

# BALTIMORE CITY COMMUNITY COLLEGE 2021 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 4.9% to 7,025 in FY 2020 (Indicator 1b); this measure was not impacted by the COVID-19 pandemic as the timing occurred after the spring 2020 semester was already underway for two months. However, as experienced by 15 of the 16 Maryland community colleges, BCCC fall 2020 credit enrollment decreased (Characteristic A) which is reflected in the College's fall 2020 market shares of first-time, full-time freshmen and part-time undergraduates (Indicators 2 and 3). While the number declined, the proportion of part-time students increased slightly to 71.8% in fall 2020 (Characteristic A). The characteristics and personal responsibilities of the majority of BCCC's students make full-time enrollment challenging: 52.5% 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). The College continued to expand its course offerings and modalities which included more sessions within the fall and spring semesters. In fall 2020, BCCC introduced 14-week and 10-week sessions and continued its 12-week and two 8-week accelerated sessions. As reflected in the credit student enrollment in distance education, BCCC had a stable proportion of students enrolled in distance education prior to the pandemic (Characteristic I). When the College transitioned to the remote learning environment, thoughtful consideration was given to creating a balance of asynchronous and synchronous sections.

The market share of recent, college-bound high school graduates decreased slightly, by 23 students, to 36.6%, but remained well above the fall 2016 and fall 2017 market shares (Indicator 4) largely due to the continuation 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 which was continued and enhanced to welcome the fourth cohort of over 200 participants. A new Director of MSP/Associate Director of Admissions was appointed in summer 2021. Moving forward, recruitment efforts will include increased high school visits, college fairs, subject- and program-specific classroom visits, information sessions, counselor activities, and peer recruitment. The focus on MSP participants' retention will refresh initiatives

including greater faculty engagement, study hall, academic warning campaign, end-of-year celebration initiatives, and greater participant engagement in student organizations. The number of dual enrolled high school students increased to 442 for fall 2020 (Indicator 5), despite the decline in overall enrollment. In partnership with the Baltimore City Public School System (BCPSS), the College has taken several steps to support student success and increase enrollment in P-TECH at each school (Carver Vocational Technical, Paul Laurence Dunbar High Schools, and New Era Academy). In the past year, three new career pathway options were added so participants have a choice of nine degree programs. The College hosts three P-TECH orientation sessions each summer with additional sessions for parents to ensure that all students and parents understand program expectations. A BCCC P-TECH liaison works with all students to facilitate College processes and scheduling in addition to monitoring students' progress. The liaison coordinates the following to meet the academic, social, and emotional needs of these young students: career pathway program information sessions, Student Support & Wellness Services Center support, and tutoring services. In 2021, three P-TECH students graduated from BCCC and high school at the same time. Two students graduated with an associate degree in Cyber Security and Assurance, including the BCCC Valedictorian, who had a summer internship with IBM and is transferred to Bowie State University.

Due to the transition to a remote learning environment, enrollments in credit online courses increased to 9,152 in FY 2020 (Indicator 6a) enrollment in hybrid sections remained stable at 1,211 enrollments. Continuing education online course enrollments fell sharply in FY2020 due to the end of a partnership with a vendor for online classes for Veteran spouses (MyCAA) (Indicator 6b). Prior to COVID-19, the focus was on further developing computing access and skills with the intent to grow enrollment in online courses.

Low incomes and extensive personal and job responsibilities are characteristic of most BCCC students, making affordability a key issue; the proportion of credit students receiving financial aid increased to 49.7% in part due to CARES Act funding (Characteristic 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, at 36.8% in FY 2020 (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. Students enrolled in summer 2020 and 2021 sessions were provided textbooks at no expense to them and in fall 2020 and spring 2021, textbooks were shipped at no charge to the students.

BCCC's unduplicated headcount in continuing education decreased to 4,193 in FY 2020 (Indicator 1c.) largely due to the effects of the pandemic. 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 sharply in FY 2020 (Indicator 8). Community service offerings were primarily focused on senior citizens in recent years. With COVID-19 restrictions, enrollment of seniors and engagement with

Senior Centers was quite limited. When BCCC returns to an in-person learning environment, outreach and partnerships with City's senior centers will return.

The unduplicated annual headcount and annual course enrollments in continuing education basic skills and literacy courses fell in FY 2020 to 2,981 and 5,572, respectively (Indicator 9). As in-person classes resume on campus and in the community, BCCC anticipates a return to pre-pandemic enrollments. Ongoing grant funding will allow for increases of 10% per year in Adult Basic Education (ABE) and English for Speakers of Other Languages (ESOL) classes at no charge to the students. WDCE offers five levels of instruction for ABE and ESOL (Literacy to Pre-GED) and classes are offered year-round starting each month. With the transition to remote learning, a laptop-loaner program was implemented; expanded online tools and instructional resources were made available at no cost to students including GED Academy, Khan Academy and NewsELA; and one-on-one testing and student support was provided to ensure access to classes and transition onto advanced level classes and workforce training programs. Graduates of the ABE program (GED recipients) are encouraged to continue their academic careers at BCCC through an annual GED Scholarship program. The annual unduplicated headcount in ESOL courses decreased to 1,547 (Characteristic D) which reflects the continued refugee resettlement declines in the City, State, and nation. The proportion of BCCC's ABE and ESOL students achieving at least one educational functional level declined in FY 2019 and FY 2020. BCCC received MORA grants to support the Refugee Assistance Program and Service to Older Refugees program which support refugees' and asylees' access to English Language and Citizenship classes. Support to ABE students has increased via expanded hours, coaching prospective students, and more preparation for initial test-taking (i.e., digital literacy courses).

The percentage of minority student enrollment at BCCC has always exceeded the corresponding percentage in its service area; 92.7% of fall 2020 credit students and 97.4% of FY 2020 continuing education students were minorities compared to 70.5% of the City's population age 15 or over (Indicator 11). In fall 2020, 77.1% of full-time faculty and 75.3% of full-time administrative/professional staff were minorities (Indicators 12 and 13). The Human Resources Office continues to leverage a variety of methods to attract diverse and qualified candidates. Positions are routinely posted on the BCCC website, Indeed.com, HigherEdJobs.com, LinkedIn, InsideHigherEd.com, AcademicCareers.com, DiversityJobs.com, MarylandDiversity.com, Chronicle Vitae, Higher Education Recruitment Consortium, Glassdoor.com, and The Chronicle of Higher Education. Positions requiring specialized skills may solicit a more focused recruiting approach with niche websites including the Society for Human Resource Management, College & University Professional Association for Human Resources, Dice, Idealist Careers, Chesapeake Human Resources Association, CareerBuilder, American Association of Community Colleges, and International Facility Management Association. The remote environment facilitated the College's move toward virtual recruiting processes and job fairs. The virtual environment coupled with the high unemployment rate afforded the College a larger pool of applicants.

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

BCCC is currently in the process of revising the College's "Strategic Plan." The Board of Trustees approved the current goals and objectives in April 2018 and the College has been

legislatively mandated to “review, and if necessary, revise the BCCC Strategic Plan”. The current Plan is actually a broad “Framework” and requires more work to transform it into a comprehensive Plan for 2021 - 2024. The Framework is serving as a foundation from which the comprehensive plan will be created to include measurable outcomes. In April 2021, the College conducted its Strategic Planning Kick-Off with 210 faculty and staff in attendance. Keeling & Associates, a higher education consulting firm, has been facilitating the Plan development activities. Throughout the spring and summer 2021, Keeling & Associates have conducted information gathering interviews with various stakeholder groups. The initial sessions were held with the executive, senior and mid-level leadership teams to ensure the necessary infrastructure; additional sessions for Cabinet members were held to develop a stronger culture of accountability. Sessions were conducted with faculty, staff from all College divisions, the Board of Trustees, students, and business community representatives.

The context for the Plan discussions included a review of observations and emerging themes from the planning process; internal and external factors that have strategic and practical significance in shaping the College’s priorities for the planning period; and articulation of areas in which aspirational growth is possible as well as those in which excellence may not be sustainable. Keeling & Associates facilitated conversations to explore how BCCC might reimagine credit and non-credit programs to be more responsive to the needs of the workforce, the city of Baltimore, and the interests and intentions of prospective students and their communities; become more student-centered through its programs and services, and in the ways in which students navigate from enrollment and matriculation to completion and career; and become the employer of choice, transform institutional culture, and reward and celebrate areas of excellence. The following primary themes emerged from the interview sessions.

- Modernize programs; build links between credit and workforce development, enhance faculty and industry partnerships; develop in areas of growth and innovation, and shape the curriculum to respond to student interests and workforce needs.
- Put students first; enhance the student experience through seamless customer service and improved technology, build affinity and pride; reach a sustainable enrollment and improve retention; stay affordable while becoming more efficient.
- Build and invest in partnerships, relationships with industry and City schools; strengthen connections with the City of Baltimore; get external perspectives and bolster brand, identity, and reputation
- Become the employer of choice; recruit, develop, retain, and celebrate employees who are student-centered and committed.
- Restore and steward facilities and infrastructure.

The “Strategic Planning Sessions” will continue in September and October 2021 where an expanded group of faculty and staff will help to reach consensus about the College’s strategic priorities, goals, and objectives for the Plan period. A final Plan is scheduled to be presented to the BCCC Board of Trustees for approval in November 2021.

BCCC’s fall-to-fall retention rate increased slightly for Pell grant recipients and college-ready students but fell for the fall 2019 cohorts of developmental students leading to a decline in the

overall rate (Indicator 14). The four-year developmental completer rate increased for the fall 2016 cohort to 36.4% (Indicator 15). In summer 2020, BCCC began utilizing multiple measures to a greater extent to assess and place students into developmental or college-level math and English/reading coursework and changed its academic standing policy to add an additional level of “probation” to allow students extra time to return to good academic standing after being placed on “warning.”. The Math department focused on providing support to instructors for the remote learning environment which continued in fall 2021. Every weekly department meeting includes “Each One, Teach One” sessions where faculty share best practices for successful techniques and technologies; sessions are recorded to share with all faculty. One-on-one Zoom training sessions are offered for any faculty needing assistance. The use of Open Educational Resources (OERs) continued in MAT 92 (Intermediate Algebra), MAT 128 (Pre-Calculus I) and MAT 129 (Trigonometry Pre-Calculus II), including sections designated for dual-enrolled students. MAT 92 and MAT 128 saw improvements in course pass rates in spring 2021.

While the proportion of credit students receiving Pell grants in FY 2020 decreased slightly to 37.2%, the number of students increased by 40 (Characteristic E), the fall-to-fall retention rate for the 2019 cohort of Pell grant recipients increased slightly to 35.0%. The proportion of credit students receiving any form of financial assistance increased to 49.7%, representing an increase of 245 students, largely due to Coronavirus Aid, Relief, and Economic Security (CARES) Act Higher Education Emergency Relief Fund disbursements. BCCC is committed to student success by allocating as much of its resources as possible to instruction, academic support, and student services (Characteristic K). The percentages of expenditures spent for instruction, academic support and student services all increased in FY 2020. The dollars spent for instruction, academic and student services continue to emphasize the commitment by the College to its students.

The Student Support and Wellness Services Center (SSWSC) recognized the students’ needs for extra support and implemented new virtual workshops to help them manage the challenges of school and life through electronic devices during the last year. Such workshops included Social Media Diet, Video Games and the Brain, and Living in a Virtual Environment. In partnership with the House of Ruth, the “Dynamics of Intermate Partner Violence” was held in fall 2020 and in spring 2021 the One Love organization helped to support a workshop on health relationships.

BCCC’s overall successful-persister rate for all students in the fall 2016 cohort increased slightly to 57.7% and the developmental completers’ rate increased to 77.6%, remaining nearly triple that of the developmental non-completers (Indicator 16). The successful-persister rate for African American students remained stable at 54.3% for the fall 2016 cohort (Indicator 17a). Increases in the developmental completion rate impact nearly all other outcome measures. The need for remediation has decreased but increasing the completion of developmental coursework remains a priority. The streamlined levels of developmental courses in math and reading/English have made a positive impact. BCCC continues its work to expand support services, offer creative scheduling options, increase financial aid literacy and access, and increase staff training. Student success remains BCCC’s number one strategic goal.

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 up to 230 participants who meet low-income, first-generation, and disability

federal guidelines. For over 30 years, the program has provided services to enhance participants' academic, personal, social, financial literacy, and career skills. BCCC's TRIO/SSS-STAIRS grant was renewed by the U.S. Department of Education in September 2020 for the 2020 – 2025 grant cycle. The program utilizes a variety of holistic services to enhance the development of non-cognitive and academic skills. Strength-based and proactive academic advising serves as a framework for the program design and increases participants' awareness of their strengths, fosters supportive relationships, expands engagement opportunities, and boosts motivation. In AY 2020-21, the program enrolled 63 new participants and served 201 students. The program hosted year-round virtual activities to create a sense of belonging despite the remote learning environment. Activities included a welcome back event and workshops that covered topics including overcoming math anxiety, test-taking skills, and 'Chit Chat' sessions. To increase participants' knowledge of financial aid, the 'Cash for College' workshop reviewed the various types of financial aid and empowered participants to create a plan of action to seek additional funding to cover the rising costs of college. The TRIO/SSS Canvas course was redesigned to engage participants via eight self-paced modules that contain interactive learning activities and resources. The new Peer Mentoring and Leadership Development program involves connecting participants with peer mentors who will serve as role models to encourage student engagement and assist with navigating College resources. Participants are eligible to apply for the program's book award scholarships in the fall and spring semesters on a first-come, first-served basis. In AY 2020-21, 36 participants received book awards. The program works with BCCC campus partners to offer a wide range of services to support academic success and completion. In May 2021, 37 participants graduated with associate degrees, nine graduated with certificates, and seven reported plans to transfer to senior institutions in fall 2021. The annual Recognition Day was held virtually in May 2021 to honor graduates and students' academic achievements.

Due to the transition to remote learning in the middle of the spring 2020 semester, more grades of "Incomplete" were issued. This was of particular concern for students in the Nursing and Health Professions programs as many clinical and lab sections and experiences were cancelled for safety reasons. Because of these factors, the total number of degrees and certificates awarded fell to 544 in FY 2020 and the number of graduates fell to 484 (Indicator 20). However, in FY 2021, the number of degrees and certificates awarded increased to 581 and the number of graduates increased to 520. The performance of BCCC transfer students at senior institutions increased in AY 2109-20. The percentage of students with a cumulative GPA of 2.0 or above after the first year increased from 81.6% to 87.8% (Indicator 21).

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

As noted, in spring 2020 students who were in their final semester of Nursing and Health Professions (NHP) programs were not able to complete all their clinical and lab instruction; this led to declines in the number of graduates eligible to take the respective licensing exams. Overall, licensure examination pass rates remained high with both Physical Therapy Assistant and Respiratory Care graduates' rates increasing to 100% in FY 2020 (Indicator 23). The Dental Hygiene graduates' pass rate increased to 93.8%. The Nursing pass rate fell slightly to 77.1% and the Licensed Practical Nursing graduates' rate decreased to 80.0%. To facilitate the acquisition of knowledge, theories, principles, and practices of each discipline, program faculty

provided tutoring sessions as well as examination review sessions in every course. To promote acceptable course pass rates, Nursing and Practical Nursing programs have instituted a mandatory tutoring policy. To better prepare graduates for the licensing examination pass rates, BCCC provides a review course, at no cost to the graduates, in each NHP program to reinforce critical concepts and principles. The Natural and Physical Sciences department serves a number of students who enroll in NHP programs; the faculty are committed to preparing students to be successful in these and other science programs. In spring 2020, full-time and adjunct faculty were required to complete a 20-hour online course on virtual/online teaching pedagogy provided by the E-Learning department. Key faculty served as resources to assist other faculty needing help with virtual teaching. Biology and Chemistry faculty curated and adapted lab experiments from the existing lab manual and OER sites to have students perform some lab experiments using materials found at home. Students recorded short videos of themselves conducting these home experiments which they uploaded to their Canvas courses as part of lab reports. Students' performance and feedback showed that they benefited from these home-adapted experiments. Science faculty were added to tutor shells with Zoom links for one-on-one sessions with students in their respective course areas to ensure more available times. High-enrolled General Biology courses, with over 900 seats in 2020 (494 in BIO 101 and 435 in BIO 102) had course content completely sourced and curated from OER sites with assistance from the Maryland Open-Source Textbook grant, saving students an average of \$120. Course facilitators in General Biology, Anatomy and Physiology, and Microbiology assisted in creating blueprint shells in Canvas to standardize courses' general instruction guides, content, and assessment tools.

The proportion of graduates employed within one of year of graduation increased to 80.8% for the FY 2019 graduates and the median annualized income of career program graduates three years after graduation increased from \$37,944 for the FY 2014 graduates to \$46,804 for the FY 2016 graduates (Indicators 24 and 25). The slight decline to \$45,420 for the FY 2017 graduates may be due to the increases in layoffs and reductions in hours for many due to the pandemic. The annual unduplicated headcount and annual course enrollments in workforce development decreased in FY 2020 (Indicator 26). The annual unduplicated headcount and annual course enrollments in Continuing Professional Education leading to government or industry-required certification or licensure decreased (Indicator 27). The unduplicated headcount and annual course enrollments in contract training decreased (Indicator 28). While COVID-19 presented challenges in FY 2020, BCCC plans to increase access to workforce training programs. The College has expanded funding options for eligible students through a series of new grants and scholarships. In the past year, COVID-related relief funding has been utilized to support those negatively impacted by the pandemic to retrain and find new employment. Further enhancements include developing new programs and courses for in-demand occupations such as Certified Community Health Worker (CHW). The Maryland Department of Health (MDH) gave approval for the BCCC Certified CHW. As a result, students completing the program will be eligible for certification from MDH. This is only one of seven accredited programs in Maryland and the only program in the Baltimore region. The College has contracted with the Department of Homeland Services, Baltimore City Department of Social Services, and Mayor's Office of Economic Development to provide workforce training thereby expanding access to education and training for Baltimore residents placing them on a career pathway. Non-credit to credit courses and programs are being aligned for credit articulations in specific career pathways. For example, graduates of the Baltimore Police Academy earn up to 39 credits toward their associate degree in

Criminal Justice. Similarly, completers of the workforce Emergency Medical Technicians (EMT-B) training program earn nine credits toward their associate degree.

## **COVID Institutional Response**

**What are three COVID-related initiatives/programs your institution implemented that your institution will be adopting permanently?**

**1) Changes in Distance Education** - Prior to the pandemic, all distance education sections were conducted asynchronously. When the transition to a remote learning environment occurred, the E-Learning department coordinated a massive training effort for faculty which continued throughout the last year. Best practices for online instruction via Canvas were shared utilizing the Kaleidoscope: Online Learning and Teaching course. E-Learning certified over 100 faculty members. E-Learning's technical support to students and faculty expanded. Over 2,000 students each semester received assistance and over 180 faculty received training throughout the year on low- or no-cost technologies to enhance remote instruction. Expanded orientations for faculty and students for Canvas and Zoom use were included in virtual new student orientations, faculty academy sessions, and special sessions for students and faculty who are part of the dual-enrollment, P-TECH, and Mayor's Scholars Program populations. Virtual tutoring was implemented and expanded; in fall 2020, four tutors were added to support writing, math, and chemistry. Greater utilization of Canvas tutoring course shells for synchronous and asynchronous engagement generated more student traffic to tutoring sessions and other tutoring resources hosted in Canvas. Embedded tutors became more broadly utilized in courses where they hadn't been before such as sociology, history, and psychology. These efforts are expected to continue even as the College transitions to a return to a more campus-based environment.

**2) Support Services Options** - Prior to the pandemic, many support services were offered only in person or via telephone. With the transition to remote learning, providing remote support services became a necessity. The Virtual Help Desk was implemented to serve as a high touchpoint platform offering new and returning students an opportunity to engage directly with advisors for immediate support services. The collaboration of student services areas (Admission, Financial Aid, Advising, Student Accounting and Registrar) in supporting the Virtual Help Desk (VHD) enables students to receive a continuum of services that support enrollment, academic, and financial needs. To enhance support for all advisors and for students who may be self-registering, the Student Success Center (SSC) collaborated with the Enrollment Management team to create customized course schedule templates based on students' major, schedule preferences, and previous courses or placement assessments. The SSC implemented virtual advising services through the VHD, emails, and phone calls; students can receive virtual individualized and/or group advising sessions. The Student Support and Wellness Services Center held virtual weekly mental health events during AY 2020-21 which had better attendance than the bi-monthly events which were previously held on campus. Students have been seeking counseling appointments via Zoom or phone to a great extent. The Disability Support Services Center implemented virtual processes including intake sessions and documentation submission, drop-in office hours, and an interactive PowerPoint presentation about seeking accommodative services in the virtual environment. In addition to the existing 24-hour access to online resources, the library implemented LibAnswers/LibChats in summer 2020 to enable students to ask



librarians for help with finding resources needed for assignments. Many of these initiatives are expected to continue as the College transitions to a return to a more campus-based environment.

**3) Student and Staff Activities Venues** - Through programming with Student Government Association and student organizations, staff have been able to program activities for students virtually to enhance the student experience. A selection of virtual programming will remain in place. One such event that the office will host in both in person and virtual formats is the Clubs and Organizations, and Campus Departments Resource Fair. It is important for students to know how they can get involved and what resources are available to them. This event had high attendance during “Welcome Weeks” in 2020 and 2021. “Welcome Weeks” for faculty and staff were conducted virtually for fall 2020, spring 2020, and fall 2021. The use of Zoom permitted more break-out sessions and greater capacities for various presentations without the worry of physical space. It is anticipated that these virtual sessions will continue to some extent as the College transitions to a return to a more campus-based environment.

## **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. BCCC’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 COVID-19 and 21215 has remained one of the highest zip codes in the State and among the lowest in terms of vaccinations. In partnership with CVS, the College served as a host site for community COVID-19 testing. BCCC expanded the partnership with CVS and the Baltimore City Department of Health to serve as a host site for COVID-19 vaccinations. Food insecurity became more of a concern for the City during the pandemic. Therefore, the College joined forces with federal and local community kitchens and World Central Kitchen to provide free meals to local residents. In summer 2021, BCCC staff helped distribute 150 meals per day, five days a week to City youth and families.

BCCC’s main campus served as a site for voter registration and as an early and General Election voting center. From October 26 – November 3, the Physical Education Center at the Liberty Campus served as a polling location for City residents. In spring and summer 2021, the West Pavilion served as a training location for the Baltimore City Police Department’s SWAT Team. The Student Support and Wellness Services Center (SSWSC) continued its partnership with the National Alliance on Mental Illness (NAMI) Baltimore to support the “I Will Listen Week” focused on increasing awareness of mental illness and reducing stigma. NAMI supported BCCC’s daily activities to serve the community which included a virtual version of “I Will Listen Week” that was shared on BCCC’s social media. In fall 2020, SSWSC held a virtual City-wide “Holiday Blues” event focused on developing coping skills for the negative effect that winter and the holidays can have on one’s mood.

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### Student & Institutional 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.

	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>
A Fall credit enrollment				
a. Unduplicated headcount	4,188	4,523	4,909	4,181
b. Percent of students enrolled part time	68.2%	65.8%	67.8%	71.8%
	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>
B First-time credit students with developmental education needs	85.7%	90.7%	90.2%	47.0%
	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
C Credit students who are first-generation college students (neither parent attended college)	CCSSE Not Admin	48.4%	CCSSE Not Admin	35.9%
	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	3,765	3,129	2,543	1,547
	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
E Credit students receiving financial aid				
a. Receiving any financial aid	50.8%	47.4%	47.8%	49.7%
b. Receiving Pell grants	40.8%	38.3%	38.5%	37.2%
	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>
F Students 25 years old or older	55.3%	52.3%	50.6%	52.5%
	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
b. Continuing education students	78.9%	76.7%	78.9%	75.8%
	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
G Credit students employed more than 20 hours per week	CCSSE Not Admin	44.1%	CCSSE Not Admin	44.4%
		(161/365)		(67/151)
	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	2.3%	2.4%	3.4%	3.7%
b. Black/African American only	73.4%	69.1%	75.8%	76.5%
c. American Indian or Alaskan native only	0.2%	0.2%	0.1%	0.05%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.0%	0.1%	0.02%
e. Asian only	2.0%	1.1%	1.6%	2.0%
f. White only	6.9%	4.9%	5.9%	6.6%
g. Multiple races	1.8%	1.7%	2.0%	2.1%
h. Foreign/Non-resident alien	11.2%	18.7%	9.3%	7.4%
i. Unknown/Unreported	2.1%	1.9%	1.8%	1.6%
	4188	4523	4909	4181
	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>
I Credit student distance education enrollment				
a. Enrolled exclusively in distance education	12.5%	10.3%	10.5%	100.0%
b. Enrolled in some, but not all, distance education	29.3%	28.7%	29.3%	0.0%
c. Not enrolled in any distance education	58.2%	61.0%	60.2%	0.0%

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	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
<b>J Unrestricted revenue by source</b>				
a. Tuition and fees	19.7%	21.4%	22.4%	23.1%
b. State funding	73.6%	71.9%	71.3%	71.3%
c. Local funding	1.1%	1.1%	0.7%	1.0%
d. Other	5.6%	5.6%	5.6%	4.6%
	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
<b>K Expenditures by function</b>				
a. Instruction	43.2%	37.5%	35.8%	41.6%
b. Academic support	9.5%	12.7%	12.3%	13.4%
c. Student services	11.2%	10.8%	9.7%	10.0%
d. Other	36.2%	39.0%	42.2%	35.0%

**Goal 1: Access**

	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>Benchmark FY 2025</b>
<b>1 <u>Annual unduplicated headcount</u></b>					
a. Total	16,049	13,974	13,177	11,119	<b>14,300</b>
b. Credit students	6,346	6,054	6,694	7,025	<b>7,473</b>
c. Continuing education students	9,798	8,015	6,611	4,193	<b>7,152</b>
	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Benchmark Fall 2025</b>
<b>2 <u>Market share of first-time, full-time freshmen</u></b> Note: Methodology changed starting in Fall 2019.	12.9%	25.1%	27.5%	18.4%	<b>23.4%</b>
	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Benchmark Fall 2025</b>
<b>3 <u>Market share of part-time undergraduates</u></b> Note: Methodology changed starting in Fall 2019.	36.7%	23.1%	35.4%	33.7%	<b>38.7%</b>
	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Benchmark Fall 2024</b>
<b>4 <u>Market share of recent, college-bound high school graduates</u></b>	19.2%	9.4%	38.2%	36.6%	<b>37.0%</b>
	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Benchmark Fall 2025</b>
<b>5 <u>High school student enrollment</u></b> (Note: Fall 2018 includes those who enrolled after EIS)	139	230	245	442	<b>640</b>
	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>Benchmark FY 2025</b>
<b>6 <u>Annual enrollment in online/hybrid courses</u></b>					
a. Credit, online	6,697	6,921	7,200	9,152	<b>7,639</b>
b. Continuing education, online	879	914	1,121	135	<b>176</b>
c. Credit, hybrid	677	856	1,217	1,211	<b>740</b>
d. Continuing education, hybrid	0	0	0	0	<b>0</b>
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2026</b>
<b>7 <u>Tuition and mandatory fees</u></b>					
a. Annual tuition and fees for full-time students	3196	3196	3364	3556	<b>NA</b>
b. Percent of tuition/fees at Md public four-year institutions	34.5%	33.8%	34.7%	36.8%	<b>36.8%</b>
Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

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	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>Benchmark FY 2025</b>
8 <u>Enrollment in continuing education community service and lifelong learning courses</u>					
a. Unduplicated annual headcount	784	415	105	39	78
b. Annual course enrollments	1,109	546	124	47	95
					<b>Benchmark FY 2025</b>
9 <u>Enrollment in continuing education basic skills and literacy courses</u>	5,895	4,965	4,353	2,981	3802
a. Unduplicated annual headcount	13,287	10,073	8,395	5,572	7,604
b. Annual course enrollments					
					<b>Benchmark FY 2025</b>
10 <u>Adult education student achievement of:</u>					
a. At least one ABE educational functioning level	23.6%	34.2%	27.2%	21.5%	36.2%
b. At least one ESL educational functioning level	38.0%	40.1%	32.5%	24.8%	43.3%
Note: Not reported if < 50 students in the cohort					
					<b>Benchmark FY 2025</b>
11 <u>Minority student enrollment compared to service area population</u>					
a. Percent nonwhite credit enrollment	Fall 2017 92.1%	Fall 2018 93.8%	Fall 2019 93.4%	Fall 2020 92.7%	Fall 2025 93.0%
b. Percent nonwhite continuing education enrollment	FY 2017 87.7%	FY 2018 89.4%	FY 2019 97.5%	FY 2020 97.4%	FY 2025 92.0%
c. Percent nonwhite service area population, 15 or older	July 2017 70.2%	July 2018 70.2%	July 2019 70.3%	July 2020 70.5%	Benchmark Not Required NA
					<b>Benchmark Fall 2025</b>
12 <u>Percent minorities (nonwhite) of full-time faculty</u>	Fall 2017 76.7%	Fall 2018 72.9%	Fall 2019 78.3%	Fall 2020 77.1%	BCCC does not benchmark.
13 Percent minorities (nonwhite) of full-time administrative and professional staff	Fall 2017 74.6%	Fall 2018 75.0%	Fall 2019 77.1%	Fall 2020 75.3%	Benchmark Fall 2025 BCCC does not benchmark.

**Goal 2: Success**

	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Fall 2018 Cohort</b>	<b>Fall 2019 Cohort</b>	<b>Benchmark Fall 2024 Cohort</b>
14 <u>Fall-to-fall retention</u>					
a. All students	35.5%	38.3%	35.2%	31.2%	36.0%
b. Pell grant recipients	34.8%	37.1%	34.8%	35.0%	40.0%
c. Developmental students	37.1%	37.1%	36.2%	31.3%	36.0%
d. College-ready students	53.2%	46.7%	25.0%	29.3%	34.0%

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	<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Benchmark Fall 2021 Cohort</b>
15 <u>Developmental completers after four years</u>	26.6%	28.9%	33.1%	36.4%	<b>46.0%</b>
16 <u>Successful-persister rate after four years</u>					<b>Benchmark Fall 2021 Cohort</b>
a. College-ready students	56.0%	na (n=34)	64.3%	na (n=21)	<b>69.3%</b>
b. Developmental completers	77.2%	74.3%	76.7%	77.6%	<b>82.6%</b>
c. Developmental non-completers	31.9%	26.8%	28.9%	27.0%	<b>NA</b>
d. All students in cohort	52.2%	51.1%	57.1%	57.7%	<b>62.7%</b>
17 <u>Successful-persister rate after four years</u>					<b>Benchmark Not Required</b>
a. White only	na (n=22)	27.7%	na (n=18)	na (n=23)	<b>NA</b>
b. Black/African American only	51.0%	48.4%	54.5%	54.3%	<b>NA</b>
c. Asian only	na (n=23)	na (n=20)	na (n=29)	na (n=17)	<b>NA</b>
d. Hispanic/Latino	na (n=13)	na (n=23)	na (n=9)	na (n=19)	<b>NA</b>
Note: Not reported if < 50 students in the cohort for analysis					
18 <u>Graduation-transfer rate after four years</u>					<b>Benchmark Fall 2021 Cohort</b>
a. College-ready students	46.0%	na (n=34)	54.3%	na (n=21)	<b>58.3%</b>
b. Developmental completers	42.6%	48.9%	51.7%	43.7%	<b>71.1%</b>
c. Developmental non-completers	23.3%	22.6%	23.3%	23.6%	<b>NA</b>
d. All students in cohort	33.0%	37.1%	41.5%	36.7%	<b>51.5%</b>
19 <u>Graduation-transfer rate after four years</u>					<b>Benchmark Not Required</b>
a. White only	na (n=22)	23.0%	na (n=18)	na (n=23)	<b>NA</b>
b. Black/African American only	32.9%	34.5%	39.3%	35.3%	<b>NA</b>
c. Asian only	na (n=23)	na (n=20)	na (n=29)	na (n=17)	<b>NA</b>
d. Hispanic/Latino	na (n=13)	na (n=23)	na (n=9)	na (n=19)	<b>NA</b>
Note: Not reported if < 50 students in the cohort for analysis					
20 <u>Associate degrees and credit certificates awarded</u>					<b>Benchmark FY 2025</b>
a. Total awards	488	656	629	544	<b>706</b>
b. Career degrees	205	234	279	250	<b>NA</b>
c. Transfer degrees	175	217	152	134	<b>NA</b>
d. Certificates	108	205	198	160	<b>NA</b>
e. Unduplicated graduates	457	586	553	484	<b>NA</b>

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	<b>AY 16-17</b>	<b>AY 17-18</b>	<b>AY 18-19</b>	<b>AY 19-20</b>	<b>Benchmark AY 2024-25</b>
21 <u>First-year GPA of 2.0 or above at transfer institution</u>	88.3%	80.0%	81.6%	87.8%	<b>90.3%</b>
	<b>FY 2016 Graduates</b>	<b>FY 2017 Graduates</b>	<b>FY 2018 Graduates</b>	<b>FY 2019 Graduates</b>	<b>Benchmark FY 2024 Graduates</b>
22 Graduate transfers within one year*	60.9%	65.1%	43.8%	14.3%	<b>48.0%</b>

\* FY 2019 pending further validation with National Student Clearinghouse.

**Goal 3: Innovation**

	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>Benchmark FY 2025</b>
23 <u>Credit program pass rates in licensure/certification examinations required for employment</u>					
<u>a. Nursing - National Council</u>	84.1%	85.4%	80.8%	77.1%	<b>90.0%</b>
Number of Candidates	44	48	52	48	
<u>b. Licensed Practical Nurse - National Council</u>	85.7%	90.0%	93.8%	80.0%	<b>90.0%</b>
Number of Candidates	7	10	16	10	
<u>c. Physical Therapy - Assessment Systems</u>	78.6%	72.7%	83.3%	100.0%	<b>90.0%</b>
Number of Candidates	14	11	12	11	
<u>d. Dental Hygiene - National (Written) Board</u>	100.0%	100.0%	84.6%	100.0%	<b>90.0%</b>
Number of Candidates	14	15	13	13	
<u>e. Respiratory Care - MD Entry Level Exam</u>	93.3%	73.3%	84.6%	100.0%	<b>95.0%</b>
Number of Candidates	15	15	13	8	
Note: Not reported if <5 candidates in a year					
	<b>FY 2016 Graduates</b>	<b>FY 2017 Graduates</b>	<b>FY 2018 Graduates</b>	<b>FY 2019 Graduates</b>	<b>Benchmark Not Required</b>
24 <u>Graduates employed within one year</u>	84.7%	84.2%	79.8%	80.8%	NA
	<b>FY 2014 Graduates</b>	<b>FY 2015 Graduates</b>	<b>FY 2016 Graduates</b>	<b>FY 2017 Graduates</b>	<b>Benchmark Not Required</b>
25 <u>Income growth of career program graduates</u>					
a. Median annualized income one year prior to graduation	\$21,052	\$22,388	\$22,920	\$23,440	NA
b. Median annualized income three years after graduation	\$37,944	\$40,288	\$46,804	\$45,140	NA
	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>Benchmark FY 2025</b>
26 <u>Enrollment in continuing education workforce development courses</u>					
a. Unduplicated annual headcount	2,628	2,020	1,630	700	<b>2,472</b>
b. Annual course enrollments	3,495	3,100	2,132	808	<b>3,296</b>

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	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>Benchmark FY 2025</b>
27 <u>Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure</u>					
a. Unduplicated annual headcount	1,219	1,158	1,089	739	<b>2,472</b>
b. Annual course enrollments	1,695	2,273	2,460	1,023	<b>3,296</b>
	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>Benchmark FY 2025</b>
28 <u>Enrollment in contract training courses</u>	2,958	1,143	1,740	726	<b>2025</b>
a. Unduplicated annual headcount	4,385	2,472	2,837	1,057	<b>2,700</b>
b. Annual course enrollments					