

# BALTIMORE CITY COMMUNITY COLLEGE 2020 PERFORMANCE ACCOUNTABILITY REPORT

## I. MISSION

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

## II. INSTITUTIONAL ASSESSMENT

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

Baltimore City Community College's (BCCC) annual unduplicated credit headcount increased by 10.6% to 6,694 in FY 2020 (Indicator 1b). The market share of first-time, full-time freshmen continued to increase for fall 2019 by 2.6 percentage points to 27.5% (Indicator 2). The market share of part-time undergraduates increased by 12.3 percentage points to 35.4%, representing an increase of 933 students (Indicator 3). The proportion of part-time students increased slightly to 67.8% in fall 2019 (Characteristic A). The characteristics and personal responsibilities of the majority of BCCC's students make full-time enrollment challenging: 50.6% of credit students are 25 years of age or older and 44.4% are employed at least 20 hours per week (Characteristics F and G). BCCC continued its efforts to support full-time enrollment. Of the respondents to the spring 2020 Community College Survey of Student Engagement (CCSSE), 26.4% reported having children that live with and depend upon them for care and 66.0% reported that childcare is an important service to them. Prior to the COVID-19 pandemic, BCCC's Clarence W. Blount Child Care Center provided licensed, quality, and affordable childcare, including evening care, for children of students and employees (with limited spaces for the community) ages nine months to five years. Scholarships were offered through the federal Child Care Access Means Parents in School grant. The College continued to expand its course offerings and modalities which include accelerated sessions and "Z-courses" which utilize Open Education Resources (OERs) that reduce or eliminate the cost of textbooks. In response to enrollment or reenrollment issues related to COVID-19, a fall 2020 10-week session was created.

The market share of recent, college-bound high school graduates increased from 9.4% in fall 2017 to 38.2% in fall 2018, an increase of 417 students, largely due to the launch of the Mayor's Scholars Program (MSP), a partnership between BCCC, Baltimore City Mayor's Office, and Baltimore City Public Schools (BCPS) (Indicator 4). Through this last-dollar scholarship program, recent high school graduates who are City residents may complete an Associate Degree, Certificate, or workforce development program with tuition and fees covered. Over 300 MSP students participated in the 2018 summer bridge program and over 400 participated in the 2019 summer bridge program. In summer 2020, BCCC developed a virtual summer bridge program to welcome the third cohort of over 200 MSP participants. The number of dual enrolled high school students increased to 245 for fall 2019 (Indicator 5). The next P-TECH cohorts enrolled from Carver Vocational Technical and Paul Laurence Dunbar High Schools; New Era Academy joined the P-TECH partnership with a concentration on transportation. In fall 2019,

BCCC faculty taught developmental math at Digital Harbor and Forest Park High Schools through the STEM Core partnership with BCPS and continued teaching on site at Bais Yaakov.

Enrollments in credit online courses increased to 7,200 in FY 2019 (Indicator 6a), prior to COVID-19. In fall 2019, 10.5% of credit students enrolled exclusively in online classes and an additional 33.7% enrolled in both online and face-to-face classes. In 2019, the following degree programs could be completed entirely online: Business Administration, Business Management, Accounting, Law Enforcement/Correctional Administration, General Studies, and Transportation and Supply Chain Management (along with the Certificate program). Continuing education online course enrollments increased to 1,494 in FY 2019 (Indicator 6b). WDCE has increased digital literacy across all program areas and expanded access to online learning overall. Prior to COVID-19, the focus was on further developing computing access and skills with the intent to grow enrollment in online courses. COVID-19 and the transition to remote learning is expected to have a lasting impact. All classes have developed online delivery options and students have become more skilled with accessing online sections.

Low incomes and extensive personal and job responsibilities are characteristic of most BCCC students, making affordability a key issue; 44.4% of our credit students work more than 20 hours per week and 38.5% received Pell grants in FY 2019 (Characteristics G and E). Spring 2020 CCSSE respondents reported that 46.9% use their own income/savings as a major or minor source for paying their tuition and 46.6% reported that the lack of finances is likely to be what would cause them to withdraw from class or college. As noted in the College's mission, BCCC is committed to providing quality, affordable, and accessible education to its diverse population. BCCC strives to keep tuition and fees at a fraction of those for Maryland public four-year institutions and stayed below our benchmark at 34.7% in FY 2019 (Indicator 7). The elimination of the application fee and the flat rate tuition and fee schedule for students enrolled in 12 to 18 credits remained in place. Easing students' financial burdens is the primary reason BCCC continues to expand its use of OERs. BCCC's PRE 100 course began exclusively using OERs in fall 2017. In fall 2019, over 170 sections of 28 courses utilized OERs.

BCCC's unduplicated headcount in continuing education decreased to 6,611 in FY 2019 (Indicator 1c.) The Workforce Development and Continuing Education (WDCE) Division remains committed to responding to the needs of the City's citizens and business community. Annual unduplicated headcount and annual course enrollments in continuing education community service and lifelong learning courses decreased in FY 2019 to 105 and 124, respectively (Indicator 8). While the College offers a lifelong learning classes in partnership with community centers throughout Baltimore, the requests for classes from partners has declined. BCCC is committed to exploring new classes and partnerships to expand access to lifelong learning. WDCE has expanded partners' engagement through quarterly meetings and has identified several areas of interest along with potential locations. The unduplicated annual headcount and annual course enrollments in continuing education basic skills and literacy courses fell in FY 2019 to 4,353 and 8,395, respectively (Indicator 9). Refugee resettlement declines continued in the City, State, and nation. This is reflected in the annual unduplicated headcount in ESOL courses which decreased to 2,543 (Characteristic D). BCCC received MORA grants to support the Refugee Assistance Program and Service to Older Refugees program which provide funding to support refugees' and asylees' access to English language and

Citizenship classes. Adult Basic Education (ABE) enrollment continued to decline due to a change in the intake process. In FY 2017, the Test of ABE, a three-hour computer-based test, was implemented and may have discouraged enrollment. Since then, BCCC has increased communication and support through expanded hours, coaching prospective ABE students, and is exploring additional support for initial test-taking such as digital literacy courses.

The percentage of minority student enrollment at BCCC has always exceeded the corresponding percentage in its service area; 93.4% of fall 2019 credit students and 97.5% of FY 2019 continuing education students were minorities compared to 69.7% of the City's population (Indicator 10). In fall 2019, 78.3% of full-time faculty and 77.1% of full-time administrative/professional staff were minorities (Indicators 11 and 12). The Human Resources Office leveraged a multitude of channels to attract diverse, qualified, and competitive applicants. All positions are posted on the BCCC website, Indeed.com, HigherEd Jobs, Inside Higher Ed, Academic Careers Online, Diverse Jobs.net, Maryland Diversity.com, Chronicle Vitae, and Higher Education Recruitment Consortium. Glassdoor.com was added as a new site for postings. If positions prove hard to fill, specialty niche websites are utilized including the Society for Human Resource Management, College & University Professional Association for Human Resources, Dice, Chesapeake Human Resources Association, Idealist Careers, CareerBuilder, American Association of Community Colleges, Association of College & University Auditors, International Facility Management Association, and Monster, among others for recruiting specialized skill sets. BCCC utilizes various social media platforms including Twitter, Facebook, and LinkedIn to garner additional applicants. COVID-19 meant no participation in job fairs.

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

BCCC's fall-to-fall retention rate declined slightly to 36.2% for the fall 2018 cohort of developmental students (Indicator 13a). The four-year developmental completer rate increased by 4.2 percentage points for the fall 2015 cohort to 33.1% (Indicator 15). With most students requiring developmental coursework, 90.2% of all first-time entrants in fall 2019, focus must remain on successful developmental completion and the initiatives to increase retention and persistence, particularly in students' first year (Characteristic B). In summer 2020, BCCC began utilizing multiple measures to assess and place students into developmental or college-level coursework. While the number of Pell grant recipients increased by 257 students from FY 2018 to FY 2019 (Characteristic E), the fall-to-fall retention rate for the 2018 cohort of Pell grant recipients fell to 34.8% (Indicator 14a). The College served as a site for the Maryland Higher Education Commission's outreach for the Guaranteed Access Grant and Maryland Community College Promise Program for applicants to ask questions and submit documents. The Financial Aid Office provides support to students and parents in completing the FAFSA and presents information as part of New Student Orientation and PRE 100. The Student Support and Wellness Services Center offers activities throughout the year both on campus and virtually to help students with exercise opportunities, time and stress management, and mental health awareness and resources. Counseling sessions are offered via various platforms.

BCCC's overall successful-persister rate for all students in the fall 2015 cohort increased to 57.1% and the developmental completers' rate increased to 76.7%, remaining nearly triple that of

the developmental non-completers (Indicator 16). The successful-persister rate for African American students mirrored the increase of the overall cohort at 54.5% for the fall 2015 cohort (Indicator 17a). The overall four-year graduation-transfer rate increased for the fall 2015 cohort to 41.5% and to 51.7% for the developmental completers (Indicator 18). The increase in the graduation-transfer rate for African American students was similar to that for the total fall 2015 cohort at 39.3% (Indicator 19a). Increases in the developmental completion rate impact nearly all other outcome measures. The need for remediation remains high for BCCC students; the College is working to reducing the barriers to completing the recommended developmental coursework and all program requirements. The streamlined levels of developmental courses in math and reading/English have made a positive impact. BCCC continues its work to expand support services, especially in light of the remote learning environment, offer creative scheduling options, increase financial aid literacy and access to information, and increase staff training. Student success remains BCCC's number one strategic priority.

The College's federally funded Student Support Services/Students Taking Action in Reaching Success (TRIO/SSS-STAIRS) program is designed to increase the retention, graduation, and transfer rates of low-income, first-generation college students and students with disabilities needing academic support. In AY 2019-20, the program served 231 students, the majority of whom were low-income and first-generation college students. Program participants received book scholarships along with individualized, intensive support services. Of the 231 students, 52 graduated and 28 reported plans to transfer to senior institutions by fall 2020. The annual "Clothing Swap and Shop" helped students build professional wardrobes for interviews, internships, and careers. During "Building Personal Wealth: Meet and Eat", an interactive workshop, participants discussed money habits and attitudes, personal definitions of wealth, financial goals, and fundamentals of budgeting. A "Goal Setting and Vision Board" workshop introduced creating SMART goals for educational, career, and personal success. As operations transitioned to remote due to COVID-19, all services were provided virtually and online. Via Bookings 365, students schedule appointments for advising and online registration assistance. The program's Canvas course includes new self-guided learning activities, videos, assessments, and links to helpful websites. Learning modules include Tutoring Services and Free Online Resources, Personal Finance and Money Management, Financial Aid Information, Career Exploration, Learning Styles, and College Survival Skills. Staff initiated frequent contact with students via emails, phone calls, and Zoom sessions to build a virtual community and sense of belonging and to maintain focus on academic goals. Virtual celebrations were held for graduates.

The total number of degrees and certificates awarded fell slightly to 629 in FY 2019 (Indicator 20). The number of STEM awards increased to 330 in FY 2019 and enrollment in STEM programs increased to 2,346 in fall 2019 (Indicators 21a and 21b). The Cyber Security and Assurance programs awarded their first degrees and certificates in FY 2018 with a total of 9; in FY 2019, the degrees and certificates increased to 53. The Robotics/Mechatronics Certificate program, launched in 2018, saw its first 3 graduates. Other programs with notable increases in awards include the Nursing degree, Practical Nursing certificate, and Computer-Aided Drafting & Design certificate. In 2020, BCCC was awarded the One Step Away Grant designed to assist former students complete their associate degrees, specifically those within 15 credits of degree completion, in good academic standing, and last enrolled between fall 2016 and spring 2019. BCCC has targeted 68 of these individuals for reenrollment. The objectives are to implement a

degree audit system; enhance outreach strategies to encourage reenrolling; and enhance student support via academic, financial, and/or social advising for smooth reentry and completion.

BCCC's graduate satisfaction with educational goal achievement increased from of 92.1% for the 2016 graduates to 96.7% for the 2018 graduates (Indicator 22). Surveys of non-returning students show that 59.6% of respondents (n=47) completely or partly achieved their educational goal (Indicator 23). While reasons for leaving vary, 73.7% of those who did not meet their goal said they plan to return to BCCC.

BCCC graduates' licensing examination pass rates remained very high with increases in Licensed Practical Nursing to 93.8%, Physical Therapy Assistant to 83.3%, and Respiratory Care to 84.6% (Indicator 25). Dental Hygiene fell below 100% for the first time in over five years with a pass rate of 84.6% and the Nursing pass rate fell slightly to 80.8%. In anticipation of the change in the NCLEX in 2021, Nursing program faculty have obtained the testing blueprint and are modifying components of the curriculum to support the new methods of testing. The Nursing, Respiratory Care, Physical Therapy Assistant, and Dental Hygiene faculty have established tutoring chat shells in every course to provide more contact time with students. The performance of BCCC transfer students at senior institutions increased in AY 2018-19. The percentage of students with a cumulative GPA of 2.0 or above after the first year increased to 81.6% and the mean GPA after the first year climbed to 2.76 (Indicator 26). Transfer program graduates' satisfaction with transfer preparation fell to 70.0% (Indicator 24). Due to COVID-19, campus-based transfer fairs were not possible most of the year. BCCC participated in planning the first ever State-wide Virtual Transfer Fair to be held in October 2020. Over 120 institutions will participate in the three-week virtual fair. The Maryland Association of Community College is supporting the event with its website serving as the central web portal.

BCCC is committed to student success by allocating as much of its resources as possible to instruction, academic support, and student services (Indicator 27). While the percentages of expenditures spent for instruction, academic support and student services decreased slightly in FY 2019, the dollars expended increased. One-time charges in the "other" category resulted in an increase in the total dollars spent for the fiscal year. The dollars spent for instruction, academic and student services continue to emphasize the commitment by the College to BCCC's students.

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

Responses to the 2018 Graduate Follow-Up Survey show that 83.3% of career program graduates were employed in a field related to their BCCC program and 86.4% were satisfied with the job preparation they received at BCCC (Indicators 28 and 29). Recent data from the Jacob France Institute show that the FY 2016 graduates' median income more than doubled from one year prior to three years after graduation (Characteristic I). The 2020 CCSSE showed 73.4% of respondents indicating that their time at BCCC contributed to their developing clearer career goals and 76.7% indicating it contributed to them gaining information about career opportunities. All students receive information regarding the College's Career Development Services, from their first semester as part of the PRE 100 course through graduation and job placement. WDCE students have integrated job readiness and placement services in all programs. BCCC's Granville

T. Woods Scholars participated in summer internship opportunities at the Washington Centers, many focused on STEM, and in internships at the WBJC radio station affiliated with the College.

The annual unduplicated headcount and annual course enrollments in workforce development decreased in FY 2019 primarily due to the loss of the Department of Labor grant for cyber security and assurance training, the Department of Transportation grant for distribution logistics training, and non-renewal of contracts for weatherization readiness and job readiness services (Indicator 30a and 30b). While COVID-19 presented challenges in FY 2020, BCCC anticipates increased enrollment in FY 2021. In partnership with the Mayor's Office of Employment Development, workforce training programs have been realigned to the City's economic and workforce development needs with a focus on training that leads to high-skill, high-wage employment and provides completers with industry certification and/or licensure for career advancement. BCCC increased its number of programs on the Workforce Investment Opportunity Act (WIOA) Education and Training Partner Eligibility List and has been approved as a training provider for the Department of Human Services (DHS) Education and Training Program which provide new students access to training at no cost. WIOA and DHS approvals were renewed for FY 2021 which will increase BCCC's recruitment and outreach. In FY 2021, the College has funding for up to 230 individuals receiving DHS and Department of Social Services benefits to enroll in workforce training along with Governor's Emergency Education Relief funding for up to 235 students. The annual unduplicated headcount in Continuing Professional Education leading to government or industry-required certification or licensure fell while the annual course enrollments increased (Indicator 31a and 31b). As more employers expect industry certification and ongoing skill development from incumbent and new employees, the College is poised to provide training. WDCE is working with employers across industry sectors to identify new training programs leading to certification and licensing. The College responded to the need for more licensed community health workers due to COVID-19. The Maryland Board of Nursing approved this new program to certify completers.

The unduplicated headcount in contract training increased to 1,740 and course enrollments increased to 2,837 (Indicator 33a and 33b). Two new contracts to for workforce training supported 93 Baltimore City youth. While the number of business organizations fell in FY 2019 to 67, employer satisfaction with the contract training remained at 100% (Indicators 32 and 34). Several contract expansions have occurred due to client satisfaction. For example, the number of cohorts increased in the Certified Pharmacy Technician program due to the high completion and job placement rates. Other clients include Washington Mutual Homes, Maryland Department of Public Works, Johns Hopkins Health System, and Bon Secours Community Works.

## **COMMUNITY OUTREACH AND IMPACT**

BCCC's Strategic Plan calls for growing and strengthening partnerships and community engagement. The College is committed to engaging and improving communities in the greater Baltimore area. Dedicated faculty, staff, and students provide their time and expertise to serve the City's citizens, neighborhood and community organizations, public schools, and employers. The COVID-19 pandemic brought unprecedented challenges for the College community to which BCCC joined with partners to spring into action to support its neighbors.

## **COVID-19 Community Service**

The College's Liberty Campus resides in Baltimore City in zip code 21215; the City has remained in the top five Maryland jurisdictions in terms of reported cases of the coronavirus and 21215 has remained one of the highest zip codes in the State. The College has taken several steps to connect local and State resources to its community including the Alumni Association donating hundreds of face masks to seniors at the Bon Secours Liberty Village and Forest Park Senior Centers. In May, the College joined forces with the World Central Kitchen to provide free meals to local residents. BCCC's South Pavilion location became the distribution site from May to June. Throughout the summer, the location served as a site for the City's distribution of free meals with BCCC staff serving as volunteers. In addition, Councilman Leon F. Pinkett, III joined with the Baltimore Ravens and Together Assisting People to distribute thousands of boxes of free fruit from the College's campus. The College is expanding its partnership with CVS Pharmacy which will enable the South Pavilion to be utilized as a COVID-19 testing site.

In April 2020, the Maryland Chapter of the American Foundation for Suicide Prevention and Inquiring Minds, LLC virtually presented "Coping with COVID" to help with the uncertainty of the "lockdown living" circumstances.

A staff member from WBJC-FM made dozens of masks to share with colleagues and members of the community. A student from BCCC's Fashion Design program utilized her talents to create face masks for area hospitals. The TRIO/SSS-STAIRS students and staff held the annual Clothing Swap and Shop event. The team dedicated time to collecting, donating, and giving away clothes and accessories.

## **Community Events and Partnerships**

For the first time, BCCC has been selected by the State Board of Elections to serve as an early and General Election voting center. From October 26 – November 3, the Physical Education Center at the Liberty Campus will serve as a polling location for City residents. Prior to COVID, BCCC served as the site for the Associated Black Charities' Racial Equity Workshop.

In Fall 2019, BCCC hosted the annual free Community Resource Fair at the main campus with 28 community and campus-based resources, including free HIV testing, NARCAN training (for opioid overdose prevention), and a foster care alumni circle. The College has partnered with the House of Ruth and TurnAround, Inc. to host periodic conversations on healthy relationships.

A new partnership with the National Alliance on Mental Illness (NAMI) Baltimore was established for "I Will Listen Week" in October 2019 which focused on creating more awareness of mental illness and reducing stigma. NAMI Baltimore supported daily activities that the College created to support the community. The College created a virtual version of "I Will Listen Week" in October 2020.

**BALTIMORE CITY COMMUNITY COLLEGE  
2020 ACCOUNTABILITY REPORT**

**Student Characteristics (not Benchmarked)**

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

A.	Credit students enrolled part time	Fall 2016	Fall 2017	Fall 2018	Fall 2019
B.	Credit students with developmental education needs	69.9%	68.2%	65.8%	67.8%
		<b>Spring 2014</b>	<b>Spring 2016</b>	<b>Spring 2018</b>	<b>Spring 2020</b>
C.	Credit students who are first-generation college students (neither parent attended college)	59.8%	85.7%	90.7%	90.2%
		<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
D.	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	3,537	3,765	3,129	2,543
		<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
E.	Financial aid recipients				
a.	Credit students receiving Pell grants	44.2%	40.8%	38.3%	38.5%
b.	Credit students receiving loans, scholarships and/or need-based financial aid	52.9%	50.8%	47.4%	47.8%
F.	Students 25 years old or older	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>
a.	Credit students	57.3%	55.3%	52.3%	50.6%
		<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
b.	Continuing education students	79.3%	78.9%	76.7%	78.9%
		<b>Spring 2014</b>	<b>Spring 2016</b>	<b>Spring 2018</b>	<b>Spring 2020</b>
G.	Credit students employed more than 20 hours per week	50.4%	45.4%	44.1%	44.4%
		<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>
H.	Credit student racial/ethnic distribution				
a.	Hispanic/Latino	2.0%	2.3%	2.4%	3.4%
b.	Black/African-American only	74.3%	73.4%	69.1%	75.8%
c.	American Indian or Alaskan native only	0.1%	0.2%	0.2%	0.1%
d.	Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.0%	0.1%
e.	Asian only	2.4%	2.0%	1.1%	1.6%
f.	White only	8.2%	6.9%	4.9%	5.9%
g.	Multiple races	1.9%	1.8%	1.7%	2.0%
h.	Foreign/Non-resident alien	8.3%	11.2%	18.7%	9.3%
i.	Unknown/Unreported	2.0%	2.1%	1.9%	1.8%
		<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
I.	Wage growth of occupational program graduates				
a.	Median income one year prior to graduation	\$18,525	\$16,882	\$18,869	\$19,177
b.	Median income three years after graduation	\$39,219	\$34,377	\$39,146	\$44,554

**Goal 1: Access**

1.	Annual unduplicated headcount	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
a.	Total	15,443	16,049	13,974	13,177	16,265
b.	Credit students	6,679	6,346	6,054	6,694	6,880
c.	Continuing education students	8,874	9,798	8,015	6,611	9,850
		<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Benchmark Fall 2020</b>
2.	Market share of first-time, full-time freshmen	13.5%	12.9%	25.1%	27.5%	20.0%
		<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Benchmark Fall 2020</b>
3.	Market share of part-time undergraduates	25.5%	36.7%	23.1%	35.4%	27.2%
		<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Benchmark Fall 2020</b>
4.	Market share of recent, college-bound high school graduates Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.	19.8%	19.2%	9.4%	38.2%	28.0%



**BALTIMORE CITY COMMUNITY COLLEGE  
2020 ACCOUNTABILITY REPORT**

5	High school student enrollment	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Benchmark Fall 2020</b>
		102	139	230	245	255
6	Enrollments in online courses	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>Benchmark FY 2020</b>
	a. Credit	7,489	6,721	6,904	7,200	8,491
	b. Continuing education	374	879	1,318	1,494	186
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>Benchmark FY 2021</b>
		32.9%	34.5%	33.8%	34.7%	37.4%
8	Enrollment in continuing education community service and lifelong learning courses	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>Benchmark FY 2020</b>
	a. Unduplicated annual headcount	634	784	415	105	790
	b. Annual course enrollments	943	1,109	546	124	1,150
9	Enrollment in continuing education basic skills and literacy courses	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>Benchmark FY 2020</b>
	a. Unduplicated annual headcount	6,182	5,895	4,965	4,353	6,100
	b. Annual course enrollments	14,824	13,287	10,073	8,395	13,500
10	Minority student enrollment compared to service area population	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Benchmark Fall 2020</b>
	a. Percent nonwhite credit enrollment	90.9%	92.1%	93.8%	93.4%	BCCC Does Not Benchmark
	b. Percent nonwhite continuing education enrollment	90.3%	87.7%	89.4%	97.5%	Benchmark FY 2020 BCCC Does Not Benchmark
	c. Percent nonwhite service area population, 18 or older	<b>July 2016</b>	<b>July 2017</b>	<b>July 2018</b>	<b>July 2019</b>	<b>Benchmark July 2020</b>
		69.6%	69.8%	69.7%	Not Available	Not Applicable
11	Percent minorities (nonwhite) of full-time faculty	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Benchmark Fall 2020</b>
		75.7%	76.7%	72.9%	78.3%	BCCC Does Not Benchmark
12	Percent minorities (nonwhite) of full-time administrative and professional staff	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Benchmark Fall 2020</b>
		74.6%	74.6%	75.0%	77.1%	BCCC Does Not Benchmark
<b>Goal 2: Success</b>						
13	Fall-to-fall retention	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Fall 2018 Cohort</b>	<b>Benchmark Fall 2019 Cohort</b>
	a. Developmental students	34.3%	37.1%	37.1%	36.2%	38.0%
	b. College-ready students	na (n=29)	53.2%	46.7%	25.0%	44.7%
14	Fall-to-fall retention	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Fall 2018 Cohort</b>	<b>Fall 2019 Cohort</b>
	a. Pell grant recipients	34.6%	34.8%	37.1%	34.8%	36.6%
	b. Non-recipients	32.5%	37.3%	41.0%	35.8%	Not Applicable
15	Developmental completers after four years	<b>Fall 2012 Cohort</b>	<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Benchmark Fall 2016 Cohort</b>
		29.6%	26.6%	28.9%	33.1%	24.0%

**BALTIMORE CITY COMMUNITY COLLEGE  
2020 ACCOUNTABILITY REPORT**

		<b>Fall 2012 Cohort</b>	<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Benchmark Fall 2016 Cohort</b>
16	Successful-persister rate after four years					
	a. College-ready students	na (n=48)	56.0%	na (n=34)	64.3%	62.8%
	b. Developmental completers	80.1%	77.2%	74.3%	76.7%	86.3%
	c. Developmental non-completers	35.8%	31.9%	26.8%	27.8%	Not Applicable
	d. All students in cohort	57.9%	52.2%	51.1%	57.1%	50.9%
		<b>Fall 2012 Cohort</b>	<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Benchmark Fall 2016 Cohort</b>
17	Successful-persister rate after four years					
	a. Black/African-American only	55.0%	51.0%	48.4%	54.5%	50.0%
	b. Asian only	na (n=14)	na (n=23)	na (n=20)	na (n=29)	Not Applicable
	c. Hispanic/Latino	na (n=11)	na (n=13)	na (n=23)	na (n=9)	Not Applicable
	Note: Not reported for groups with < 50 students in the cohort for analysis.					
		<b>Fall 2012 Cohort</b>	<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Benchmark Fall 2016 Cohort</b>
18	Graduation-transfer rate after four years					
	a. College-ready students	na (n=48)	46.0%	na (n=34)	54.3%	44.1%
	b. Developmental completers	47.7%	42.6%	48.9%	51.7%	41.9%
	c. Developmental non-completers	31.3%	23.3%	22.6%	23.3%	Not Applicable
	d. All students in cohort	40.8%	33.0%	37.1%	41.5%	33.7%
		<b>Fall 2012 Cohort</b>	<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Benchmark Fall 2016 Cohort</b>
19	Graduation-transfer rate after four years					
	a. Black/African-American only	38.1%	32.9%	34.5%	39.3%	33.0%
	b. Asian only	na (n=14)	na (n=23)	na (n=20)	na (n=29)	Not Applicable
	c. Hispanic/Latino	na (n=11)	na (n=13)	na (n=23)	na (n=9)	Not Applicable
	Note: Not reported for groups with < 50 students in the cohort for analysis.					
		<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>Benchmark FY 2020</b>
20	Associate degrees and credit certificates awarded					
	a. Career degrees	193	205	234	279	287
	b. Transfer degrees	232	175	217	152	206
	c. Certificates	113	108	205	198	154
	d. Total awards	538	488	656	629	647
		<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Benchmark Fall 2020</b>
21	STEM programs					
	a. Credit enrollment	2,695	2,576	2,297	2,346	2,600
		<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>Benchmark FY 2020</b>
	b. Credit awards	237	242	306	330	390
		<b>Alumni Survey 2011</b>	<b>Alumni Survey 2014</b>	<b>Alumni Survey 2016</b>	<b>Alumni Survey 2018</b>	<b>Benchmark Alumni Survey 2018</b>
22	Graduate satisfaction with educational goal achievement	98.7%	94.4%	92.1%	96.7%	95.0%
		<b>Spring 2013 Cohort</b>	<b>Spring 2015 Cohort</b>	<b>Spring 2017 Cohort</b>	<b>Spring 2019 Cohort</b>	<b>Benchmark Spring 2019 Cohort</b>
23	Non-returning student satisfaction with educational goal achievement	77.1%	54.4%	56.7%	59.6%	65.0%
		<b>Alumni Survey 2011</b>	<b>Alumni Survey 2014</b>	<b>Alumni Survey 2016</b>	<b>Alumni Survey 2018</b>	<b>Benchmark Alumni Survey 2018</b>
24	Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2008.	83.3%	100.0%	84.6%	70.0%	100.0%

**BALTIMORE CITY COMMUNITY COLLEGE  
2020 ACCOUNTABILITY REPORT**

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
25 Licensure/certification examination pass rates					
a. Nursing - National Council	78.8%	84.1%	85.4%	80.8%	85.0%
Number of Candidates	52	44	48	52	
b. Licensed Practical Nurse - National Council	100.0%	85.7%	90.0%	93.8%	90.0%
Number of Candidates	6	7	10	16	
c. Physical Therapy - Assessment Systems	100.0%	78.6%	72.7%	83.3%	97.5%
Number of Candidates	14	14	11	12	
d. Dental Hygiene - National (Written) Board	100.0%	100.0%	100.0%	84.6%	97.5%
Number of Candidates	14	14	15	13	
e. Respiratory Care - MD Entry Level Exam	100.0%	93.3%	73.3%	84.6%	86.7%
Number of Candidates	7	15	15	13	
					Benchmark FY 2020
	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 2019-20
26 Performance at transfer institutions					
a. Cumulative GPA after first year of 2.0 or above	83.4%	88.3%	80.0%	81.6%	Not Applicable
b. Mean GPA after first year	2.75	2.76	2.66	2.76	Not Applicable
Methodology to calculate this indicator changed starting in AY 15-16					
					Benchmark FY 2020
27 Expenditures by function					
a. Instruction	43.8%	43.2%	37.5%	35.8%	35.5%
b. Academic support	8.7%	9.5%	12.7%	12.3%	8.8%
c. Student services	10.7%	11.2%	10.8%	9.7%	12.3%
d. Other	36.8%	36.2%	39.0%	42.2%	43.4%

**Goal 3: Innovation**

	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
28 Full-time employed career program graduates working in a related field	80.0%	na (n=3)	75.0%	83.3%	80.0%
	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
29 Graduate satisfaction with job preparation Note: Response categories changed starting in 2008.	86.7%	na (n=3)	85.7%	86.4%	85.0%
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
30 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	1,892	2,628	2,020	1,630	2,800
b. Annual course enrollments	2,257	3,495	3,100	2,132	3,600
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
31 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	730	1,219	1,158	1,089	1,250
b. Annual course enrollments	1,041	1,695	2,273	2,460	1,750
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
32 Number of business organizations provided training and services under contract	73	75	90	67	91
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
33 Enrollment in contract training courses					
a. Unduplicated annual headcount	2,261	2,958	1,143	1,740	2,300
b. Annual course enrollments	2,863	4,385	2,472	2,837	2,900
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
34 Employer satisfaction with contract training	100.0%	100.0%	100.0%	100.0%	100.0%