

BALTIMORE CITY COMMUNITY COLLEGE 2024 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 returned to a primarily in-person environment in spring 2022. 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 throughout the pandemic. Liberty Campus's zip code, 21215, had the highest positivity rate in the City. The pandemic's effects lasted longer than anticipated as related to enrollment and students' needs for support. The annual unduplicated credit headcount continued its primarily pandemic-driven decline to 4,924 in FY 2023 (Indicator 1b). However, FY 2024 enrollment showed increases in all terms, including an increase of over 400 students in fall 2023. Fall 2024 credit enrollment is ahead of fall 2023; a final enrollment of over 4,500 students is expected, moving BCCC closer to its benchmark. The proportion of part-time students declined slightly in fall 2023 but still represents most credit students (Characteristic A). The market share of first-time, full-time freshmen increased slightly while the market shares of part-time undergraduates and recent, college-bound high school graduates decreased (Indicators 2, 3, and 4). With the recent enrollment increases, BCCC expects to come closer to its benchmarks. The demographic and socio-economic characteristics of most students make full-time enrollment challenging. The percentage of credit students 25 years of age and older increased to 53.6%, 68.2% of spring 2022 CCSSE respondents provide care for dependents, and 46.1% work at least 20 hours per week (Characteristics F and G). To accommodate various scheduling needs, the 14- and 10-week fall and spring sessions (initiated during the pandemic) are now standard in the academic calendar as are a mix of day, evening, early morning, Saturday, face-to-face, synchronous, and asynchronous classes.

The shift to a remote learning environment occurred in spring 2020 and was in place for FY 2021 and over half of FY 2022. The credit online enrollments in FY 2023 surpassed the benchmark established prior to the pandemic (Indicator 6). The percentage exclusively enrolled in distance education decreased slightly to 12.1% from fall 2022 but remains higher than in fall 2019, the last fall before the pandemic. The proportion exclusively enrolled in face-to-face classes increased to 62.7%, above fall 2019 (Characteristic I). BCCC provides scheduling options and wrap-around services to support students who attend in person and remotely. A balance of face-to-face, asynchronous, and synchronous sections is a key consideration in creating class schedules. BCCC began expanding its winter course offerings in 2021 which resulted in enrollment increasing from 35 students in winter 2020 to 247 in winter 2021. The increases in course offerings and enrollment continued through winter 2024 with 402 students.

The Baltimore City Public School System (BCPSS) saw a decline of over 500 students in their high schools from 2022 to 2023. BCCC's number of dual-enrolled high school students reached 481 in fall 2021 but declined in fall 2022 and fall 2023 (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 2024 12-week session. The College and BCPSS are collaborating on developmental coursework to support the Blueprint for Maryland's Future, with a focus on Pillar 3, College and Career Readiness (CCR). Academic Affairs and the Early College Access Office are working with BCPSS staff to customize developmental reading/English (REN) and math courses for high school students to meet CCR standards through dual enrollment. BCCC is optimistic about meeting its dual enrollment benchmark.

The socio-economic characteristics of most BCCC students make affordability a key issue. The College holds workshops related to financial literacy and completing the revised FAFSA. 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 42.3% reported that working full-time would likely be the cause. Respondents to the fall 2023 Program Review and Evaluation student survey indicated 50% work 35 or more hours per week and 30.3% work 34 or less hours per week. 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, 32.3% 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 terms of 2020 through 2024 and free shipping in fall 2020, spring 2021, fall 2021, and spring 2022. In fall 2023, spring 2024, and fall 2024, books and shipping were free to students.

The Workforce Development & Continuing Education (WDCE) Division remains committed to responding to the needs of the City's citizens and business community and rebuilding its enrollment. The annual unduplicated headcount in continuing education students increased in FY 2022, fell in FY 2023, and increased by over 800 students in FY 2024 (Indicator 1c.). FY 2022 marked the return to in-person course offerings at the Harbor location and in the community along with virtual course options. Annual unduplicated headcount and course enrollments in continuing education basic skills and literacy courses fell in FY 2023 (Indicator 9). The annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses increased by 20 students in FY 2023 (Characteristic D). The College currently has four grants from the Maryland Office of Refugees and Asylees (MORA) which support students in ESOL courses. The MORA ESOL grant enables BCCC to serve hundreds of refugee and asylee students in English language classes. WDCE collaborates with the International Rescue Committee (IRC) and other community partners to continuously improve services for these students in Baltimore. The grant and Refugee Assistant Program classes, with IRC's partnership, provide needed referral services for students and their families. In FY 2023, the percent of students achieving at least one educational functional level decreased for Adult Basic Education (ABE) and English as a Second Language; both increased in FY 2024 (Indicator 10). ABE instructors integrate online platforms, such as Aztec Software, TABE Tutor, and Khan Academy into their lessons to increase the measurable skills gains. As part of Integrated English Language and Civics

Education (IELCE)/Integrated Education Training (IET) Workforce Investment Opportunities Act funds, a spring 2024 ABE and ESOL cohort was created for Warehousing training. CASA de Maryland supported BCCC by advertising and recruiting students. This aligns with IELCE's focus on providing instruction and IET for adult English language learners and job placement in in-demand industries that lead to economic self-sufficiency. This cohort meets all requirements and will increase ABE and ESOL course enrollment. Prior to the pandemic, community service offerings primarily focused on senior citizens. COVID-19 restrictions limited engagement with senior centers through FY 2023 and halted community service courses (Indicator 8).

BCCC's percentage of minority student enrollment has always exceeded the corresponding percentage in its service area; 95.2% of fall 2023 credit students and 88.6% of FY 2023 continuing education students were minorities compared to 71.0% of the City's population age 15 or over (Indicator 11). In fall 2023, 81.8% of full-time faculty and 71.6% of full-time administrative/professional staff were minorities (Indicators 12 and 13). The Human Resources Office continues to use various methods to attract diverse and qualified candidates. Openings are routinely posted on the BCCC website, HigherEdJobs.com, LinkedIn, InsideHigherEd.com, Indeed.com, Higher Education Recruitment Consortium.com, Talent.com, and The Chronicle of Higher Education. Open positions requiring specialized skills may utilize a more focused approach with niche websites including Dice, Idealist Careers, Society for Human Resource Management, Chesapeake Human Resources Association, American Association of Community Colleges, International Facility Management Association, CareerBuilder, 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 rates increased for all fall 2022 sub-cohorts except the college-ready group, which represents less than 5% of the total cohort. All four sub-cohorts have surpassed the benchmarks established (Indicator 14). Pell grant recipients had the highest retention rate at 55.1% and the developmental students had the highest increase of 11.6 percentage points. The four-year developmental completer rate increased to 39.6% for the fall 2019 cohort (Indicator 15). The Math department continues working with the Curriculum and Instruction Committee regarding which programs require both levels of developmental math, MAT 86: Integrated Pre-Algebra and Introductory Algebra and MAT 92: Intermediate Algebra. The college-level math courses required for each major are considered; only students enrolled in Science, Technology, Engineering, and Mathematics (STEM) majors are required to take both levels. As a result, more students complete their developmental math sooner. In person New Student Orientation returned for the fall 2024 semester with hundreds of participants taking the placement test and learning about BCCC's programs and services. These initiatives coupled with the AY 2021-2022 implementation of multiple measures and the addition of the "probation" academic status, put BCCC closer to attaining its benchmark.

Increasing the developmental completer rate is key to increasing persister rates. While BCCC's overall successful-persister rate for all students in the fall 2019 cohort decreased, the developmental completers' successful-persister rate remained far above other sub-cohorts and declined by less than two percentage points (Indicators 16 and 17). In fact, the graduation rate for

developmental completers increased by 3.4 percentage points (Indicator 18) despite fall 2019 being in the academic year in which the pandemic occurred (spring 2020). Streamlined levels of developmental courses in math and reading/English (REN) and placement recommendations for math based on major have made a positive impact. The Academic Achievement Center (AAC) provides support services to all students. Students in REN, ENG 101, and courses with writing assignments get help with thesis development, organization, style, or grammar. Tutoring Services assists with developmental and college-level math, English, science, business, technology, accounting, and computer-aided drafting and design. AAC provides a range of learning environments and resources to include individual, small group, and online tutoring, assistance with forming study groups, academic coaching, study skills workshops, and learning spaces with computer and study stations, textbooks, manipulatives, scientific models, and hands-on laboratories. The College was awarded a continuation grant to support its “VISTA Success Coaching” project focused on increasing pass rates in MAT 107: Modern Elementary Statistics, the first college-level math course for many programs. The E-Learning department has a Canvas Orientation course and provides a Canvas Essentials Guide to train students and faculty to fully utilize the learning management system. E-Learning conducts professional development for all faculty, credit and continuing education, which includes best practices for Canvas use. BCCC continues its work to expand support services, offer flexible scheduling options, and increase faculty and staff training. Student success remains the number one strategic priority.

In spring 2024, BCCC filled the full-time Coordinator of the Student Support and Wellness Services Center (SSWSC) position, a licensed social worker, to provide additional support for students’ social and emotional needs along with the full-time counselor. The SSWSC provides free and confidential counseling to students for extra support with personal concerns affecting their academic success and general well-being. Services include teletherapy, individual and group counseling, consultation and training, classroom presentations, referrals to campus and community resources, and workshops for students, faculty, and staff. Workshops include time and stress management, drug and alcohol awareness, mental health, and sleep mindfulness. The SSWSC webpage offers resources for crisis intervention, housing assistance, food/nutrition services, and substance abuse. The Panther Talks series began in FY 2024 with guest speakers on topics including Healthy Relationships, Networking, Financial Literacy, and Cultural Diversity. Student Life & Engagement coordinated events with the student clubs including a trip to the Harriet Tubman Museum and Education Center, Holi Celebration, Women and Men on the Move Luncheons, International Day of Happiness, and Color Escape painting session.

The definition for Characteristic E, credit students receiving financial aid, changed in 2024 to exclude dual-enrolled students as they are not eligible for Pell grants. With that change, the percentage receiving Pell grants increased by 5.5 percentage points in FY 2023 and the proportion receiving any financial aid increased by 10.5 percentage points. FY 2023 marked the first year since the pandemic with federal work study (FWS) participants. The Higher Education Emergency Relief Fund (HEERF) was utilized to assist students with balances, tuition and fees, and textbooks. The fall-to-fall retention rate for the 2022 cohort of Pell grant recipients increased to 55.1%, surpassing the benchmark (Indicator 14). With 90.0% of CCSSE respondents indicating that financial aid advising is important to them, the Financial Aid Office (FAO) is committed to supporting students. The proportion of CCSSE respondents indicating that they were very satisfied with BCCC’s financial aid advising services increased steadily from 34.5% in

2014 to 50.2% in 2022. Weekly “FAFSA Nights” are held to answer financial aid questions and assist current and prospective students in filing the FAFSA. In fall 2023, 70% of respondents to the Program Review and Evaluation student survey indicated they were satisfied with the FAO. BCCC is committed to student success by allocating as much of its resources as possible to instruction, academic support, and student services. Over 44% of the College’s expenditures in FY 2023 were for instruction and academic support with an additional 7.5% for student services. HEERF use increased “other” revenues and expenditures in FY 2021, 2022, and 2023 (Characteristics J and K). In FY 2023, institutional HEERF was used to help students by covering summer tuition, fees, and books and to assist with account balances. The planning for and implementation of the new Enterprise Resource Planning system in fall 2022 and capital improvements increased “other” expenditures in FY 2021, 2022, and 2023.

BCCC's federally funded TRIO Student Support Services (SSS) Program is dedicated to supporting 230 first-generation, low-income, or disabled students by helping them gain the skills and strategies necessary for college success. SSS focuses on enhancing retention, graduation, and transfer rates through personalized counseling, tutoring, and support services tailored to students' academic and career-building needs. The FY 2023 annual performance report showed that SSS exceeded its objectives, enrolling 246 students and demonstrating strong outcomes including a persistence rate of 74% and a good academic standing rate of 82%. Additionally, 33% graduated with a degree or certificate, and 18% transferred to a four-year institution after graduation. SSS earned a perfect “Prior Experience” score in its renewal application, demonstrating effectiveness in fostering student success. Comprehensive support services and enriching activities provide a well-rounded college experience through graduation. SSS provided direct financial support, awarding \$61,000 in grant aid and book award scholarships. These SSS initiatives, along with advising and diverse in-person and virtual learning opportunities, are integral to BCCC's strategy to recruit and retain students through successful completion of their goals.

The total number of degrees and certificates decreased in FY 2022 and 2023 (Indicator 20). The delays created by the pandemic, especially for Nursing and Health Professions (NHP) students, affected the number of graduates and progress toward the benchmark. The percentage of students with a cumulative GPA of 2.0 or above after the first year declined (Indicator 21). BCCC anticipates increases in future transfer students’ GPAs bringing the percentage closer to the benchmark. The percentage of FY 2022 graduates who transfer to four-year institutions within one year increased to 50.4%, surpassing the benchmark (Indicator 22). With the return to more in-person activities, the on-campus Transfer Fair was reinstated for the fall and spring terms with day and evening hours. Institutions from Maryland and surrounding states participated.

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 NHP programs were not able to complete all their clinical and lab instruction due to the pandemic, which decreased the number of graduates eligible to take the respective licensing exams. In FY 2023, licensure exam pass rates fell for Dental Hygiene, Physical Therapist Assistant, Nursing, and Practical Nursing (PN). Nursing faculty and staff remain committed to ensuring students get the clinical experiences needed to demonstrate competency in the established learning objectives. The program remains focused on

“Strategies to Enhance Progression” and filling vacancies for embedded classroom tutors and on-campus clinical instructors. Students are required to participate in pre-entry sessions which include modules on learning styles, test taking, textbook reading/notetaking, time management, disability, support and wellness services, library tour, and nursing skills lab/Nursing Building tour in addition to “Orientation to Nursing Program/Review of the Nursing Student Handbook” and “BCCC Nursing Graduate” sessions. The fall 2024 Pre-entry Sessions survey showed high ratings on being useful in entering the program. PNUR 115 serves as an end-of-program intensive that prepares PN students to take the licensure exam. While the Maryland Board of Nursing has not published final FY 2024 licensure exam pass rates, the National Council of State Board of Nursing reports a pass rate of 100% for the August 2023 PN program graduates. The Respiratory Care graduates’ licensure exam pass rates remained at 100% for the fourth consecutive year, surpassing the benchmark. Web-based study platforms and software in the lab are tools used to enhance student learning and critical thinking skills. Plans include an increased focus on general test- and note-taking strategies through the Retention Specialist. (Indicator 23)

Many programs utilize fieldwork placements for students to obtain hands-on skills and training to support graduation and employment goals. Such programs include Nursing and Health Professions, Biotechnology, Addiction Counseling, Allied Human Services, Early Childhood Education, Teacher Education, Criminal Justice, and Legal Assistant. Graduates employed within one year decreased slightly to 76.0% for FY 2022 graduates, which coincides with the increase in the number of FY 2022 graduates that transferred to a senior institution (Indicators 24 and 22). The median annualized income of FY 2020 career program graduates after three years increased by over \$4,000 to \$54,036, surpassing pre-pandemic levels for the second year (Indicator 24). Career Development Services (CDS) supports students’ workforce goals with resume development, interview preparation, career readiness skills, individual employment plans, job search and placement, recruitment events, and workshops. In FY 2024, CDS placed students in such organizations as FutureCare, Kennedy Services, Seed School of Maryland, Grace Medical Center, Legal Services, Inc., and University of Maryland Medical Center.

The annual unduplicated headcount and course enrollments in continuing education workforce development courses fell in FY 2023 (Indicator 26). The unduplicated headcount and course enrollments in Continuing Professional Education leading to government or industry-required certification or licensure increased in FY 2023 (Indicator 27). Enrollment in both increased in FY 2024 bringing them closer to the benchmarks. WDCE holds regular information sessions for workforce course offerings. BCCC is one of five Maryland institutions participating in the Cyber Warrior Diversity Program (CWDP) established by the General Assembly to train students in computer networking and cybersecurity to attain CompTIA certifications. BCCC students take additional classes to prepare for CompTIA exams in A+, Network+ and Security+. An additional course is offered for students with less computer science background. Courses include all books and on-line instructional materials. Up to two vouchers are given to students for the exam upon each completed course. If the first attempt is unsuccessful, additional tutoring is provided prior to testing with the second voucher. Enrichment activities include the Cyber Club, internships, and competitions which support progress toward certification and advanced awards in BCCC’s Computer Technology and Cyber Security Career Pathway. It includes the CWDP’s continuing education options in addition to lower division certificates in IT Basic Skills and Cyber Security and Assurance (CSA) and associate degrees in Computer Information Systems and CSA. BCCC

reported 133 CWDP students in December 2023. The unduplicated headcount and course enrollments in contract training declined in FY 2023 (Indicator 28). WDCE partners with organizations to offer training for certifications for in-demand jobs including patient care technician, multi-skilled medical technician, certified medicine aide, community health worker, certified nursing assistant/geriatric nursing assistant, customer service, childcare, construction, diesel mechanic, court reporting, information technology/cybersecurity, warehousing/logistics, and class B commercial driver's license. Contract training partners include Goodwill Industries, Johns Hopkins Hospital, Kennedy Krieger, Baltimore City Department of Social Services, Baltimore City Police Department, Mayor's Office of Economic Development, Maryland Department of Labor, and Baltimore Alliance for Careers in Healthcare. Training for Thomas Shortman Training Fund 32BJ Union for ESL, ABE, and more courses continued in FY 2024.

Institutional Responses

The 2024-2029 strategic planning process is data informed and action oriented. BCCC has partnered with an experienced higher education consulting firm to guide the long-term strategic planning cycle through development and implementation of unit-level plans. A software tool has been chosen to centralize and sustain institutional, unit/program, and course level planning and assessment to include accreditation, governance, and administration. Institutional performance indicators from mandated submissions (e.g., Performance Accountability Report, Managing for Results, and Realignment reports) will guide discussion to develop new metrics and action steps.

1. In reviewing your institutional metrics regarding completion, what specific initiatives is your institution implementing to increase completion rates? Please provide a brief narrative on their impact of those initiatives on completion rates.

In addition to activities discussed above, BCCC is one of three Maryland community colleges to participate in the pilot Expanding SUCCESS initiative to reduce inequities in college completion through a partnership between MHEC and MDRC. BCCC's Panther SUCCESS program starts in fall 2024. Participants must enroll in at least nine credits and attend mandatory advising sessions to receive the monthly stipends. The College must submit activity and academic progress reports to MHEC. MHEC and MDRC meet regularly with the expansive BCCC team.

2. Does your institution have specific goals regarding the success of transfer students? How have those goals been identified and how are they measured?

In addition to Student Affairs conducting more transfer information sessions, the Assistant Vice President for Academic Engagement & Partnerships is working to build articulation agreements with senior institutions that create pathways transfer student success. A search is underway for a Transfer & Articulation Services Coordinator. BCCC staff serve on the statewide Transfer with Success Working Group and formed an internal working group focused on implementing practices to ensure full compliance. Creating transfer goals will be part of the strategic planning process that will make greater use of National Student Clearinghouse's Student Tracker data.

3. In reviewing your institutional metrics regarding equity gaps (in either access or completion), what is the biggest challenge your institution faces as it attempts to eliminate those gaps?

As discussed, completion of developmental courses remains one of the biggest challenges to completion. Typically, as those rates improve, so do retention and completion rates. More detailed developmental course outcomes data will be a focus in the strategic planning process, particularly as dual-enrolled students come to BCCC for those courses. As financial support is key for access and retention, increasing financial aid awareness and support remains a priority.

4. How does your institution ensure that graduates leave with employable skills? What kind of opportunities do you provide (i.e. internships, co-op programs, practicums, professional development workshops, industry partnerships and advisory boards, and career counseling and advising services)?

Experiential learning components, required for many academic programs, provide valuable opportunities to gain skills and workplace experience. In 2024, over 90 students in Early Childhood Education, Allied Human Services, Criminal Justice, and Biotechnology had placements throughout Maryland. Over 400 Nursing and Health Professions students had clinical experiences in hospitals, clinics, fire departments, and urgent and senior care centers. BCCC's program review & evaluation and program accreditations include surveys of students, faculty, graduates, employers, and/or advisory bodies. Results will be used in the strategic planning process to improve graduates' preparation for employment. Federal Work Study (FWS) offers part-time employment, often related to students' academic and career goals, providing relevant work experience. BCCC partners with community organizations for FWS industry placements.

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. BCCC was one of five colleges to receive a Dr. Martin Luther King (MLK), Jr. National Day of Service grant to support campus-community volunteer generating events to commemorate MLK, Jr., Day. Student Life & Engagement (SLE) coordinated the event held on campus where students, staff, and community volunteers distributed meals and personal hygiene packages. The Liberty campus continues to be a national voter registration site for the community. BCCC hosted the Hispanic Heritage Festival with food, prizes, and live music as well as Nepali Culture Day where students shared food and customs with the community. International Education Week celebrated culturally diverse events. Black History month's community events on campus included Black Cinema Tuesday, 15 Black Scholars Everyone Should Know, National Black HIV/AIDS Awareness Luncheon (with community partner John G. Bartlett Specialty Practice). National awareness events included Breast Cancer and Alzheimer's Disease Awareness. SLE collected donations of hats, gloves, and socks for the community. The STEM Club and STEM students participated in the annual Maryland Collegiate STEM Conference, organized by community college faculty, for community college students to exhibit their original research. BCCC was a proud sponsor.

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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.

A	Fall credit enrollment	Fall 2020	Fall 2021	Fall 2022	Fall 2023
	a. Unduplicated headcount	4,181	3,864	3,538	3,939
	b. Percent of students enrolled part time	71.8%	79.2%	76.1%	75.0%
		Fall 2020	Fall 2021	Fall 2022	Fall 2023
B	First-time credit students with developmental education needs	47.0%	55.2%	83.5%	75.3%
		FY 2018	FY 2019	FY 2020	FY 2022*
C	Credit students who are first-generation college students (neither parent attended college) * CCSSE is administered every two years.	48.4%	CCSSE Not Admin	35.9%	59.7%
		FY 2020	FY 2021	FY 2022	FY 2023
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	1,547	872	1,333	1,353
		FY 2020	FY 2021	FY 2022	FY 2023
E	Credit students receiving financial aid*	51.8%	62.4%	59.0%	69.5%
	a. Receiving any financial aid	38.8%	36.4%	39.0%	44.5%
	b. Receiving Pell grants	6,740	5,806	5,110	4,339
		Fall 2020	Fall 2021	Fall 2022	Fall 2023
F	Students 25 years old or older	52.5%	52.2%	45.7%	53.6%
	a. Credit students				
		FY 2020	FY 2021	FY 2022	FY 2023
	b. Continuing education students	75.8%	72.6%	77.1%	91.2%
		FY 2018	FY 2019	FY 2020	FY 2022*
G	Credit students employed more than 20 hours per week * CCSSE is administered every two to three years.	44.1%	CCSSE Not Admin	44.4%	46.1%
		Fall 2020	Fall 2021	Fall 2022	Fall 2023
H	Credit student racial/ethnic distribution	3.7%	2.8%	3.3%	3.5%
	a. Hispanic/Latino	76.5%	76.0%	64.6%	68.7%
	b. Black/African American only	0.05%	0.30%	0.3%	0.2%
	c. American Indian or Alaskan native only	0.02%	0.05%	0.0%	0.1%
	d. Native Hawaiian or other Pacific Islander only	2.0%	1.5%	1.0%	0.7%
	e. Asian only	6.6%	5.4%	3.8%	4.1%
	f. White only	2.1%	2.8%	2.2%	2.2%
	g. Multiple races	7.4%	8.1%	21.0%	16.3%
	h. Foreign/Non-resident alien	1.6%	3.2%	3.8%	4.2%
	i. Unknown/Unreported				
		Fall 2020	Fall 2021	Fall 2022	Fall 2023
I	Credit student distance education enrollment	100.0%	99.2%	12.7%	12.1%
	a. Enrolled exclusively in distance education	0.0%	0.7%	27.8%	25.2%
	b. Enrolled in some, but not all, distance education	0.0%	0.1%	59.5%	62.7%
	c. Not enrolled in any distance education				
		FY 2020	FY 2021	FY 2022	FY 2023
J	Unrestricted revenue by source	23.1%	23.2%	18.1%	15.9%
	a. Tuition and fees	71.3%	71.1%	73.3%	74.0%
	b. State funding	1.0%	1.1%	1.1%	1.0%
	c. Local funding	4.6%	4.5%	7.5%	9.1%
	d. Other				
		FY 2020	FY 2021	FY 2022	FY 2023
K	Expenditures by function	41.6%	41.9%	40.1%	35.5%
	a. Instruction	13.4%	10.5%	10.3%	8.7%
	b. Academic support	10.0%	9.9%	8.6%	7.5%
	c. Student services	35.0%	37.6%	41.0%	48.3%
	d. Other				

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Goal 1: Access

1 Annual unduplicated headcount		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
	a. Total	11,119	8,940	8,848	7,586	14,300
	b. Credit students	7,025	6,358	5,761	4,924	7,473
	c. Continuing education students	4,193	2,659	3,126	2,710	7,152
2 Market share of first-time, full-time freshmen Note: Methodology changed starting in Fall 2019.		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
		18.4%	13.2%	12.3%	12.4%	23.4%
3 Market share of part-time undergraduates Note: Methodology changed starting in Fall 2019.		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
		33.7%	35.0%	32.5%	26.3%	38.7%
4 Market share of recent, college-bound high school graduates		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2024
		36.6%	20.7%	18.4%	12.0%	37.0%
5 High school student enrollment (Note: Fall 2018 includes those who enrolled after EIS) * May not include all PTECH		Fall 2020	Fall 2021	Fall 2022*	Fall 2023	Benchmark Fall 2025
		442	481	436	234	640
6 Annual enrollment in online/hybrid courses		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
	a. Credit, online	9,152	27,238	18,573	8,928	7,639
	b. Continuing education, online	135	5,330	5,672	2,558	176
	c. Credit, hybrid	1,211	0	47	0	740
	d. Continuing education, hybrid	0	0	0	0	0
7 Tuition and mandatory fees		FY 2021	FY 2022	FY 2023	FY 2023	Benchmark FY 2026
	a. Annual tuition and fees for full-time students	3314	3314	3314	3314	NA
b. Percent of tuition/fees at Md public four-year institutions	36.8%	33.7%	33.0%	32.3%	36.8%	
Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.						
8 Enrollment in continuing education community service and lifelong learning courses		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
	a. Unduplicated annual headcount	39	43	0	7	78
	b. Annual course enrollments	47	49	0	7	95
9 Enrollment in continuing education basic skills and literacy courses		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
	a. Unduplicated annual headcount	2,981	1,707	2,258	1,825	3802
	b. Annual course enrollments	5,572	3,244	4,179	3,340	7,604
10 Adult education student achievement of:		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
	a. At least one ABE educational functioning level	21.5%	23.4%	26.5%	17.0%	36.2%
	b. At least one ESL educational functioning level	24.8%	24.5%	22.5%	19.7%	43.3%
Note: Not reported if < 50 students in the cohort						

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	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
11 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	92.7%	94.5%	95.5%	95.2%	93.0%
					Benchmark FY 2025
b. Percent nonwhite continuing education enrollment	97.4%	90.0%	89.2%	88.6%	92.0%
					Benchmark Not Required
c. Percent nonwhite service area population, 15 or older	70.5%	70.5%	71.0%	71.0%	NA
					Benchmark Fall 2025
12 Percent minorities (nonwhite) of full-time faculty	77.1%	75.3%	80.0%	81.8%	BCCC does not benchmark.
					Benchmark Fall 2025
13 Percent minorities (nonwhite) of full-time administrative and professional staff	75.3%	73.5%	68.8%	71.6%	BCCC does not benchmark.

Goal 2: Success

	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Benchmark Fall 2024 Cohort
14 Fall-to-fall retention					
a. All students	31.2%	39.3%	37.5%	43.1%	36.0%
b. Pell grant recipients	35.0%	55.4%	44.7%	55.1%	40.0%
c. Developmental students	31.3%	40.2%	36.6%	48.2%	36.0%
d. College-ready students	29.3%	38.5%	56.1%	48.0%	34.0%
					Benchmark Fall 2021 Cohort
15 Developmental completers after four years	36.4%	34.9%	38.8%	39.6%	46.0%
					Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	na (n=21)	na (n=29)	na (n=10)	na (n=33)	69.3%
b. Developmental completers	77.6%	75.1%	67.7%	66.1%	82.6%
c. Developmental non-completers	27.0%	46.0%	30.3%	19.6%	NA
d. All students in cohort	57.7%	62.2%	53.0%	50.9%	62.7%
					Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	na (n=23)	na (n=14)	na (n=19)	na (n=19)	NA
b. Black/African American only	54.3%	62.3%	53.0%	49.9%	NA
c. Asian only	na (n=17)	na (n=14)	na (n=7)	na (n=14)	NA
d. Hispanic/Latino	na (n=19)	na (n=10)	40.4%	na (n=31)	NA
Note: Not reported if < 50 students in the cohort for analysis					
*May change with updated National Student Clearinghouse (NSC) file.					
					Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	na (n=21)	na (n=29)	na (n=10)	na (n=33)	58.3%
b. Developmental completers	43.7%	54.7%	41.6%	45.0%	71.1%
c. Developmental non-completers	23.6%	30.0%	26.1%	12.3%	NA
d. All students in cohort	36.7%	43.3%	35.9%	34.8%	51.5%

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	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	na (n=23)	na (n=14)	na (n=19)	na (n=19)	NA
b. Black/African American only	35.3%	43.5%	36.1%	32.4%	NA
c. Asian only	na (n=17)	na (n=14)	na (n=7)	na (n=14)	NA
d. Hispanic/Latino	na (n=19)	na (n=10)	23.1%	na (n=31)	NA

Note: Not reported if < 50 students in the cohort for analysis

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	544	581	473	466	706
b. Career degrees	250	272	246	242	NA
c. Transfer degrees	134	154	139	120	NA
d. Certificates	160	155	88	104	NA
e. Unduplicated graduates	484	521	433	420	NA
					Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	87.8%	84.6%	78.8%	76.7%	90.3%
					Benchmark FY 2024 Graduates
22 Graduate transfers within one year* (Transfer to four-year institutions) FY 2019 updated in 2022; FY 2022 updated in 2024.	70.1%	48.5%	46.8%	50.4%	48.0%

Goal 3: Innovation

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Nursing - National Council Number of Candidates	77.1% 48	81.7% 71	78.0% 41	72.3% 47	90.0%
b. Licensed Practical Nurse - National Council Number of Candidates	80.0% 10	73.3% 15	66.7% 12	65.2% 23	90.0%
c. Physical Therapy - Assessment Systems Number of Candidates	100.0% 11	88.9% 9	66.7% 6	57.1% 7	90.0%
d. Dental Hygiene - National (Written) Board Number of Candidates	100.0% 13	Not Applicable* 0	92.9% 14	75.0% 16	90.0%
e. Respiratory Care - MD Entry Level Exam Number of Candidates	100.0% 8	100.0% 8	100.0% 4	100.0% 8	95.0%
					Benchmark Not Required
24 Graduates employed within one year	80.8%	77.7%	77.7%	76.0%	NA
					Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	\$23,440	\$20,040	\$24,304	\$24,792	NA
b. Median annualized income three years after graduation	\$45,140	\$39,536	\$49,912	\$54,036	NA
					Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	1,439	1,337	1,284	914	2,472
b. Annual course enrollments	1,831	2,164	1,940	1,973	3,296
					Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	739	744	739	809	2,472
b. Annual course enrollments	1,023	1,254	1,246	1,382	3,296
					Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	726	506	392	262	2,025
b. Annual course enrollments	1,057	1,035	610	469	2,700