

BALTIMORE CITY COMMUNITY COLLEGE 2023 PERFORMANCE ACCOUNTABILITY REPORT

I. MISSION

Baltimore City Community College (BCCC) 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.

BCCC continued operating in a remote learning and service environment through winter 2022 and returned to a primarily in-person environment in spring 2022. Throughout the pandemic, Baltimore City, the College's primary service area, remained among the highest jurisdictions in the State for COVID-19 positivity and the lowest for vaccinations. BCCC's Liberty Campus zip code, 21215, had the highest positivity rate in Baltimore City. The effects of the pandemic lasted longer than anticipated, particularly in terms enrollment. The College's annual unduplicated credit headcount decreased to 5,761 in fiscal year (FY) 2022 (Indicator 1b). In fall 2021 (FY 2022), Maryland community colleges' credit enrollment continued declining, with a decrease of 10%. In fall 2022, there was a 2% decline across the community colleges. This continued decline is reflected in the College's fall 2022 headcount (Characteristic A). The fall credit headcount declined to 3,538 and the percentage of part-time students decreased by 3.1 percentage points (Characteristic A). While the market share of first-time, full-time freshmen decreased slightly, the number increased by 21.1% (Indicator 2). The market share of part-time undergraduates decreased slightly as did the market share of recent, college-bound high school graduates (Indicators 3 and 4). The characteristics and personal responsibilities of the majority of BCCC's students make full-time enrollment challenging: 47.3% of credit students are 25 years of age or older and 46.1% work at least 20 hours per week (Characteristics F and G).

The shift to a remote learning environment occurred in spring 2020 and was in place for all of FY 2021 and over half of FY 2022, as reflected in the enrollments in credit and continuing education online courses (Indicator 6). The College has continued the sessions within the fall and spring terms that it initiated in response to the pandemic; the 14- and 10-week sessions are now standard in the academic calendar. Prior to the pandemic, BCCC had a stable proportion of students enrolled in distance education; in fall 2022, the percent exclusively enrolled in distance education increased slightly to 12.7% from 10.5% in fall 2019, the last fall before the pandemic (Characteristic I). When the College transitioned to the remote learning environment, it created a balance of asynchronous and synchronous sections; that balance is still a key consideration in creating class schedules. BCCC expanded its course offerings in the winter 2021, 2022, and 2023 sessions, which resulted in enrollment increasing from 35 in winter 2020 to 247 in winter 2021. The increases continued in winter 2022 and 2023 to 283 and 320, respectively.

The number of Baltimore City Public School System (BCPSS) graduates decreased by 10% from 2020 to 2021, over 300 graduates, while BCCC's fall 2021 market share of recent, college-bound high school graduates fell by 2.3 percentage points (Indicator 4). This market share is largely comprised of the Mayor's Scholars Program, a partnership between BCCC and BCPSS launched in summer 2018. 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. The in-person 2023 Summer Bridge program concluded with a recognition ceremony. The BCCC 2023 Commencement Valedictorian was a Program participant. The number of dual-enrolled high school students continued to increase in fall 2021 reaching 481 and fell slightly in fall 2022 (Indicator 5). In partnership with BCPSS, the Pathways in Technology Early College High School (P-TECH) program continues at Carver Vocational Technical, New Era Academy, and Paul Laurence Dunbar high schools. Over 200 P-TECH students are expected to register for the fall 2023 12-week session.

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; 42.4% reported that working full-time would likely be the cause; and 68.2% reported that they provide care for dependents living with them. BCCC's mission reflects its commitment to providing quality, affordable, and accessible education to its diverse population. The College strives to keep tuition and fees at a fraction of those for Maryland public four-year institutions, 33.0% in FY 2023 (Indicator 7). The zero-dollar application fee and flat rate tuition and fee schedule for students enrolled in 12 to 18 credits has continued. Students received free textbooks in summer 2020, 2021, 2022, and 2023 and free shipping on textbooks in fall 2020, spring 2021, fall 2021, and spring 2022. In fall 2023, the College provided free textbooks.

The Workforce Development and Continuing Education (WDCE) Division remains committed to responding to the needs of the City's citizens and business community. This is reflected in the 17.5% increase in the annual unduplicated headcount in continuing education students in FY 2022. (Indicator 1c.) FY 2022 marked the return to in-person course offerings at the College's Harbor location and in the community along with virtual course options. Annual unduplicated headcount and annual course enrollments in continuing education basic skills and literacy courses by 32.3% and 28.8% in FY 2022, respectively (Indicator 9). The annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses increased by 52.9% in FY 2022 (Characteristic D). BCCC has successfully submitted an ESL Pathways Program proposal to the United States Citizenship and Immigration Services that will allow students with F-1 Visas to enroll in full-time programs. WDCE created QR codes on all published materials so that students could easily access interest forms for their preferred course of study. This ease of communication allows intake specialists to provide a personalized follow up message within 48 hours after receiving a completed interest form from a student. In addition, seven of the eight full-time staff members in the English Language Services (ELS) department are multilingual. When a common language is not spoken, staff use LanguageLine, a telephonic interpretation service to ensure that all students are able to access the appropriate courses/resources. The ABE/GED department restarted its classes in Maryland correctional facilities and ran two classes in spring 2023 with two more slated for fall 2023. BCCC chose instructors carefully and expects

this partnership to yield many future graduates. The ABE/GED department created new classes for students who need to pass a single subject area on the GED exam. By focusing more on these advanced students' needs, the number of graduates from the ABE/GED program is slowly increasing. In FY 2022, the percent of students achieving at least one educational functional level increased to 26.5% for ABE and fell slightly for ESL (Indicator 10). Stepladders were created for distribution at intake to potential and new ABE and ESL students to help them clearly understand their path to a Maryland high school diploma or advancement in English proficiency. Intake specialists explain the steps and time to move from their unique entry point to the program's exit point. Prior to the pandemic, community service offerings primarily focused on senior citizens. With COVID-19 restrictions, engagement with senior centers was quite limited. This continued in FY 2022 and essentially halted community service courses (Indicator 8).

BCCC's percentage of minority student enrollment has always exceeded the corresponding percentage in its service area; 95.5% of fall 2022 credit students and 89.2% of FY 2022 continuing education students were minorities compared to 71.0% of the City's population age 15 or over (Indicator 11). In fall 2022, 80.0% of full-time faculty and 68.8% 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 highly qualified candidates. Open positions are routinely posted on the BCCC website, InsideHigherEd.com, Indeed.com, HigherEdJobs.com, LinkedIn, Higher Education Recruitment Consortium,.com, and The Chronicle of Higher Education. Open positions requiring specialized skills may solicit a more focused approach with niche websites including Dice, Idealist Careers, Society for Human Resource Management, Chesapeake Human Resources Association, CareerBuilder, American Association of Community Colleges, International Facility Management Association, National Association of College and University Business Officers along with various affinity groups.

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

BCCC's fall-to-fall retention rate decreased slightly with the fall 2021 cohort at 37.5%, but remained above the benchmark of 36.0%. The college-ready cohort had the highest increase to 56.1% although it is the smallest of the three sub-cohorts (Indicator 14). The four-year developmental completer rate increased by 4 percentage points for the fall 2018 cohort to 38.9%, 10 percentage points higher than for the fall 2014 cohort (Indicator 15). In FY 2021, BCCC implemented a policy to formalize use of multiple measures to assess for placement in developmental or college-level English/reading and math courses and changed its academic standing policy to add a "probation" status to allow extra time to return to good academic standing after being on "warning." As the physical campus reopened in spring 2022, the Testing Center reinstated the use of Accuplacer as a form of assessment; it became the primary form of assessment in fall 2022. In fall 2022, a new Director of Testing was appointed and the Center expanded its hours of operation to include two evenings per week and alternate Saturdays. PRE 100, Preparation for Academic Achievement, has been revised to fill more first-year experience needs. The VISTA Success Coach Project delivers non-academic support to about 150 students per semester in MAT 107, Modern Elementary Statistics, The Coach assists with navigating services, developing personal success plans, and building self-advocacy. As a result, the F grade rate was reduced by 10 percentage points, increasing the number of students persisting.

The proportion of credit students receiving Pell grants in FY 2022 increased to 34.6% and the proportion receiving any financial assistance decreased to 52.4% (Characteristic E). The College utilized the Coronavirus Aid, Relief, and Economic Security Act Higher Education Emergency Relief Fund funding to assist students with balances, tuition and fees, and textbooks. The fall-to-fall retention rate for the 2021 cohort of Pell grant recipients declined to 44.7% but remained above the benchmark of 40.0% after the 20.4 percentage point increase in for the fall 2020 cohort (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. The proportion of CCSSE respondents indicating that they were very satisfied with the College's financial aid advising services has increased steadily from 34.5% in 2014 to 50.2% in 2022. The return to campus meant that student athletics could return. In 2022, the Panthers men's basketball team competed in the Maryland Junior College Conference (MDJUCO) and National Junior College Athletic Association. Three student athletes were awarded MDJUCO All Academic Status. Women's basketball and volleyball coaches were hired for competition beginning in fall 2023.

BCCC is committed to student success by allocating as much of its resources as possible to instruction, academic support, and student services. Over 50% of the College's expenditures in FY 2022 were for instruction and academic support with an additional 8.6% for student services. The use of COVID funds increased "other" revenues and expenditures in FY 2021 and 2022 (Characteristics J and K). In FY 2022, BCCC used institutional COVID Funds to help students through covering summer tuition, fees, and books. Funds were used to assist with balances for students who could not pay due to COVID. As the College strives to enhance its course and program offerings to meet workforce needs and improve graduate employment and transfer rates, it is a priority to supply distinct programs of study with the necessary equipment and technology. The implementation of the new Enterprise Resource Planning (ERP) system in fall 2022 and capital improvements throughout the year increased "other" expenditures in FY 2021 and 2022.

BCCC's overall successful-persister rate for all students in the fall 2018 cohort decreased for all students. The developmental completers' successful-persister rate remained far above that of the developmental non-completers (Indicators 16 and 17). Continued increases in developmental completion remain a priority. The streamlined levels of developmental courses in math and reading/English have made a positive impact. In previous years, many students put off taking math. Students are being advised to take MAT 86, the first developmental math course, earlier in their college careers making it more possible to complete subsequent math and other courses. BCCC provides tutoring services to all students, in-person and virtually, and embeds many of its tutors into classes to develop rapport with students, especially those taking typical gate-keeper courses such as math, computer literacy, and English. In spring 2023, the virtual tutoring site was accessed over 39,000 times, primarily for math and writing assistance. As many students attend BCCC part-time while working, virtual tutoring remains beneficial. The E-Learning department provides supports all students and faculty with Canvas (learning management system) access and assistance; participation in welcome events, new student and faculty orientations; professional development; on-demand recorded trainings; and the Canvas 24/7 Tier 1 support platform which offers basic assistance live from a Canvas support agent at any time. 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 the number one strategic goal.

The College's federally-funded TRIO Student Support Services (SSS) Program empowers 230 first-generation, low-income, or disabled students to reach their full potential in college and beyond. SSS aims to increase the retention, graduation, and transfer rates of eligible students needing academic support. The FY 2022 Annual Performance Report showed that SSS exceeded goals for persistence (63%), good academic standing (79%), degree attainment (33%), and transfer (19%). Services include academic advising and tutoring, financial aid information and assistance, financial and economic literacy resources, referrals to campus resources, laptop loan programs, peer mentoring, and leadership development. Virtual and on-campus workshops, focused on non-cognitive and academic skills and community building, included career and decision-making, learning styles, overcoming test anxiety, understanding money and credit, and balancing school, work, and home. SSS introduced StudentLingo via a series of online student success workshops to support learning, personal growth, and health and wellness. In spring 2023, SSS partnered with Upward Bound Math and Science for a visit to Howard University's College of Pharmacy to meet with admissions staff. They visited the Smithsonian National Museum of African American History & Culture and iFLY where they experienced flying in state-of-the-art vertical wind tunnels. They visited the UMBC Observatory for interactive demonstrations and discussion of STEM pathways. The program awarded \$13,000 in SSS grant aid to 13 eligible Pell grant recipients. The annual Recognition Day Celebration recognized the 41 graduates in addition to other accomplishments including Academic Excellence awards for participants with GPAs of 3 or better, Overcomer Awards for those who excelled in adversity, and Shining Star Awards for those who inspired others with their commitment to academic excellence.

After an increase in FY 2021, the total number of degrees and certificates decreased in FY 2022 to 472 and the number of graduates fell to 433 (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 and 2021-22 as the percentage of students with a cumulative GPA of 2.0 or above after the first year declined (Indicator 21). To support transfer opportunities and success, the new Assistant Vice President of Academic Engagement and Partnerships has been designated with rebuilding academic articulations and Memorandums of Understandings with senior institutions.

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 programs were not able to complete all of their clinical and lab instruction due to the pandemic, which decreased the number of graduates eligible to take the respective licensing exams. After a year no graduates able to sit for the Board exam in FY 2021, FY 2022 saw a passing rate of 92.9% for 14 Dental Hygiene graduates. Program faculty and staff remain committed to ensuring students get the clinical experiences needed to demonstrate competency in the established learning objectives. Perkins funds were utilized to invest in high fidelity instruments and mannequins to meet the needs of the laboratories. Respiratory Care graduates licensure exam pass rates remained at 100% for the third consecutive year (four sat for the exam in FY 2022). The Physical Therapist Assistant program's pass rate declined (six graduates sat). To enhance learning outcomes and increase pass rates, the program adopted physical and online resources including lab equipment and practice exam review. The number of graduates who sat for the Nursing NCLEX-RN exam pass rate fell to 41 and the pass rate fell slightly to 78.0%. Teaching strategies being utilized to

increase participation and pass rates include role-play, concept maps, and practice test questions. The program will implement mandatory tutoring sessions based on classroom assessment scores and hire a full-time Nursing Success Coach to increase students' skills in time management, studying, reading comprehension, and test-taking. The four-day pre-entry orientation sessions for new fall and spring entering cohorts will be reinstated along with the two-day orientation sessions for students entering the second semester course and mandatory remediation activities for students scoring below the norm on the end-of-course assessments. The Practical Nursing (PN) program's pass rate on the NCLEX-PN exam fell to 66.7%. To increase pass rates, the August 2022 graduating cohort participated in the three-day Hurst N-Stream online review course. To assist all Nursing students to prepare for the exams, ATI testing was purchased with Perkins funds for its tutorials, case studies, and assessments (Indicator 23).

The proportion of graduates employed within one of year increased by 3.2 percentage points to 80.9% for the FY 2021 graduates (Indicator 24). The median annualized income of FY 2019 career program graduates after three years increased by over \$10,000 to \$49,912, surpassing the pre-pandemic levels. BCCC's Career Development Services (CDS) Office supports students' workforce goals with services including resume development, interview preparation and mock interviews, career readiness skills, individual employment plans, job search and employment placement, recruitment events, and career development workshops. In FY 2023, CDS assisted in placing students at organizations including Lazarus-Rite, Inc., Lifebridge, FutureCare, University of Maryland Medical Center, Johns Hopkins Express Labs, and Maryland Transit Authority.

The annual unduplicated headcount and course enrollments in continuing education workforce development courses fell slightly in FY 2022 (Indicator 26). The unduplicated headcount and course enrollments in Continuing Professional Education leading to government or industry-required certification or licensure remained stable (Indicator 27). The unduplicated headcount and course enrollments in contract training fell in part due to pandemic-related challenges with organizations' employee retention (Indicator 28). FY 2022 contract training partners include Goodwill Industries, Kennedy Krieger, Baltimore Alliance for Careers in Healthcare, Baltimore City Police Department, Maryland Department of Labor, Johns Hopkins Health, Mayor's Office of Economic Development, and Baltimore City Department of Social Services. Currently, the ELS department provides contract training to the Thomas Shortman Training Fund 32BJ Union for ESL, ABE, CPR and computer literacy at BCCC's Harbor location. The Workforce Development department partners with the Center for Urban Families' in-house program completers. WDCE is training cohorts in phlebotomy, patient care tech, and job readiness via a partnership with University of Maryland Medical Center (UMMC) and Southwest Partnership. UMMC works with the students for possible in-house placement.

Institutional Responses

Identifying Long-term Equity Gaps

What are the largest long-term equity gaps that exist in student access, success, and innovation in your institution? Please note the long-term equity gaps refers to the inequities that existed long before the COVID-19 pandemic and persisted over the years.

For the thousands of English as a Second Language (ESL) students who come through BCCC's doors prior to the pandemic, language has been a gap to equitable access to services at the first touch point. Traditionally, older students have difficulty resuming their studies. Other pre-pandemic gaps for continuing education students are transportation and childcare.

How are these equity gaps uncovered/discovered/identified at your institution and how are they shared with your community?

In reviewing processes before, during, and after the pandemic, the College's ELS, Admissions, and Marketing departments have been committed to enhancing access for international and all students with English language barriers.

What interventions have been implemented to eliminate these gaps?

ESL Students: To bridge the language gap, the ELS department recruits multilingual staff who use their native or learned languages to assist English learners coming to BCCC to study. Seven of the eight full time staff that comprise the department are multilingual. Furthermore, all ELS staff are trained on how to use LanguageLine, a telephonic interpretation service that is used when there is no common language and an intermediary is necessary. LanguageLine functions in person via speakerphone or via phone call with three-way calling. The ELS department receives funding from the Maryland Office for Refugees and Asylees to provide services specifically for older refugees/asylees who are 60 years of age or more. The Services to Older Refugees (SOR) program bridges gaps that older residents have when integrating into a new society. Most participants do not speak fluent English. They enroll in ESL classes, citizenship classes, as well as Participating in American Life that covers civics and what it means to be a positive member of society. Students are connected with community based organizations and resources such as the Baltimore City Health Department, Department of Aging, and Enoch Pratt Free Library system.

Transportation and Childcare: With the introduction of more virtual class options during the pandemic, many BCCC continuing education students benefited from not having to commute or find childcare. While the College has resumed its in-person classes across all departments in WDCE, virtual options continue to remain popular. With this in mind, the ELS department now runs hybrid classes for its Integrated English Literacy and Civics Education/Integrated Education and Training Certified Nursing Assistant course. This is a very demanding twelve-week program; students attend five days a week for four hours a day. To ease the burden on students and bridge traditional equity gaps, the ESL portion of the course is hybrid, class is in person one day per week and virtually another day.

Measuring Equity Gaps

How has your institution used disaggregated data to identify equity gaps in students' educational opportunities and outcomes?

Students with English language barriers typically enroll in ESOL continuing education courses or English Language Instruction (ELI) credit courses. The ELI courses mirror the developmental reading/English courses in terms of registration and financial aid processes. The ELS department in WDCE manages both sets of courses.

What stakeholder engagement (students, faculty, staff, etc.) is used to collect and review this data?

Course placement, enrollment, and pass rates are compiled along with completion and retention rates. In addition, the performance indicators included in the Performance Accountability Report are presented to all Cabinet areas to inform planning.

Does your institution set goals/benchmarks in regard to the elimination of equity gaps? If so, what steps does your institution take to ensure accountability in meeting the established goals/benchmarks of equity?

The College is relaunching its strategic planning process, which will include alignment of all plans (including the Cultural Diversity Plan), goals, objectives, and performance indicators at the institutional and unit levels. Institutional indicators from Performance Accountability Report and the Managing for Results submissions will be key to the process.

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 created challenges for the College community though FY 2022. Throughout the pandemic, the City was in the top five Maryland jurisdictions in terms of COVID-19 cases and 21215, the zip code for the Liberty Campus, remained one of the highest zip codes in the State. BCCC served as a partner with many City and State stakeholders to support its neighbors. In partnership with CVS, the College served as a host site for community 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.

BCCC's Citizenship Preparation Program, under a Maryland Office of Refugees and Asylees/Maryland Department of Human Resources grant, ensures that refugees age 60 and over have access to mainstream aging services in their community through the Services to Older Refugees (SOR) Program. It enables older refugees to live independently as long as possible; provides appropriate services to those who are not currently being served in the community; establishes and expands working relationships with State and local agencies to ensure refugee access to aging services; links refugees to naturalization services that help them become U.S. citizens. Citizenship classes for older refugees are currently provided at the BCCC Harbor location, Goodnow Community Center, Church of the Most Precious Blood, and Active Day of Baltimore. The College partners with many community organizations to support the older refugees including the International Rescue Committee of Baltimore, Maryland Volunteer Lawyers Services, Maryland Access Point, and Meals on Wheels of Central Maryland.

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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.

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
A Fall credit enrollment				
a. Unduplicated headcount	4,909	4,181	3,864	3,538
b. Percent of students enrolled part time	67.8%	71.8%	79.2%	76.1%
	Fall 2019	Fall 2020	Fall 2021	Fall 2022
B First-time credit students with developmental education needs	90.2%	47.0%	55.2%	83.5%
	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 2019	FY 2020	FY 2021	FY 2022
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	2,543	1,547	872	1,333
	FY 2019	FY 2020	FY 2021	FY 2022
E Credit students receiving financial aid				
a. Receiving any financial aid	47.8%	49.7%	57.0%	52.4%
b. Receiving Pell grants	38.5%	37.2%	33.3%	34.6%
	Fall 2019	Fall 2020	Fall 2021	Fall 2022
F Students 25 years old or older				
a. Credit students	50.6%	52.5%	52.2%	45.7%
	FY 2019	FY 2020	FY 2021	FY 2022
b. Continuing education students	78.9%	75.8%	72.6%	77.1%
	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 2019	Fall 2020	Fall 2021	Fall 2022
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	3.4%	3.7%	2.8%	3.3%
b. Black/African American only	75.8%	76.5%	76.0%	64.6%
c. American Indian or Alaskan native only	0.1%	0.05%	0.30%	0.3%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.02%	0.05%	0.0%
e. Asian only	1.6%	2.0%	1.5%	1.0%
f. White only	5.9%	6.6%	5.4%	3.8%
g. Multiple races	2.0%	2.1%	2.8%	2.2%
h. Foreign/Non-resident alien	9.3%	7.4%	8.1%	21.0%
i. Unknown/Unreported	1.8%	1.6%	3.2%	3.8%
	Fall 2019	Fall 2020	Fall 2021	Fall 2022
I Credit student distance education enrollment				
a. Enrolled exclusively in distance education	10.5%	100.0%	99.2%	12.7%
b. Enrolled in some, but not all, distance education	29.3%	0.0%	0.7%	27.8%
c. Not enrolled in any distance education	60.2%	0.0%	0.1%	59.5%
	FY 2019	FY 2020	FY 2021	FY 2022
J Unrestricted revenue by source				
a. Tuition and fees	22.4%	23.1%	23.2%	18.1%
b. State funding	71.3%	71.3%	71.1%	73.3%
c. Local funding	0.7%	1.0%	1.1%	1.1%
d. Other	5.6%	4.6%	4.5%	7.5%
	FY 2019	FY 2020	FY 2021	FY 2022
K Expenditures by function				
a. Instruction	35.8%	41.6%	41.9%	40.1%
b. Academic support	12.3%	13.4%	10.5%	10.3%
c. Student services	9.7%	10.0%	9.9%	8.6%
d. Other	42.2%	35.0%	37.6%	41.0%

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Goal 1: Access

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	13,177	11,119	8,940	8,848	14,300
	b. Credit students	6,694	7,025	6,358	5,761	7,473
	c. Continuing education students	6,611	4,193	2,659	3,126	7,152
						Benchmark Fall 2025
2	Market share of first-time, full-time freshmen Note: Methodology changed starting in Fall 2019.	27.5%	18.4%	13.2%	12.3%	23.4%
						Benchmark Fall 2025
3	Market share of part-time undergraduates Note: Methodology changed starting in Fall 2019.	35.4%	33.7%	35.0%	32.5%	38.7%
						Benchmark Fall 2024
4	Market share of recent, college-bound high school graduates	38.2%	36.6%	20.7%	18.4%	37.0%
						Benchmark Fall 2025
5	High school student enrollment (Note: Fall 2018 includes those who enrolled after EIS) * May not include all PTECH	245	442	481	436	640
						Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	7,200	9,152	27,238	18,573	7,639
	b. Continuing education, online	1,121	135	5,330	5,672	176
	c. Credit, hybrid	1,217	1,211	0	47	740
	d. Continuing education, hybrid	0	0	0	0	0
						Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	3364	3314	3314	3314	NA
	b. Percent of tuition/fees at Md public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	34.7%	36.8%	33.7%	33.0%	36.8%
						Benchmark FY 2025
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	105	39	43	0	78
	b. Annual course enrollments	124	47	49	0	95
						Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	4,353	2,981	1,707	2,258	3,802
	b. Annual course enrollments	8,395	5,572	3,244	4,179	7,604
						Benchmark FY 2025
10	Adult education student achievement of:					
	a. At least one ABE educational functioning level	27.2%	21.5%	23.4%	26.5%	36.2%
	b. At least one ESL educational functioning level Note: Not reported if < 50 students in the cohort	32.5%	24.8%	24.5%	22.5%	43.3%

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	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
11 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	93.4%	92.7%	94.5%	95.5%	93.0%
					Benchmark FY 2025
b. Percent nonwhite continuing education enrollment	97.5%	97.4%	90.0%	89.2%	92.0%
					Benchmark Not Required
c. Percent nonwhite service area population, 15 or older	70.3%	70.5%	70.5%	71.0%	NA
					Benchmark Fall 2025
12 Percent minorities (nonwhite) of full-time faculty	78.3%	77.1%	75.3%	80.0%	BCCC does not benchmark.
					Benchmark Fall 2025
13 Percent minorities (nonwhite) of full-time administrative and professional staff	77.1%	75.3%	73.5%	68.8%	BCCC does not benchmark.

Goal 2: Success

	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Benchmark Fall 2024 Cohort
14 Fall-to-fall retention					
a. All students	35.2%	31.2%	39.3%	37.5%	36.0%
b. Pell grant recipients	34.8%	35.0%	55.4%	44.7%	40.0%
c. Developmental students	36.2%	31.3%	40.2%	36.6%	36.0%
d. College-ready students	25.0%	29.3%	38.5%	56.1%	34.0%
					Benchmark Fall 2021 Cohort
15 Developmental completers after four years	33.1%	36.4%	34.9%	38.8%	46.0%
					Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	64.3%	na (n=21)	na (n=29)	na (n=10)	69.3%
b. Developmental completers	76.7%	77.6%	75.1%	67.7%	82.6%
c. Developmental non-completers	28.9%	27.0%	46.0%	30.3%	NA
d. All students in cohort	57.1%	57.7%	62.2%	53.0%	62.7%
*May change with updated National Student Clearinghouse (NSC) file.					
	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	na (n=18)	na (n=23)	na (n=14)	na (n=19)	NA
b. Black/African American only	54.5%	54.3%	62.3%	53.0%	NA
c. Asian only	na (n=29)	na (n=17)	na (n=14)	na (n=7)	NA
d. Hispanic/Latino	na (n=9)	na (n=19)	na (n=10)	40.4%	NA
Note: Not reported if < 50 students in the cohort for analysis					
*May change with updated NSC file.					
	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	54.3%	na (n=21)	na (n=29)	na (n=10)	58.3%
b. Developmental completers	51.7%	43.7%	54.7%	41.6%	71.1%
c. Developmental non-completers	23.3%	23.6%	30.0%	26.1%	NA
d. All students in cohort	41.5%	36.7%	43.3%	35.9%	51.5%
Fall 2018 Cohort may change with updated NSC file.					

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	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	na (n=18)	na (n=23)	na (n=14)	na (n=19)	NA
b. Black/African American only	39.3%	35.3%	43.5%	36.1%	NA
c. Asian only	na (n=29)	na (n=17)	na (n=14)	na (n=7)	NA
d. Hispanic/Latino	na (n=9)	na (n=19)	na (n=10)	23.1%	NA
Note: Not reported if < 50 students in the cohort for analysis Fall 2018 may change with updated NSC file.					
	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	629	544	581	473	706
b. Career degrees	279	250	272	246	NA
c. Transfer degrees	152	134	154	139	NA
d. Certificates	198	160	155	88	NA
e. Unduplicated graduates	553	484	521	433	NA
	AY 18-19	AY 19-20	AY 20-21	AY 21-22	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	81.6%	87.8%	84.6%	78.8%	90.3%
	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year*	43.8%	70.1%	48.5%	44.2%	48.0%
FY 2019 updated in 2022; FY 2021 may change with updated NSC file.					

Goal 3: Innovation

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Nursing - National Council	80.8%	77.1%	81.7%	78.0%	90.0%
Number of Candidates	52	48	71	41	
b. Licensed Practical Nurse - National Council	93.8%	80.0%	73.3%	66.7%	90.0%
Number of Candidates	16	10	15	12	
c. Physical Therapy - Assessment Systems	83.3%	100.0%	88.9%	66.7%	90.0%
Number of Candidates	12	11	9	6	
d. Dental Hygiene - National (Written) Board	84.6%	100.0%	Not Applicable*	92.9%	90.0%
Number of Candidates	13	13	0	14	
e. Respiratory Care - MD Entry Level Exam	84.6%	100.0%	100.0%	100.0%	95.0%
Number of Candidates	13	8	8	4	
* Due to COVID-19 related delays.					
	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2020 Graduates	Benchmark Not Required
24 Graduates employed within one year	79.8%	80.8%	77.7%	80.9%	NA
	FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	\$22,920	\$23,440	\$20,040	\$24,304	NA
b. Median annualized income three years after graduation	\$46,804	\$45,140	\$39,536	\$49,912	NA
	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	1,630	1,439	1,337	1,284	2,472
b. Annual course enrollments	2,132	1,831	2,164	1,940	3,296
	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	1,089	739	744	739	2,472
b. Annual course enrollments	2,460	1,023	1,254	1,246	3,296
	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	1,740	726	506	392	2025
b. Annual course enrollments	2,837	1,057	1,035	610	2,700