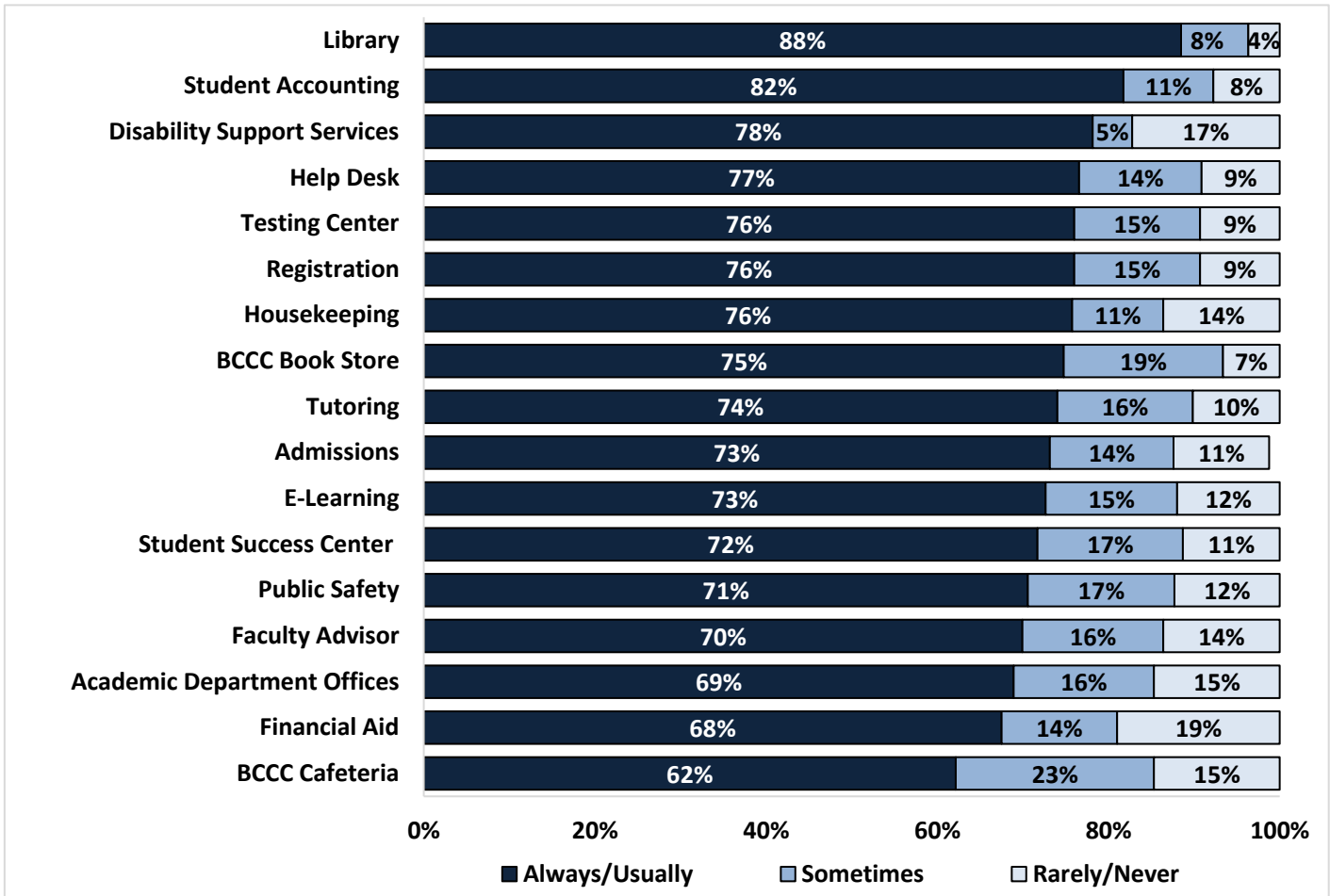
HELPFULNESS OF STAFF FOR STUDENTS

Current students were asked how helpful the staff members are in particular departments and were allowed to respond using a relative frequency scale -- always, usually, sometimes, rarely, or never. Students could also indicate if they had no experience on which to base an answer. To create the following chart, students who had no experience with staff were removed from the analysis. Chart 10 reflects the percentage of students who felt confident providing an evaluation of staff helpfulness.

Across the board, students found BCCC staff always helpful or usually helpful. With a few exceptions, only around 10% of students reported staff were rarely or never helpful. Students were more critical of:

- Financial Aid – 19% of students said they were either rarely or never helpful
- Disability Support Services – 17% of students said they were either rarely or never helpful
- Academic Departments – 15% of students said they were either rarely or never helpful
- BCCC Cafeteria – 15% of students said they were either rarely or never helpful

Chart 10: Helpfulness of BCCC Staff



The library and student accounting/cashier services had the highest percentage of students answering either always or usually helpful. Interestingly, students selected Disability Support Services as one of the most helpful staffs, in addition to being selected as one of the least helpful. The low marks of Disability Support Services appears to be likely due to the high number of students who have no experience with the service.

ADVISING AT BCCC

Advising is a critical issue for students. As seen in Chart 11, about 70% reported knowing the name of and location of their advisor and the same percentage (70%) reported having met with their advisor. These results show that nearly one-third of student respondents either do not know or have not met with their advisor.

Chart 11: College Advisor

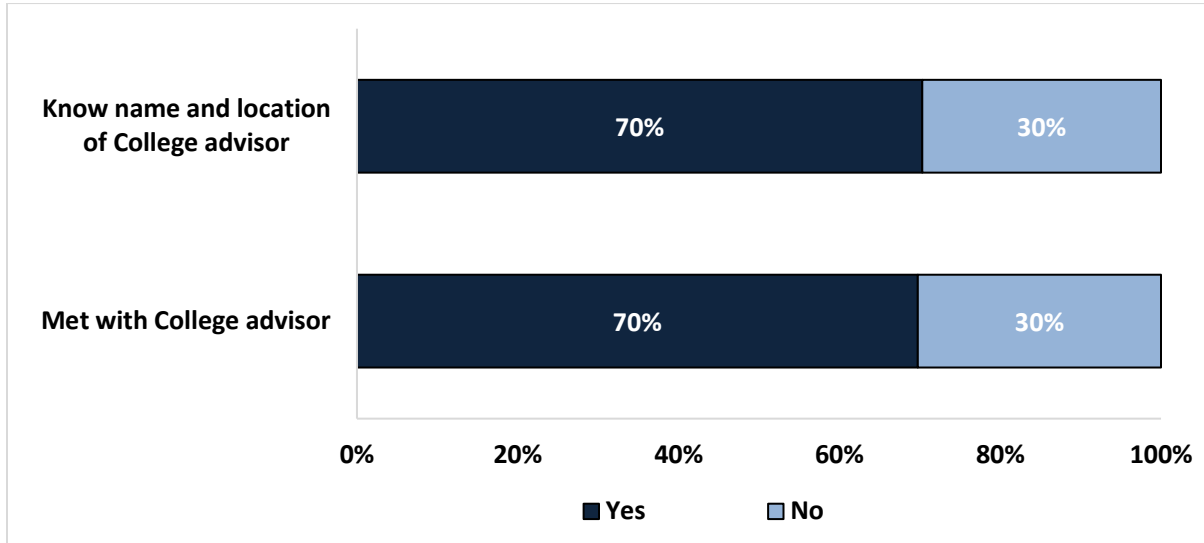


Table 45 shows that of those students actually meeting with a college advisor, about 60% reported being very satisfied with their advisor and another 22% reported being satisfied. Only 7% reported being either very dissatisfied or dissatisfied with their college advisor.

Table 45: Satisfaction with Advisor

Response	Percent n = 167
Very Satisfied	60%
Satisfied	22%
Neutral	9%
Dissatisfied	5%
Very Dissatisfied	2%
Never used	2%
Total	100%

STUDENT OPINION

The survey asked a series of questions relating to students’ opinions of the operation of BCCC. A five-point “strongly agree” to “strongly disagree” scale was used. Results are shown in Table 46. In the aggregate, student respondents do not harbor negative opinions of the education and administrative operation of

BCCC. Though negative opinions of faculty are voiced elsewhere in the survey, those negative opinions are not reflected here.

Table 46: Opinions on Important Topics

Response	Strongly Agree/ Agree	Neutral	Strongly Disagree/ Disagree	n
I have a clear understanding of what is required of me at BCCC in order to complete my program or degree	80%	12%	8%	245
I feel confident that my education at BCCC will benefit me in the workplace	78%	16%	5%	244
BCCC is an important asset to the success of Baltimore City	74%	17%	6%	238
BCCC professors have the students' best interest in mind when teaching courses	64%	22%	13%	242
BCCC administration has the students' best interest in mind when planning the future of the college	61%	24%	14%	241
BCCC staff has the students' best interest in mind when carrying out their assigned tasks	61%	21%	16%	243
There are sufficient financial aid opportunities at BCCC	52%	23%	18%	240
My education at BCCC would not be possible without obtaining a private loan	26%	18%	43%	238

A vast majority of students either strongly agree or agree that they have a clear understanding of what is required to complete their program or degree (80%). Three-quarters (74%) of respondents believe BCCC is an important asset to the success of Baltimore City. Only half of the respondents believe there are sufficient financial aid opportunities available at BCCC (52%). Over one-quarter strongly agree or agree that their education at BCCC would not be possible without a private loan (26%). This is important to note because BCCC does not participate in Federal loan programs, which typically offer more flexible payback options and are less expensive than private student loans.

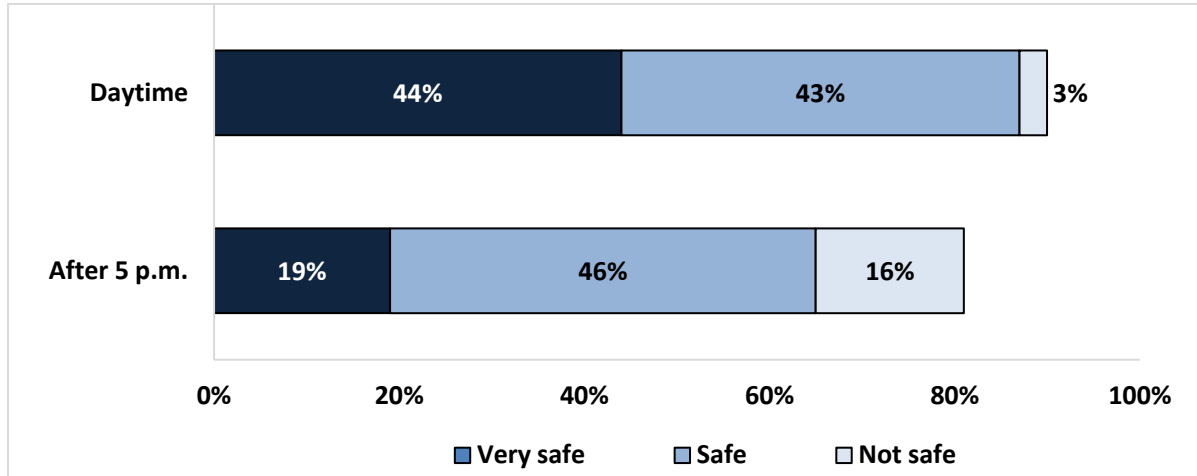
CAMPUS SAFETY

Campus safety is an important issue at all institutions of higher education. Chart 12 shows that a very strong majority say they feel safe on campus during the daytime. Forty-four percent (44%) said they feel very safe and 43% said they feel safe. Only 3% of respondents reported feeling unsafe. On the other hand, the percentage of students who feel very safe decreases significantly after 5 p.m. Only 19% reported feeling very safe on campus after 5 p.m. and 16% of respondents reported feeling unsafe after 5 p.m. A

Appendix 6B: Current Student Survey

similar percentage reported feeling safe (46%) during both the day and at night. Around 20% of respondents said they were not on campus after 5 p.m. and therefore were not able to answer how safe they felt.

Chart 12: Perception of Campus Safety



Students seem reasonably satisfied with Public Safety Officers’ abilities to provide for student safety, as shown in Table 47. About one-quarter (24%) of the students responding said they were very satisfied and another 31% said they were satisfied. Less than 10% reported being dissatisfied (5%) or very dissatisfied (4%).

Table 47: Satisfaction with Public Safety Officers

Response	Percent n = 235
Very Satisfied	24%
Satisfied	31%
Neutral	21%
Dissatisfied	5%
Very Dissatisfied	4%
Don't Know	14%
Total	100%

WOULD YOU RECOMMEND BCCC?

A common measure of overall satisfaction with an institution is whether the person would recommend it to family or friends. For this question, 63% said they would recommend BCCC but 23% said they would not. Those who would not recommend were asked a follow-up question as to why.

Table 48: Recommend BCCC to Friends or Family

Response	Percent n = 236
Yes	63%
Maybe	22%
No	15%
Total	100%

Open-ended responses to whether students would recommend BCCC to friends or family were mainly unsatisfactory and reflect problems with a number of different aspects of the college. A common response was that students would not recommend BCCC because faculty did not care about student success and were not enthusiastic about teaching. Respondents also criticized staff and administration as being unhelpful, unfriendly, disorganized, and incompetent. Additionally, responses included campus safety concerns, parking issues, and dirty facilities. Alternatively, some students remarked that affordability was a reason to recommend to friends or family.

CONCLUSION

In conclusion, the BCCC Current Student Survey of fall 2015 enrolled credit students shows that students value the affordability of BCCC and that many students are enrolled to earn an associate degree, certificate, or transfer to a four-year institution. In regards to college services, students were most aware of financial aid and tutoring services and most satisfied with library services.

Students cited the lack of money as being the most significant barrier to success, despite BCCC being one of the most affordable higher education institutions in the state. This speaks to the financial hardship of many BCCC students. Half of the students surveyed also said class times were a barrier to their success, suggesting that many students are not able to find the classes they want at the time they want. Location of classes was seen as less of a barrier than time.

Overall, students are satisfied with most aspects of the college. While the survey tends to show little disapproval with faculty or administration, the open-ended responses on whether a student would recommend BCCC to friends or family yielded mostly negative responses regarding issues with faculty and staff. Another significant finding is shown in the percentage of students who would recommend BCCC, as only 63% of students said they would definitively recommend BCCC to friends or family.

Finally, 30% of student respondents reported not utilizing their advisors at BCCC. Given the importance of advising in helping students meet their goals and graduate on time, there is an opportunity for BCCC to ensure all students have a relationship with their advisor.

APPENDIX 6C: NON-RETURNING STUDENT SURVEY

The Baltimore City Community College (BCCC) non-returning student survey is a survey of BCCC credit students who were enrolled in the fall 2015 semester, but did not return for the spring 2016 semester. The following is a summary of the results of the non-returning student survey, administered as part of the BCCC JCR Comprehensive Review. This report presents selected questions that are most relevant to the current evaluation.

METHODOLOGY

Survey Design

The Schaefer Center designed the non-returning student survey using the Utah Valley University spring 2010 non-returning student survey and the Beaufort County Community College fall 2011 non-returning student survey. The Schaefer Center utilized questions inspired by both surveys and added or edited questions when necessary.

Survey Sample

The non-returning student survey was added to the BCCC JCR Comprehensive Review after all other surveys were developed. Therefore, since the non-returning student survey was designed to survey students who were enrolled in fall 2015 but not in spring 2016, the research team expected there to be overlap with the survey sample for the fall 2015 current student survey. It is important to note that students were not surveyed twice, so if a student received the fall 2015 current student survey, they would not have been asked to participate in the non-returning student survey. The fall 2015 current student survey launched on March 3, 2016 and the Schaefer Center received the list of non-returning students from BCCC on March 8, 2016.

BCCC provided the research team with an electronic list of 1,808 fall 2015 enrolled credit students who did not return for the spring 2016 semester. The data file included fields for BCCC student ID, name, email address, phone number, address, major, degree program, graduation status, academic status, and billing obligation status. BCCC requested that the Schaefer Center not contact academically dismissed students or students with outstanding billing obligations. This left 1,517 remaining students and 1,424 remaining emails, as seen in Table 49.

Table 49: BCCC List of Non-Returning Students

	All Non-Returners	Academically Dismissed	Outstanding Billing Obligation	Contact Eligible
Students	1,808	179	112	1,517
Emails	1,700	170	106	1,424

Next, the research team filtered out students who were already emailed the fall 2015 student survey, as seen in Table 50. The research team identified 1,186 students who already received the student survey.

Appendix 6C: Non-Returning Student Survey

These students were removed from the non-returning student survey sample, resulting in a final sample size of only 238 students.

Table 50: Non-Returning Student Sample

	Contact Eligible	Emailed for Current Student Survey	Non-Returning Survey Sample
Emails	1,424	1,186	238

Participants were sent an email invitation to participate in the survey with a link to access the survey programmed into the Schaefer Center’s web survey platform. The initial invitation was sent on March 9, 2016. Reminders were sent on March 17, March 30, and April 11. These emails generated 31 responses from non-returning students.

In order to increase participation in the survey, the Schaefer Center elected to call students who did not either complete the survey online or opt-out of taking the survey. The research team identified 194 students who did not complete the survey online, did not opt-out, and had valid phone numbers.

Therefore, the Schaefer Center had a sample of 194 students to call who did not already complete the survey. The Center conducted a telephone survey in the Schaefer Center’s Computer Aided Telephone Interview (CATI) survey lab. Participants were called, asked to participate, and screened prior to being read survey questions. Phone calls to administer the survey were conducted from June 6 to June 8 and collected an additional 31 responses. Nine students who received phone calls requested that the survey be re-sent to them via email. Of these nine students, five completed the survey online. Among all respondents, five were listed as having graduated after the fall 2015 semester.

At the end of data collection, the web survey collected 36 responses and the telephone survey collected 31 responses. A total of 67 students participated in the non-returning student survey for a response rate of 28.2%.

SURVEY FINDINGS

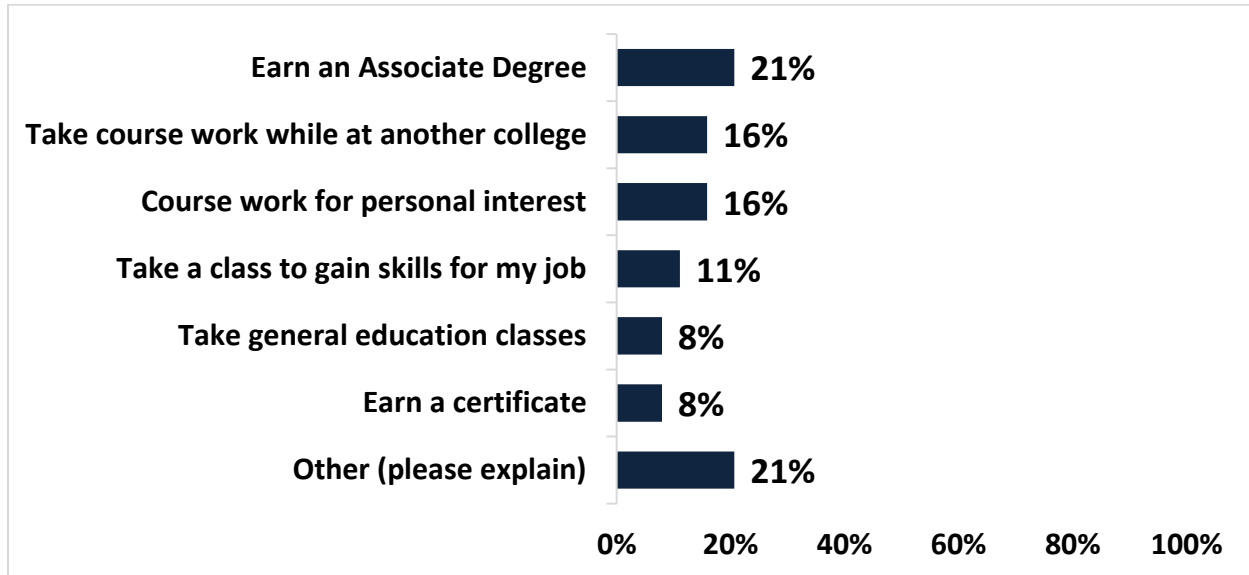
Respondents were asked a number of questions related to their enrollment at BCCC, transferring to a new school, reasons for leaving BCCC, and their evaluation of their time spent at the college. The following sections describe the results of each of these categories.

ENROLLMENT AT BCCC

Non-returning students were first asked why they enrolled at BCCC during the fall 2015 semester. As displayed in Chart 13, earning an associate degree appeared to be the main reason for enrollment (21%). This was followed by taking course work while at another college (16%) and course work for personal

interest (16%). Taking general education classes and earning a certificate each only accounted for 8% of respondents.

Chart 13: Reason for Enrollment at BCCC Fall 2015



Students also had the opportunity to choose the “other” category if they felt the options provided did not apply to them. From there, they were able to provide their own reason for enrolling during the fall 2015 semester. Many reasons listed were about gaining course credit for a specific purpose, including, for a Master’s program, to attend another college, and for certification purposes.

When asked about re-enrollment in the future, Table 51 shows that less than one-third of respondents (29%) indicated that they planned to re-enroll. The majority of respondents (37%) stated they had no plans of re-enrollment and about 35% were uncertain.

Table 51: Planning to Re-Enroll in Future

Response	Percent n = 63
Yes	29%
No	37%
I don't know	35%
Total	100%

Non-returning students were then asked about their reason for not returning to BCCC for the spring 2016 semester. The vast majority of respondents (73%) reported that they were working instead of attending classes and another 16% indicated they were attending another college, as shown in Table 52.

Table 52: Reason for Not Enrolling in Spring 2016

Response	Percent n = 62
Working	73%
Attending another college	16%
Take care of my health situation or a family member's health situation	5%
Other	7%
Total	100%

TRANSFER TO NEW SCHOOL

Students were asked if they had plans to transfer to another school. While 18% said they were planning to transfer, 31% said they had already transferred elsewhere. Over half of those responding were either not planning on transferring (29%) or were undecided (23%).

Table 53: Transfer to another School

Response	Percent n = 62
Already transferred	31%
Planning to transfer	18%
Not planning on transferring	29%
Undecided / I don't know	23%
Total	100%

Following the transfer question, respondents were asked what major or program they intended to pursue at their new school, as shown in Table 54. Medical or nursing topped the list, with 28% saying they were pursuing a health-related field. Nearly half of the respondents (47%) indicated that their major or program was not on the list.

Table 54: Major or Program at New School

Response	Percent n = 32
Science	6%
Engineering	3%
Medical/Nursing	28%
Business	13%
Other	47%
Undecided / I don't know	3%
Total	100%

Appendix 6C: Non-Returning Student Survey

Those who chose the “other” category were asked to provide their intended major or program at their new school. Most of the programs that students listed were related to the medical field, but more specific than the option given. Specifically, Community Health, Health Management, Gerontology, Medical Diagnostic Sonography Certificate, Pharmaceutical, Exercise Science, and Forensic Science were some of the other programs listed. Criminal Justice, Accounting, Business Administration, Law, Information Technology, and Music were also stated as other majors/programs that they planned to pursue at their new school.

Following up on the previous question, students were asked if they would have returned to BCCC if that program or major was offered at BCCC. Table 55 shows that about one-third of those planning to transfer reported that they would have stayed at BCCC if their desired program was offered, while 42% said they would have left regardless. Twenty-three percent (23%) indicated that their program was offered at BCCC, but they transferred anyway.

Table 55: Willingness to Stay if Program or Major Offered

Response	Percent n = 31
Yes	36%
No	42%
Program is offered at BCCC	23%
Total	100%

Students who said they transferred or were planning to transfer were asked what school they are currently enrolled or planning to enroll in. The two most frequently mentioned schools were Towson University and the University of Baltimore, as seen in Table 56. Also receiving more than one mention were the University of Maryland, Coppin State University, the Community College of Baltimore County, Johns Hopkins University, and the University of Maryland Baltimore County.

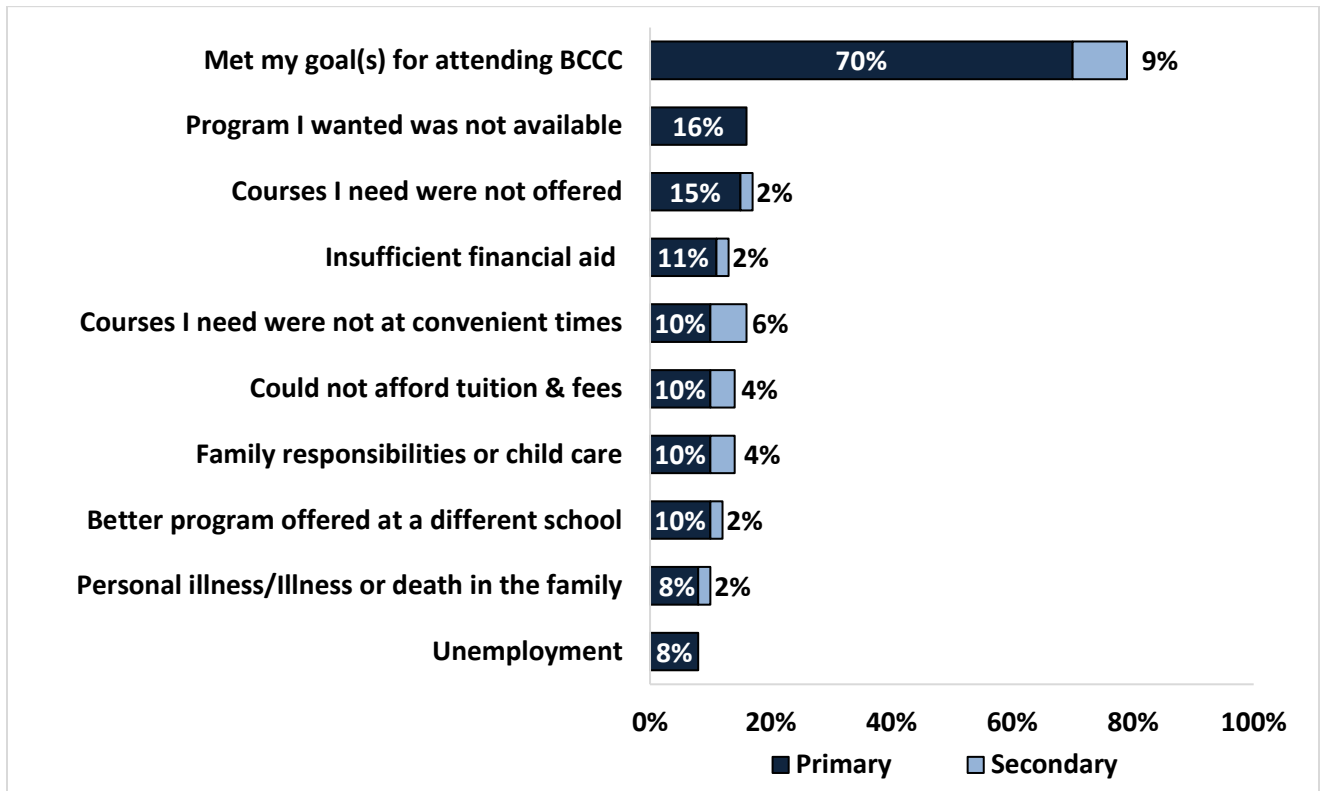
Table 56: Currently Enrolled or Planning to Enroll

College	Mentions
Towson University	6
University of Baltimore	6
University of Maryland	4
Coppin State University	3
Community College of Baltimore County	2
Johns Hopkins University	2
University of Maryland Baltimore County	2
Capitol University	1
Morgan State University	1
NYU	1
Stevenson University	1
University of Maryland University College	1
Wilmington University	1

REASONS FOR LEAVING BCCC

Students were given 30 possible reasons for leaving BCCC and asked to rate whether each reason was a primary reason, secondary reason, or not a reason for leaving BCCC. Chart 14 shows the top 10 primary reasons for leaving BCCC. Interestingly, 70% said their primary reason was that they met their goals for attending BCCC. The following top reasons, including, unavailability of a program or course, insufficient financial aid, the course times, could not afford tuition and fees, family responsibilities, a better program elsewhere, and unemployment all resulted in approximately the same number of responses for both primary and secondary reasons. The category of “not a reason” was not included in the chart below.

Chart 14: Top Reasons for Not Enrolling in BCCC for the Spring 2016 Semester



Outside of the top 10 reasons, participants also said they did not enroll because they applied elsewhere, completed pre-requisites, had a personal emergency, or had negative experiences with BCCC. The responses that cited negative experiences all involved dissatisfaction with BCCC staff. Specifically, respondents noted the unprofessionalism, disrespect, and rudeness that they encountered with BCCC staff.

Of the few students who expressed concerns about safety and security as reasons for leaving, follow-up questions asked them to state the reasons for their concern. The main reasons of concern involved perceived lack of security, lack of parking availability, and general crime in the city.

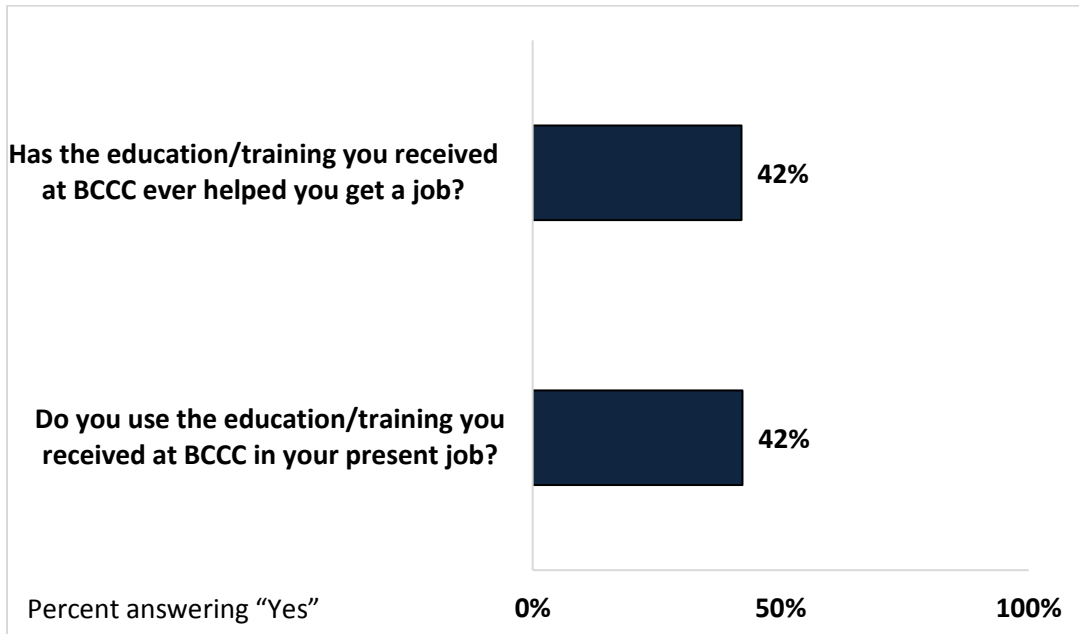
After stating their concerns, students were then able to offer suggestions on how BCCC can improve and address these safety concerns. The main recommendation included having more campus security officers on the school grounds and more frequent patrols.

Students were then asked in an open-ended question to explain what BCCC could have done to help them stay enrolled. In terms of educational suggestions, respondents recommended improving the quality of professors, increasing the amount of tutors available to students, having more guidance in developing their educational path, offering more online or weekend courses, and improving the acceptance of course credits taken elsewhere. Other suggestions included increasing financial aid, improving the administration, and improving customer service skills among BCCC staff.

EVALUATION OF BCCC EDUCATION

Finally, students were asked two separate questions pertaining to their overall evaluation of their education and training at BCCC. Chart 15 shows that 42% of respondents indicated that the education/training they received at BCCC helped them get a job, and 42% said they still use the education/training from BCCC in their current job.

Chart 15: Benefits of BCCC Education



When asked to rate their overall educational experience at BCCC, students reported fairly positive reviews. Table 57 shows that 29% rated their educational experience as excellent and another 47% rated it as good, accounting for the majority of responses. Around one-quarter of respondents rated their educational experience as either fair (22%) or poor (2%).

Table 57: Educational Experience at BCCC

Response	Percent n = 59
Excellent	29%
Good	47%
Fair	22%
Very poor	2%
Total	100%

Compared to their educational experience, students were not as positive in rating the strength of their connection to BCCC. Only 10% indicated a very strong connection with BCCC, and 22% reported a strong

connection, as seen in Table 58. Considering that 36% of respondents said their connection was either weak (24%) or very weak (12%), the majority of the responses were negative.

Table 58: Strength of Connection to BCCC

Response	Percent n = 59
Very strong	10%
Strong	22%
Moderate	32%
Weak	24%
Very weak	12%
Total	100%

Finally, students were asked whether or not they would choose to attend BCCC if they could do it over again. The majority of respondents answered yes, indicating that they would enroll in BCCC (71%). Only 12% said no, while 17% of respondents said they were not sure.

Table 59: Do Over: Enroll Again?

Response	Percent n = 59
Yes	71%
No	12%
Not sure	17%
Total	100%

CONCLUSION

Students who did not return to BCCC for spring 2016 semester had enrolled in BCCC for a variety of reasons, but mostly to earn an associate degree, or to take course work while at another college. The vast majority of students who did not return said they met their goal(s) for attending BCCC. A similar percentage of students said that instead of returning for the spring 2016 semester, they will be working.

Approximately half of all respondents reported they were planning to transfer or already transferred to a new school. Most of these respondents said they will be, or already are enrolled in a medical-related program or major. Some of these students said they would have stayed if BCCC offered their particular program of interest. The most frequently mentioned schools that respondents said they are currently enrolled or planning to enroll in were Towson University, the University of Baltimore, and the University of Maryland.

Appendix 6C: Non-Returning Student Survey

Around half of all respondents said the education or training they received from BCCC has helped them obtain a job. Overall, respondents had fairly positive opinions of BCCC, with nearly 80% rating their educational experience as either excellent or good. Many respondents also said if they had to do it over again they would enroll at BCCC. Nevertheless, only 10% of respondents reported feeling a very strong connection to BCCC.

APPENDIX 6D: NON-CONVERTING STUDENT SURVEY

The Baltimore City Community College (BCCC) survey of non-converting students is a survey of people who applied to BCCC, were admitted, but did not actually enroll in classes. The following is a summary of the results of the survey of non-converting students, administered as part of the BCCC JCR Comprehensive Review. This report presents selected questions that are most relevant to the current evaluation.

METHODOLOGY

Survey Design

The Schaefer Center designed the BCCC non-converting student survey instrument using the University of Alaska Anchorage's (UAA) 2015 Admitted Non-enrolled Student Questionnaire survey instrument. UAA provided their full survey instrument and the Schaefer Center modified it to fit the needs of the evaluation.

Survey Sample

BCCC provided the research team with an electronic list of 2,867 fall 2015 applicants who were admitted to the college but did not enroll, and 1,301 spring 2015 applicants who were admitted but did not enroll (4,168 total records). These lists contained fields for name, address, anticipated program, and email address. Among the fall 2015 applicants, 179 records did not have email addresses listed and among spring 2015 applicants, 113 records did not have email addresses listed. In total, 292 applicants did not have email addresses listed. After those without email addresses, those with invalid email addresses, and those with duplicate email addresses were removed from the sample, the sample size decreased from 4,168 applicants to 3,861 applicants. The Schaefer Center also identified four email addresses that already received the current student survey, bringing the final survey sample size to 3,857 applicants.

All 3,857 applicants were sent an email invitation to participate in the BCCC non-converting student survey with a link to access the survey programmed into the Schaefer Center's web survey platform. The initial invitation was sent on March 9, 2016. Reminders were sent on March 17, March 30, and May 3. These emails generated 199 responses from applicants.

In order to increase the number of respondents, the Schaefer Center designed a paper version of the web survey instrument to mail to applicants who did not complete the survey online. The paper survey instrument had the same questions as the web survey instrument. The survey was mailed with a letter explaining what the survey was and a prepaid preaddressed envelope so applicants could send the survey back to the Schaefer Center. Applicants were told they could still access the survey online using the link they were previously emailed if they preferred not to fill out the survey on paper. If applicants did not receive the previously emailed survey invitation or could not find the emailed survey invitation and wished to take the survey online, they were given a phone number to call to have the link resent. None of the applicants who received paper surveys in the mail called to request survey links and eight applicants who received paper surveys completed the survey online. One applicant submitted both paper and online

Appendix 6D: Non-Converting Student Survey

surveys but only completed half of the online survey. Therefore, information from the paper survey was used in the final database.

The list of applicants to receive the paper survey instrument was generated on April 18. At the time, 130 responses were collected online. Of the remaining applicants who did not complete the survey online (3,727), 3,557 had valid addresses. These 3,557 applicants who did not complete the survey online were sent the paper survey instrument on May 2. Of the 3,557 paper survey instruments that were mailed to available addresses, 38 were completed and mailed back using the prepaid preaddressed envelope and 256 were undeliverable and returned to the Schaefer Center.^{aa}

On June 3, the Schaefer Center ended data collection for all online and mailed responses. A total of 237 responses were collected. The final response rate is 6.2% with a margin of error of 6.1% at the 95% confidence level.

SURVEY FINDINGS

Respondents were asked a number of questions related to whether they decided to attend college somewhere else, why they did not enroll in BCCC at the time they applied, their perception of BCCC, and for those who went to college elsewhere, how they compare their current school with their perception of BCCC. The following sections describe the results of each of these topics.

CURRENT STATUS

Table 60 shows that 21% of all respondents were currently taking classes at another college or university, while the remaining 79% indicated that they were not taking college courses anywhere.

Table 60: Current Enrollment Status

Response	Percent n = 217
I am currently taking classes at another college or university	21%
I am not currently taking classes at any college or university	79%
Total	100%

Respondents were asked to specify their reason for not enrolling in BCCC. They were provided with a list of options, as displayed in Table 61. Although they did not enroll, 54% of respondents indicated that they would like to take classes at BCCC in the future. On the contrary, 20% said they decided to enroll or continue their education at another college or university. Six percent (6%) of respondents were waiting

^{aa} Number of mailed back responses and undeliverable addresses as of June 3, 2016.

to be admitted to a specific academic program at BCCC, while 4% said they were already registered for classes at BCCC.

Table 61: Reasons for Not Enrolling in BCCC

Response	Percent n = 229
I would like to take classes at BCCC at a future date	54%
I am waiting to be admitted to a specific BCCC academic program or course	6%
I decided to enroll or continue my studies at a different college or university	20%
I am currently not planning to attend any college or university	4%
I am currently registered for classes at BCCC	4%
Other	13%
Total	100%

Respondents were also allowed to provide their own answer for why they did not enroll in BCCC after applying. The overwhelming majority of open-ended responses were about financial aid. Many students said they did not enroll because they could not obtain the financial aid they needed. The next most frequent open-ended response had to do with negative interactions with BCCC staff. Multiple students said they tried many times to contact a staff member but were never contacted back.

DETAILED REASONS FOR NOT ENROLLING

Respondents were asked their specific reasons for not enrolling in BCCC after applying and being admitted. Respondents were divided into three categories based on their answers to previous questions: prospective students, other college enrollees, and not enrolled. Prospective students are respondents who answered they are interested in taking classes at BCCC at a future date or students who said they are waiting to be admitted to a BCCC program or course. Other college enrollees are respondents who said they decided to enroll at a different college and did not answer that they would like to take classes at BCCC. Respondents identified as not enrolled are all respondents who said they are not currently enrolled in college. While the previous two categories are mutually exclusive, the not enrolled category contains students who said they would like to attend BCCC and students who are planning on enrolling elsewhere.

Prospective Students

Prospective students who plan on attending BCCC in the future were asked specifically why they did not enroll at the time they applied, since they would like to in the future. Table 62 shows the primary reason(s) why respondents did not enroll at the time that they applied. Respondents were able to choose up to three reasons from the options listed. Nearly 30% of respondents cited work obligations (29%) and not being able to afford college at the time (27%) as a reason for not enrolling. Almost 20% of respondents selected family obligations (17%) and planning to start at a later time (17%). Over 10% of respondents

Appendix 6D: Non-Converting Student Survey

said they either did not know what to do next (14%), they missed the deadline to register (12%), or they did not know how to complete the FAFSA form (12%). All three of these reasons could potentially be resolved with increased communication or support from BCCC.

Table 62: Prospective Students: Reasons for Not Enrolling

Response	Percent
Work obligations	29%
Could not afford to attend college at the time	27%
Family obligations	17%
I was planning to start at a later time	17%
I didn't know how to enroll or what to do next	14%
I missed the deadline to register for classes	12%
I didn't know how to complete the FAFSA	12%
Not enough financial aid available	9%
I missed a financial aid deadline	9%
I had a personal or family emergency	7%
I took or am taking classes at a different institution	6%
Transportation issues	5%
I didn't know what I wanted to study	5%
Negative experience/interaction with BCCC staff or faculty	5%
I was or am waiting to be admitted to a specific BCCC academic program or major	5%
I have a hold on my account and cannot register	2%
I was or am waiting for the availability of specific BCCC course	2%
I didn't know about or missed the deadline for BCCC's payment plan	1%
Concerns about safety in Baltimore City	1%
I didn't want to take the classes BCCC said I needed based on my placement tests	1%
Concerns about safety at BCCC	0%
Other	9%

Other College Enrollees

While only 5% of respondents who said they would like to enroll in BCCC at a future date said a negative experience with BCCC staff kept them from enrolling, approximately one-third of other college enrollees (35%) said that a negative experience with BCCC staff was a reason for not enrolling. In fact, a negative experience or interaction with BCCC personnel was the top cited reason for not enrolling among other college enrollees. This was followed by concerns about the quality of BCCC's academics (22%). Similarly, 13% of other college enrollees said BCCC's reputation was a reason for not attending. Safety issues were also a frequent concern for these students, with 13% citing concerns about safety in Baltimore City and 11% saying they are concerned about the safety at BCCC.

Table 63: Other College Enrollees: Reasons for Not Enrolling

Response	Percent
Negative experience/interaction with BCCC personnel	35%
Concerns about the quality of academics	22%
Other financial aid issues	15%
Poor reputation	13%
Concerns about safety in Baltimore City	13%
Lack of course availability	11%
Concerns about safety at BCCC	11%
Lack of academic programs to meet my interests	9%
Course(s) wasn't/weren't offered online	7%
Tuition was too expensive	4%
Transportation issues	4%
Credits would not transfer	2%
Course(s) wasn't/weren't offered in person	2%
Limited alumni network	2%
Concerns about the quality of sports programs and activities	2%
Relocated to a different city or state	2%
Other	31%

Other college enrollees were also allowed to provide their own reason for not enrolling in BCCC. One of the most frequent responses was BCCC's failure to participate in the Federal Student Loan Program. Other reasons included concerns about accreditation, delays in hearing back from BCCC, negative interactions with staff, the location of campus, and deciding to pursue a different degree.

Not Enrolled

Among the respondents who were not enrolled in college, financial issues appeared to be the main reason for not enrolling. As presented in Table 64, other financial issues (27%) accounted for the vast majority of respondents, with conflicting work obligations (25%), not enough financial aid (24%), and tuition expense (17%) closely following. While this may relate to financial issues as well, 20% of respondents indicated that conflicting family obligations prevented them from being college-ready and enrolling at BCCC.

Table 64: Not Enrolled: Reasons for Not Enrolling

Response	Percent
Other financial aid issues	27%
Conflicting work obligations	25%
Not enough financial aid available	24%
Conflicting family obligations	20%
Tuition was too expensive	17%
I don't know what I want to study	12%
Transportation issues	9%
Negative experience/interaction with BCCC personnel	6%
Lack of academic programs at BCCC to meet my interests	4%
Relocated to a different city or state	2%
Decided college was not for me	1%
My job doesn't require a degree	1%
Concerns about safety at BCCC	1%
Concerns about safety in Baltimore City	1%
Other	17%

Interestingly, while 34% of other college enrollees noted that their reason for not attending BCCC was due to a negative experience/interaction with BCCC personnel, only 5% of prospective BCCC students and 6% of the respondents who were not enrolled stated this as their reason. For all applicants, financial issues were frequent responses for not enrolling. Additionally, for both prospective students, and students who are not enrolled in college, work and family obligations appeared to be a major reason for not enrolling.

SAFETY CONCERNS

Those who answered that a reason for not enrolling in BCCC was a concern for safety at BCCC or in Baltimore City were provided space to list three specific safety concerns. Some respondents expressed their concern about the surrounding areas and neighborhoods. Multiple respondents stated that transportation to campus, and limited parking were also safety concerns. Finally, recent events and crime around the school and in the city appeared to be another key concern among respondents. The list below shows the responses submitted by those with safety concerns, followed by the frequency of the response in parentheses.

- Surrounding neighborhoods (3)
- Lack of parking (2)
- Transportation issues (3)
- Riots (2)
- News
- Police
- Crime rates
- Murders in the city
- Did not feel safe at night in that neighborhood

Appendix 6D: Non-Converting Student Survey

- Location of campuses
- Campus crowds while driving past (fights, drugs and etc.) in front of campus
- Late evening courses
- Hard to find a babysitter
- Public transit
- Student population
- Political leadership of this city and state
- The graduation/transfer rate

Suggestions to address safety concerns

In order to gain an understanding on how to address these concerns, respondents provided a number of suggestions. Out of all suggestions listed, the most common was to improve security. There were a variety of suggestions on how to improve security, including having well-lit walkways to secured parking, increasing the presence of security personnel, moving the college to a different location, and making sure that people are on duty at the security station to help with parking.

SELECTING OTHER COLLEGES

Respondents were asked to provide the name of the institution where they are currently enrolled or plan to enroll. The most frequently mentioned college by far was the Community College of Baltimore County. Following this, four students mentioned Morgan State University, while Anne Arundel Community College, Carroll Community College, Howard Community College, and the University of Maryland all had three mentions each. Other area institutions mentioned only once or twice include Coppin State University, the University of Baltimore, Chesapeake College, University of Maryland University College, Bowie State University, and Towson University.

Table 65: Name of Institution Currently Enrolled or Planning to Enroll

Institution	Mentions
Community College of Baltimore County	19
Morgan State University	4
Anne Arundel Community College	3
Carroll Community College	3
Howard Community College	3
University of Maryland	3
Bowie State University	2
Coppin State University	2
University of Baltimore	2
University of Maryland University College	2
Allegany Community College	1
Brenau University	1
Chesapeake College	1
Liberty University	1
Maryland Fire & Rescue Institute	1
Montgomery College	1
Penn State University	1
Strayer University	1
Towson University	1
University of Chicago	1
Walden University	1

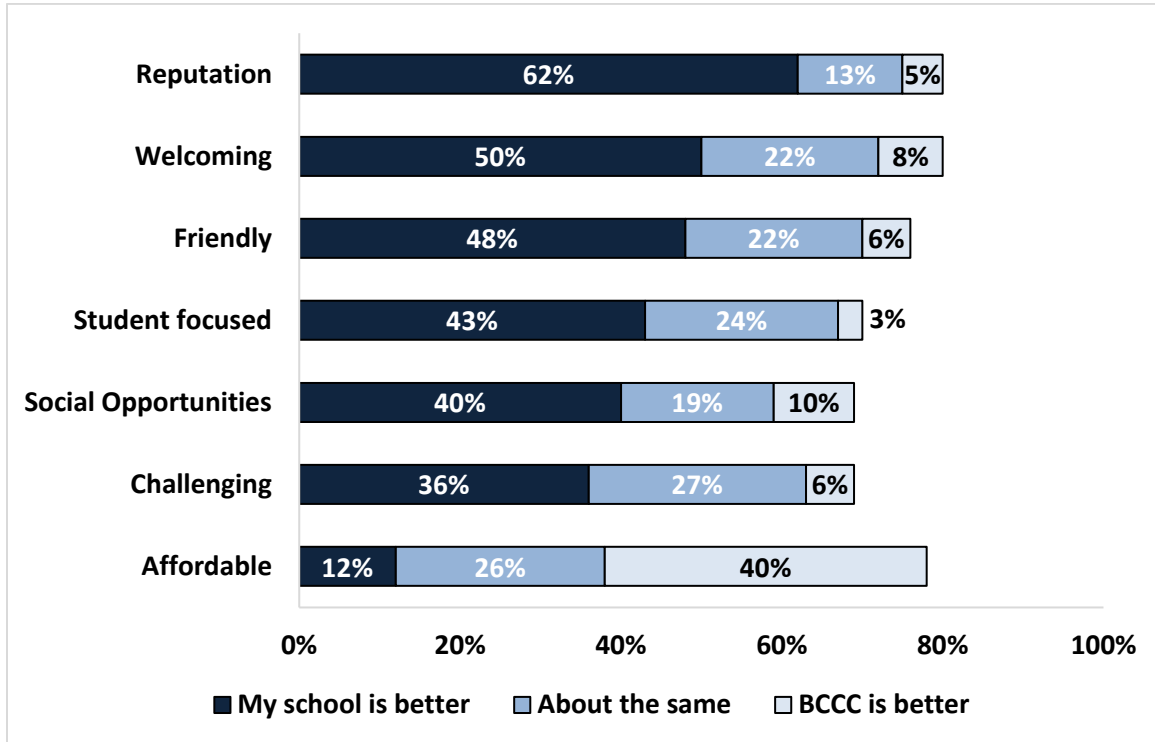
After providing the name of their current or prospective school, other college enrollees were asked to explain why they selected that school instead of BCCC. Many respondents listed similar reasons for not enrolling in BCCC. The most common categories of responses were: poor reputation of BCCC, negative interaction with BCCC staff, failure to participate in Federal Student Loan Program, campus location, and deciding to pursue a different program. Many respondents mentioned a combination of some or all of those factors. For example, responses on why respondents selected a different school included:

- “They [other college] participated in the Federal Financial Aid Program and BCCC staff members were not helpful and rude.”
- “Extremely unprofessional, condescending, and rude.”
- “Perception of better academics/facilities, located in better areas.”
- “Closer in terms of distance, better reputation, much more helpful administrative staff.”
- “Better reputation, safer neighborhood, [and] more friendly staff.”

Other college enrollees were asked to compare their current or prospective school with their perception of BCCC, as shown in Chart 16. Many respondents consistently rated their school better than BCCC. Affordability was the only category where respondents said BCCC was better than their school (40%

compared to 12%). Affordability is also the only category where the percentage of respondents who think BCCC and their school are about the same (26%) is greater than the percentage of respondents who think their school is better (12%).

Chart 16: Other Schools vs. BCCC



The category most favorable towards other schools was reputation. Over 60% (62%) of respondents stated that their school is better than BCCC when it comes to reputation. Respondents also rated their school as better when asked about being student focused (43%), a welcoming environment (50%), friendliness (48%), and having more social opportunities (40%). Very few respondents thought BCCC is better when it comes to the challenging category (6%), as most either thought their school is better (36%) or their school and BCCC are about the same (27%).

STUDENT OPINION OF BCCC

Overall, aside from other college enrollees, the general student perception of BCCC was positive. Respondents were asked to specify their level of agreement/disagreement to the provided list of responses, as displayed in Table 66. The highest percentages of respondents fell within the “Agree” category. The majority of students indicated that their experience with BCCC has been positive (39%). In terms of BCCC staff and faculty, students agreed they were friendly and courteous (39%), and knowledgeable about the questions they had (42%). When asked about the BCCC website and Catalog, nearly 70% of students thought both were easy to find and contained helpful information.

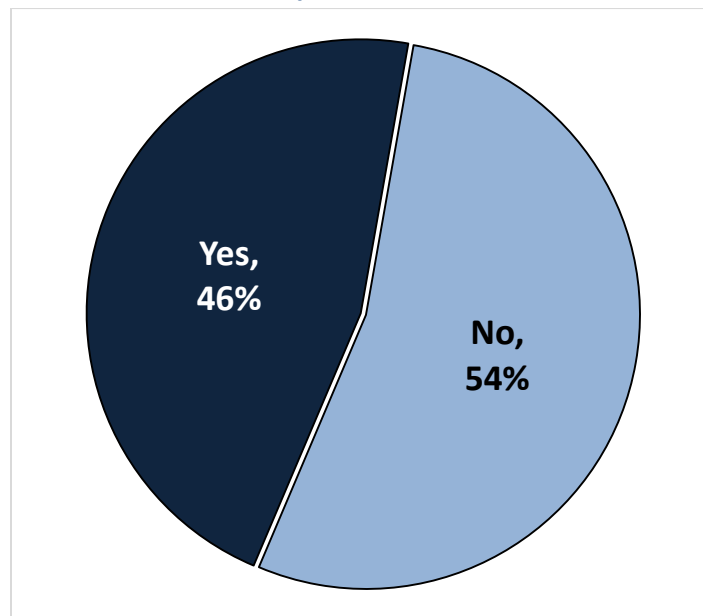
Table 66: General Student Perceptions

Response	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N
BCCC staff and faculty were friendly and courteous.	26%	39%	18%	6%	9%	188
BCCC staff and faculty were knowledgeable about the questions I had.	25%	42%	16%	6%	9%	185
Information was easy to find on the BCCC website	19%	44%	14%	14%	8%	192
The information on the BCCC website was helpful to me	16%	45%	21%	12%	5%	190
The BCCC Catalog was easy to find on the BCCC website	18%	50%	21%	4%	5%	185
The information in the BCCC Catalog was helpful to me.	17%	49%	21%	7%	4%	183
My experience with BCCC has been positive.	21%	39%	22%	7%	10%	189

CONCLUSION

At the end of the survey, respondents were given the option to request to be contacted by someone from BCCC for assistance with enrolling or to answer any questions they may have. Students were asked to provide their preferred contact information and given space to detail any questions they may have. Nearly half of all survey respondents requested to be contacted by BCCC (46%), as seen in Chart 17.

Chart 17: Request Contact from BCCC



Appendix 6D: Non-Converting Student Survey

Over 30 students also decided to provide a question for BCCC. Around three-quarters of the questions provided were very general questions about how to enroll, what to do next, and questions about certain programs. The remaining questions provided were about financial aid or needing help with completing the FASFA application.

Some examples of questions provided by students seeking help from BCCC were:

- “How do I get my classes? How do I get enrolled? How can I start college?”
- “How do I complete my FASFA form?”
- “[I] want to know how to select the right classes that are needed to further my education.”
- “Is financial aid available and do you have online or evening/weekend classes?”

Given the percentage of applicants who requested to be contacted by BCCC and the general questions many of them had, it may substantially benefit BCCC to increase outreach to applicants who do not enroll. Many students simply did not know what to do next after applying. The potential benefits of increasing outreach to this population is further supported by the percentage of students who said they would still like to take classes at BCCC at a future date (54%).

Overall, whether or not a respondent intends to take classes at BCCC seems to be a major factor in how students perceive the college. In particular, while prospective students cited work, family, and financial obligations as the main reasons for not enrolling, respondents who enrolled elsewhere mainly cited negative interaction with BCCC staff, concerns about quality, and the reputation of the college as the primary reasons for not enrolling.

Of the respondents who enrolled elsewhere, many reported attending the Community College of Baltimore County. Other area community colleges were also listed as destinations for BCCC applicants who did not enroll, although none came close to matching the number of students who said they attend the Community College of Baltimore County. The students who chose the Community College of Baltimore County said some of the reasons were more financial aid opportunities (including federal student loans), more programs offered, classes offered at convenient times, negative interaction with BCCC staff, and better reputation.

The applicant population as a whole had fairly positive feedback about accessing information and dealing with staff. Across the board, about 60% to 70% of the applicant population agreed that staff were friendly, information was accessible and helpful within the website and catalogue, and that their experience with BCCC thus far has been positive.

APPENDIX 6E: DUAL-ENROLLED STUDENT SURVEY

The Schaefer Center administered a survey to Baltimore City Community College (BCCC) dual-enrolled students who were enrolled in the fall 2015 semester. The dual-enrollment program allows high school students to take college courses and earn college credits. Due to the low number of responses, a full report of survey data is not available. The following provides an explanation of the survey development and distribution process.

METHODOLOGY

Survey Design

The Schaefer Center developed the 2016 BCCC dual-enrolled student survey instrument to gather information about how students heard about the dual-enrollment program, what college they plan on attending, their evaluation of the program, and if there is anything BCCC could do to better support dual-enrolled students.

Survey Sample

BCCC provided the research team with an electronic list of 110 fall 2015 dual-enrolled students. This list included each dual-enrolled student's name, address, high school affiliation, email address, and date of birth. Of these students, 30 did not have email addresses listed. Because the survey is of high school students, not all students listed in the sample were over 18 years old. As seen in Table 67, 32 students were adults and 78 students were minors as of March 7, 2016 according to the dates of birth provided by BCCC.

Table 67: Dual-Enrolled Sample Description

	All Dual-Enrolled	Adults (as of 3/7/16)	Minors (as of 3/7/16)
Students	110	32	78
Emails	80	22	58
Addresses	110	32	78

The 22 adult dual-enrolled students who had email addresses listed were sent an email invitation to participate in the survey with a link to access the survey programmed into the Schaefer Center's web survey platform. The initial invitation was sent on March 9, 2016. Reminders were sent on March 17, March 30, and April 11. The remaining 10 adults who did not have an email listed were mailed a letter explaining the survey and requesting their participation. A form to list their email address and a prepaid preaddressed envelope were also included. Students were requested to provide their email address and mail the form back to the Schaefer Center. No adult students who were sent the letters mailed back the form with their email address. Only one adult student overall completed the dual-enrolled student survey.

Appendix 6E: Dual-Enrolled Student Survey

The 78 minor dual-enrolled students were all sent a letter addressed to their parent or guardian explaining the purpose of the survey and requesting their consent to allow their student to participate. Consent forms and prepaid preaddressed envelopes were included in with the letter. Parents or guardians were requested to send the completed consent form back using the prepaid preaddressed envelope so their student could be sent the survey invitation.

The Schaefer Center received seven consent forms back from parents and/or guardians. These seven minor students were sent an email invitation to participate in the survey with a link to access the survey programmed into the Schaefer Center's web survey platform. Table 68 shows the various dates the survey invitations were emailed to the minor students. The dates and number of reminders vary depending on when the Schaefer Center received the parent/guardian consent forms and whether the surveys were completed.

Table 68: Minor Student Survey Distribution

	Number of Minor Students	Initial Invitation	First Reminder	Second Reminder
Distribution #1	4	3/18/2016	3/25/2016	4/1/2016
Distribution #2	2	3/29/2016	4/5/2016	4/11/2016
Distribution #3	1	4/7/2016	4/22/2016	N/A

Data collection for the dual-enrolled student survey officially ended for both adults and minors on June 3, 2016. On this date, the survey was closed and four total responses had been collected. Table 69 shows a breakdown of who received the survey invitation, who completed the survey, and how many total responses were collected.

Table 69: Dual-Enrolled Survey Responses

	Students	Emailed Invitation	Completed Survey
Adults	32	22	1
Minors	78	7	3
Total	110	29	4

Due to the extremely low number of responses (4), an official report summarizing the survey data is unavailable. However, examination of the survey responses that were collected show that all four students were satisfied with their experience in the dual-enrollment program at BCCC.

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APPENDIX 6F: 2016 CLIMATE SURVEY

The following is a summary of the results of the Baltimore City Community College (BCCC) 2016 Climate Survey administered as part of the BCCC JCR Comprehensive Review. The survey was sent to:

- Faculty (Full-time, adjuncts, instructors)
- Staff (Contract staff, non-union, union eligible)
- Administrators (President's staff, manager, director, dean, coordinator, associates)

This report presents selected questions that are most relevant to the current evaluation.

METHODOLOGY

Survey Design

The Schaefer Center developed the 2016 BCCC climate survey instrument by using questions from BCCC's 2014 climate survey. Since BCCC intended to distribute the climate survey again during the spring 2016 semester, the survey was incorporated and used for the JCR comprehensive review. Questions were also inspired by and borrowed from BCCC's Middle States Self-Study for Administrators and Skilled Services survey, the 2013 ModernThink Higher Education Insight Survey, the Community College Faculty Survey of Student Engagement survey, Pacific Standard's State of Adjunct Professors survey, the 2014 Ohio Survey of Full-Time Nursing Faculty, and the Coalition on the Academic Workforce Survey of Contingent Faculty Members and Instructors.

Survey Sample

BCCC provided the research team with electronic lists of full-time faculty, adjunct faculty, and staff members as of December 2015. The lists included employees' name, position, department, email, address, and their full-time/part-time designation. Together, the lists contained 1,038 records. Among those records, BCCC did not have email addresses for 178 employees, and 44 email addresses were duplicates (different people listed with same email). Of these 44 duplicates, BCCC was able to provide the correct email address for 29 of the employees, increasing the final number of employees without email addresses to 193, or nearly 20% of the total sample. One employee whose email address was not listed emailed the research team and was sent the survey. Two other employees whose email addresses were listed incorrectly emailed the research team and the surveys were resent using the correct emails. Based on the employees who contacted the research team and typos noticed by the research team, five email addresses were identified as being incorrect and were fixed. Unless an employee contacted the research team, it was not possible to definitively identify which emails were listed incorrectly. The final sample size of the climate survey was 846 employees, as shown in Table 70.

Table 70: Climate Survey Distribution

List	Original Records	No Email Address	Duplicate Emails	Resolved Duplicates	Missing Contact Info	Final Sample
Adjunct Faculty	303	85	16	12	89	214
Full-time Faculty	106	0	3	3	0	106
Staff	629	93	25	14	104	525
Total	1038	178	44	29	193	846*

*Staff member whose email address was not listed contacted the research team, bringing total surveys emailed to 846

The 846 employees were all sent an email invitation to participate in the survey with a link to access the climate survey programmed into the Schaefer Center's web survey platform. The initial invitation was sent on March 3, 2016. Reminders were sent on March 10 and March 17. The survey was closed on April 25, 2016. Three hundred and twenty-six (326) employees participated in the survey. The response rate was 38%. This results in a margin of error of 4.3% at the 95% confidence level.

SURVEY FINDINGS

Respondents were asked a variety of questions about BCCC, including topics such as collegiality, leadership, communication, school policies, academic programs, student experience, safety, and experience as a faculty or staff member. The following sections describe the survey results and findings.

WHO RESPONDED TO THE SURVEY?

Respondents were asked to indicate their primary position at BCCC and to choose from the position categories in Table 71 below. The largest groups of respondents were faculty (29%), administrators (29%), and staff who were eligible for bargaining units/union (23%). The non-union staff category was the smallest and only accounted for 6% of respondents.

Table 71: Primary Position Category

Response	Percent n = 318
Administrator	29%
Faculty	29%
Staff (Eligible for Bargaining Units/Union)	23%
Contract Staff (Not a PIN Employee)	13%
Staff (Non-union/Non-administrator)	6%
Total	100%

Table 72 shows that 87% of respondents identified as full-time status, 8% as adjunct faculty, and 5% identified as part-time employees.

Table 72: Employment Status

Response	Percent n = 317
Full-time	87%
Adjunct	8%
Part-time	5%
Total	100%

Respondents were asked how long they have worked at BCCC. The most frequent response was 1 to 5 years, selected by 33% of respondents. The second most-frequent category were those employees having 16 years or more of experience (26%). Among all respondents, 59% have worked at BCCC for 6 years or more, and 42% have worked at least 11 years. This demonstrates that a majority of those surveyed have extensive experience with BCCC.

Table 73: Length of Service at BCCC

Response	Percent n = 317
Less than 1 year	8%
1 - 5 years	33%
6 - 10 years	17%
11 - 15 years	16%
16 years or more	26%
Total	100%

Respondents were asked to select their highest level of education. Table 74 shows the majority of respondents held a master’s degree (39%). Overall, those with a master’s degree and beyond, such as those with Ph. D., law, or medical degrees, as well as other advanced degrees, accounted for 57% of respondents. Many respondents have attended college, as 19% have an associate degree or have completed some college courses, while 16% have a bachelor’s degree. Only 1% of respondents indicated high school as their highest level of education completed.

Table 74: Highest Level of Education

Response	Percent n = 317
High school graduate	1%
Some college	11%
Associate degree	8%
Bachelor’s degree	16%
Some postgraduate	7%
Master’s degree	39%
Ph.D., law or medical degree	15%
Other advanced degree beyond Master’s	3%
Total	100%

Respondents were also asked to indicate their primary division. The majority of those surveyed were in the Academic Affairs division (36%), while the divisions with the lowest number of respondents were Institutional Advancement, Marketing, and Research (5%) and the Office of the President (including ITS and HR) (11%).

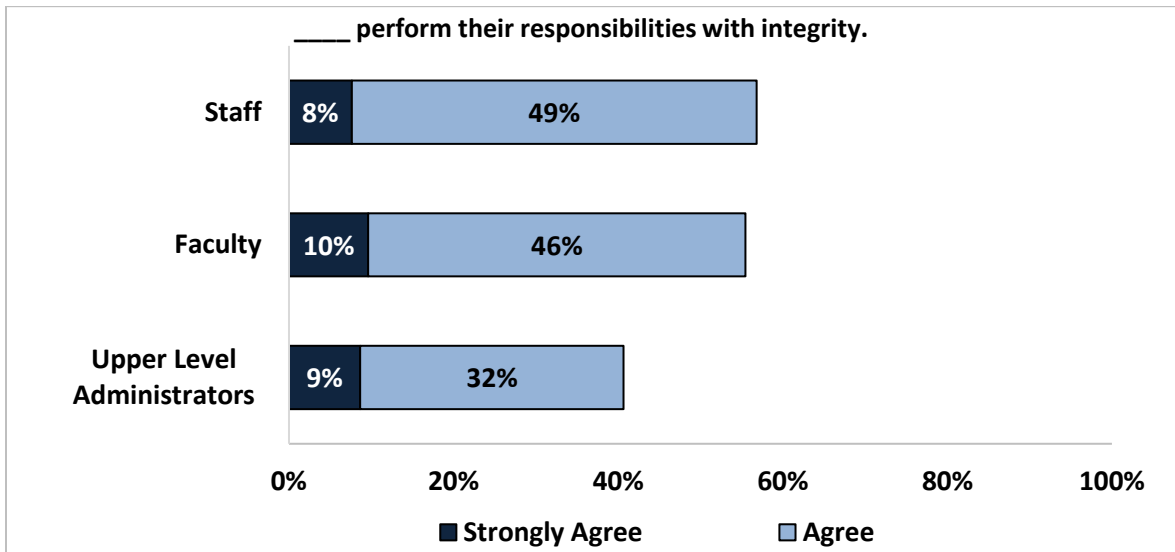
Table 75: Primary Division

Response	Percent n = 313
Academic Affairs	36%
Student Affairs	18%
Business and Continuing Education	16%
Business and Finance (including Public Safety and Facilities)	14%
Office of the President (including ITS and HR)	11%
Institutional Advancement, Marketing and Research	5%
Total	100%

WORKPLACE

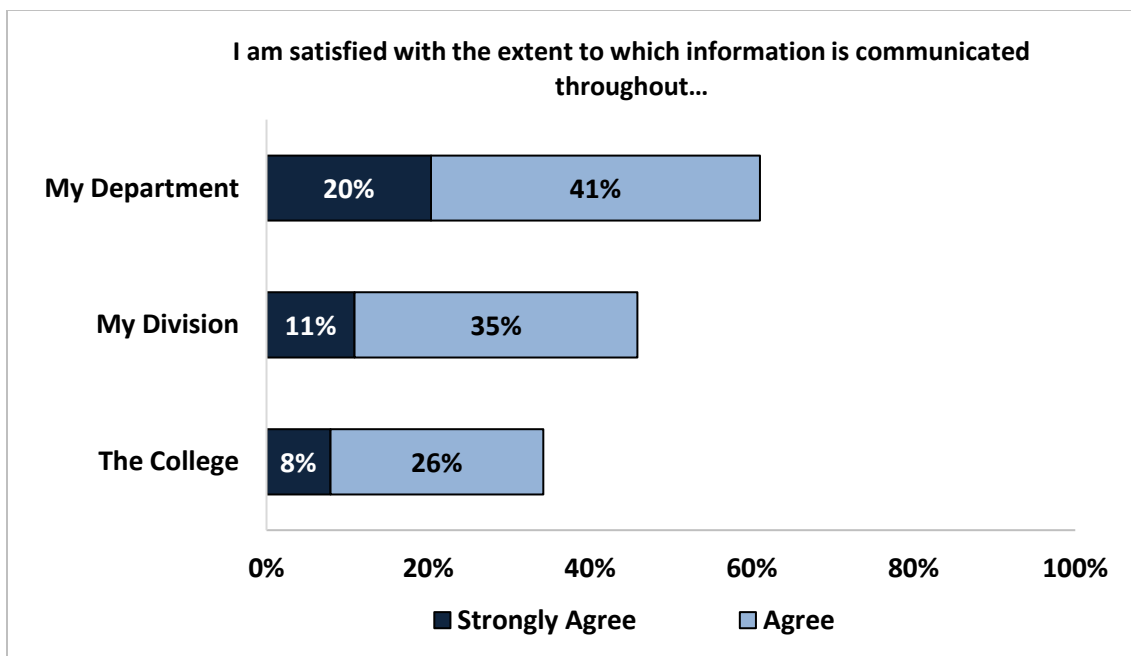
All respondents were asked to assess the integrity of staff, faculty, and upper level administrators using a five-point scale. Upper level administrators received the lowest level of agreement, with 41% answering that they either strongly agree or agree that upper level administrators perform their responsibilities with integrity. Respondents rated staff and faculty nearly equal, with around 57% either strongly agreeing or agreeing that these groups perform their responsibilities with integrity.

Chart 18: Performing Responsibilities with Integrity



Respondents were also asked to rate their satisfaction with their own department/division, and with the college as a whole. Chart 19 shows that satisfaction with communication throughout departments was highest, with 61% either strongly agreeing or agreeing that they are satisfied with communication. The lowest levels of agreement were found in regards to the college, as only 34% either agreed or strongly agreed that they were satisfied with communication throughout the college.

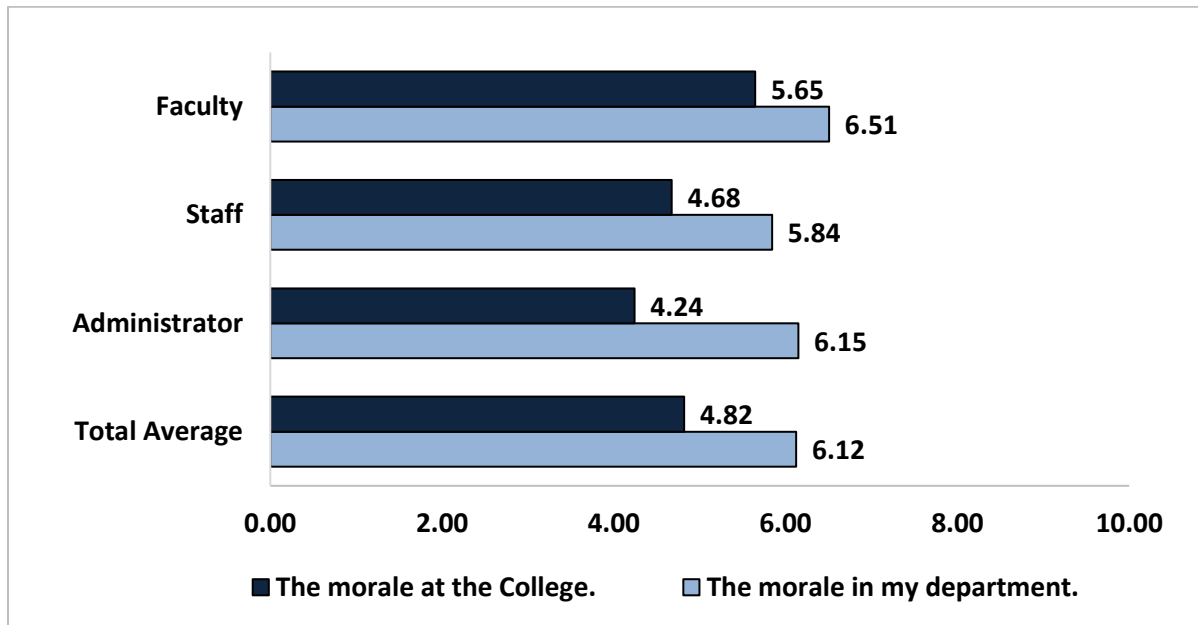
Chart 19: Satisfaction with Communication



Appendix 6F: 2016 Climate Survey

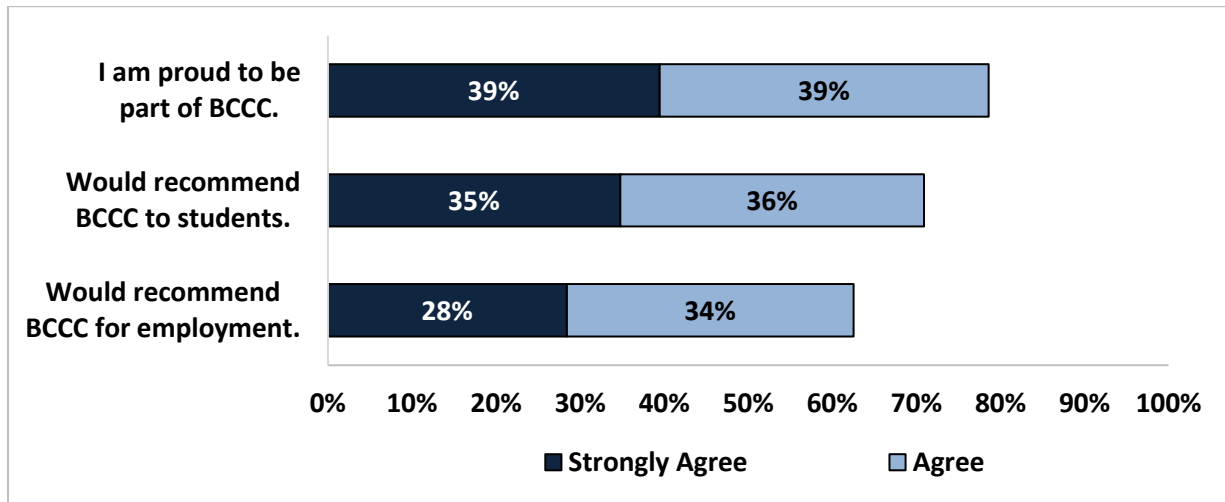
Respondents were asked to rate their opinion of morale at the college and in their department on a scale from one to 10, with 10 being the highest rating and one being the lowest. Chart 20 shows the total average morale scores sorted by faculty, staff, and administrator respondents. The total average morale at the college, shown beneath the specific populations, is 4.82, ranking lower than the total morale in departments, which received an average score of 6.12. Administrators gave the lowest average morale score at the college, with 4.24 out of 10. Staff showed the lowest average morale score in departments, with of 5.84 out of 10. Faculty held the highest average morale scores for both morale in the department (5.65) and at the college (6.51).

Chart 20: Morale in Department/College



Another series of questions asked about pride in BCCC and whether or not respondents would recommend BCCC to others. Overall, 78% of all respondents agree that they are proud to be part of BCCC, as shown in Chart 21. Similarly, 71% strongly agree or agree that they would recommend the college to students. However, only 62% of respondents would recommend the college for employment.

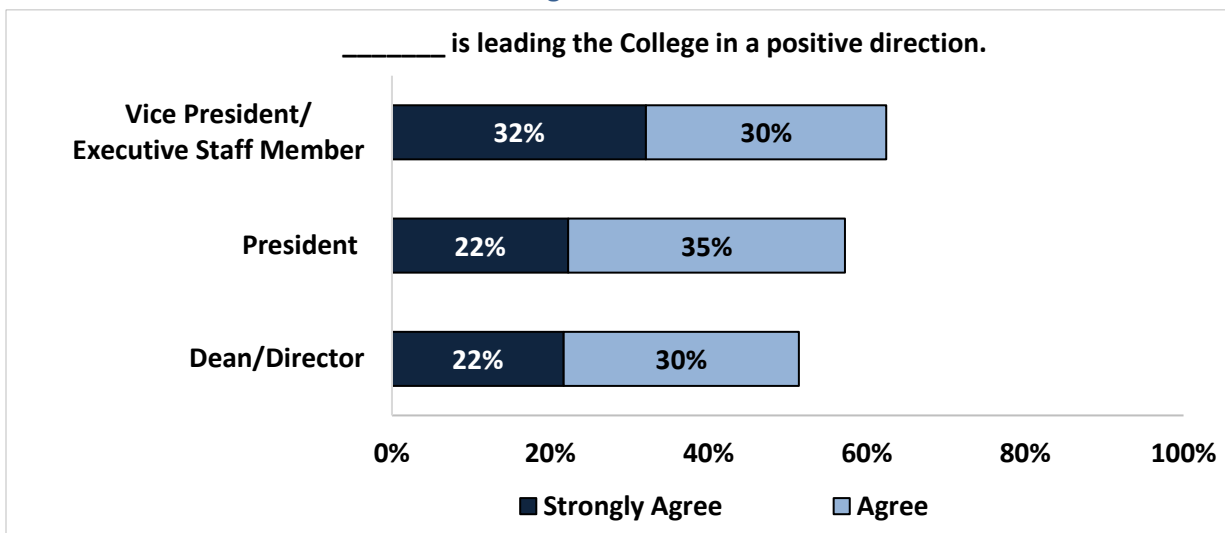
Chart 21: Pride in BCCC



LEADERSHIP AND ADMINISTRATION

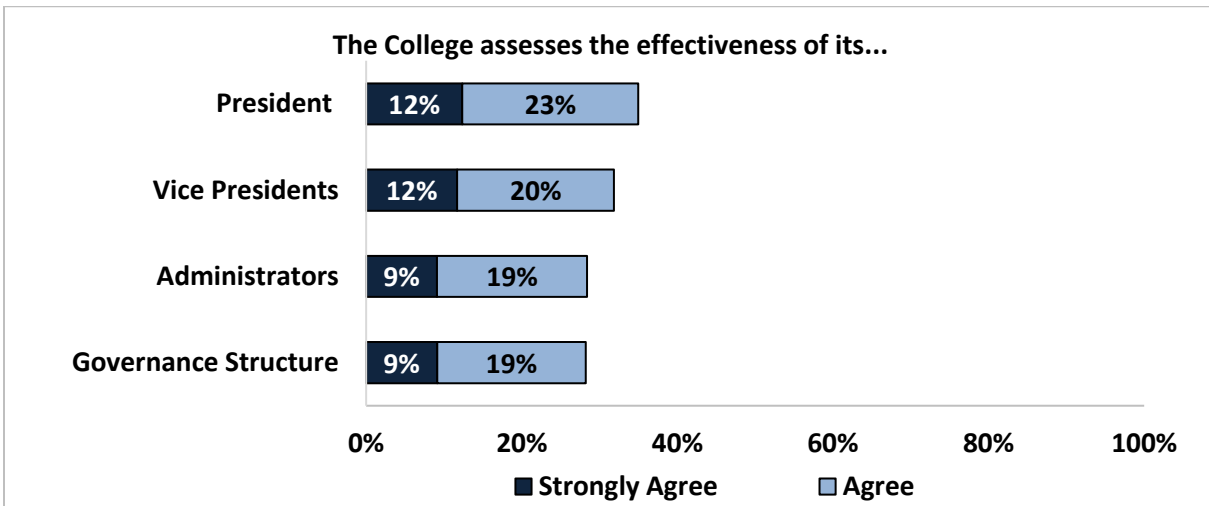
Respondents were asked a number of questions relating to leadership throughout the college, including whether or not they agreed that specific high level administrators were leading the college in a positive direction. When all respondents were asked if their Vice President/Executive Staff Member was leading the college in a positive direction, 32% strongly agreed and 30% agreed with the statement. Vice presidents had the highest level of respondents answering strongly agree among all administrators. When viewing overall agreement, vice presidents were viewed by 62% of respondents to be leading the college in a positive direction. The President was perceived by 57% to be leading the college in a positive direction. Respondents rated their Dean/Director the lowest. In total, 52% of respondents agreed that their Dean/Director is leading the college in a positive direction.

Chart 22: High Level Administration



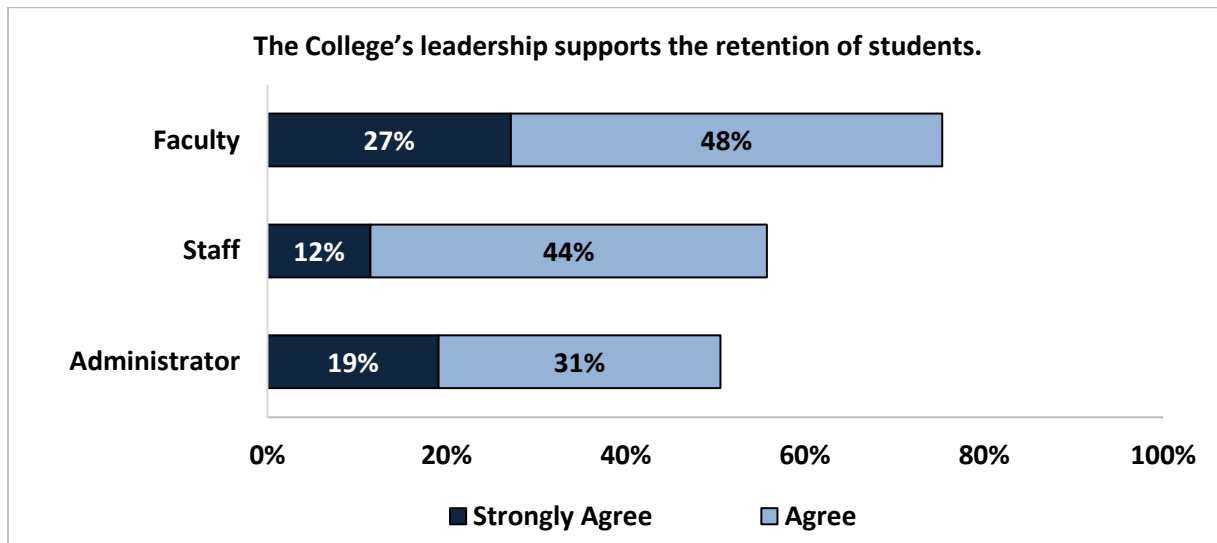
Low levels of agreement were found in responses as to whether the college assesses the effectiveness of its high level administrators, as shown in Chart 23. The overwhelming majority of opinion disagreed that the college assesses the effectiveness of the president, vice presidents, administrators, and governance structure. The category with the highest level of agreement was the college president, with 35% either strongly agreeing or agreeing that the college assesses the effectiveness of its president.

Chart 23: Assessment of Effectiveness



In regard to the statement that BCCC’s leadership supports retention of students, different levels of agreement were found among each position category. For instance, 75% of faculty either strongly agree or agree that the college leadership supports the retention of students. Only 56% of staff stated that they strongly agreed or agreed. Administration showed the lowest level of agreement, as only 50% were in agreement with the statement that leadership supports student retention. Faculty had the most favorable view and administrators had the most unfavorable view among the three groups.

Chart 24: Leadership and Retention of Students



When asked whether respondents agree or disagree that senior leadership communicates openly about important matters, Chart 25 shows that results varied among the three position categories. For example, 45% of faculty agreed with the statement; moreover, faculty also had the lowest level of disagreement among respondent groups (24%). The greatest level of disagreement was found in the administrator group, as 46% of administrators disagreed that leadership communicates openly. Staff also showed higher disagreement levels, with 41% of staff disagreeing that leadership practices open communication on important matters. Similar to Chart 24, faculty had the most favorable view while administration had the least favorable view.

Chart 25: Open Communication in Senior Leadership

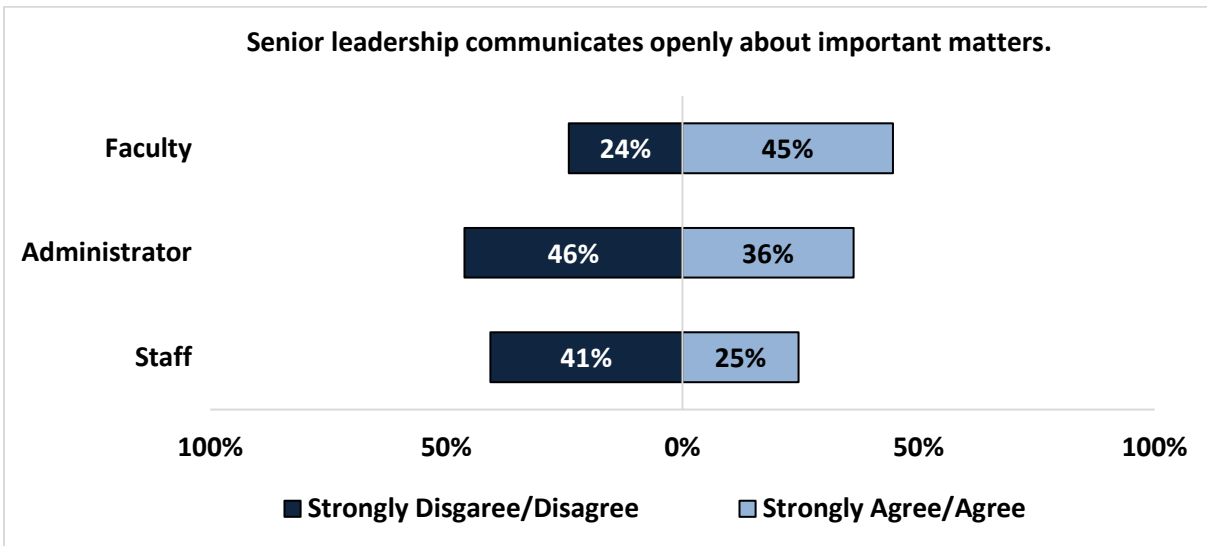
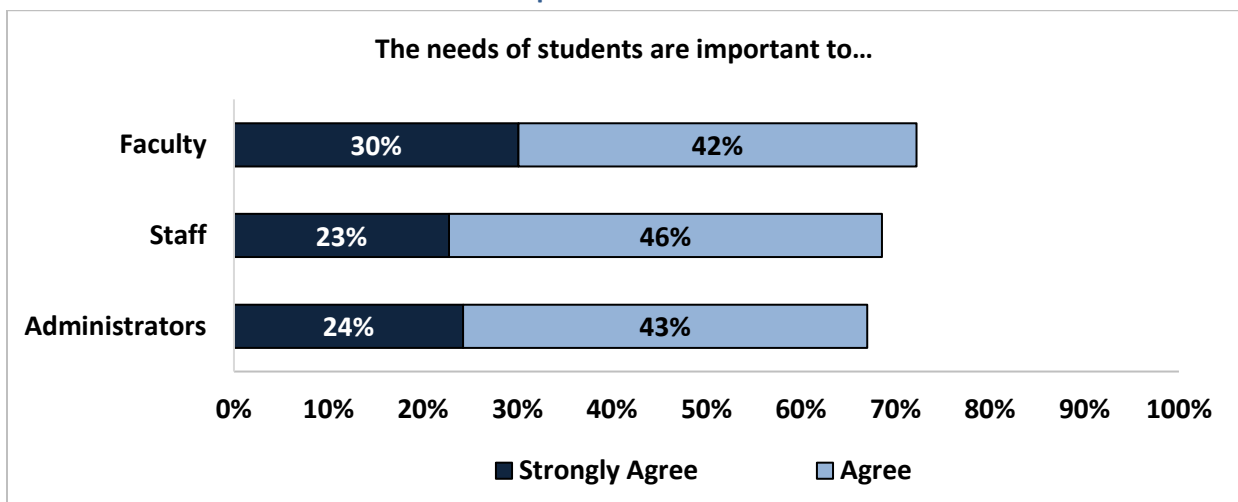


Chart 26 shows whether respondents believed the needs of the students are important to faculty, staff, and administrators. Interestingly, level of agreement was similar for all groups. Around 70% of all respondents agreed that the needs of students are important to faculty, staff, and administrators.

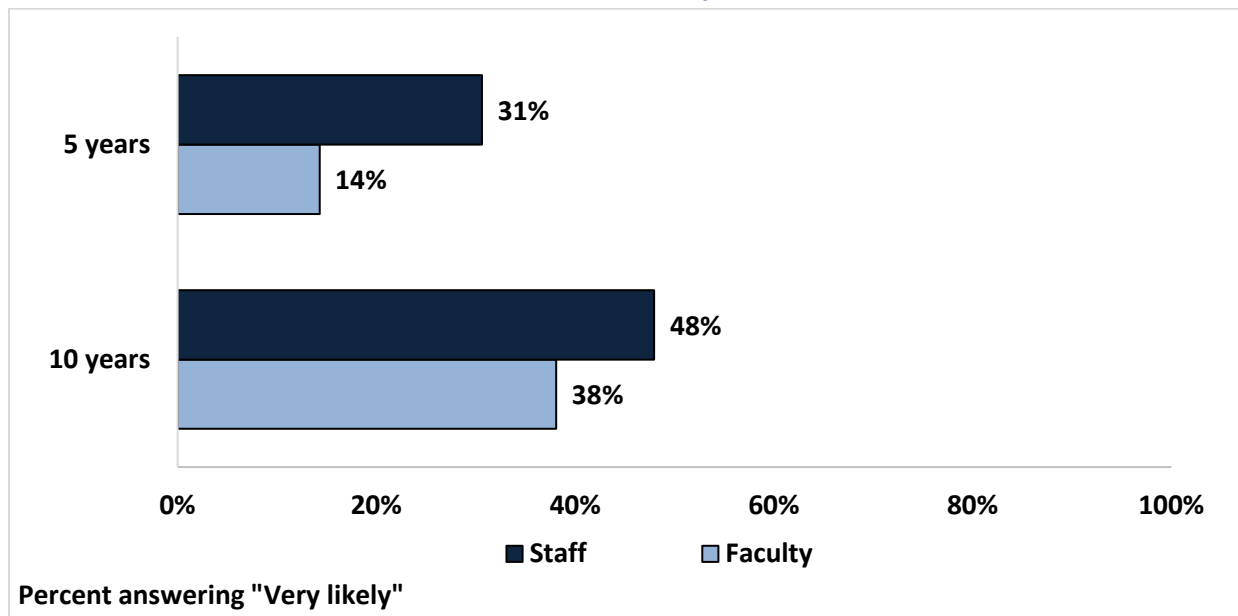
Chart 26: Importance of Student Needs



FACULTY AND STAFF

Certain questions were designed particularly for faculty and/or staff. One question asked how likely respondents were to leave their job at BCCC within five years as well as the likelihood of leaving within ten years. Chart 27 shows the percentage of faculty and staff respondents who answered “very likely” on whether or not they anticipate leaving BCCC within five or ten years. Notably, staff were much more likely to indicate that they are very likely to leave. The percentage of staff indicating that they are very likely to leave BCCC within the next five years more than doubles the percentage of faculty members who said the same. In both groups, the percentage of faculty and staff who said they are very likely to leave in ten years is greater than the percentage who said they are very likely to leave in five years. While more staff respondents indicated they are very likely to leave in ten years, the growth of faculty members likely to leave within five years to likely to leave within ten years is greater than the growth of staff members likely to leave during this same period. The percentage of faculty members likely to leave within ten years more than doubles the percentage likely to leave within five years.

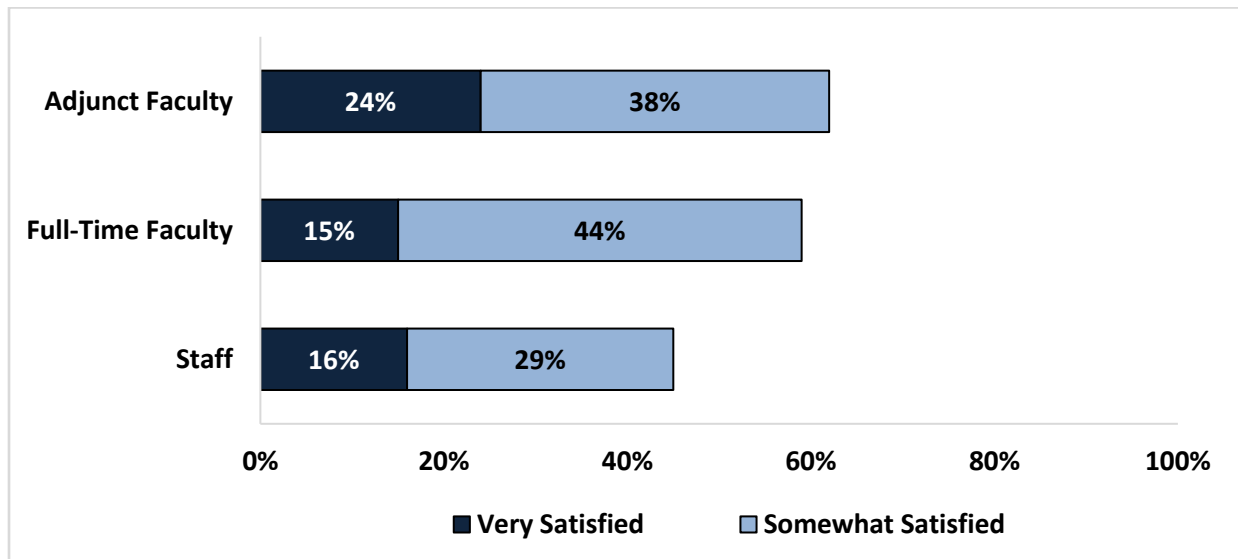
Chart 27: Percent Likely to Leave



Faculty and staff respondents who said they were either very likely or somewhat likely to leave were asked what the main reason would be for them leaving BCCC. The top reasons for leaving were consistent among both groups. Among faculty respondents, 44% said retirement would likely be the main reason for leaving. Regarding staff, 29% of respondents said retirement would likely be the main reason for leaving. The same percentage of staff respondents (29%) said they would leave BCCC to seek a higher salary, while 22% of faculty respondents said they would leave BCCC to seek a higher salary. Both faculty and staff cited retirement and seeking a higher salary as the top two reasons. The third most selected reason for leaving among both faculty and staff respondents was to seek more job security, with 10% of faculty respondents and 12% of staff respondents selecting that as their main reason. In some instances, respondents chose to select “other” and said they would leave their job for another job that provides benefits.

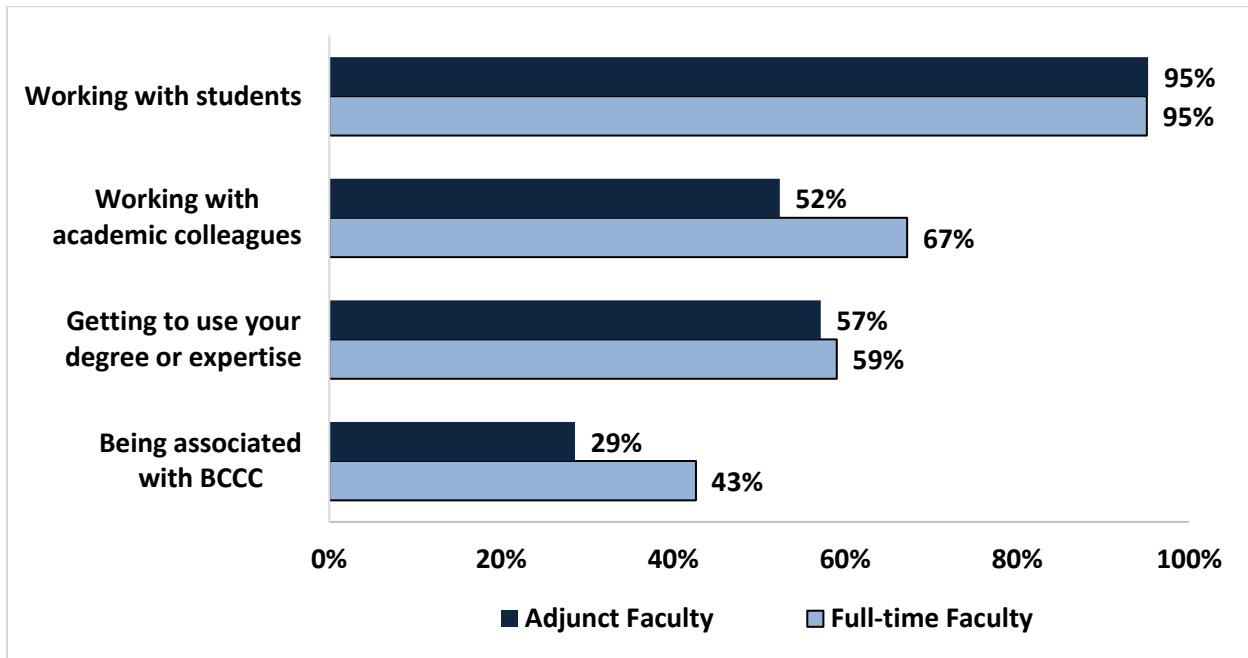
When asked to gauge satisfaction with overall support from BCCC, staff was the least satisfied group, with 45% of respondents reporting to be either very satisfied or satisfied. Adjunct faculty had the highest percentage of “very satisfied” respondents, with 24%. Adjunct faculty also showed a greater percentage of satisfaction than full-time faculty, and the highest percentage of satisfaction with BCCC’s support overall.

Chart 28: Satisfaction with BCCC Support



Faculty respondents were asked to select their favorite part of their job and were allowed to select more than one option. Chart 29 shows that 95% of both full-time and adjunct faculty overwhelmingly cited that working with students was one of their favorite parts of the job. Full-time and adjunct faculty chose being associated with BCCC as their least favorite of the categories. Amongst adjunct faculty, only 29% chose being associated with BCCC as their favorite.

Chart 29: Faculty Favorite Part of Job



CHALLENGES

Faculty (full-time and adjunct) and staff were asked to explain the biggest challenges of their jobs and offered a number of opinions. A number of faculty and staff respondents provided elaborate responses and a great deal of detail. The following section is a summary of key themes of faculty and staff responses.

FACULTY

Resources

Faculty overwhelmingly stated that the lack of resources was the biggest challenge they faced. About 41% of faculty either disagreed or strongly disagreed that the college provides resources, training, and equipment necessary to carry out assigned tasks. Several faculty respondents specifically cited the lack of technology resources as the biggest challenge in their position at BCCC.

Administration

Many faculty members did not feel they were supported by administration. For example, one faculty member cited that there were very little administrative workers present in the morning to work with students around the time of their first class. Other faculty respondents said administrative micromanagement was a challenge. Faculty respondents also expressed concerns regarding nepotism in high-level administrative positions.

Faculty respondents cited not having a say in the scheduling of classes and favoritism in assigning faculty to classes as a serious challenge in their jobs.

Student Preparedness

Numerous faculty members cited students not being college ready as their biggest challenge. According to one respondent, students' literacy issues are an enormous obstacle:

"[M]any of them [students] have massive literacy problems. Many of them need MORE not less remediation, and remediation needs to be staffed with degreed experts in that field."

Technology

Another common hurdle expressed in the survey is lack of technological support or updated technologies in classrooms. About 38% of faculty reported dissatisfaction with the IT support they receive. Numerous faculty respondents have cited IT support's responsiveness and problems with connectivity to the Internet in classrooms as major challenges.

Promotion and Compensation

Several faculty respondents noted the promotion process as being their biggest challenge as faculty members. One respondent specifically noted a lack of clarity in the promotion process.

Additionally, some faculty respondents stated that their biggest challenge was handling administrative tasks outside their realm of responsibility and receiving compensation. Specifically, advising was cited as an issue. Some respondents reported having course time taken away from having to do the job of the advising office.

ADJUNCT FACULTY

Resources & IT Support

Overall, lack of resources was widely cited by adjunct faculty respondents as being their greatest challenge. Several respondents claimed that acquiring classroom and IT technology resources was their biggest challenge, as it disrupted the learning process for students. Respondents also cited problems with Internet connectivity and problems with IT support. Others cited lack of not having an office with office hours, and lack of compensation for professional development as challenges.

Scheduling

Several adjunct faculty respondents cited scheduling as a main concern. The scheduling process has been described as erratic. Some respondents said they have not received an adequate number of teaching hours. The lack of classes/teaching hours available to adjuncts could be problematic, as 86% of adjunct faculty surveyed stated that their adjunct faculty position is their primary occupation. Moreover, 67% of adjunct faculty members have described income from adjunct instructional work as very important to their primary income. Overall, 76% of respondents would like to one day become members of full-time staff at a college or university.

STAFF

Administration

Several staff respondents cited inefficient administrative processes as a hindrance to their jobs. Problems with administrative processes include lack of innovation, redundancy in paperwork, and untimeliness of changes to the process. One respondent cited lack of support in processing approval paperwork.

Some respondents stated that there is a serious problem with corruption, waste, and ineptitude among administrators at the college. Some said that despite poor outcomes, administrators are still promoted and highly paid. Respondents cited “nepotism” and a lack of trust in the leadership of BCCC. In particular, one respondent gave the following statement:

“Deans, Directors, Vice Presidents, etc. hire and promote their favorite contractual employees who have also produced minimum over 2-3 year period.”

Compensation & Benefits

Contractual staff have cited low pay, lack of benefits, and not being paid for holidays as the greatest challenge regarding their positions at BCCC. One respondent added that contractual staff are treated unfairly. Another respondent pointed out that contractual staff do not receive any discounts to take classes at BCCC, an opportunity that many contractual workers would like to have.

Communication & Morale

There was an overwhelming concern that communication issues were posing serious challenges for staff. One respondent reported a lack of group meetings in which there could be an opportunity for their voice to be heard. Numerous staff members stated that only management is heard, but not experienced staff. Several respondents explained that administrators with less experience do not listen to staff members that have vast experience working with students and identifying core issues.

Respondents cited low morale, hostile work environment, lack of transparency, lack of appreciation, lack of leadership, problems with promotional advancement, lack of innovative ideas, favoritism, lack of accountability, unfair/poor treatment of staff, and a “disheartening work environment” as major challenges.

Resources & Recruitment

Staff respondents also reported lack of IT resources as a major challenge. Staff widely stated that they experience issues with lack of overall resources to do their jobs, including lack of staff. Specifically, IT resources were seen as a barrier to the recruitment of students. One staff respondent said:

“There is no powerful student recruitment technology tool that allows us to minimize our administrative work so we can focus on our applicants. There is no sales force applicant tracking system, the website isn't user friendly, there is no banner, we don't have access to view students financial aid status. We don't have the ability to share integrated student data and assign tasks across the institution.”

IMPROVING BCCC

All survey respondents were asked what changes they would recommend to improve the overall success of BCCC. Nearly 70% (227) responded to the question of how to improve the overall success of BCCC. Not only did the responses reveal numerous challenges and obstacles to success at BCCC, but the degree to which respondents expounded on these issues indicates an overwhelming desire for change. The majority of responses were well-crafted, specific, and organized, and numerous questions yielded answers upwards of 250 words or more. One particular response contained around 600 words.

Employees expressed deep dissatisfaction in many areas, including dissatisfaction with all levels of leadership, the treatment of students, and the lack of overall cleanliness of BCCC. Numerous respondents reported widespread nepotism, hostile work environments, and failure of BCCC to adopt updated technology and IT infrastructure as barriers to improving BCCC.

In particular, the following subsections represent the overall themes of employee responses:

- Qualifications and Culture
- Leadership and Administration
- Morale
- Faculty and Students
- Campus
- Community

Qualifications and Culture

One recurring theme was the importance of hiring competent employees. A large number of respondents expressed the need for an overhaul of underperforming and unmotivated employees. Many believed new hires would greatly benefit BCCC. Respondents felt that many staff members are unqualified for their jobs and suggested re-interviewing people to filter out unqualified employees. Some wanted to discontinue the practice of hiring “former problem employees” as contractual staff. Nepotism was a widely reported problem, as several respondents reported a pattern of management hiring family members who were viewed as unqualified for their positions. Multiple respondents described the presence of cliques as being a detriment to the success of the college.

Overall, suggestions to improve the hiring process conveyed a broad feeling that outside hires should be a priority. Many cited unqualified employees rising to higher positions as an issue. One respondent’s suggestion was to improve the vetting process of job applicants by including the search committee chair in the initial applicant screening. Respondents have also expressed the need for evaluations of staff. One respondent stated, “I have been here over five years and have never had an evaluation.”

Several respondents stated that the work environment in general at BCCC can be described as hostile. Suggestions for improvement include mandatory team building exercises, diversity programs, professional development courses, a better process for staff promotion, and resources for those employees experiencing bullying in their departments.

Many respondents cited a need for better customer service amongst staff. One respondent suggested mandatory customer service classes. Numerous recommendations addressed the issue of staff treating students poorly due to the lack of professionalism and accountability.

Leadership and Administration

A concurring theme amongst respondents was the need to let go of those in all levels of administration in order to restore morale and begin to rebuild BCCC. One respondent summarized this sentiment, suggesting BCCC should “completely revamp the administration, both in philosophy and personnel.” Another respondent noted that “changing and improving leadership will change the culture and morale.”

Respondents characterized administration as being incompetent, unqualified, apathetic, authoritarian, careerist, unwilling to embrace change, as well as lacking integrity, experience, transparency, and diversity. Respondents also reported that some supervisors used inappropriate conduct and mistreated subordinates. Many said that BCCC values administrators more than the students. One respondent echoed this sentiment by classifying administration as “top heavy with multiple layers of upper-level administrators.” Some respondents called into question the qualifications of the President’s staff. Many respondents stated that BCCC was in need of effective senior level leadership.

Respondents also complained about the lack of accountability amongst leadership. Mid-level and higher level leadership were not seen as being held accountable for the failings of the departments in which they supervise or maintain. Respondents saw the need for improvement, specifically in middle management.

Suggestions for improving BCCC included having administrators complete educational courses on managing teams, replacing current administrators with “innovative thinkers”, and “annual 360 evaluations of administrators and executives.” Another suggestion was that the President should be focused on “improving quality of operations at BCCC.” Respondents stated the importance of hiring “higher level administrators,” such as Deans, Associate Deans, and Vice Presidents with knowledge and experience. There was a definite negative attitude among many respondents regarding administrators rising to higher positions to which they were not qualified. One respondent described this phenomena as having “impacted morale and promoted a hostile environment.”

Respondents also saw an issue with the Board of Trustees, although many responses seemed to contradict each other. Some said the Board was too involved, and others argued it was completely uninvolved. Multiple employees stated they believed the Board was acting illegally by being too involved with day to day operations. On the other hand, one respondent stated the need for “a complete overhaul of an unethical, untrustworthy and disengaged Board of Trustees.”

Morale

Many employees voiced a feeling that the college does not care about them. There is also a sentiment that BCCC is not able to rise above its numerous issues and problems remain unsolved. Furthermore,

apathy amongst faculty and administrators is pervasive. One respondent described this environment as: “a culture of mediocrity and under performance is tolerated as the norm.”

Faculty and Students

Some respondents noticed that faculty members were not responsive enough to students and did not treat students respectfully. Overall, a large number of respondents reported that there should be more of a focus on the students, or as one respondent suggested a “student first attitude amongst all employees.”

Respondents also addressed the issue of student retention and enrollment. One alleged that enrollment data was outdated and incorrect. Other respondents suggested better projection models, better recruitment plans, and more outreach to increase enrollment. Calls to revamp the enrollment strategy seem to fall in line with the new Strategic Enrollment Management and Retention Committee at BCCC. However, this committee was not referenced in any of the responses.

Campus

Some respondents recommended improvement of the campus, such as renovating the arts wing, re-opening the Bard building downtown, painting Student Lot D, replacing the elevator in the Life sciences, cleaner facilities, better HVAC systems, and building a better athletic facility. Many respondents viewed revisiting the downtown location as a viable campus asset to students.

One respondent claimed there were serious problems in the facilities’ maintenance, stating,

“[I]f we put in a work order it takes forever to be processed and the staff gets upset with you for requesting the work to be done. Facilities is slow in processing work orders...Complaints have been made all the way to the President's office but not addressed.”

Community

Some respondents saw room for improvement in BCCC’s involvement in the community. One respondent noticed a “disconnect between the college and the community.” Suggestions to improve this connection included: creating an “active relationship between the academic management leaderships and the local community institutions”; partnering with other colleges such as Coppin State University; increasing the number of academic advisors; advertising the good work BCCC is doing in the community; community outreach and a presence at “strategic community venues”; offering college tours and visits for local high school students; holding more events in which the community can attend, and helping those in need in the community.

Respondents also suggested better marketing, especially the idea of advertising BCCC’s particularly talented faculty members. Marketing and promotion of noncredit classes were also suggested by some respondents to improve BCCC.

CONCLUSION

Overall, respondents to the climate survey often had a more critical view of administration compared to their views of faculty and staff. Respondents were more likely to answer that faculty and staff perform their responsibilities with integrity than upper level administrators. Less than 40% of respondents agreed that the college assesses the effectiveness of its president, vice presidents, administrators, or governance structure.

Respondents were critical about communication and morale college-wide, but had more favorable opinions about communication and morale within departments. Nearly half of respondents who identified as administrators felt that senior leadership does not communicate openly about important matters.

The percentage of staff respondents who said they are very likely to leave BCCC within the next five years more than doubles the percentage of faculty respondents who said the same. Staff respondents were also the least satisfied with the support they receive from BCCC, compared to full-time and adjunct faculty respondents. Both full-time and adjunct faculty respondents listed working with students as the favorite part of their jobs, while being associated with BCCC was rated as the least favorite among the available categories by both full-time and adjunct faculty respondents.

Respondents were very eager to provide answers to the open-ended questions in the survey. Many respondents were critical of the culture at BCCC and the hiring process. Respondents were worried that BCCC is not hiring qualified employees and conducting regular performance evaluations.

Many respondents were also very critical of leadership and administration. Particularly, respondents were critical of the lack of accountability and perceived leadership deficiencies in middle management. Some described all levels of leadership as apathetic. Many respondents would also like to see better connections between BCCC, the community, and other area colleges.

APPENDIX 6G: EMPLOYER SURVEY

The following is a summary of the results of an external scan of local employers to obtain information about the local business community's knowledge, perceptions, and experience with Baltimore City Community College (BCCC). The BCCC employer survey was administered as part of the BCCC JCR Comprehensive Review. This report presents selected questions that are most relevant to the current evaluation.

METHODOLOGY

Survey Design

The Schaefer Center developed a local employer phone survey instrument in 2011 for an external scan of the local community on perceptions and interactions with BCCC. This same survey instrument was modified and used for the BCCC employer survey.

Survey Sample

BCCC provided the research team with multiple electronic lists of employers that were described as the college's health care partners, contract training partners, and placement employers. Collectively, the employers provided by BCCC are referred to as the client employers. The contact fields were not identical across all four lists, but all lists included the employer name and phone number. Some lists provided a contact person for the employer and the employer's address. One list provided email addresses for some of the employers listed.

Together, the client employer lists contained 151 unique employers. Phone numbers were available for 145 of the employers. Of the 145 phone calls attempted to client employers, 25 surveys were completed.

The Schaefer Center also purchased a general sample of businesses located in the Baltimore-Metro area that employ 50 or more employees, excluding those businesses in the areas of agriculture, mining, and public administration (determined by NAICS code). There were 3,845 businesses identified in the Baltimore-Metro area fitting the sample criteria. The sample contained the employer name, phone number, FIPs code, NAICS code, contact name, and contact title. Of this sample, 2,518 phone calls were attempted and 213 surveys were completed.

The BCCC employer survey was administered as a telephone survey in the Schaefer Center's Computer Aided Telephone Interview (CATI) survey lab. Participants were called, asked to participate, and screened prior to being read survey questions. The survey was in the field from May 4 to June 24. A total of 2,663 employers were called and 238 responses were collected for a response rate of 8.9%. The margin of error for this sample is 6.1% at the 95% confidence level.

SURVEY FINDINGS

Respondents were asked a variety of questions about whether they have hired BCCC graduates or students, contracted with BCCC for professional development training, and asked about their knowledge and perceptions of BCCC. The following sections present the findings among the 238 employer respondents.

Tables may not equal 100% due to excluding the percentage of respondents who refused to answer.

EVALUATION OF BCCC GRADUATES

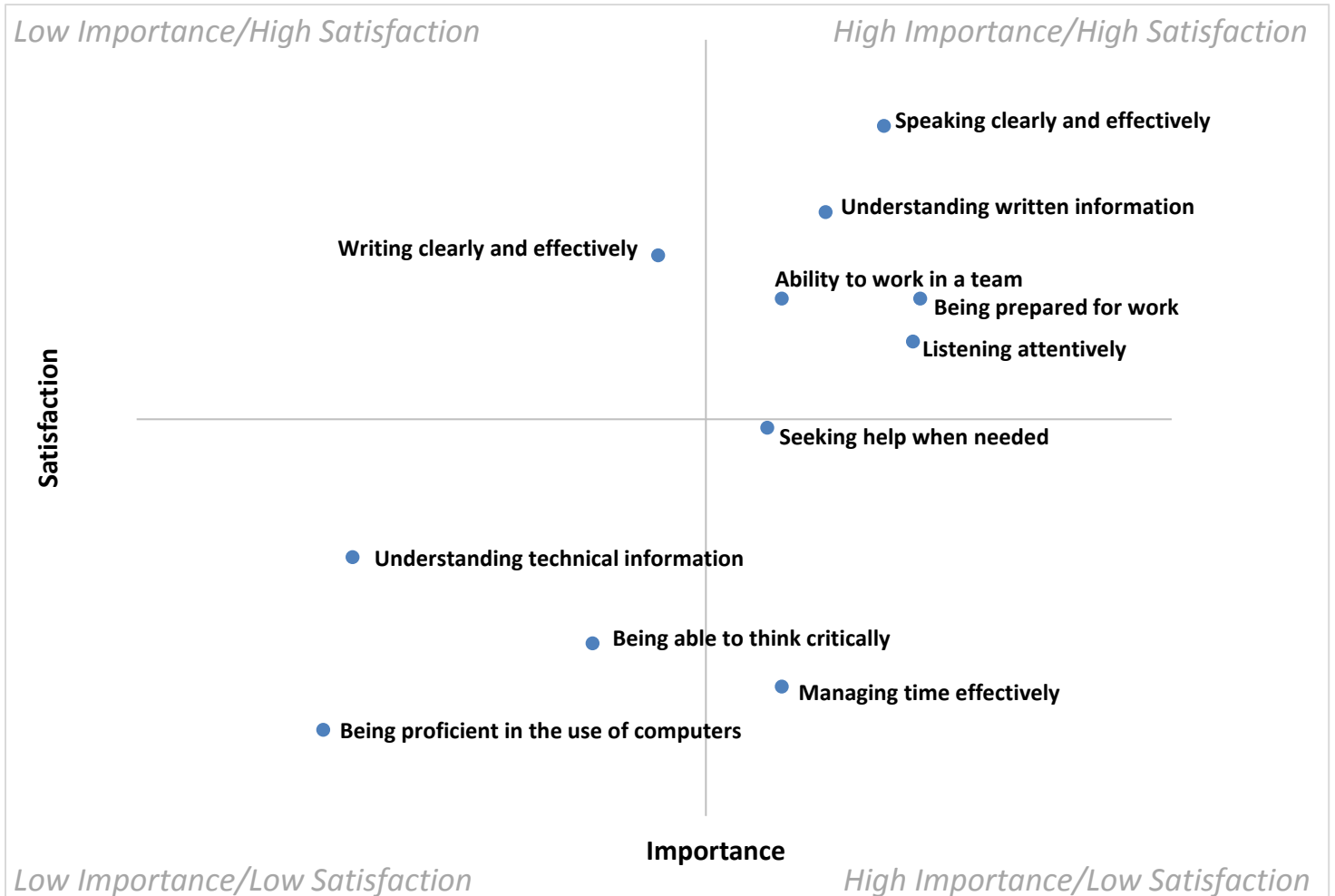
Of all employers surveyed, 14% said they currently employ BCCC graduates or students and 12% indicated they have previously had a BCCC graduate or student on staff. The survey then asked business people to estimate the importance of worker attributes and evaluate how well BCCC graduates or students fulfilled those attributes.

Chart 30 was constructed so that the more positive estimate or evaluation received the highest score. An importance-performance analysis chart was developed using information on how important employers considered each attribute and the employers' satisfaction of BCCC graduates or students in each attribute area. The question on importance was asked of all respondents (n = 237), and the satisfaction question was asked only of those businesses that had experience with BCCC graduates or students (n = 40).

The x-axis represents the mean employee importance rating of each attribute. Attributes on the right half of the x-axis all had an importance rating greater than the mean importance rating. These attributes are referred to as, "high importance." The attributes on the left half of the x-axis are referred to as "low importance." The y-axis represents the mean employee satisfaction with BCCC graduates or students. Attributes on the top half of the y-axis all had a satisfaction rating greater than the mean satisfaction rating. These attributes are referred to as, "high satisfaction." The attributes on the bottom half of the y-axis are referred to as "low satisfaction."

Attributes that fall in the top right quadrant are areas of high importance and high satisfaction, or in other words, important attributes where BCCC graduates and students appear to be well prepared according to employers. Attributes in the bottom right quadrant are important attributes where employers are not as satisfied. Likewise, the top left and bottom left quadrants depict attributes that are low importance but high satisfaction and low satisfaction, respectively.

Chart 30: Employer Perception of Skill Importance and Satisfaction with BCCC Graduates



Five of the 11 attributes asked about in the survey appear in the high importance, high satisfaction quadrant. Respondents said speaking clearly and effectively, understanding written information, ability to work in a team, being prepared for work, and listening attentively were the most important attributes where employers were satisfied with BCCC graduates or students. Employers were much less satisfied with BCCC graduates and students’ abilities to manage time effectively, which employers also considered an important attribute.

Employers also provided lower satisfaction ratings for understanding technical information, being proficient in the use of computers, and being able to think critically, all of which fell below the mean importance rating.

Table 76: Performance Compared to Non-BCCC Employees

Response	Percent n = 40
Better	40%
About the same	45%
Worse	5%
Don't know	8%
Total	100%

When asked to compare BCCC students or graduates with other employees, 45% of the employers indicated that BCCC students or graduates performed “about the same” as other employees, as shown in Table 76. Forty percent (40%) stated BCCC students or graduates performed better than other employees. Only 5% indicated that the BCCC graduates performed somewhat worse than other employees in the same position.

Table 77: Success Compared to Other Employees

Response	Percent n = 40
Much better	18%
Somewhat better	38%
About the same	33%
Somewhat worse	5%
Don't know	8%
Total	100%

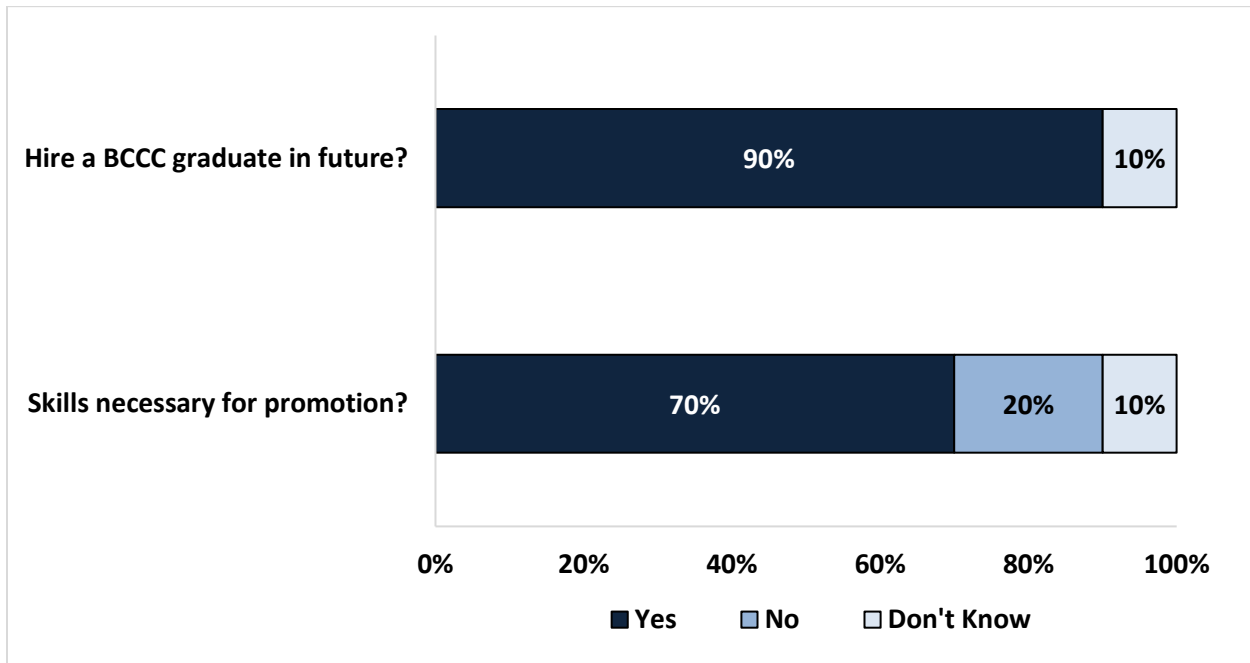
In regards to how successful BCCC students or graduates are in comparison with other employees, the majority of respondents thought that BCCC graduates fared somewhat better (38%) or much better (18%) than other employees. Another 33% cited BCCC graduates as doing about as well as other employees.

Table 78: Satisfaction with BCCC Graduates

Response	Percent n = 40
Very Satisfied	53%
Somewhat Satisfied	38%
Neither Satisfied nor Unsatisfied	8%
Very Unsatisfied	3%
Total	100%

Overall, employers were satisfied with BCCC graduates according to Table 78. When asked about overall satisfaction with BCCC graduates, 53% indicated they were very satisfied, 38% indicated they were somewhat satisfied, 8% indicated that they were neither satisfied nor unsatisfied, and only 3% indicated they were very unsatisfied.

Chart 31: Assessment of BCCC Graduates



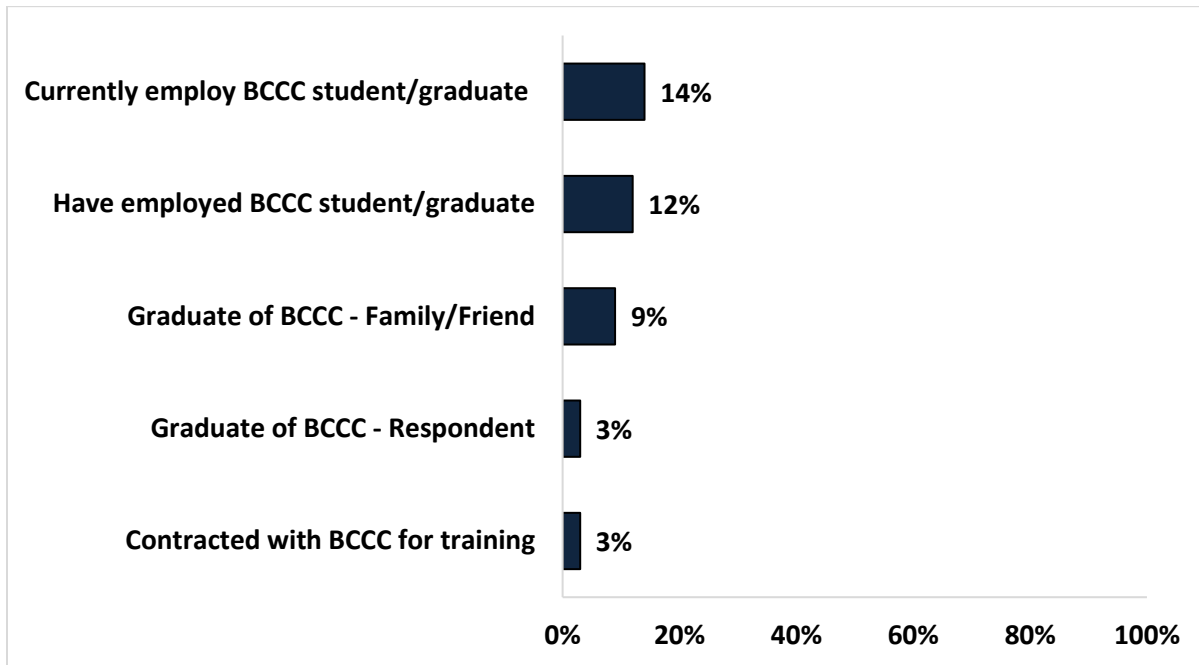
Respondents who employ BCCC graduates or students were asked if they would hire BCCC graduates or students in the future if given the opportunity. Chart 31 shows an overwhelming majority (90%) indicated that they would hire a BCCC graduate in the future. Employers were also asked if BCCC graduates have the skills necessary for promotion. Most employers agreed that BCCC graduates do have the necessary skills for promotion, with 70% stating yes and 20% saying they do not. The remaining 10% did not know.

Overall, employers are mostly satisfied with BCCC graduates they have hired. An overwhelming majority of employers who have employed BCCC graduates or students would hire BCCC graduates or students again in the future and believed they have the skills necessary for promotion. Employers thought that BCCC graduates and students were performing about the same or better than other employees.

RELATIONSHIP TO AND KNOWLEDGE OF BCCC

The majority of employers surveyed had no direct affiliation with BCCC, as shown in Chart 32. As stated previously, only 12% have previously employed and only 14% currently employ a BCCC graduate or student on their staff. Furthermore, only 3% indicated that they went to BCCC and 9% indicated that they have a family member or friend who attended BCCC. Only 3% of the employers surveyed indicated that their organizations contracted with BCCC for training services. Among the 25 client employer respondents, 32% said they have contracted with BCCC for training services.

Chart 32: Relationship to BCCC



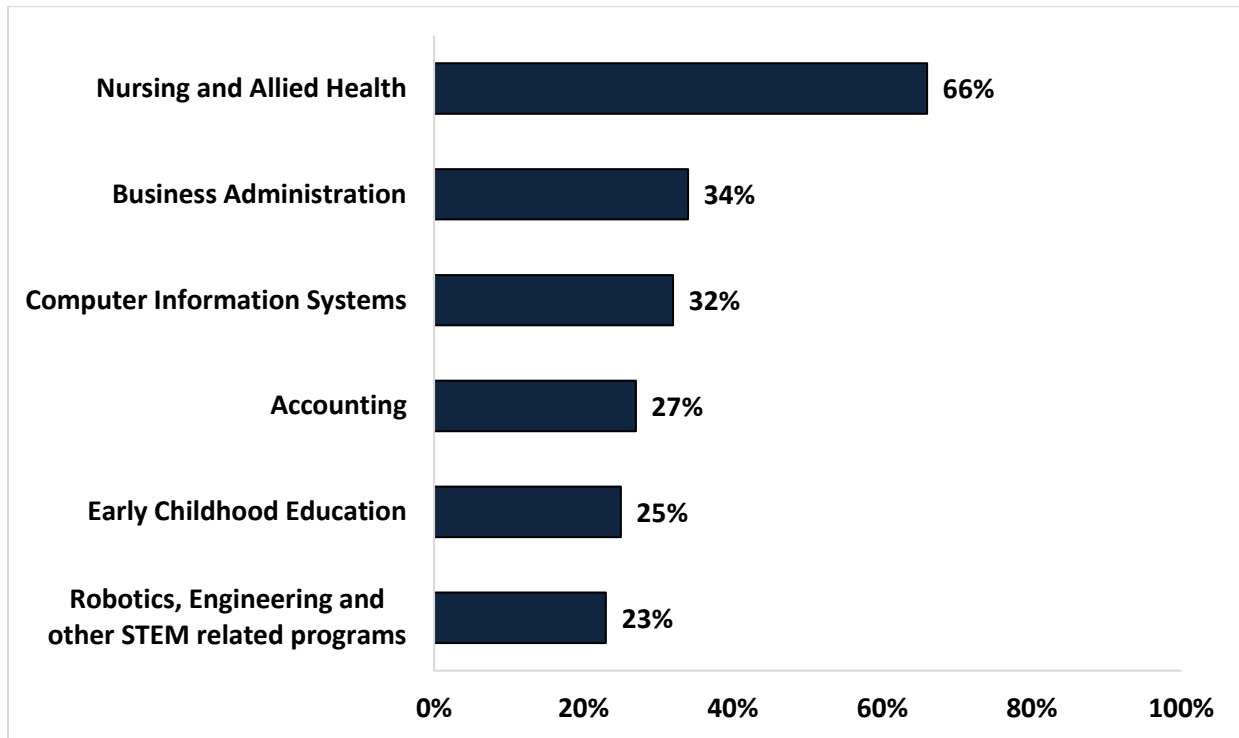
Employers were asked about their knowledge of BCCC’s educational programs. Table 79 shows most employers tended to have only a general knowledge of BCCC programs (36%) or no knowledge at all (47%). Only 5% were very familiar with BCCC programs and 12% had at least some familiarity with a single program at the college.

Table 79: Knowledge of BCCC Educational Programs

Response	Percent n = 236
Very familiar with several programs offered by BCCC	5%
Have some familiarity with at least one program offered	12%
Have only a general perception/knowledge of BCCC programs	36%
Have no knowledge of BCCC educational programs	47%
Total	100%

Chart 33 shows employers were most familiar with BCCC’s nursing and allied health programs (66%). Business administration was the second most familiar program cited by employers (34%), followed by computer information systems (32%) and accounting (27%). The least familiar programs among employers were early childhood education (25%) and robotics, engineering, and other STEM related programs (23%).

Chart 33: Familiarity with BCCC Programs



A follow-up question asked respondents to rate their perceived satisfaction with BCCC’s programs. They were able to indicate their level of satisfaction on a scale from one to 10, with one being the lowest score and 10 being the highest score.

Table 80: Satisfaction with Programs

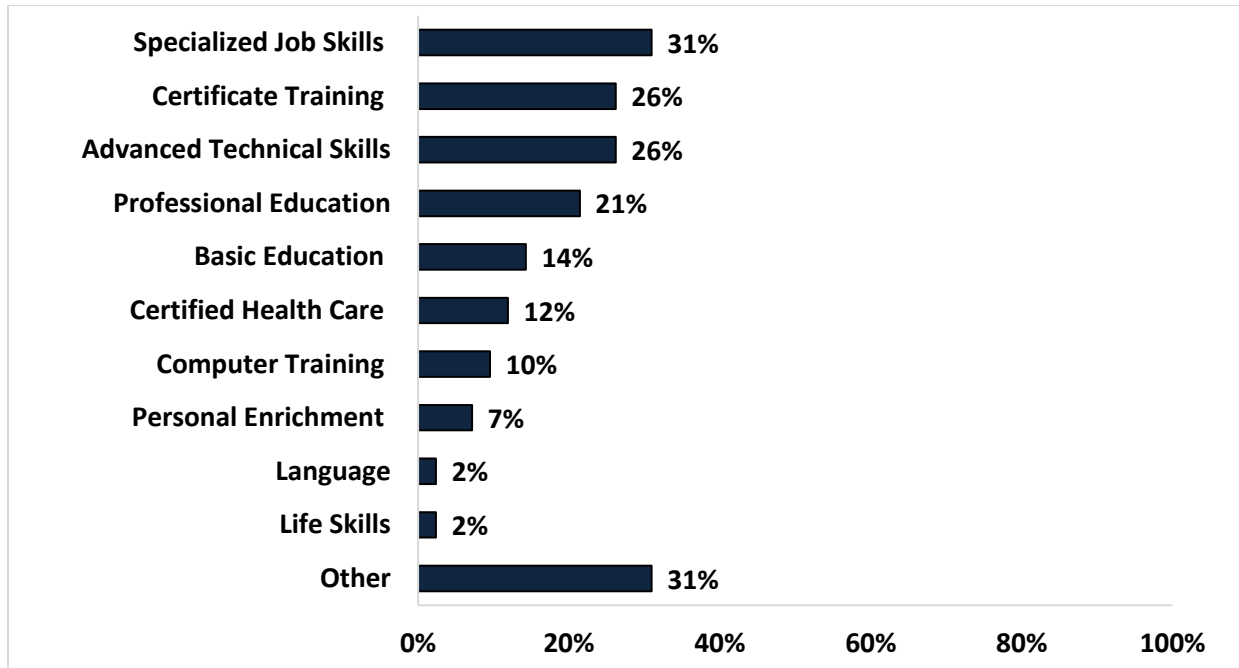
Program	Mean	n
Accounting	7.50	12
Robotics, Engineering and other STEM related programs	6.70	10
Business Administration	6.67	15
Nursing and Allied Health	6.62	29
Computer Information Systems	6.29	14
Early Childhood Education	4.00	11

The number of respondents that evaluated the programs was very small. Table 80 shows that the scores demonstrate general satisfaction. The highest rated program was accounting, with a mean of 7.5 among only 12 respondents. Nursing and Allied Health received the most ratings and had a mean satisfaction rating of 6.62. While only 11 respondents rated the early childhood education program, it received the lowest mean satisfaction rating (4.00).

CONTRACTUAL TRAINING

Employers were asked about contractual training programs, and for the employers who received training, they were asked about the types of training they received. Chart 34 shows the types of training respondents received from BCCC.

Chart 34: Type of Training Received from BCCC



Most respondents reported receiving training on specialized job skills (31%). Other frequently mentioned types of training were certificate training (26%), advanced technical skills training (26%), and professional education training (21%).

Respondents who indicated they received training were then asked to rate how satisfied they were on a scale from one to 10, with one being the lowest score and 10 being the highest score. Table 81 shows the mean rating for each training category, sorted by the number of responses. The number of respondents in each training category is very low since few employers indicated receiving training. Employers were not able to rate the English as a second language or Life Skills training. The ratings should not be generalized and may not be an accurate depiction of actual employer satisfaction.

Table 81: Satisfaction with Training Classes

Training	Mean	N
Certificate Training	5.25	8
Basic Education	6.00	7
Computer Training	6.17	6
Specialized Job Skills	6.80	5
Certified Health Care	8.00	4
Professional Education	4.50	2
Personal Enrichment	9.00	1
Language	6.00	1
English as a second language (ESL)	N/A	0
Life Skills	N/A	0

Those contracting with BCCC indicated that they were pleased with the training facility. Thirty three percent (33%) rated the facility as very satisfactory and another 43% rated it as satisfactory. None of the respondents indicated an unsatisfactory rating.

Table 82: Quality of Training Facility

Response	Percent n = 21
Very Satisfactory	33%
Satisfactory	43%
Neither Satisfactory nor Unsatisfactory	5%
Don't Know	10%
Refused	10%
Total	100%

When asked if they would contract with BCCC again for the professional development training service they previously received, 57% of respondents said they would while 38% of respondents said they do not know. No respondents said they would not contract with BCCC again.

Table 83: Contract Again for Service

Response	Percent n = 21
Yes	57%
No	0%
Don't know	38%
Total	100%

Respondents agreed that their organization received value from the training that was worth the expense, as 71% believed this to be true. Twenty-four percent (24%) stated they did not know if the trainings were worth the expense.

Table 84: Training Expense vs. Value

Response	Percent n = 21
Training Worth Expense	71%
Training Not Worth Expense	0%
Don't Know	24%
Total	100%

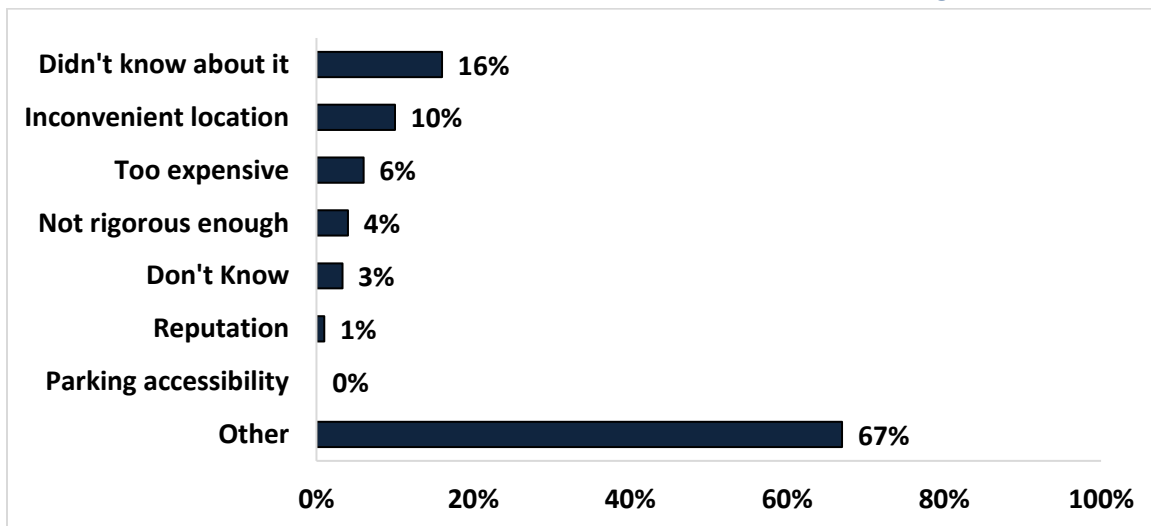
All respondents were asked if they would consider BCCC for future professional training needs. Respondents were generally split on whether or not they would consider BCCC, as 36% answered yes and 38% answered no. One-quarter (25%) of respondents were unsure whether or not they would consider BCCC for future professional training needs.

Table 85: Consider BCCC for Future Training

Response	Percent n = 236
Yes	36%
No	38%
Don't Know	25%
Total	100%

When asked the reasons they would not choose BCCC for training, 67% of respondents cited a reason outside of the ones provided. An examination of the responses revealed the majority of respondents said they would not use BCCC for training because they took care of their own training needs in house, had access to appropriate online training, or there was no need for employee training. Secondary reasons included that respondents didn't know about BCCC's training (16%) and the inconvenient location of the campus (10%).

Chart 35: Reasons You Would Not Choose BCCC for Training



CONCLUSION

Very few employers reported currently employing BCCC graduates or students. Of those who have employed BCCC graduates or students, employers rated them favorably. Over 80% of employers who currently have or have had BCCC graduates or students say their performance is either better or about the same as other non-BCCC employees. Over 90% said they are satisfied with BCCC graduates or students.

Only 5% or less of all respondents said they have contracted with BCCC for professional training or are very familiar with several programs offered by BCCC. The most well-known programs offered by BCCC are in the nursing and allied health fields. Many respondents have not contracted with BCCC for training because they either provide their training in house, are satisfied with their current provider, or do not see a need for professional development training. As for whether or not respondents would consider BCCC to fulfill future training needs, respondents were split with roughly 40% answering yes and roughly 40% answering no. The few employers who reported receiving training through BCCC said they were satisfied with the service.

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APPENDIX 6H: ACADEMIC ADVISORY BOARD SURVEY

The following is a summary of the results of the Baltimore City Community College (BCCC) academic advisory board survey administered as part of the BCCC JCR Comprehensive Review. This report presents selected questions that are most relevant to the current evaluation.

METHODOLOGY

Survey Design

The Schaefer Center developed an online academic advisory board survey instrument in 2011 for an environmental scan of BCCC. This same survey instrument was modified and used for the 2016 BCCC academic advisory board survey.

Survey Sample

BCCC provided the research team with three files containing lists of people identified as members of various academic advisory boards. The combined lists contained 145 people. Since the lists were generated from various sources at BCCC, identifying information was not standard across all documents. The two fields that every list included were name and email address, while some also provided address, title, position, and phone number. Of all names, nine did not have email addresses. The remaining 136 people received an email invitation to participate in the survey. After invitations were sent, seven people contacted the Schaefer Center to say they were not on an academic advisory board at BCCC and were unsure why they were listed as such.

Participants were sent an email invitation to participate in the survey with a link to access the survey programmed into the Schaefer Center's web survey platform. The initial invitation was sent on April 15, 2016. Reminders were sent on April 22 and May 10. The survey was closed on June 3, 2016. Fifty-five (55) advisory board members responded for a completion rate of 40.4%.

SURVEY FINDINGS

Respondents were asked about which board(s) they serve, the engagement of the advisory board, their interaction with BCCC, changes they would like to see made, their thoughts on the direction of BCCC, and what they would recommend to improve the college. The following sections present information on each of these areas.

ADVISORY BOARD SERVICE

Respondents reported serving on a wide variety of advisory boards. The best represented advisory boards were accounting (18% of respondents), construction, electronics, and telecommunications (15%) and CADD (15%). Health fields were also well represented with 11% of respondents served on the nursing board, 9% on the EMS board, and 4% on the surgical technology advisory board.

Appendix 6H: Academic Advisory Board Survey

Respondents also reported serving on other advisory boards such as Budgeting (2), Early Childhood Development (3), Career Development Advisory Board (1), and Information Technology (2).

Chart 36: Advisory Board Participation

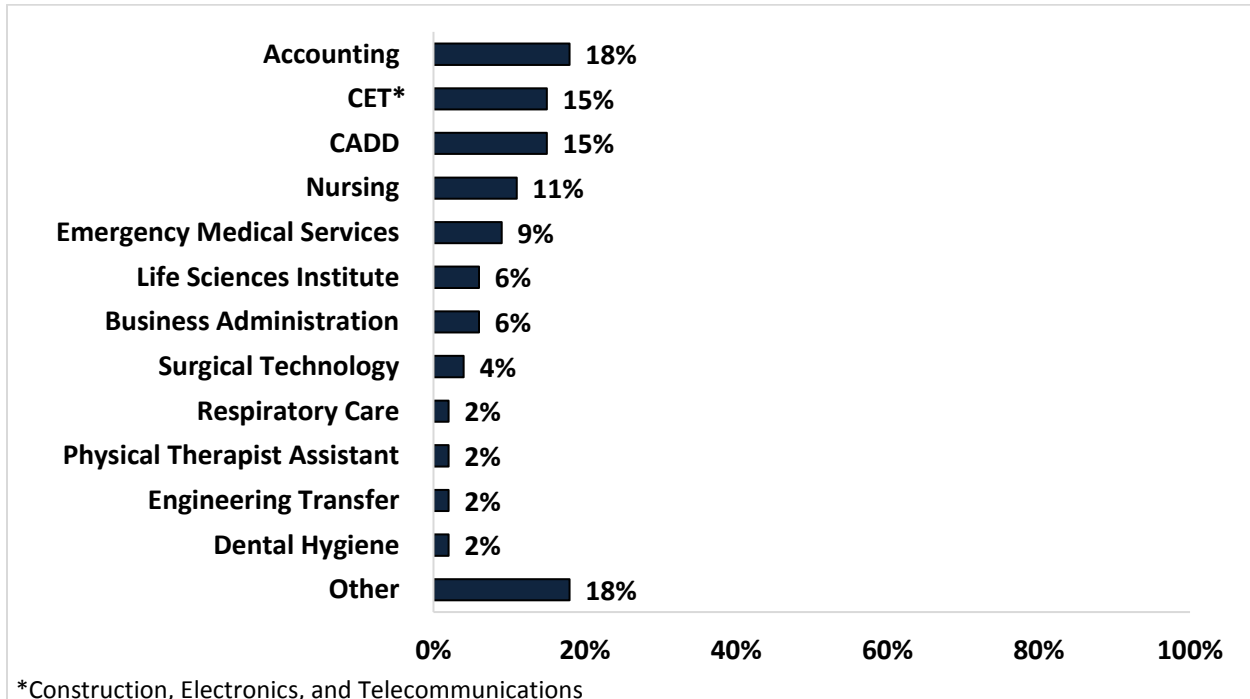
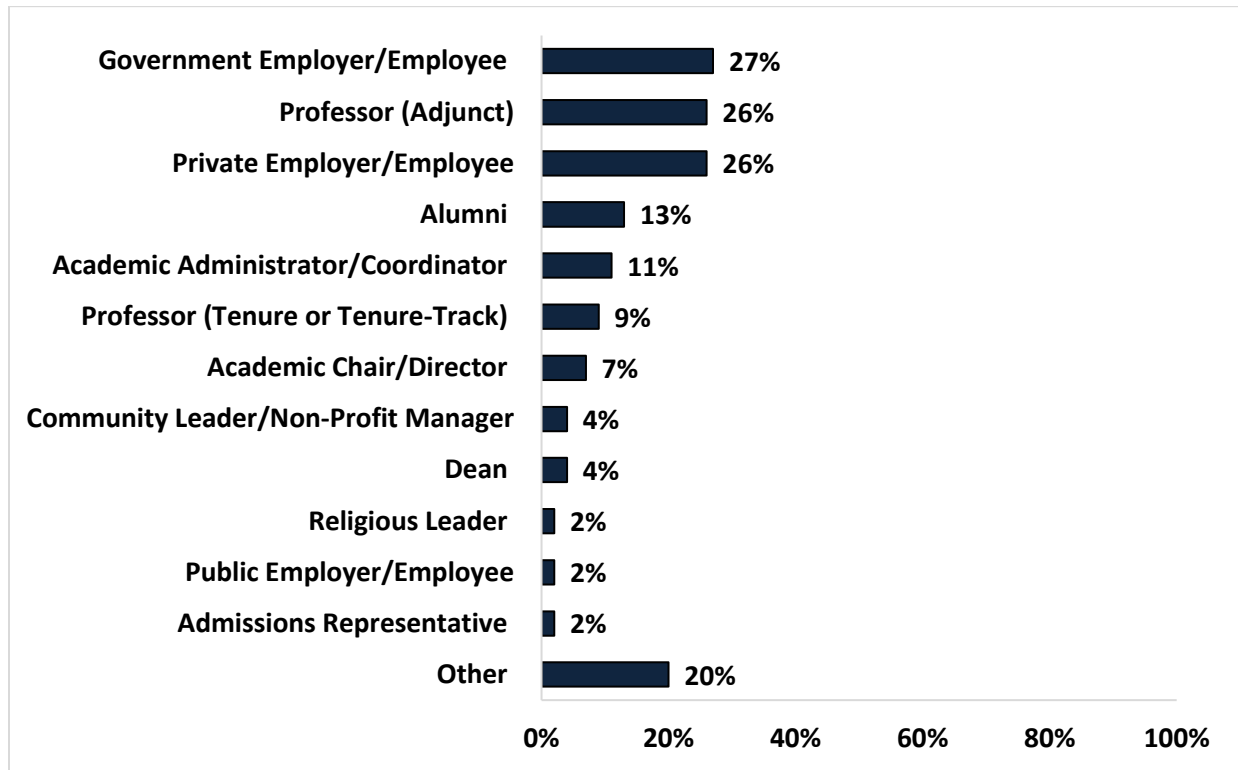


Chart 37 shows that people who staff the boards come from a variety of fields as well. Government employer or employee had the greatest representation (27%), followed by adjunct professor (26%), and private employer (26%).

Chart 37: Professional Career or Position



Respondents were also allowed to select other and write their own response. The other category was composed of a variety of professional and career positions including retired faculty, financial executives, and health professionals.

ADVISORY BOARD ENGAGEMENT

Members of the advisory board were asked to indicate their level of engagement with advisory board activities. A relative frequency scale – Frequently, Sometimes, Rarely, or Never – was used to indicate how frequently they participated in each activity. Table 86 shows that advisory board members reported being very active in BCCC affairs. Respondents reported they frequently engaged in program evaluation (45%), suggested program revisions (45%), identified external learning opportunities (41%), and assisted in needs of students (41%). Board members reported less activity in other advisory roles. Only 24% reported frequently establish workplace competencies, 18% said they frequently advise college personnel on equipment acquisition, another 18% said they assist with special needs students, and only 16% reported frequently assisting in professional development of faculty. One-third or more of advisors reported they never engaged in the latter three items. Twenty-seven percent (27%) said they never evaluate the adequacy of existing college facilities and equipment.

Table 86: Advisory Board Engagement

Statement	Frequently	Sometimes	Rarely	Never	n
Evaluate the goals and objectives of the program(s) curriculum	45%	41%	12%	2%	49
Suggest program(s) revisions as needed	45%	37%	14%	4%	49
Identify local business/industry leaders who will provide students with external learning experiences, employment, and placement opportunities	41%	31%	18%	10%	49
Assist in the needs of all students	41%	20%	33%	6%	49
Evaluate the adequacy of existing college facilities and equipment	31%	22%	20%	27%	49
Assist in promoting and publicizing the program(s) to the community and to business and industry	29%	38%	25%	8%	48
Establish workplace competencies for the program(s) occupations	24%	41%	18%	16%	49
Advise college personnel on the selection and acquisition of new equipment	18%	18%	29%	35%	49
Assist in the needs of students with special needs (e.g. mentally or physically impaired)	18%	14%	27%	41%	49
Assist in the professional development of the faculty	16%	24%	27%	33%	49

BCCC USE OF ADVISORY BOARD

Respondents were asked about their interaction with BCCC and how BCCC implements advisory board feedback. Over half of respondents think that BCCC is responsive to their input, as seen in Table 87. Seventy-two percent either strongly agree (22%) or agree (50%) that BCCC uses the information they provide, and only 10% disagreed. Board members also agreed (36%) or strongly agreed (18%) that BCCC adopts good ideas from the advisory board regularly. Moreover, advisory board members agreed that BCCC adopts new ideas in an efficient manner. Board members also agreed that BCCC moves quickly to adopt new ideas, with over 50% agreeing or strongly agreeing. For the range of questions about interaction with BCCC, negative evaluations were very low.

Table 87: Interaction with BCCC

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N
The information that the advisory board shares is regularly used by BCCC	22%	50%	18%	4%	6%	50
When the advisory board shares good ideas with the BCCC administration, they are regularly adopted	18%	36%	36%	6%	4%	50
When BCCC does chose to adopt advisory board ideas, they are adopted in an efficient manner	12%	50%	32%	2%	4%	50
When BCCC does chose to adopt advisory board ideas, they are adopted quickly	8%	48%	34%	8%	2%	50

OPEN-ENDED RESPONSES

Advisory board members were also asked a series of open-ended questions about their work at BCCC, including the changes they would like to see made in how information is used, strengths and weaknesses of the board, what BCCC should focus on in the near future, and recommendations to improve BCCC.

The following section provides summaries of the many responses received in each open-ended question.

Questions asked of respondents are displayed in **bold**.

What changes would you like to see in how BCCC uses the information provided by your advisory board?

Respondents suggested that BCCC should act more quickly and efficiently on information provided by advisory boards in addition to information “regarding the program’s successes as well as its failures supported by statistical data.” Responses also included suggestions regarding partnerships with local businesses to improve workforce development as well as high school and other college institution partnerships. For instance, one suggestion stated that BCCC should “have a partnership with several technical high schools to start students at BCCC.”

Respondents suggested an overall increase in communication and meetings between BCCC, advisory boards, and stakeholders and elaborated on the need for “more communication with stakeholders.” Finally, respondents suggested that BCCC facilities must be updated. Specifically, suggestions included to “provide standard equipment that is lacking but provided in other community colleges through Maryland.” Overall, the main themes for how BCCC can better use information provided by advisory boards include:

- Act quickly and efficiently on advisory board recommendations.

Appendix 6H: Academic Advisory Board Survey

- Increase data-driven feedback and support of changes.
- Develop partnerships with local businesses and schools.
- Support the needs of the city.
- Increase communication between BCCC representatives, advisory board, and stakeholders.
- Update BCCC's resources and classroom systems.

ADVISORY BOARD STRENGTHS AND LIMITATIONS

What do you see as the greatest strengths of your board's ability to provide good advice to BCCC?

Regarding the strengths of advisory boards to provide good advice to BCCC, respondents stated that the boards' diversity, expertise, market knowledge, commitment, employment opportunities, and ability to provide advice on class resources were the greatest strengths. Responses related to the diversity of board members included remarks such as "the board is diverse in experience, age, employment, and geographical background" as well as "the board members are well familiar with job market that will absorb BCCC-LSI students, and how the market changes over time."

Remarks on the sense of commitment include "the board members are very committed and get into robust conversations on the academic program and the way forward". Regarding industry expertise and market knowledge, responses stated "The level of expertise of the members of the board provides real-world experiences and feedback that enhances and improves student outcomes."

What do you see as the greatest limitation of your board's ability to provide good advice to BCCC?

The limitations expressed by board members had to do with scheduling difficulties, limited support from BCCC, limited time and finances, limited knowledge of BCCC operations, limited power, and conflicting needs. In regards to scheduling, respondents mentioned the difficulty of working around work schedules for board members.

Respondents also voiced concern for whether or not they would receive support from administration. One respondent noted, "The consistent question is whether the [administration] will support our efforts." Limitations of the knowledge of BCCC operations and processes were expressed as lacking the "detailed knowledge of academic programs, demographics, and institutional challenges to provide the most feasible advice."

ANTICIPATING THE LABOR MARKET

In anticipation of the labor market in five years from now, what knowledge sets should Baltimore City Community College be developing in relation to their students?

Respondents offered many ideas on what BCCC should be focused on in anticipation of the labor market in five years. Suggestions encompassed ideas related to specific fields of work as well as community and soft-skill needs. Regarding science, technology, engineering, and math education (STEM), one respondent suggested focusing on “biological and biomedical science, electronics, and renewable energy-related fields.” One respondent even noted that their particular place of employment is in “desperate future need,” and suggested that BCCC focus on construction and healthcare. Respondents also brought up developing soft skills such as “communication, interpersonal and customer service.” Overall, the categories of responses are listed below:

- STEM fields
- Foreign languages
- Construction
- Healthcare (biological and biomedical science)
- CADD/3D modeling, printing, and software
- Soft Skills: Good work ethic, loyalty, communication
- Community Needs/hands on opportunities
- 21st Century Career/qualification development: Reading, writing, math, resume writing, interview skills, networking, adapting to change
- Ability to transfer to four-year institutions and certification alignment (NCCER, CAST)
- Renewable energy-related fields
- Emergency Services (EMS, fire)
- Childhood education

In anticipation of the labor market in five years from now, what should Baltimore City Community College be developing in relation to their graduate’s skills and abilities?

Similarly, respondents were asked what specific skills and abilities BCCC should be developing in their students in anticipation of the labor market in five years. Suggestions were similar to responses to the previous question related to knowledge sets. Overall, respondents suggested that BCCC focus on developing soft skills and skills related to specific fields such as technology and foreign language. Respondents also mentioned the importance of developing skill sets identified by the Bureau of Labor Statistics (BLS) and local and regional market demand data.

BCCC GRADUATES: CHALLENGES AND OPPORTUNITIES

What do you believe are the greatest challenges facing BCCC graduates?

Advisory board members were asked about the greatest challenges facing BCCC graduates. Many suggested that the greatest challenges facing BCCC graduates were job market challenges, the value of an A.A. degree, and the educational, financial, and racial adversities in Baltimore City. Regarding Baltimore City, one respondent noted the specific challenge of “overcoming daily distractions that students face in their homes and neighborhoods.”

Some respondents were also concerned about the value of an A.A. degree and the reputation of BCCC. One noted “the reputation of the program and lack of funds for new or current equipment” as being major challenges for students.

What do you believe are the greatest opportunities for BCCC graduates?

According to respondents, the greatest opportunities for BCCC graduates can be described as career, personal, and skill-related. Board members mentioned that BCCC graduates have the opportunity to continue their education at a four-year institution or to enter the workforce depending on their career path. Some respondents said BCCC graduates have personal development opportunities to improve their quality of life thanks to their education. Advisory board members also pointed out the importance of specific skills some BCCC graduates learned, such as CADD and other software programs.

MEETING THE NEEDS OF BALTIMORE

In what ways do you believe it is meeting the needs of city residents?

Advisory board members were asked if they think BCCC is meeting the educational needs of city residents. The vast majority said BCCC is meeting the educational needs of the city, with 80% answering yes. As a follow up, these respondents were asked what ways they thought BCCC was meeting the needs of city residents.

Respondents reported that BCCC is meeting the financial, academic, preparatory, and market needs of city residents. Respondents said that BCCC’s affordability allows it to meet the financial needs of the city. Respondents also thought that offering day and night classes were evidence of meeting the city’s academic needs. BCCC’s Business and Continuing Education Division was cited as evidence of meeting the city’s employment training needs. Regarding meeting market needs, one respondent stated that BCCC provides “educational opportunities that are matches to local job market needs.”

What do you believe BCCC can do to better meet the needs of city residents?

Respondents who did not think BCCC is meeting the needs of Baltimore were asked a follow up question to explain how BCCC can better meet the needs of city residents. Respondents suggested that BCCC focus on improving retention, collaboration between BCCC and the local community, and matching market needs to BCCC educational offerings. One respondent said BCCC should work on “establishing a true collaborative effort with Baltimore City Public Schools System starting with middle school students.”

ASSESSMENT OF BCCC

What changes would you recommend to improve the overall success of BCCC?

Respondents were also asked what changes they would recommend to improve the overall success of BCCC. Responses mentioned improving political relationships, increasing marketing efforts, addressing leadership concerns, and improving the alignment between offerings and market needs. Regarding leadership, respondents called for more effective evaluation of senior leadership, particularly since the conclusion of the Middle States probationary period. Respondents also urged BCCC to increase its marketing efforts. Another recommendation was to create a career ladder for students to more effectively navigate program requirements and career opportunities.

Would you recommend BCCC to friends/family as potential students?

Respondents were asked whether they would recommend BCCC. An overwhelming majority of respondents said they would recommend BCCC to friends or family as potential students (85%). Respondents were asked to provide reasons why they would or would not recommend BCCC. Positive comments noted BCCC’s nursing program, STEM programs, and affordability.

Those who said they would not recommend BCCC (15%) provided feedback as well. One respondent believed “BCCC has set a tone of failure” and therefore would not recommend the college.

In one or two words, how would you describe Baltimore City Community College?

Asking for short descriptions of BCCC, the responses resulted in both positive and negative comments. Positive comments included BCCC’s commitment to underserved communities, affordability, and convenience. Negative comments included statements about BCCC’s leadership, under-utilized potential, and needs for improvement. One respondent said BCCC has “poor leadership, not interested in faculty or students” and another described the college as “The Titanic.” Furthermore, one respondent stated that “BCCC is an institution with the greatest potential of all of Maryland’s academic institutions; none of it utilized.” Overall, descriptions of BCCC can be summarized by the key points listed below:

- Important (haven, lifeline)
- Poor leadership
- Accessible, convenient

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- Affordable
- Unmet potential
- Career opportunity

CONCLUSION

Overall, BCCC academic advisory boards seem to be frequently engaged in evaluating the goals and objectives of curriculum, suggesting program revisions, and identifying local business/industry leaders to help students with external learning experiences and employment opportunities. Many advisory board members agreed that BCCC regularly uses information provided by their board.

Many respondents said BCCC should continue to focus on STEM related fields in the next five years. Respondents overwhelmingly said that BCCC is meeting the current education needs of the city by offering affordable education and job training. Similarly, an overwhelming majority of respondents also said they would recommend BCCC to family or friends as potential students. When asked to describe the college, respondents noted that BCCC is an important institution with unmet potential.

APPENDIX 6I: FOUNDATION LEADER SURVEY

The following is a summary of the results of an external scan of Baltimore area foundations to obtain information about their knowledge, perceptions, and experience with Baltimore City Community College (BCCC). This survey of foundation leaders was administered as part of the BCCC JCR Comprehensive Review. This report presents selected questions that are most relevant to the current evaluation.

METHODOLOGY

Survey Design

The Schaefer Center developed an online external community and foundation leader survey instrument in 2011 for a project that collected opinions about BCCC from key external stakeholders. This same survey instrument was modified and used for the BCCC JCR survey of foundation leaders.

Survey Sample

The Schaefer Center identified and obtained email addresses for 80 foundations in the Baltimore region with the assistance of the Association of Baltimore Area Grantmakers. The 80 foundations were sent an email invitation to participate in the survey with a link to access the survey programmed into the Schaefer Center's web survey platform. Initial survey invitations were sent on April 15, 2016. Follow-up email reminders were sent on April 22 and May 10. The survey was closed on June 3, 2016. Seventeen (17) foundations responded, resulting in a 21.5% response rate. Due to the low number of responses, the results of this survey should not be generalized to represent the opinions of the entire foundation community in Baltimore.

SURVEY FINDINGS

Respondents were asked about their general familiarity with BCCC, interaction with BCCC, general perceptions about the college, what they think the college does well, and how they think BCCC could improve. The following sections describe the survey results.

FAMILIARITY WITH BCCC PROGRAMS

In a series of questions, respondents indicated they were not very familiar with Baltimore City Community College. Outside of a direct link as a fund provider (24%) or as an employer of BCCC graduates (12%), there were no regular means of interaction between survey respondents and BCCC, as seen in Table 88.

Table 88: Experience with BCCC

Response	Percent	n
Provider of grant/funds	24%	17
Employer of BCCC graduate(s)	12%	17
Student/alumni	0%	17
Parent of student/alumni	0%	17
Member of an advisory board	0%	17
Adjunct instructor at BCCC	0%	17
Other	24%	17

Similarly, no respondents reported being very familiar with any of the listed BCCC educational programs. However, Table 89 shows 54% reported being somewhat familiar with the nursing and allied health program, and 31% said they were somewhat familiar with the Computer Information Systems program.

Table 89: Familiarity with Educational Programs

Response	Very familiar	Somewhat familiar	Not familiar at all	n
Nursing and Allied Health	0%	54%	46%	13
Computer Information Systems	0%	31%	69%	13
Business Administration	0%	23%	77%	13
Early Childhood Education	0%	15%	85%	13
Robotics, Engineering and other STEM related programs	0%	15%	85%	13

Respondents were also asked whether or not they have had any interaction with BCCC's management within the past year. About half (46%) reported having some kind of interaction with management at BCCC within the past year.

EVALUATIVE STATEMENTS ABOUT BCCC

Respondents were provided with a series of statements regarding BCCC and used a scale ranging from strongly agree to strongly disagree to rate each statement. Table 90 shows that of all the statements, there were only two that people overwhelmingly strongly agreed or agreed with: "BCCC provides affordable education to Baltimore City residents" and "BCCC provides access to higher education for people who might not otherwise have access." Respondents only narrowly agreed that BCCC is an asset to Baltimore City (55%). Respondents disagreed that BCCC plays an important role in the city's economy (58%). They did not think BCCC is meeting the educational needs of Baltimore City residents (55%), and many disagreed that BCCC students are well prepared to pursue four-year degrees (60%).

Table 90: General Perceptions of BCCC

Statement	Strongly agree/ Agree	Neither agree nor disagree	Strongly disagree/ Disagree	n
BCCC provides affordable education to Baltimore City residents	83%	0%	17%	12
BCCC provides access to higher education for people who might not otherwise have access	67%	0%	33%	9
BCCC is an asset to Baltimore City	55%	0%	45%	11
BCCC plays an important role in the economic vitality of the city	42%	0%	58%	12
The cost of attending BCCC is worth the benefits derived from the education	27%	27%	45%	11
The quality of leadership at BCCC is satisfactory	22%	33%	44%	9
BCCC is meeting the educational needs of Baltimore City residents	18%	27%	55%	11
The quality of financial management at BCCC is satisfactory	14%	14%	71%	7
BCCC students are well prepared to pursue four-year degrees	10%	30%	60%	10
The quality of business management at BCCC is satisfactory	0%	29%	71%	7

The quality of BCCC's financial and business management received the most criticism, with over 70% responding stating they either strongly disagree or disagree that management is satisfactory. Likewise, respondents were twice as likely to strongly disagree or disagree that the leadership quality at BCCC is satisfactory than they were to strongly agree or agree.

Despite respondents overwhelmingly agreeing that BCCC provides an affordable education (83%), they still did not agree that the costs are worth the benefits with only 27% saying they either strongly agree or agree the cost is worth the benefit.

AFFORDABILITY OF BCCC

Although numerous respondents noted that BCCC is an affordable option, the survey also asked about affordability more specifically. Respondents were asked how affordable they thought BCCC is for Baltimore City residents. A quarter of respondents (25%) said very affordable and another quarter (25%) said affordable. Less than one-fifth (17%) said it was not affordable at all. About one-third (33%) of those responding said they did not know how affordable the school is for city residents.

Table 91: Affordability for City Residents

Response	Percent n = 12
Very affordable	25%
Somewhat affordable	25%
Not affordable at all	17%
Don't know	33%
Total	100%

A second question asked respondents to compare affordability to other community colleges. Respondents could select whether they thought BCCC was more affordable, about the same as other community colleges, or don't know. As seen in Table 92, only 33% thought BCCC is more affordable than others. The majority of respondents thought BCCC is about the same cost as other Community Colleges (50%). The remainder (17%) said they did not know. The results show that despite being one of the most affordable community colleges in the state, many people may still believe that the cost is about the same as other community colleges.

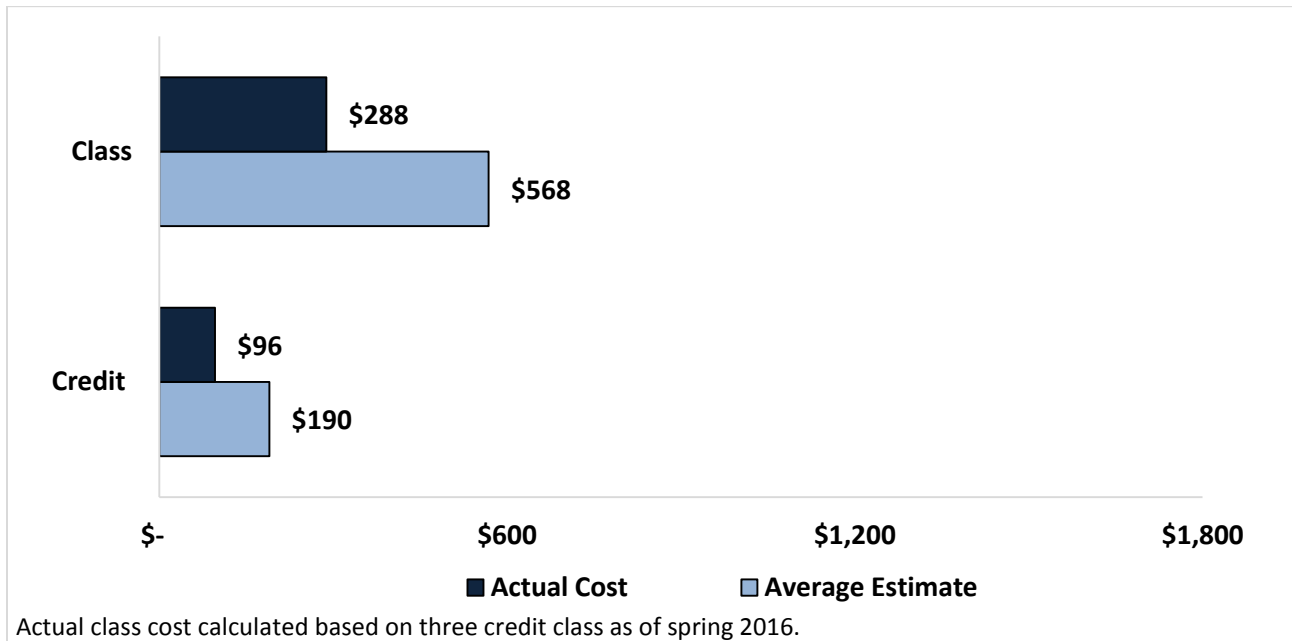
Table 92: Affordability Compared to other Community Colleges

Response	Percent n = 12
More affordable	33%
About the same	50%
Don't know	17%
Total	100%

In addition, respondents were asked to estimate the cost of BCCC per credit hour and per class. Eight respondents provided estimates by credit hour and nine provided estimates per class. Per credit hour estimates ranged from \$30.00 per credit hour to \$650.00 per credit hour. The average estimate was \$190.00 per hour. Per class estimates ranged from \$120.00 per class to \$1,800.00 per class. The average estimate was \$568.00.

As of the spring 2016 semester, the actual cost at BCCC per credit hour for Maryland residents is \$96.00. While the number of credits per class varies, this rate means that a standard three credit class would cost \$288.00.

Chart 38: Estimated vs. Actual Cost



OPEN-ENDED RESPONSES

Respondents were asked a series of questions that allowed them to respond in their own words. Below are respondents’ responses to each open ended question. In short, foundation leaders were very critical of BCCC. While some recognized accessibility as being a strong attribute, many criticized the school’s alignment of offerings with the local economy. Some were also critical of the quality of the school’s leadership and administration. When asked to describe the college in one or two words, themes were being accessible, lacking quality, and being unknown in the community.

What do you believe BCCC is doing well to meet the educational needs of Baltimore City residents?

- BCCC is accessible and that is a huge benefit for the citizens of Baltimore.
- Giving opportunities to Baltimore residents.
- Has some important certificate programs.
- I don't know enough about BCCC specifically.
- I really have no direct connection to the institution, other than interviewing and sometimes employing its grads.
- My perception is that BCCC is not doing anything particularly well in this arena.
- Not sure. I am concerned that students are forced into remedial courses with no credit or content.
- The nursing program is meeting a critical need.
- While I think BCCC provides access to higher education, I do not believe that students receive a quality education. Too few of BCCC's students complete degrees or transition to four-year institutions.

What do you believe BCCC could do better to meet the educational needs of Baltimore City residents?

Appendix 6I: Foundation Leader Survey

- Be sure it is aligned with the economic growth and human resource needs of the city's businesses.
- Consistency with leadership and vision. Stronger employer ties with long-term outcomes for students (employment). Do more to align disciplines with labor market needs. Enhance job development functions and place emphasis on professional readiness.
- Employ more qualified instructors and administrators.
- I think the curriculum needs to be overhauled. There needs to be a stronger partnership between the local education agencies. There needs to be stronger partnerships with potential employers, with practical work experiences provided for students. There needs to be consistent, active mentoring to help students navigate the college experience. Some of these things happen in pockets (e.g. Year Up), but they are not ingrained in the culture or everyday practice.
- Offer training and certificate programs aligned with industries that are growing in the region; provide supports to ensure that students stay in the program long enough to complete a course of study.
- Provide summer educational experiences.
- Provide supports to make sure residents complete their program and then work with employers to support job placements. Also, provide data regarding enrolled, completed students and then students who find and retain jobs. The completion rate is very low, which means that residents are having large loans and no jobs that will help pay off the loans. There is a huge gap.
- Raise standards.
- Reflect best practices nationwide. Combine much-needed remediation with content courses that give students access to literacy, jobs and a better life.
- Replace Accuplacer test. Not make students use so much of their Pell funds on remedial classes. Work more closely with Baltimore City Public Schools. Don't fight against early college high schools.

In one or two words how would you describe Baltimore City Community College?

- Accessible
- Accessible, affordable
- Accessible post-secondary education
- An important local resource
- Barely mediocre
- Ineffective
- Lost opportunity
- Mediocre
- Missed opportunity
- Struggling
- Struggling
- Unknown

CONCLUSION

Overall, the 17 local foundation leaders were not very familiar with BCCC programs and were often critical of aspects such as leadership and management quality, visibility in the community, and alignment between offerings and the local economy. When it comes to the affordability of BCCC, the foundation leaders recognized that BCCC provides affordable education to city residents. However, around one-half of respondents thought the cost of BCCC was similar to other community colleges. Similarly, many projected the cost per class and per credit was much greater than the actual cost.

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APPENDIX 6J: GOVERNMENT AGENCY SURVEY

The following is a summary of the results of an external scan of city and state agency officials to obtain information about their participation in professional development training offered by Baltimore City Community College (BCCC) and information about their perception of the college. This survey of government agencies was administered as part of the BCCC JCR Comprehensive Review. This report presents selected questions that are most relevant to the current evaluation.

METHODOLOGY

Survey Design

The Schaefer Center developed an online agency leader survey instrument in 2011 for a project that collected opinions about BCCC from key external stakeholders. This same survey instrument was modified and used for the BCCC JCR survey of government agencies.

Survey Sample

The Schaefer Center identified and obtained email addresses for Baltimore City and Maryland state agencies using the Open Baltimore^{bb} web database and the Maryland Manual On-Line.^{cc} The Open Baltimore database produced 57 different Baltimore city agencies. The database contained fields for agency name, website, agency head, agency type, phone number, and agency email address. Only four email addresses were listed for the 57 city agencies. Using the agency URL link provided, the Schaefer Center visited each agency webpage and updated the agency head and email information. The majority of agency heads listed on the Open Baltimore database were out of date and were updated. The Schaefer Center was able to identify 51 valid email addresses for current city agency leaders. Three of the email addresses were duplicates and three people were removed from the sample because they were participating in the stakeholder interview process for the study instead. The final city agency sample size was 45.

The Schaefer Center generated a list of key Maryland agency officials using the Maryland Manual On-Line. The Schaefer Center recorded contact information for each of the 20 Maryland departments. Names, titles, and email addresses were recorded for the leadership of each state department. Leadership was identified as anybody listed at the top of the respective department webpage on the Maryland Manual On-Line, which is reserved for department leaders. The Schaefer Center also included anybody identified as in charge of human resources in each department. The final state agency list contained 93 records. One additional contact was provided to the Schaefer Center after the survey was distributed. This contact was added to the list, bringing the total state agency sample size to 94.

^{bb} Open Baltimore: <https://data.baltimorecity.gov>

^{cc} Maryland Manual On-Line: <http://msa.maryland.gov/msa/mdmanual/html/mmtoc.html>

Appendix 6J: Government Agency Survey

The 94 state agency contacts and 45 city agency contacts brought the total sample size for the BCCC survey of government agencies to 139. The 139 agency officials were sent an email invitation to participate in the survey with a link to access the survey programmed into the Schaefer Center's web survey platform. Initial survey invitations were sent on April 15, 2016. Reminder emails were sent on April 22 and May 10. The survey was closed on June 3, 2016. Fifty-one (51) agencies responded resulting in a 36.7% response rate. Due to the low number of responses, the results of this survey should not be generalized to represent the opinions of city and state agencies in general.

SURVEY FINDINGS

Respondents were asked about their general familiarity with professional development training at BCCC, interaction with BCCC, and general perceptions about the college. The following sections describe the survey results.

CONTRACTING WITH BCCC

Respondents were asked how familiar they are with BCCC's professional development training. Very few respondents (5%) said they were very familiar, and another 25% said they are somewhat familiar. A large majority (70%) said they were not familiar with BCCC's training offerings.

Table 93: Familiarity with Professional Development Training

Response	Percent n = 51
Very Familiar	5%
Somewhat Familiar	25%
Not Familiar	70%
Total	100%

Similarly, very few respondents said they have contracted with BCCC in the past five years for professional development training (9%) and around one-quarter of respondents (27%) said they did not know whether or not their agency or department has recently contracted with BCCC.

Table 94: Contracted with BCCC in Last Five Years

Response	Percent n = 51
Yes	9%
No	64%
Don't Know	27%
Total	100%

Due to the limited number of respondents who contracted with BCCC, results from questions asking about BCCC’s training should not be generalized in any way. For example, only two respondents supplied a response to a question about the affordability of BCCC’s professional development trainings. One respondent said BCCC’s training is very affordable and the other said somewhat affordable.

Table 95: Affordability of BCCC Professional Development Training

Response	Percent n = 2
Very affordable	50%
Somewhat affordable	50%
Total	100%

Only two additional respondents offered answers to the question about comparing the costs of BCCC’s trainings to their benefits. Half said that benefits and costs were roughly equal, one respondent said costs slightly exceed the benefits, and one respondent answered “Don’t know.”

Table 96: Professional Development Training: Cost vs. Benefits

Response	Percent n = 4
Benefits and costs are roughly equal	50%
Costs slightly exceed benefits	25%
Don't know	25%
Total	100%

Open-ended questions about the strengths and weaknesses of BCCC’s professional development training only yielded two valid responses. Both respondents who offered opinions on strengths said the content and instructors were the greatest strengths. As for weaknesses, the two respondents mentioned limited training offerings and unreliability in terms of instructors not showing up for class and classes being cancelled. A following question asked about the impact of the trainings on those who attend. Three respondents answered that the trainings were useful and provided valuable information to staff.

Two out of three (67%) respondents answered that they also contract with other organizations for professional development. These respondents said they contract with other organizations for certificate training, computer training, professional education, specialized job skills, and advanced technical training. Similarly, two out of three respondents (67%) who have previously contracted with BCCC said that they are very likely to use BCCC for future professional development training.

Table 97: Likelihood to Use BCCC Again for Future Training

Response	Percent n = 3
Very likely	67%
Somewhat likely	33%
Not at all likely	0%
Total	100%

All respondents were also asked how likely they were to consider BCCC for future professional development training. As seen in Table 98, only 13% said they are very likely to consider BCCC. The majority of respondents said they are only somewhat likely to consider BCCC, while 24% said they are not at all likely to consider BCCC. While the number of respondents is greater than previous questions (38), the small number still limits the ability to generalize these results.

Table 98: Likelihood to Consider BCCC for Future Training

Response	Percent n = 38
Very likely	13%
Somewhat likely	63%
Not at all likely	24%
Total	100%

Respondents were also asked why they would not consider BCCC for future training. The most popular answer was budgetary constraints and the lack of funding. Aside from that, many said they do not have enough information about BCCC’s training to consider them as an option. Others answered that they are either satisfied with their current training provider or that they conduct training in-house.

PERCEPTION OF BCCC

At the end of the survey, respondents were asked to provide a description of BCCC in just one or two words. Many respondents responded that they do not know anything about the college and that the college is unknown or unfamiliar. On the other hand, some respondents said BCCC is a great resource for the city and is accessible.

A word cloud generated from the 51 open-ended responses can be seen below:

Figure 6: BCCC Description Word Cloud



CONCLUSION

Due to the few number of respondents who have contracted with BCCC for professional development training, little can be said about local and state agency officials' evaluation of BCCC's training. What can be concluded is that not many agency officials are familiar with BCCC's professional development training options. Many agency officials said they were still not very likely to consider BCCC's training. Overall, local and state agency officials view BCCC as an unknown and unfamiliar institution.

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APPENDIX 7: STAFFING OVERVIEW

The following section provides an analysis of the number and breakdown of employees at BCCC and at community colleges across the state. Data on faculty at BCCC compared to faculty at community colleges across the state is presented following data on all community college employees.

ALL EMPLOYEES

Compared to all community colleges in Maryland, BCCC has a higher percentage of administrative staff and staff categorized as “other professionals,” as seen in Chart 39. According to data published in the Maryland Association of Community Colleges 2016 Databook, 7% of BCCC’s employees are made up of administrative personnel, while the average among all community colleges is 3%. Likewise, 27% of BCCC’s employees are made up of other professionals, though BCCC counts tutors in this category, while the average among all community colleges is 17%.⁶⁰

On the other hand, while BCCC has higher percentages of administrative personnel and other professionals, BCCC has a lower percentage of instructional personnel compared to the average among all community colleges in the state. BCCC classified 15% of its employees as noncredit instructional employees, and 30% as credit instructional employees. The average among all community colleges in the state is 17% and 39%, respectively.

Chart 39: Percent of Staffing by Type - BCCC Compared to System Wide Average (Fall 2015)

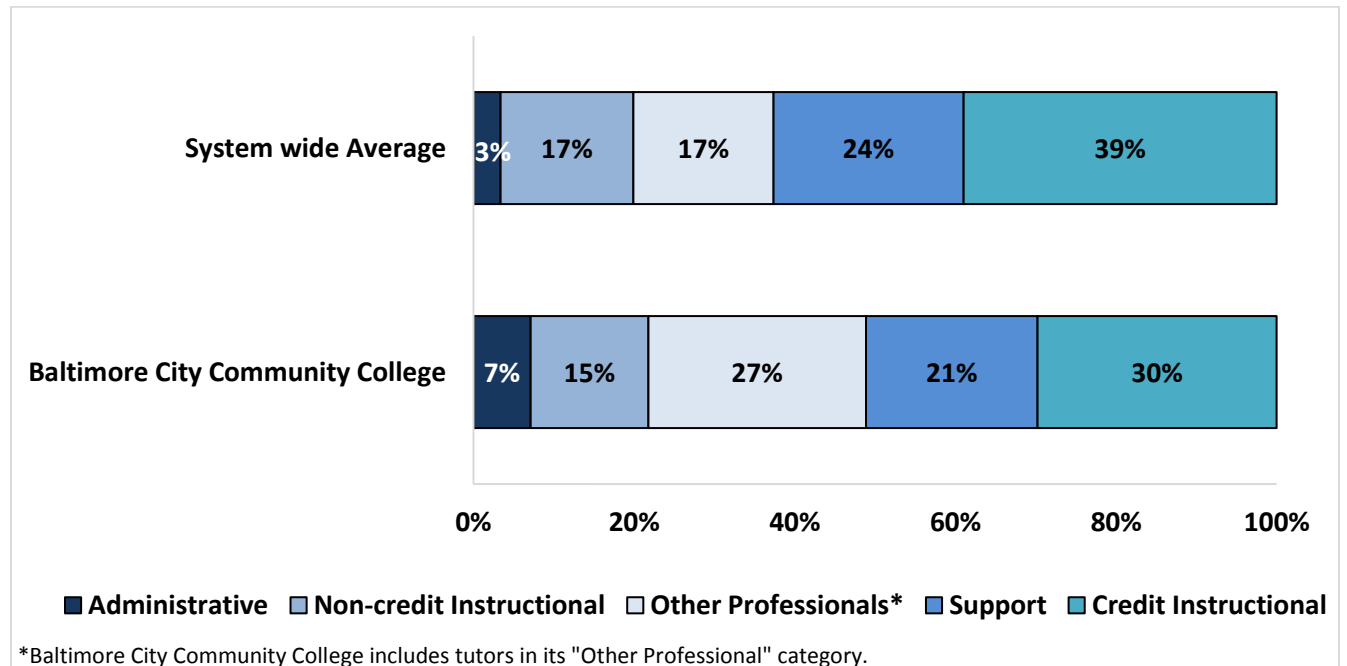


Table 99: Employees at Maryland Community Colleges (Fall 2015)

Institution	Administrative	Credit Instructional	Noncredit Instructional	Other Professionals*	Support	Total Employees
Allegany College of Maryland	6%	40%	7%	13%	34%	563
Anne Arundel Community College	3%	14%	52%	16%	15%	1,939
Baltimore City Community College	7%	30%	15%	27%	21%	900
Community College of Baltimore County	3%	47%	19%	14%	17%	2,709
Carroll Community College	3%	40%	16%	18%	23%	661
Cecil College	2%	47%	10%	16%	26%	553
Chesapeake College	7%	27%	16%	29%	21%	453
College of Southern Maryland	4%	37%	7%	19%	33%	1,307
Frederick Community College	6%	45%	4%	18%	26%	1,069
Garrett College	6%	20%	10%	18%	46%	306
Hagerstown Community College	7%	41%	8%	21%	22%	560
Harford Community College	3%	34%	11%	11%	41%	1,016
Howard Community College	3%	57%	8%	14%	17%	1,402
Montgomery College	3%	46%	8%	13%	31%	3,190
Prince George's Community College	1%	35%	22%	28%	14%	2,169
Wor-Wic Community College	2%	37%	24%	13%	24%	449
Total Average	3%	39%	17%	17%	24%	100%

*Baltimore City Community College includes tutors in its "Other Professional" category.

Source: Maryland Association of Community Colleges 2016 Databook, pp. 75-76.

Compared to individual colleges across the state, BCCC is tied for having the highest percentage of administrative personnel, as seen in Table 99.⁶¹ BCCC, Hagerstown Community College, and Chesapeake College are all tied for the highest percentage of administrative personnel (7%). Only three community colleges have a lower percentage of credit instructional personnel. BCCC greatly differs from the nearby Community College of Baltimore County when it comes to credit instructional personnel, with the colleges reporting 30% and 47%, respectively. The two colleges are much similar when it comes to noncredit instructional personnel, as BCCC is just below average in the percentage of noncredit instructors. BCCC also has substantially less total employees compared to nearby community colleges.

Appendix 7: Staffing Overview

Slightly less than one-third of all employees at BCCC are classified as credit instructional employees (29.8%), as shown in Table 100. This is followed by noncredit instructional employees, at 14.7%. As far as non-instructor personnel, office and administrative support personnel make up the highest percentage of total BCCC employees (10.8%). Management operations has the largest number of full-time employees, outside of credit instructional employees. A large portion of student and academic affairs/other education services personnel are reported as part-time employees.

Table 100: BCCC Employees by MHEC's Principal Occupational Assignment Codes

Category	Full-time	Part-time	Total	% of Total BCCC Employees
Primarily Instruction - Credit	107	161	268	29.8%
Primarily Instruction - Noncredit	0	132	132	14.7%
Office and Administrative Support	53	44	97	10.8%
Community/Social Services/Legal/Art/Design/Entertainment/Media	55	25	80	8.9%
Business and Financial Operations	44	26	70	7.8%
Management Occupations	62	2	64	7.1%
Student and Academic Affairs/Other Education Services	6	50	56	6.2%
Natural Resources, Construction & Maintenance	21	28	49	5.4%
Service Occupations	22	20	42	4.7%
Computer, Engineering, and Sciences	18	8	26	2.9%
Librarians	8	3	11	1.2%
Production, Transportation, and Material Moving	2	2	4	0.4%
Healthcare Practitioners and Technical Occupations	1	0	1	0.1%
Total	399	501	900	100.0%

Source: BCCC Provided Data

Appendix 7: Staffing Overview

FACULTY PROFILE

Table 101 presents a comparison of salaries for professors, associate professors, assistant professors, and instructors from Maryland community colleges sorted by professor salary. Generally, salaries increase with the number of faculty members. BCCC’s salaries are significantly below the state average for professors, but very much on par with the statewide averages for associate and assistant professors.

Table 101: Salaries of Full-Time Credit Instructional Faculty (FY 2016)

Salaries of Full-Time Credit Instructional Faculty (FY 2016)									
Community College	Professors		Associate Professors		Assistant Professors		Instructors		Total Number
	Number	Average Salary	Number	Average Salary	Number	Average Salary	Number	Average Salary	
Chesapeake College	6	\$77,245	14	\$63,405	13	\$61,288	15	\$57,436	48
Wor-Wic Community College	6	\$70,516	10	\$57,218	21	\$52,866	11	\$45,086	48
Garrett College	7	\$70,701	3	*	8	\$54,970	0	-	18
Carroll Community College	9	\$68,752	17	\$62,325	36	\$52,389	10	\$45,053	72
Hagerstown Community College	12	\$80,262	11	\$63,818	33	\$56,879	23	\$52,716	79
Frederick Community College	15	\$90,936	27	\$69,877	56	\$59,992	0	-	98
Harford Community College	16	\$82,971	20	\$65,329	27	\$53,830	0		63
Baltimore City Community College	17	\$80,721	25	\$70,556	64	\$60,107	1	*	107
Cecil College	22	\$74,504	8	\$67,155	20	\$50,948	1	*	51
Allegany College of Maryland	32	\$66,573	34	\$54,273	24	\$47,593	13	\$51,183	103
Howard Community College	37	\$84,905	45	\$68,240	49	\$62,553	20	\$56,322	151
Community College of Baltimore County	43	\$85,882	106	\$74,100	150	\$63,472	47	\$54,647	346
College of Southern Maryland	69	\$85,576	17	\$65,567	16	\$59,379	3	*	105
Anne Arundel Community College	75	\$86,713	80	\$72,677	81	\$63,625	14	\$57,302	250
Prince George's Community College	83	\$75,228	102	\$63,117	40	\$57,681	0	-	225
Montgomery College	289	\$94,378	135	\$77,457	74	\$71,709	6	\$68,090	504
Total	738		654		712		164		2,268
Total Weighted Average		\$86,123		\$69,532		\$60,722		\$53,843	

Appendix 7: Staffing Overview

BCCC faculty are generally more productive than their peers, teaching an average of 18.30 student credit hours per year compared to the statewide average of 16.93 (FY 2015). Between FY 2011 and FY 2015, BCCC reported a low in the average number of student credit hours to faculty hours taught of 16.87 in FY 2012. The following year, BCCC reported its highest ratio within this time span of 19.14. BCCC has reported a higher ratio compared to the statewide average in every year since FY 2013.⁶²

Table 102: Ratio of Student Credit Hours to Faculty Hours Taught (FY 2011-2015)

Community College	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Garrett College	14.09	15.45	13.42	13.61	12.65
Hagerstown Community College	15.13	15.36	15.23	14.85	14.69
Carroll Community College	16.49	16.05	15.30	14.63	14.80
Frederick Community College	17.55	16.50	15.00	15.03	14.80
College of Southern Maryland	23.67	24.69	24.83	16.11	16.09
Prince George's Community College	17.56	17.50	16.45	15.90	16.54
Allegany College of Maryland	17.91	18.74	18.45	16.53	16.59
Average	18.50	18.29	18.02	17.02	16.93
Chesapeake College	19.88	18.91	19.05	18.41	17.15
Community College of Baltimore County	18.20	17.70	17.23	17.34	17.26
Anne Arundel Community College	17.87	17.28	16.97	17.78	17.62
Harford Community College	19.12	18.85	18.59	18.14	18.04
Wor-Wic Community College	21.34	20.82	20.88	18.88	18.22
Baltimore City Community College	18.20	16.87	19.14	18.14	18.30
Montgomery College	19.39	19.10	18.84	18.70	18.82
Howard Community College	19.88	19.39	19.13	18.91	19.46
Cecil College	19.68	19.36	19.85	19.30	19.86

Note: These ratios are the result of dividing student credit hours generated by faculty course credit hours taught, measured at the end of the third week of classes each semester, and exclusive of continuing education courses.

Source: Maryland Association of Community Colleges 2016 Databook, p. 78.

Table 103: BCCC Credit Faculty Program Assignment by HEGIS Categories*

Category	Full-time	Adjunct	Total	% of Total BCCC Credit Faculty
Health Technology	23	39	62	23.1%
Mathematics	16	24	40	14.9%
Public Service Related Technology	10	16	26	9.7%
Letters (English)	14	9	23	8.6%
Biological Sciences	5	17	22	8.2%
Business and Commerce Technology	11	9	20	7.5%
Social Sciences	7	4	11	4.1%
Physical Sciences	5	5	10	3.7%
Fine and Applied Arts	4	4	8	3.0%
Natural Science Technology	2	6	8	3.0%
Psychology	1	6	7	2.6%
Education	1	4	5	1.9%
Unknown	0	5	5	1.9%
Business and Management	1	3	4	1.5%
Communications	4	0	4	1.5%
Data Processing	2	2	4	1.5%
Arts and Science	0	3	3	1.1%
Computer and Information Sciences	1	1	2	0.7%
Architecture and Environmental Design	0	1	1	0.4%
Engineering	0	1	1	0.4%
Interdisciplinary/Transfer Studies	0	1	1	0.4%
Mechanical and Engineering Technology	0	1	1	0.4%
Total	107	161	268	100.0%

*Higher Education General Information Survey Categories

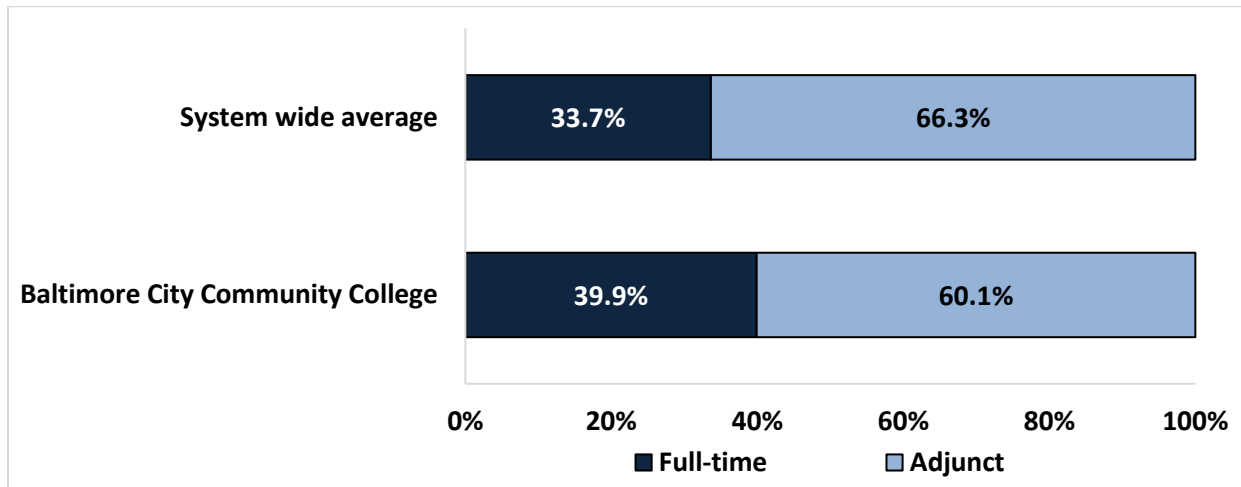
Source: BCCC Provided Data

According to BCCC, health technology instructors make up the highest percentage of credit instructors, by program. Almost one-quarter of all credit instructors at BCCC are health technology instructors. The next highest percentage of credit instructors by program is mathematics instructors (14.9%). English, biological sciences, and business and commerce technology instructors all make up between five and 10% of all instructors. BCCC reports that only four programs have majority full-time faculty.

Appendix 7: Staffing Overview

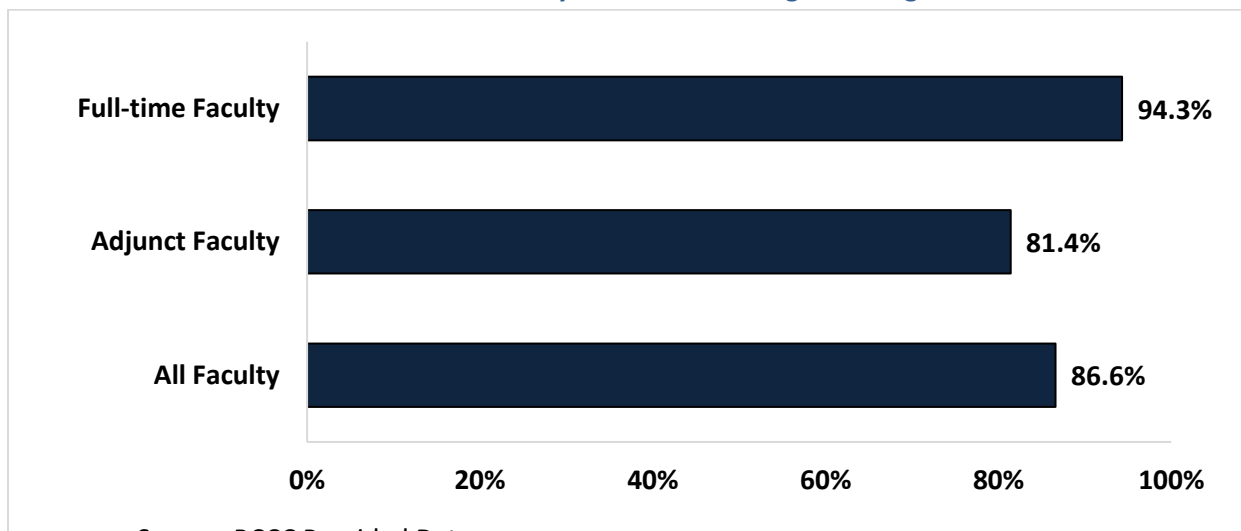
Compared to the average among all community colleges in the state, BCCC has a higher proportion of full-time credit instructional faculty. BCCC reports that roughly 40% of their credit instructors are considered full-time, whereas the statewide average is roughly 34%. Conversely, 60% of BCCC credit instructional faculty is considered part-time or adjunct, while around 66% of credit instructional faculty statewide is classified as adjunct.⁶³

Chart 40: Credit Instructional Faculty Breakdown^{dd}



As seen in Chart 41, nearly 95% of BCCC's full-time faculty have obtained a Master's Degree or higher, while around 81% of adjunct faculty have done the same. Overall, roughly 87% of BCCC's faculty have at least a Master's Degree.

Chart 41: BCCC Faculty with Master's Degree or Higher



Source: BCCC Provided Data

^{dd} Note: Adjunct data for system wide average is calculated from reported part-time data.

CONCLUSION

BCCC has higher percentages of administrative personnel and other professionals and a lower percentage of instructional personnel compared to the average among all community colleges in Maryland. Only three community colleges in the state have a lower percentage of credit instructional personnel, and BCCC is tied for having the highest percentage of administrative personnel.

Regarding salaries, BCCC's salaries are significantly below the state average for professors, but very much on par with the statewide averages for associate and assistant professors. Nevertheless, BCCC faculty are generally more productive than their peers teaching an average of 18.30 student credit hours per year compared to the statewide average of 16.93 in FY 2015.

Almost one-quarter of all credit instructors at BCCC are health technology instructors. The next highest percentage of credit instructors by program is mathematics instructors (14.9%). BCCC reports that only four programs have majority full-time faculty. However, compared to the average among all community colleges in the state, BCCC has a higher proportion of full-time credit instructional faculty. Around 87% of BCCC's faculty have at least a master's degree.

APPENDIX 8: ECONOMIC IMPACT ANALYSIS

This appendix includes the full BCCC economic impact study. The study is based upon expenditures and personnel data provided by BCCC.

FINDINGS

The operating activities of Baltimore City Community College (BCCC) generate substantial impacts in terms of employment, associated employment income, and economic output. Using IMPLAN^{ee} models, estimates of its overall economic impact at the local—Baltimore City and Baltimore County—and state levels were constructed. In brief terms, the college’s activities generate almost \$135 million in economic output, more than 1,400 jobs, and \$66.7 million in labor income. BCCC’s economic effects at the local level are almost equal to its effects at the state level. The economic sectors experiencing the largest effects, other than higher education, are the real estate, medical (primarily hospitals and offices of physicians), wholesale trade, and restaurant sectors. These activities also result in \$6.9 million in state and local taxes annually.

ECONOMIC IMPACT ESTIMATION

Using expenditure and personnel data provided by BCCC, the research team estimated the economic impacts of the operations of the college using software provided by MIG IMPLAN. This section of the report begins with a brief overview of the IMPLAN model.

HOW THE IMPLAN MODEL WORKS

The basic principles of the IMPLAN methodology and terminology are readily explained by means of an example. Suppose that we wished to estimate the impact associated with the purchase of office supplies. The total cost of the supplies, to be paid to XYZ, a Maryland vendor, is \$10 million. That initial expenditure creates a direct impact of \$10 million, since XYZ then spends what it receives to purchase supplies from wholesalers, to hire workers, and to pay for other related services. During the process, other expenditures will be made within the local economy that are indirectly the result of the purchase of office supplies. For example, a trucker delivering paper products to the warehouse may also purchase lunch and fill the truck with fuel. Based on the history of known expenditures for each sector of the economy, the MIG IMPLAN model incorporates these spending patterns to estimate the indirect impacts on output, employment, and labor income resulting from the initial (direct) economic activity.

^{ee} “IMPLAN is an economic impact assessment software system. The system was originally developed and is now maintained by the Minnesota IMPLAN Group (MIG). It combines a set of extensive databases concerning economic factors, multipliers and demographic statistics with a highly refined and detailed system of modeling software.”
Description Source: Regional Economic Studies Institute of Towson University
(<http://cier.umd.edu/RGGI/documents/IMPLAN.pdf>)

Appendix 8: Economic Impact Analysis

Once money moves from the hand of a purchaser to an employee or another vendor, the story does not end there. When people receive money, they tend to spend it. How the money is spent can be predicted based on previous spending history. MIG collects and updates the data underlying the IMPLAN models to identify the spending patterns of each industry sector. For example, when an office supply company receives payments for copier paper and other supplies, it will, in turn, spend predictable fractions of that money on payments for more office supplies from a wholesaler, salary payments to its employees, utilities, building maintenance services, and so on. Of course, the recipients of the payments spent by the office supply vendor will also spend estimable fractions of what they receive on other goods and services from within the economy, or from sources that are outside of the economy being studied. All of these subsequent rounds of purchases generate induced impacts on output, employment, and labor income. When we add together all the direct, indirect, and induced impacts, we have an estimate of the total economic impact within the region of study.

In the case at hand, the expenditures associated with BCCC are circulated within the local and state economies and become income for other residents and businesses. This creates “spin-off” or “multiplier” effects as the money is spent and re-spent. In this way, each dollar of new spending creates more than one dollar in economic activity within the region of study, as that spending is earned and, in turn, spent by others in the region. In this case, we analyze two regions of study: BCCC’s local economic impacts on Baltimore City and Baltimore County and its economic impacts on the State of Maryland.

Colleges and universities generate many sources of economic benefits, one of the greatest being the increased earning power of its graduates. Some studies of the economic impacts of institutions of higher education include this incremental income and the resulting rounds of additional economic activity as part of the contributions of the institution under study. Although the additional economic activity is rightfully a result of the institution and its activities, it is difficult to state that people in the region would not seek additional education if BCCC, for example, did not exist. Obviously, there are alternative sources of additional education within and beyond the region. Moreover, it would not be without cause for argument to assert that all graduates of BCCC remain within the region and that the benefits of their advanced education are fully captured within either Baltimore or the state. In this study, we take a more conservative approach and focus on the contributions that are clearly attributed to the operations of BCCC within the region of study, without opening the door to any criticisms that we made any heroic assumptions. Nonetheless, one ought to bear in mind that substantial additional benefits do exist. In particular, a more educated population attracts additional employment opportunities than would otherwise exist.

In the section that follows, we focus on BCCC’s economic impacts at the state level. Subsequent sections analyze its local economic impacts on Baltimore City and Baltimore County.

STATE LEVEL: BALTIMORE CITY COMMUNITY COLLEGE ECONOMIC IMPACTS***Expenditures and Employment by Business Unit***

For the purposes of this study, the activities of the college are disaggregated to separate the activities by business unit and to distinguish salary expenditures from other operating expenditures. BCCC has six distinct business units, and the expenditures for each are listed in Table 104. The majority of the expenditures pass through the Academic Affairs division, which is responsible for the largest share of salary and non-salary operating expenditures. Total expenditures by Academic Affairs are just over \$34 million. Business and Finance is the next largest, with total expenditures exceeding \$18 million. The Business and Continuing Education Division (BCED), Student Services, and the President’s Office have total expenditures of \$7 million, \$6.9 million, and \$6.5 million, respectively, while Institutional Advancement Marketing and Research (IAMR) has total expenditures of just over \$2 million. Total expenditures by BCCC are more than \$75 million, of which \$36.6 million are in the form of salaries and \$26.7 million are non-payroll operating expenses.

Table 104: BCCC Expenditures

Business Unit	Salaries	Fringe Benefits	Non-Payroll Operating Expenses	Total Operating Expenses
Academic Affairs	\$16,274,360	\$6,755,790.0	\$11,345,305	\$34,375,455
Student Services	\$3,925,646	\$1,597,625	\$1,350,709	\$6,873,980
Business & Finance	\$7,387,814	\$1,184,640	\$9,924,223	\$18,496,677
President’s Office	\$3,257,812	\$1,171,870	\$2,072,138	\$6,501,820
IAMR	\$1,130,030	\$412,138	\$516,317	\$2,058,485
BCED	\$4,616,217	\$970,795	\$1,450,273	\$7,037,285
Total	\$36,591,879	\$12,092,858	\$26,658,965	\$ 75,343,702

Source: BCCC supplied data

Colleges and universities are generally labor-intensive operations that typically allocate most of their expenditures to employee compensation. Table 105 displays the number of employees by business unit and the number of these employees who are Maryland residents. These numbers indicate the direct employment effects attributable to the college. Not surprisingly, almost all BCCC employees are residents of Maryland. Academic Affairs employs the largest number, with 417 employees who are residents of Maryland. Business and Continuing Education follows with 273 employees, and Business and Finance adds another 182 employees. The remaining business units combined provide employment for 143 Maryland residents. BCCC directly employs 1,035 people, with Maryland residents comprising a total of 1,015 employees.

Table 105: BCCC Employees by Business Unit

Business Unit	Number of Employees	Maryland Employees
Academic Affairs	425	417
Student Services	75	73
Business & Finance	182	182
President's Office	60	57
IAMR	14	13
BCED	279	273
Total	1,035	1,015

Source: BCCC supplied data

Economic Impact Estimates

The expenditures of Baltimore City Community College serve as the base inputs to the IMPLAN models from which the overall economic impact is estimated. Table 106 provides the summary output from these model estimates. The most significant summary numbers of the economic activity associated with BCCC are in the final row of the table. The total employment impact is 1,413 jobs, with an associated labor income of \$66.7 million and an output effect of \$134.6 million. Model estimates indicate that, in addition to the direct effects on employment and output measures, the indirect and induced effects add 398 jobs, \$18.7 million in labor income, and over \$59 million in output.

Table 106: Summary of Economic Activity

Impact Type	Employment	Labor Income	Output
Direct Effect	1,015	\$47,924,281	\$75,343,702
Indirect Effect	116	\$5,328,786	\$20,001,642
Induced Effect	282	\$13,423,729	\$39,212,002
Total Effect	1,413	\$66,676,796	\$134,557,346

Source: BCCC & MIG IMPLAN

The effects of BCCC's activities have larger impacts on some sectors of the economy than others. This occurs because of the initial distribution of expenditures and because of the end result of the combined purchasing patterns as these initial expenditures work their way through the economy. In Table 107, the economic sectors that experience the largest impacts in terms of employment are listed. Most of the impact is felt directly in the higher education sector with an estimated attribution of 1,019 jobs. The real estate sector gains 45 jobs, while restaurants gain 36 jobs. The medical sectors also have relatively large gains, with hospitals acquiring 17 jobs and offices of physicians acquiring nine jobs.

Table 107: Top Sectors by Employment—Maryland

Description	Employment	Labor Income	Output
Higher Education	1,019	\$48,227,464	\$75,881,047
Real Estate	45	\$1,052,653	\$10,248,090
Full-Service Restaurants	19	\$447,938	\$891,552
Limited-Service Restaurants	17	\$334,456	\$1,380,219
Hospitals	17	\$1,175,259	\$2,430,353
Other Educational Services	12	\$337,468	\$510,954
Services to Buildings	11	\$250,951	\$410,362
Wholesale Trade	10	\$868,007	\$2,463,212
Retail - Food and Beverage Stores	10	\$324,100	\$671,931
Offices of Physicians	9	\$852,360	\$1,258,732

Source: BCCC & MIG IMPLAN

In Table 108, the sectors with the largest impacts are listed in order of employment income effects. The higher education sector is estimated to gain more than \$48 million. The hospital and real estate sectors gain more than \$1 million each, while the offices of physicians and wholesale trade sectors each pick up more than \$0.8 million. The most significant impacts on output, shown in Table 109, occur in the higher education sector and the real estate sector, with impacts of \$75.9 million and \$10.2 million, respectively. The benefits that arise as imputed income from owner-occupied housing contributed \$5.3 million to output. Output effects of just under \$2.5 million are estimated for the wholesale trade sector as well as for hospitals. Utility companies also see substantial output gains from BCCC's activities. Both the wireless communication sector and the electricity distribution sector gain \$1.6 million in output.

Table 108: Top Sectors by Employment Income—Maryland

Description	Employment	Labor Income	Output
Higher Education	1,019	\$48,227,464	\$75,881,047
Hospitals	17	\$1,175,259	\$2,430,353
Real Estate	45	\$1,052,653	\$10,248,090
Wholesale Trade	10	\$868,007	\$2,463,212
Offices of Physicians	9	\$852,360	\$1,258,732
Full-Service Restaurants	19	\$447,938	\$891,552
Other Financial Investment Activities	8	\$441,496	\$1,248,433
Other Educational Services	12	\$337,468	\$510,954
Limited-Service Restaurants	17	\$334,456	\$1,380,219
Retail - Food and Beverage Stores	10	\$324,100	\$671,931

Source: BCCC & MIG IMPLAN

Table 109: Top Sectors by Output—Maryland

Description	Employment	Labor Income	Output
Higher Education	1,019	\$48,227,464	\$75,881,047
Real Estate	45	\$1,052,653	\$10,248,090
Owner-Occupied Dwellings	0	\$0	\$5,276,952
Wholesale Trade	10	\$868,007	\$2,463,212
Hospitals	17	\$1,175,259	\$2,430,353
Wireless Telecommunications	1	\$57,820	\$1,587,283
Electric Power Transmission & Distribution	1	\$147,358	\$1,570,061
Limited-Service Restaurants	17	\$334,456	\$1,380,219
Offices of Physicians	9	\$852,360	\$1,258,732
Other Financial Investment Activities	8	\$441,496	\$1,248,433

Source: BCCC & IMPLAN

The IMPLAN modeling approach used to estimate the effects on the state can also be exploited to estimate the effects on a more local region. Given the location of BCCC, the region of study was reduced to estimate the combined local impacts on Baltimore City and Baltimore County. In the sections below, the key results of these model estimates are presented.

BALTIMORE CITY AND BALTIMORE COUNTY LEVEL: BALTIMORE CITY COMMUNITY COLLEGE ECONOMIC IMPACTS

Both qualitatively and quantitatively, model results for the local region of study closely match those obtained for the state level. This is largely due to the nature of BCCC expenditure patterns. Most of the impact is the direct result of the college's employment activities. Given that the majority of employees are residents of the local area, subsequent expenditures are also largely local in nature. Additionally, non-salary expenditures are also likely to be concentrated within the Greater Baltimore region. Thus, taken together, it is not especially striking to see that the local study yields results very similar to state-level model estimates.

The summary results for the local model are shown in Table 110. The total impact on output is \$134 million, of which \$79 million are the direct effect of BCCC's activities. Just under \$55 million are estimated as a consequence of induced and indirect effects on output. The effects on employment and labor income are also substantial. The direct effects on employment and labor income are 861 jobs and \$42.3 million, respectively. The total impacts on employment and labor income are 1,206 jobs and more than \$60 million, respectively. Indirect and induced effects add 345 jobs and \$17.9 million in labor income to the initial direct effects.

Table 110: Summary Results—Baltimore City and Baltimore County

Impact Type	Employment	Labor Income	Output
Direct Effect	861	\$42,263,870	\$79,102,264
Indirect Effect	103	\$5,166,574	\$19,341,216
Induced Effect	242	\$12,754,346	\$35,542,138
Total Effect	1,206	\$60,184,789	\$133,985,617

Source: BCCC & MIG IMPLAN

As was the case with state-level results, some sectors of the economy are affected to a greater extent than others. In Table 111, sectors with the largest employment effects are shown. With 865 jobs, the higher education sector experiences the largest job impacts. Real estate has the next most significant gains with 36 jobs, followed by hospitals with 17 jobs. If we combine the full-service and limited-service restaurant sectors, the employment impact is 28 jobs.

Table 111: Top Sectors by Employment—Baltimore City and Baltimore County

Description	Employment	Labor Income	Output
Higher Education	865	\$42,653,861	\$79,780,625
Real Estate	36	\$1,133,513	\$10,549,528
Hospitals	17	\$1,272,559	\$2,657,481
Full-Service Restaurants	15	\$379,436	\$731,384
Limited-Service Restaurants	13	\$281,707	\$1,177,774
Other Education Services	11	\$346,068	\$506,635
Employment Services	10	\$327,291	\$601,378
Wholesale Trade	9	\$772,014	\$2,184,509
Offices of Physicians	8	\$839,273	\$1,230,292
Services to Buildings	8	\$249,139	\$378,848

Source: BCCC & MIG IMPLAN

Table 112 presents the sectors that have the largest impacts when ranked by employment income. Higher education and hospitals lead with labor income effects of \$42.7 million and \$1.3 million, respectively. The other significant impact occurs in the medical sector, with offices of physicians gaining \$0.8 million in labor income. The real estate sector gains \$1.1 million in labor income. Several other sectors have gains in excess of \$0.34 million, including the insurance and other financial investment services sectors.

Table 112: Top Sectors by Labor Income—Baltimore City and Baltimore County

Description	Employment	Labor Income	Output
Higher Education	865	\$42,653,861	\$79,780,625
Hospitals	17	\$1,272,559	\$2,657,481
Real Estate	36	\$1,133,513	\$10,549,528
Offices of Physicians	8	\$839,273	\$1,230,292
Wholesale Trade	9	\$772,014	\$2,184,509
Other Financial Investment Activities	6	\$602,479	\$1,242,343
Full-Service Restaurants	15	\$379,436	\$731,384
Insurance Carriers	3	\$352,673	\$1,511,478
Other Educational Services	11	\$346,068	\$506,635
Monetary Authorities and Deposit Credit	4	\$343,841	\$817,004

Source: BCCC & MIG IMPLAN

Not surprisingly, when the sectors are ranked by output impact, as in Table 113, higher education shows the largest impact at \$79.8 million. Taken together, real estate and the imputed income from owner-occupied housing receive an output gain of just under \$15 million. Hospitals receive \$2.7 million in output, and the wholesale trade sector gains \$2.2 million.

Table 113: Top Sectors by Output—Baltimore City and Baltimore County

Description	Employment	Labor Income	Output
Higher Education	865	\$42,653,861	\$79,780,625
Real Estate	36	\$1,133,513	\$10,549,528
Owner-Occupied Dwellings	0	\$0	\$4,324,873
Hospitals	17	\$1,272,559	\$2,657,481
Wholesale Trade	9	\$772,014	\$2,184,509
Electric Power Transmission and Distribution	1	\$165,247	\$1,642,411
Insurance Carriers	3	\$352,673	\$1,511,478
Other Financial Investment Activities	6	\$602,479	\$1,242,343
Offices of Physicians	8	\$839,273	\$1,230,292
Limited-Service Restaurants	13	\$281,707	\$1,177,774

Source: BCCC & MIG IMPLAN

It is important to recognize that all these impacts are the result of operating activities. Unlike a one-shot injection of activity from a construction project or a special event, these activities can be expected to recur year after year. For that reason, even seemingly small impacts of less than \$500,000 are nontrivial, given that they are repeating annual occurrences.

BALTIMORE CITY COMMUNITY COLLEGE STATE AND LOCAL FISCAL EFFECTS

The economic activities associated with BCCC generate substantial tax consequences. Money spent by the college is then passed along through a series of exchanges. During each transaction, there is likely to be a tax consequence. In Table 114, estimates of state and local taxes are shown in slightly disaggregated form. The largest effect arises from such indirect taxes as sales taxes and an assortment of fees. These taxes account for over \$4 million of the total \$6.9 million tax impact. Personal taxes contribute another \$2.6 million, and the remainder arises through taxes on dividends, corporate profits, and social insurance. These tax consequences recur as an annual contribution. To put this into perspective, the \$6.9 million dollars in recurring taxes would be equivalent—in present value terms and assuming an interest rate of 5%, for example—to a single infusion of \$138 million.

Table 114: Tax Effects

Taxes and Fees	Amount
Taxes on Dividends and Corporate Profits	\$212,846
Social Insurance Taxes	\$78,390
Indirect: Sales and Other Taxes	\$4,035,147
Personal Taxes	\$2,582,579
Total State and Local Taxes	\$6,908,962

Source: BCCC & MIG IMPLAN

CONCLUSION

Baltimore City Community College generates substantial economic impacts in terms of employment, associated employment income, and economic output. The college’s activities generate almost \$135 million in economic output, more than 1,400 jobs, and \$66.7 million in labor income. The economic sectors experiencing the largest effects, other than higher education, are the real estate, medical (primarily hospitals and offices of physicians), wholesale trade, and restaurant sectors. These activities also result in \$6.9 million in state and local taxes annually.

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APPENDIX 9: ACRONYMS

Acronym	Definition
AA	Associate of Arts
AACC	Anne Arundel Community College
AAS	Associate of Applied Science
AOC	Area of Concentration
ARTSYS	Articulation System for Maryland Colleges and Universities
AS	Associate of Science
ASE	Associate of Science and Engineering
AY	Academic Year
BC	Business Continuity
BCCC	Baltimore City Community College
BCED	Business and Continuing Education Division
BCPD	Baltimore City Police Department
BCPS	Baltimore City Public Schools
BERC	Baltimore Education Research Consortium
BLS	Bureau of Labor Statistics
CADD	Computer Aided Design and Drafting
CATI	Computer Aided Telephone Interview
CCBC	Community College of Baltimore County
CCR-CCA	College and Career Readiness and College Completion Act
CDR	Cohort Default Rate
CFR	Code of Federal Regulations
CIO	Chief Information Officer
CIP	Capital Improvement Program
CSD	Commission of Sustainable Development
CUNY	City University of New York
DBM	Maryland Department of Budget and Management
DGS	Maryland Department of General Services
DLLR	Maryland Department of Labor, Licensing, and Regulation
DLS	Department of Legislative Services
EMS	Emergency Medical Services
EMT	Emergency Medical Technician
ERP	Enterprise Resource Planning
ESL	English as a Second Language
FAFSA	Free Application for Federal Student Aid
FMP	Facilities Master Plan
FTE	Full-time Equivalent
FY	Fiscal Year
GED	General Education Development
GSF	Gross Square Feet

Appendix 9: Acronyms

Acronym	Definition
GTW	Granville T. Woods
HCC	Howard Community College
HEA	Higher Education Act
HEGIS	Higher Education General Information Survey
HR	Human Resources
IAMR	Institutional Advancement Marketing and Research
IPEDS	Integrated Postsecondary Education Data System
IT	Information Technology
ITAC	Information Technology Advisory Committee
ITS	Information Technology Services
JCR	Joint Chairmen's Report
LEA	Local Education Agency
LPN	Licensed Practical Nurse
LSI	Life Sciences Institute
MACC	Maryland Association of Community Colleges
MHEC	Maryland Higher Education Commission
MOED	Mayor's Office of Employment and Economic Development
MOU	Memorandum of Understanding
MSCHE	Middle States Commission on Higher Education
NAICS	North American Industry Classification System
NASF	Net Assignable Square Feet
NCCER	National Center for Construction Education and Research
NCES	National Center for Education Statistics
NSC	National Student Clearinghouse
OLA	Office of Legislative Audits
PIR	Project Implementation Request
PLUS	Parent Loan for Undergraduate Students
PSF	Per Square Foot
P-TECH	Pathways in Technology Early College
RFP	Request for Proposal
RN	Registered Nurse
SCPP	Schaefer Center for Public Policy
STEM	Science, Technology, Engineering, and Mathematics
TBD	To be determined
UAA	University of Alaska Anchorage
UM	University of Maryland
UMB	University of Maryland, Baltimore
UMBC	University of Maryland Baltimore County
USM	University System of Maryland

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- ³ "Financial Projections and Tuition and Fees Update" [Tab 8], Board of Trustees Finance Committee, Meeting Book, March 22, 2016, p. 35.
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- ⁵ "Unapproved Open Session Minutes: Tuesday, May 24, 2016" [Tab 2], Board of Trustees Finance Committee, Meeting Book, June 28, 2016, p. 8.
- ⁶ "Vice President's Message" [Tab 3], Board of Trustees Finance Committee, Meeting Book, May 24, 2016, p. 12.
- ⁷ Maryland Department of Legislative Services, "Analysis of the FY 2014 Maryland Executive Budget," 2013, p. 9.
- ⁸ "Tuition and Fees Recommendation" [Tab 7], Board of Trustees Finance Committee, Meeting Book, June 23, 2015, pp. 26–28.
- ⁹ "Financial Projections and Tuition and Fees Update" [Tab 8], Board of Trustees Finance Committee, Meeting Book, March 22, 2016, p. 35.
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- ²⁴ "President's Report" [Tab 9], Board of Trustees, Meeting Book, June 28, 2016, p. 53.
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