

BALTIMORE CITY COMMUNITY COLLEGE 2022 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.

Largely due to the ongoing impact of the COVID-19 pandemic, Baltimore City Community College's (BCCC) annual unduplicated credit headcount decreased by to 6,358 in FY 2021 (Indicator 1b). In fall 2020, 15 of the 16 Maryland community colleges' credit enrollment decreased; this decline continued in fall 2021 with a 10% decrease in fall 2021 enrollment across the 16 community colleges. This continued decline is reflected in the College's fall 2021 headcount (Characteristic A) and market shares of first-time, full-time freshmen (Indicator 2) and recent, college-bound high school graduates (Indicator 4). While total fall credit enrollment declined, the percentage of part-time students increased by 8.4 percentage points (Indicator 3) and the market share of part-time students increased by 1.3 percentage points to 35.0% in fall 2021, representing an increase of 120 students (Characteristic A). The characteristics and personal responsibilities of the majority of BCCC's students make full-time enrollment challenging: 52.2% of credit students are 25 years of age or older and 46.1% are employed at least 20 hours per week (Characteristics F and G). In response to the pandemic, the College introduced more sessions within the fall and spring semesters that have continued; the 16-week, 14-week, 12-week, 10-week, and two eight-week accelerated sessions are now standard. 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 College expanded its course offerings in the winter 2021 and 2022 session which resulted in enrollment increasing from 35 in winter 2020 to 247 in winter 2021 and 289 in winter 2022. With input from the Baltimore City Public Schools System (BCPSS), BCCC introduced its new American Sign Language course with two sections in spring 2022 with a total enrollment of 29 students. The transition to a remote learning environment occurred in spring 2020 and was in place for the entirety of FY 2021, as reflected in the enrollments in credit and continuing education online courses in FY 2021 and in the lack of hybrid section enrollments (Indicator 6).

The number of Baltimore City Public School System (BCPSS) graduates declined from 2018 to 2019, remained stable in 2020, and decreased in by over 300 students in 2021. The College's market share of recent, college-bound high school graduates decreased to 20.7% in fall 2020, but remained well above the fall 2016 and fall 2017 market shares. This market share largely reflects the continuation of the Mayor's Scholars Program (MSP), a partnership between BCCC,

Baltimore City Mayor's Office, and BCPSS that launched in summer 2018 (Indicator 4). Through this last-dollar scholarship program, recent high school graduates who are City residents may complete an Associate Degree, Certificate, or workforce training program in three years with tuition and fees covered. After two virtual summer bridge sessions, summer 2022 saw nearly 200 MSP participants on campus. BCCC has strengthened its relationship with BCPSS and has met monthly throughout the pandemic to collaborate in support of students throughout the pandemic for the Mayor's Scholars Program and the dual enrollment opportunities. The number of dual enrolled high school students continued to increase in fall 2021 reaching 481, despite the decline in overall fall enrollment (Indicator 5). In partnership with BCPSS, the College's Pathways in Technology Early College High School (P-TECH) Program continues at Carver Vocational Technical, Paul Laurence Dunbar High Schools, and New Era Academy. Participants have a choice of nine degree programs in the healthcare, information technology, and transportation distribution pathways. P-TECH students receive one-on-one mentoring, workplace visits, skills instruction, and first-in-line consideration for job openings with P-TECH business partners.

The socio-economic characteristics of most BCCC students make affordability a key issue. Spring 2022 CCSSE respondents reported that 62.2% use their own income/savings as a major or minor source for paying their tuition; 47.5% reported that the lack of finances is likely to be what would cause them to withdraw from class or college; and 42.4% reported that working full-time would likely be the cause. In addition, 68.2% reported that they provide care for dependents living with them. The College's mission reflects BCCC's is commitment 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 33.7% in FY 2022 (Indicator 7). The elimination of the application fee and the flat rate tuition and fee schedule for students enrolled in 12 to 18 credits remains in place. Easing students' financial burdens is the primary reason BCCC continues to expand its use of OERs. Students received textbooks at no cost in summer 2020, 2021, and 2022 sessions and textbooks were shipped at no charge to the students in fall 2020, spring 2021, and fall 2021, and spring 2022.

BCCC's unduplicated headcount in continuing education decreased to 2,685 in FY 2021 (Indicator 1c.) largely due to the effects of the pandemic, but increased to 3,126 in FY 2022. 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 with slight increases in FY 2021 (Indicator 8). In the years prior to the pandemic, community service offerings were primarily focused on senior citizens. With COVID-19 restrictions, engagement with senior centers was quite limited and continued to be a concern in FY 2022. The unduplicated annual headcount and annual course enrollments in continuing education basic skills and literacy courses fell in FY 2021 to 1,707 and 3,244, respectively (Indicator 9). As in-person classes resumed on campus and in the community in FY 2022, enrollment in these courses has increased substantially to an annual unduplicated headcount of 2,258 and course enrollments of 4, 179.

The proportion of ABE students achieving at least one educational functional level declined increased to 23.4% and stayed relatively stable for ESL students at 24.5%. In FY 2022, 43% of

596 ABE/GED students with 12 or more hours were eligible for post-testing. For the 260 that post-tested, 55.8% received an educational functioning level. This improvement is a result of the change implemented in FY 2022 to increase the number of instructional hours from 40 to 50 in order to sit for the post-test for ABE and ESL. In FY 2023, the directors of ABE and ESL further increased the number of hours required to up to 55 hours depending on the targeted functional level. With the increase in hours, ABE instructors can devote six hours to the specific subjects rather than dividing all of the time among all GED exam subject areas. Hiring criteria for ABE instructors has become more stringent in terms of content-specific expertise. The ABE/GED program offers the GED Ready Exam for Advanced I and II (completion at least 55 hours of instruction) to students based on their attendance, academic performance, and distance learning hours. This exam serves provides an indicator of readiness for the GED exam. ABE and ESL instructors participated in professional development sessions on Effectively Applying Technology in the classroom and College & Career Readiness (CCRs) standards. The grants with the Maryland Office for Refugees and Asylees continued, which are designed to increase enrollment and services for students enrolled in English Language and Citizenship classes. Increasing digital literacy remains a priority for both populations.

BCCC's percentage of minority student enrollment has always exceeded the corresponding percentage in its service area; 94.5% of fall 2021 credit students and 90.0% of FY 2021 continuing education students were minorities compared to 70.5% of the City's population age 15 or over (Indicator 11). In fall 2021, 75.3% of full-time faculty and 73.5% of full-time administrative/professional staff were minorities (Indicators 12 and 13). The Human Resources (HR) Office continues to leverage a variety of methods to attract diverse and highly qualified candidates. Open positions are routinely posted on the BCCC website, InsideHigherEd.com, Indeed.com, HigherEdJobs.com, LinkedIn, AcademicCareers.com, DiversityJobs.com, Higher Education Recruitment Consortium, MarylandDiversity.com, Chronicle Vitae, Glassdoor.com, The Chronicle of Higher Education, and African Americans in Higher Education. Open 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, International Facility Management Association, and National Association of College and University Business Officers. Post pandemic, the HR Office has begun participating in in-person job fairs and will continue to pursue a hybrid approach to attract, source, and identify high quality candidates.

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

BCCC's fall-to-fall retention rate for all first-time students increased to 39.3%. All three sub-cohorts retention rates increased, too, with the Pell grant recipient cohort showing the largest increase to 55.4% (Indicator 14). The four-year developmental completer rate declined slightly for the fall 2017 cohort to 34.9%, but remained 6 percentage points higher than for the fall 2014 cohort (Indicator 15). In FY 2021, BCCC formalized its use of multiple measures (to a greater extent) to assess and place students into developmental or college-level English/reading and math 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 College introduced MAT 112, Mathematics for the Liberal Arts, in summer 2022. Math 112 is a general education option and had a summer pass rate of 75.0%.

While the proportion of credit students receiving Pell grants in FY 2021 decreased to 33.3%, the proportion of credit students receiving any financial assistance increased to 57.0% largely due to the Coronavirus Aid, Relief, and Economic Security (CARES) Act Higher Education Emergency Relief Fund funding (Characteristic E). The fall-to-fall retention rate for the 2019 cohort of Pell grant recipients increased by 20.4 percentage points (Indicator 14). With 90.0% of CCSSE respondents indicating that financial aid advising is important to them, the Financial Aid Office is committed to supporting students through the process. As part of the new Enterprise Resource Planning (ERP) system, the Banner Financial Aid module facilitates the Financial Aid Office’s processes and services and provides students with easier access to current information about their financial awards and disbursements. The streamlined process allows the Financial Aid staff to spend more time serving the students.

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 percentage of expenditures spent for instruction increased slightly. The percentages for academic support and student services decreased in FY 2021 primarily due to reduced costs related to a remote learning environment. The percentage spent on “Other” increased partially due to the implementation of the ERP system. 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) provided extra support throughout the remote learning period and offered virtual workshops on meditation, social anxiety, yoga, social media, trauma, sleep management, and boosting your mood along with the annual Mental Health Awareness Month campaign. Classroom presentations in PRE 100 (Preparation for Academic Achievement) focused on connecting positive mental health to academic success. SSWSC supported MSP programming with presentations on test anxiety, tips for your first semester, procrastination, and social media. External groups facilitated presentations on intimate partner violence and maintaining healthy relationships and boundaries along with providing testing for sexually transmitted diseases. SSWSC offers individual and group sessions with its licensed social workers. To provide supplemental food items to students who may be facing food insecurity, the College created the Panther Food Pantry at the Liberty Campus.

BCCC’s overall successful-persister rate for all students in the fall 2017 cohort increased slightly to 62.2% and the rate for African American students increased to 62.3%. The developmental completers’ successful-persister rate fell slightly to 75.1%, but remained far above that of the developmental non-completers (Indicators 16 and 17). 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 TRIO Student Support Services (SSS) Program is designed to empower 230 students who are first-generation, low-income, or have a disability to reach their full potential in college and beyond. SSS aims to increase the retention, graduation, and transfer rates of eligible students in need of academic support. The FY 2021 Annual Performance Report reflected that SSS made substantial progress toward enrollment goals and exceeded objectives for persistence (63%), good academic standing (77%), degree attainment (42%), and transfer (23%). Services offered to all participants include academic advising, coaching, transfer assistance, advocacy, monitoring of students' academic progress, workshops, and referrals to College resources. The Understanding Money and Credit workshop provided an overview of personal financial management and building good credit habits. "Ace Your Test Without Worry", a virtual workshop, covered test anxiety and strategies for success, and strategies to reduce stress. Students participated in a live virtual tour of the U.S. Capitol Building including the Crypt, Rotunda, National Statuary Hall, Old Supreme Court Chamber, and Old Senate Chamber that addressed the Capital's history, architecture and relevant events. The monthly Empowerment Hour provided a platform for discussion relevant to experiences inside and outside the classroom. A strength-based approach highlighted success in overcoming challenges. SSS collaborates with BCCC campus partners to provide services to support academic success and completion. SSS received \$13,500 for book award scholarships for 42 qualifying applicants and established a Laptop Loan Program to assist a limited number of students. The annual Recognition Day acknowledged the participants' accomplishments with the theme "A Celebration of Success." Academic excellence awards were presented to 51 participants with GPAs of 3.00 or better. The "Overcomer" award was presented to four participants who excelled in adversity and the "Shining Star" award was presented to four participants whose attitude and commitment to academic excellence inspired others. The recipients of Associate degrees, certificates, and participants transferring to four-year institutions were recognized and celebrated.

The total number of degrees and certificates increased in FY 2021 to 581 and the number of graduates increased to 521 (Indicator 20). After a sharp increase in AY 2020-21, the performance of BCCC transfer students at senior institutions decreased slightly in AY 2020-21 as the percentage of students with a cumulative GPA of 2.0 or above after the first year fell from 87.8% to 84.6% (Indicator 21). To support transfer opportunities and success, the Physical Therapy Assistant program is developing an articulation agreement with Frostburg State University's (FSU) Athletic Training program to allow for a seamless transition from the College's Associate of Applied Science to FSU's Bachelor of Science.

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

In spring 2020, students in their final semester of Nursing and Health Professions (NHP) programs were not able to complete all of their clinical and lab instruction; this led to declines in the number of graduates eligible to take the respective licensing exams. The ongoing pandemic-related challenges continued to effect the licensure exams in FY 2021, particularly for the Dental Hygiene program, as no students were able to sit for the Board exam. Program faculty and staff remain committed to ensuring students receive the clinical experiences needed to demonstrate competency in the established learning objectives. The team created individualized education plans to ensure students' progression through the curriculum. In AY 2022-23, Visible Body

software, a 3D augmented reality anatomy platform, will be integrated into the curriculum. Licensure examination passing rates remained high for Physical Therapy Assistant graduates at 88.9% (all but one graduate passed) and for Respiratory Care graduates who achieved a 100% for the second consecutive year. The Nursing (RN) pass rate increased by 4.6 percentage points to 81.7% and the Licensed Practical Nursing graduates' rate fell to 73.3% (Indicator 23). In AY 2022-23, the Nursing team will evaluate the current curriculum and best practices to prepare students for the new "Next-Generation" NCLEX licensing examination, expected to launch in spring 2023. In AY 2021-22, SSWSC created a support group specifically for the NHP students.

The proportion of graduates employed within one of year of graduation decreased slightly to 77.7% for the FY 2020 graduates, which was around the peak of the pandemic-related unemployment (Indicator 24). With a focus on creating pathways to employment, 14 Biotechnology students successfully completed two-month research internships in AY 2021-22 at Towson University, University of Maryland, Baltimore, Delaware State University, and Biotech Research Laboratories. The median annualized income of career program graduates three years after graduation declined to \$39,536 for the FY 2018 graduates whose employment activity was impacted by the pandemic-related layoffs and reductions in hours. The annual unduplicated headcount in continuing education workforce development courses fell by 102 students, while the course enrollment increased to 2,164 in FY 2021 (Indicator 26). The annual unduplicated headcount in Continuing Professional Education leading to government or industry-required certification or licensure remained stable while the annual course enrollments increased to 1,254, which reflects an increase in the number of students completing the required sequence of courses and attained the licensure or certification (Indicator 27). The unduplicated headcount and annual course enrollments in contract training fell due to the decline in the number of partnerships, primarily due to the pandemic (Indicator 28). In spring 2022, new contract training program cohorts were initiated with the Baltimore Association for Community Health and Goodwill Industries for Patient Care Technician and/or Certified Nursing Assistant.

Institutional Response

What is the biggest challenge your institution faces as it attempts to equitably meet the goals, objectives, and performance measures in the 2017 – 2021 State Plan for Postsecondary Education?

In light of the pandemic-driven shift to a remote learning environment and the characteristics of BCCC's service population, the College's greatest focus needed to be on access (Goal 1) and innovation (Goal 3) to ensure students had the necessary technology, information, and support to be successful (Goal 2) as they pursued their educational goals virtually. To support remote instruction, services, and conferencing, laptops were provided to students, faculty, and staff along with microphones, headsets, and web cameras. BCCC collaborated with various providers to offer no- or low-cost Internet access. These technology solutions remain in place as the pandemic's impact continues. The Virtual Help Desk was created as a single resource to access most student services support and the E-Learning Help Desk provides Canvas assistance to students and faculty. The hours of the Information Technology Services Help Desk hours were extended to 7:00 PM on weekdays and 8:00 AM to 5:00 PM on Saturdays. Website resources expanded to include COVID-19 updates and resources, quick start guides, FAQs, and how-to

videos using the new Banner ERP system and other technology resources. The legacy system was limited in access and functions that could be performed off-campus. The new ERP has greater access from off-campus locations and is more mobile device friendly. Students can view their eligibility for financial aid before finalizing their registration, which was not possible before, and have a consolidated view of their profile, registration, grades, and payment portal with account activity. There have been training sessions for faculty and staff to support areas critical to student success including registration, admissions, advising, testing, financial aid, and student accounting.

The remote learning environment included student life activities. In fall 2021, the Office of Student Life and Engagement (OSLE) held 53 virtual events with over 700 virtual “seats” filled. The Omicron virus delayed the in-person return to campus in spring 2022; therefore, activities such as Welcome Week shifted to virtual platforms. With 118 participants, events included bingo, art night, “meet and greets”, suicide prevention speakers, LatinX Club activities, and BCCC 101, a virtual new student orientation focused on technology and student support and involvement. For all but one event, 100% of the respondents to a satisfaction survey reported that they would recommend participating in BCCC’s student activities to friends or family.

With the reopening of the physical campus, the College remains focused on ensuring the health and safety of students, staff, and visitors. BCCC installed plexiglass at all public transaction counters, MERV 13 air filters in the air handlers, additional HEPA air purifiers in the hallways along with temperature and sanitizer stations at entrances. The new student center is open at the Liberty Campus and plans for a new learning commons area and Wellness Center are underway.

Has your institution used disaggregated data to identify equity issues in students’ educational opportunities and outcomes? If so, how has this disaggregation of data provided insight into your institution’s educational equities and inequities? If not, what data has been used to understand student outcomes?

Equitable access to technology, information, and support throughout the remote learning period was a priority. In spring 2021, items regarding access to technology and other resources, and satisfaction with remote learning platforms and Canvas were added to the program review and evaluation surveys. A communications survey was conducted in spring 2022 focused on how students obtain and prefer to receive information about activities, events, registration dates, financial aid, advising and other important announcements. In response to how they obtain information, 61.8% selected the Canvas Landing/Home Page and 60.0% selected their BCCC email. In response to how they prefer to receive information, 70.9% selected their BCCC email, 58.2% selected the Canvas Landing/Home Page, and 43.6% selected their personal email. College units are making greater use of these methods for communications.

More detailed grade distribution data is a focus for better understanding selected student outcomes. Course pass rates by various course section characteristics assist in informing academic planning decisions related to session length and instructional modality, particularly with respect to synchronous and asynchronous options.

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.

COVID-19 Community Support

The COVID-19 pandemic continued to create challenges for the College community to which BCCC served as a partner with many City and State stakeholders to support its neighbors. BCCC's Liberty Campus resides in Baltimore City in zip code 21215. Throughout the pandemic, the City remained one of the top five Maryland jurisdictions in terms of reported cases of COVID-19 and 21215 remained one of the highest zip codes in the State; the City remained among the lowest in terms of vaccinations.

In partnership with CVS, the College served as a host site for community COVID-19 testing for the majority of the pandemic. BCCC expanded the partnership with CVS and the Baltimore City Department of Health to serve as a host site for COVID-19 vaccinations for an extended period with support from the College's Public Safety department. The summer 2022 food program, hosted at the Harbor location, provided 200 meals a day to students and community members; BCCC donated the leftover meals to local churches and shelters.

Partnerships and Outreach: Baltimore City Public School System and Community Organizations

BCCC's Upward Bound Math and Science (UBMS) program has continued its five-decades-long partnership with BCPSS. In summer 2022, BCCC was again awarded a five-year grant from the United States Department of Education. In AY 2021-22, UBMS provided supplemental instruction and tutoring to students from various BCPSS high schools; twice monthly Saturday sessions with instruction in math, English, and computer science; and career and college awareness sessions in addition to social emotional learning activities. Online instruction was provided via Canvas, BCCC's learning management system. The UBMS intern from the University of Maryland's School of Social Work initiated a restart of the UBMS parent advisory council.

BCCC's English Language Services (ELS) department, in partnership with the Baltimore City Public School System, continues its Refugee Youth Project (RYP) afterschool programming at Moravia Park Elementary School and Patterson High School. In collaboration with Loyola University, ELS provided holiday gifts for all RYP students at Moravia Park Elementary School before the school's winter break. ABE course offerings will return to correctional institutions in fall 2022 along with the Housing Authority, Clay Posts and the Pride. WDCE is committed to ensuring that social distancing and other COVID-19 protocols are maintained at the off-site locations. In summer 2022, English as a Second Language courses returned to having a strong community presence. In spring 2022, 50 workforce development students completed clinical externships with BCCC's partners including Kennedy Krieger Institute (KKI), Future Care,

Assisted Hands, Johns Hopkins Hospital, and University Maryland Medical Center. Four Community Health Worker students who completed their clinical experiences with KKI received offers for permanent positions due to their performance in their clinical training. WDCE continued its partnership with the Center for Urban Families for the Certified Nursing Assistant and Community Health Worker programs.

In spring 2022, the Career Services Office participated in the 2022 Mayor's Senior Recruitment & Postsecondary Fair. In support of the Mayor's Scholars Program and workforce training options, the Office visited several BCPSS high schools including Patterson High School, Renaissance High School, Career Academy, August Fells Savage High Schools, Benjamin Franklin High School, Excel Academy High School, and Independence High School. In partnership with BCPSS, WDCE offered Venipuncture/Phlebotomy and Certified Nursing Assistant programs at Frederick Douglass High School and Renaissance Academy.

Participation in Community Events

The Student Support and Wellness Services Center (SSWSC) staff participated in the legislative advocacy day supporting the National Alliance on Mental Illness; presented at the Healing City Summit on "Using Adventure-Based Techniques to Build Self-Awareness"; and presented mental health and tabling information at the Latina Legacy Conference. Staff from the International Student Services Office participated in the first annual "Maryland International Education Day" virtually hosted by the Maryland Higher Education Commission in spring 2022.

Biotechnology program faculty presented at the 2022 Maryland Collegiate STEM Conference designed to advance and promote the professional development of students, faculty, and staff in STEM related fields. The theme was "STEM Innovations: Building a Stronger Future Together" and BCCC's faculty presentations included "Bridging the Gap – Degree to Job" and "Internship-Gateway to a Successful Transfer and Career". BCCC's student presentation was "The MMS Era of Tracking EMIC Waves in Outer Magnetosphere: When, Where, and Why".

Students and faculty from the Arts & Sciences Theatre program participated in the National Association of Dramatic and Speech Arts hosted by Coppin State University. One of the students won the Excellence Award in the Persuasive Speaking category. A BCCC faculty member served as a judge for the Reader's Theatre competition and was elected to a position on the Association's 2022-23 Executive Board. Members of the LatinX Uni2 Student Club attended online presentations on the Highlandtown Immigration and Food Project that included panelists and presenters from the Neighborhood Programs of Southeast Community Development Corporation, Cocina Luchadoras, Creative Alliance, and UMBC's Baltimore Field School program.

Community Events Hosted by BCCC

BCCC's Liberty Campus served as host to 400 youth, volunteers, and presenters for the Mayor's Youth Summit 2022, Getting to the Bag: Pathways to Business, Entrepreneurship and Career Development in Baltimore with interactive breakout sessions, panel discussions, professional development activities, and tables with information provided by College Admissions and WDCE

staff. The College continued to serve as a host site for the League of Women Voters of Baltimore City to provide information about civic engagement and register to vote. Maryland Senator and Baltimore City District 43 Representative conducted a virtual Constitution Day presentation for the BCCC community.

Through the Student Life and Engagement Office (SLEO), the STAR TRACK Mobile Testing Unit provided free Sex Positive Education, Queer Health Education, and STI and HIV Testing at the Liberty Campus. The JACQUES Initiative provided free Sex Positive Health Education and private HIV testing in the Student Life and Engagement Suite. The Student Government Association organized a community service project for students: Perring Loch Covenant Tot Lot Clean Up. Students had the opportunity to participate virtually in the National HIV/AIDS and Aging Awareness initiative.

The College hosted the Virtual Visiting Artist Lecture Series, which brought Baltimore natives' together to share their work and discuss their artistic journeys. The CollegeBound Foundation held their March 2022 Professional Development Day at the Liberty Campus where BCCC presented information on the Mayor's Scholars Program, academic programs, and workforce training opportunities.

SSWSC collaborated with various community groups including the Greater Baltimore Region Integrated Crisis System (GBRICS), Sisters Together and Reaching, and College Town to bring various resources to students and staff. BCCC hosted a roundtable discussion with GBRICS where students could share their mental health crisis experiences, provide feedback, and answer questions to assist GBRICS as they further develop their system and services.

**BALTIMORE CITY COMMUNITY COLLEGE
2022 ACCOUNTABILITY REPORT**

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.

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
A Fall credit enrollment				
a. Unduplicated headcount	4,523	4,909	4,181	3,864
b. Percent of students enrolled part time	65.8%	67.8%	71.8%	79.2%
	Fall 2018	Fall 2019	Fall 2020	Fall 2021
B First-time credit students with developmental education needs	90.7%	90.2%	47.0%	55.2%
	FY 2018	FY 2019	FY 2020	FY 2022*
C Credit students who are first-generation college students (neither parent attended college)	48.4%	CCSSE Not Admin	35.9%	59.7%
* CCSSE is administered every two years.				
	FY 2018	FY 2019	FY 2020	FY 2021
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	3,129	2,543	1,547	872
	FY 2018	FY 2019	FY 2020	FY 2021
E Credit students receiving financial aid				
a. Receiving any financial aid	47.4%	47.8%	49.7%	57.0%
b. Receiving Pell grants	38.3%	38.5%	37.2%	33.3%
	Fall 2018	Fall 2019	Fall 2020	Fall 2021
F Students 25 years old or older				
a. Credit students	52.3%	50.6%	52.5%	52.2%
	FY 2018	FY 2019	FY 2020	FY 2021
b. Continuing education students	76.7%	78.9%	75.8%	72.6%
	FY 2018	FY 2019	FY 2020	FY 2022*
G Credit students employed more than 20 hours per week	44.1%	CCSSE Not Admin	44.4%	46.1%
* CCSSE is administered every two years.				
	Fall 2018	Fall 2019	Fall 2020	Fall 2021
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	2.4%	3.4%	3.7%	2.8%
b. Black/African American only	69.1%	75.8%	76.5%	76.0%
c. American Indian or Alaskan native only	0.2%	0.1%	0.05%	0.26%
d. Native Hawaiian or other Pacific Islander only	0.0%	0.1%	0.02%	0.05%
e. Asian only	1.1%	1.6%	2.0%	1.5%
f. White only	4.9%	5.9%	6.6%	5.4%
g. Multiple races	1.7%	2.0%	2.1%	2.8%
h. Foreign/Non-resident alien	18.7%	9.3%	7.4%	8.1%
i. Unknown/Unreported	1.9%	1.8%	1.6%	3.2%
	Fall 2018	Fall 2019	Fall 2020	Fall 2021
I Credit student distance education enrollment				
a. Enrolled exclusively in distance education	10.3%	10.5%	100.0%	99.2%
b. Enrolled in some, but not all, distance education	28.7%	29.3%	0.0%	0.7%
c. Not enrolled in any distance education	61.0%	60.2%	0.0%	0.1%

**BALTIMORE CITY COMMUNITY COLLEGE
2022 ACCOUNTABILITY REPORT**

	FY 2018	FY 2019	FY 2020	FY 2021
J Unrestricted revenue by source				
a. Tuition and fees	21.4%	22.4%	23.1%	23.2%
b. State funding	71.9%	71.3%	71.3%	71.1%
c. Local funding	1.1%	0.7%	1.0%	1.1%
d. Other	5.6%	5.6%	4.6%	4.5%
	FY 2018	FY 2019	FY 2020	FY 2021
K Expenditures by function				
a. Instruction	37.5%	35.8%	41.6%	41.9%
b. Academic support	12.7%	12.3%	13.4%	10.5%
c. Student services	10.8%	9.7%	10.0%	9.9%
d. Other	39.0%	42.2%	35.0%	37.6%

Goal 1: Access

					Benchmark
	FY 2018	FY 2019	FY 2020	FY 2021	FY 2025
1 Annual unduplicated headcount					
a. Total	13,974	13,177	11,119	8,940	14,300
b. Credit students	6,054	6,694	7,025	6,358	7,473
c. Continuing education students	8,015	6,611	4,193	2,659	7,152
					Benchmark
	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2025
2 Market share of first-time, full-time freshmen	25.1%	27.5%	18.4%	13.2%	23.4%
Note: Methodology changed starting in Fall 2019.					
					Benchmark
	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2025
3 Market share of part-time undergraduates	23.1%	35.4%	33.7%	35.0%	38.7%
Note: Methodology changed starting in Fall 2019.					
					Benchmark
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2024
4 Market share of recent, college-bound high school graduates	9.4%	38.2%	36.6%	20.7%	37.0%
					Benchmark
	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2025
5 High school student enrollment	230	245	442	481	640
(Note: Fall 2018 includes those who enrolled after EIS)					
					Benchmark
	FY 2018	FY 2019	FY 2020	FY 2021	FY 2025
6 Annual enrollment in online/hybrid courses					
a. Credit, online	6,921	7,200	9,152	27,238	7,639
b. Continuing education, online	914	1,121	135	5,330	176
c. Credit, hybrid	856	1,217	1,211	0	740
d. Continuing education, hybrid	0	0	0	0	0
					Benchmark
	FY 2019	FY 2020	FY 2021	FY 2022	FY 2026
7 Tuition and mandatory fees					
a. Annual tuition and fees for full-time students	3196	3364	3314	3314	NA
b. Percent of tuition/fees at Md public four-year institutions	33.8%	34.7%	36.8%	33.7%	36.8%
Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

**BALTIMORE CITY COMMUNITY COLLEGE
2022 ACCOUNTABILITY REPORT**

	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	415	105	39	43	78
b. Annual course enrollments	546	124	47	49	95
					Benchmark FY 2025
9 Enrollment in continuing education basic skills and literacy courses	4,965	4,353	2,981	1,707	3802
a. Unduplicated annual headcount	10,073	8,395	5,572	3,244	7,604
b. Annual course enrollments					
					Benchmark FY 2025
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	34.2%	27.2%	21.5%	23.4%	36.2%
b. At least one ESL educational functioning level	40.1%	32.5%	24.8%	24.5%	43.3%
Note: Not reported if < 50 students in the cohort					
					Benchmark FY 2025
11 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	Fall 2018 93.8%	Fall 2019 93.4%	Fall 2020 92.7%	Fall 2021 94.5%	Fall 2025 93.0%
b. Percent nonwhite continuing education enrollment	FY 2018 89.4%	FY 2019 97.5%	FY 2020 97.4%	FY 2021 90.0%	FY 2025 92.0%
c. Percent nonwhite service area population, 15 or older	July 2018 70.2%	July 2019 70.3%	July 2020 70.5%	44378 70.5%	Not NA
					Benchmark Fall 2025
12 Percent minorities (nonwhite) of full-time faculty	Fall 2018 72.9%	Fall 2019 78.3%	Fall 2020 77.1%	Fall 2021 75.3%	BCCC does not benchmark.
					Benchmark Fall 2025
13 Percent minorities (nonwhite) of full-time administrative and professional staff	Fall 2018 75.0%	Fall 2019 77.1%	Fall 2020 75.3%	Fall 2021 73.5%	BCCC does not benchmark.

Goal 2: Success

	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2024 Cohort
14 Fall-to-fall retention					
a. All students	38.3%	35.2%	31.2%	39.3%	36.0%
b. Pell grant recipients	37.1%	34.8%	35.0%	55.4%	40.0%
c. Developmental students	37.1%	36.2%	31.3%	40.2%	36.0%
d. College-ready students	46.7%	25.0%	29.3%	38.5%	34.0%

**BALTIMORE CITY COMMUNITY COLLEGE
2022 ACCOUNTABILITY REPORT**

	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	28.9%	33.1%	36.4%	34.9%	46.0%
	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	na (n=34)	64.3%	na (n=21)	na (n=29)	69.3%
b. Developmental completers	74.3%	76.7%	77.6%	75.1%	82.6%
c. Developmental non-completers	26.8%	28.9%	27.0%	46.0%	NA
d. All students in cohort	51.1%	57.1%	57.7%	62.2%	62.7%
	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	27.7%	na (n=18)	na (n=23)	na (n=14)	NA
b. Black/African American only	48.4%	54.5%	54.3%	62.3%	NA
c. Asian only	na (n=20)	na (n=29)	na (n=17)	na (n=14)	NA
d. Hispanic/Latino	na (n=23)	na (n=9)	na (n=19)	na (n=10)	NA
Note: Not reported if < 50 students in the cohort for analysis					
	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	na (n=34)	54.3%	na (n=21)	na (n=29)	58.3%
b. Developmental completers	48.9%	51.7%	43.7%	54.7%	71.1%
c. Developmental non-completers	22.6%	23.3%	23.6%	30.0%	NA
d. All students in cohort	37.1%	41.5%	36.7%	43.3%	51.5%
	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	23.0%	na (n=18)	na (n=23)	na (n=14)	NA
b. Black/African American only	34.5%	39.3%	35.3%	43.5%	NA
c. Asian only	na (n=20)	na (n=29)	na (n=17)	na (n=14)	NA
d. Hispanic/Latino	na (n=23)	na (n=9)	na (n=19)	na (n=10)	NA
Note: Not reported if < 50 students in the cohort for analysis					
	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	656	629	544	581	706
b. Career degrees	234	279	250	272	NA
c. Transfer degrees	217	152	134	154	NA
d. Certificates	205	198	160	155	NA
e. Unduplicated graduates	586	553	484	521	NA

**BALTIMORE CITY COMMUNITY COLLEGE
2022 ACCOUNTABILITY REPORT**

	AY 17-18	AY 18-19	AY 19-20	AY 20-21	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	80.0%	81.6%	87.8%	84.6%	90.3%

	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year*	65.1%	43.8%	70.1%	48.5%	48.0%

* FY 2019 Updated

Goal 3: Innovation

	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Nursing - National Council	85.4%	80.8%	77.1%	81.7%	90.0%
Number of Candidates	48	52	48	71	
b. Licensed Practical Nurse - National Council	90.0%	93.8%	80.0%	73.3%	90.0%
Number of Candidates	10	16	10	15	
c. Physical Therapy - Assessment Systems	72.7%	83.3%	100.0%	88.9%	90.0%
Number of Candidates	11	12	11	9	
d. Dental Hygiene - National (Written) Board	100.0%	84.6%	100.0%	Not Applicable*	90.0%
Number of Candidates	15	13	13	0	
e. Respiratory Care - MD Entry Level Exam	73.3%	84.6%	100.0%	100.0%	95.0%
Number of Candidates	15	13	8	8	

Note: Not reported if <5 candidates in a year

*Due to COVID-19 related delays.

	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	Benchmark Not Required
24 Graduates employed within one year	84.2%	79.8%	80.8%	77.7%	NA

	FY 2015 Graduates	FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	\$22,388	\$22,920	\$23,440	\$20,040	NA
b. Median annualized income three years after graduation	\$40,288	\$46,804	\$45,140	\$39,536	NA

	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	2,020	1,630	1,439	1,337	2,472
b. Annual course enrollments	3,100	2,132	1,831	2,164	3,296

**BALTIMORE CITY COMMUNITY COLLEGE
2022 ACCOUNTABILITY REPORT**

	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	1,158	1,089	739	744	2,472
b. Annual course enrollments	2,273	2,460	1,023	1,254	3,296
	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
28 Enrollment in contract training courses	1,143	1,740	726	506	2025
a. Unduplicated annual headcount	2,472	2,837	1,057	1,035	2,700
b. Annual course enrollments					