Community College of Baltimore County

Fact Book

The Incredible Value of Education

CCBC Campuses

Catonsville Campus
800 S. Rolling Road
Baltimore, MD 21228

Dundalk Campus
7200 Sollers Point Road
Baltimore, MD 21222

Essex Campus
7201 Rossville Boulevard
Baltimore, MD 21237

Extension Centers

Hunt Valley College Center
11101 McCormick Road
Baltimore, MD 21031

Owings Mills Center
10300 Grand Central Avenue
Owings Mills, MD 21117

Randallstown at the Liberty Center
3637 Offutt Road
Randallstown, MD 21133

The following tables provide enrollment, student, employee, and financial information for the Community College of Baltimore County.

For further information, please contact:
Heidi Barth
Director of Institutional Research
Office of Planning, Research, & Evaluation
Catonsville Campus
443-840-4674
hbarth@ccbcmd.edu
Notice of Fact Book Updates

• The CCBC Fact Book is updated four times per year - typically in January, May, August, and October

• The Fact Book was last updated October 2020
# Community College of Baltimore County

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The Community College of Baltimore County

Mission
The Community College of Baltimore County transforms lives by providing an accessible, affordable, and high-quality education that prepares students for transfer and career success, strengthens the regional workforce, and enriches our community.

Vision
We will be the college of choice for students, where together we make teaching purposeful, learning powerful, completion primary, and community paramount.
The Community College of Baltimore County

College President

Sandra L. Kurtinitis, Ph.D.

Senior Staff

Melissa Hopp, M.P.P.
*Vice President of Administrative Services*

Richard Lilley, Ph.D.
*Vice President of Enrollment & Student Services*

Joaquin G. Martinez, Ph.D.
*Provost and Vice President of Instruction*

Michael Netzer, M.S.
*Interim Vice President of External Outreach Initiatives*

Kenneth Westary, M.B.A.
*Vice President of Institutional Advancement*

Board of Trustees

Gene J. Leitner, Chair

James G. Gresham, Ed.D., Vice Chair

Gayle Johnson Adams
Kimberly Carl
Gerald Gietka
Paulette Hammond
Michelle Jackson
Mary Margaret O’Hare

Douglas B. Riley, Esq.
Monzella Saunders-Owings
Richard A. Scheper, Ph.D.
Daryl J. Sidle, Esq.
J. D. Urbach
Gerard W. Wittstadt, Jr., Esq.
Section II: Accountability & Fiscal Year Trends
COMMUNITY COLLEGE OF BALTIMORE COUNTY
2020 ACCOUNTABILITY REPORT

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

<table>
<thead>
<tr>
<th>Indicator A: Credit students enrolled part time</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Credit students enrolled part time</td>
<td>71.5%</td>
<td>72.4%</td>
<td>73.3%</td>
<td>71.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator B: Credit students with developmental education needs</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Credit students with developmental education needs</td>
<td>73.9%</td>
<td>63.2%</td>
<td>66.6%</td>
<td>70.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator C: Credit students who are first-generation college students</th>
<th>Spring 2014</th>
<th>Spring 2016</th>
<th>Spring 2018</th>
<th>Spring 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Credit students who are first-generation college students (neither parent attended college)</td>
<td>33.7%</td>
<td>28.5%</td>
<td>35.7%</td>
<td>36.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator D: Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses</th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>FY 2018</th>
<th>FY 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses</td>
<td>2,797</td>
<td>2,910</td>
<td>2,612</td>
<td>2,574</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>E.a. Credit students receiving Pell grants</td>
<td>34.9%</td>
<td>33.6%</td>
<td>33.1%</td>
<td>30.3%</td>
</tr>
<tr>
<td>E.b. Credit students receiving loans, scholarships and/or need-based financial aid</td>
<td>46.2%</td>
<td>45.6%</td>
<td>45.1%</td>
<td>42.3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator F: Students 25 years old or older</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>F.a. Credit students</td>
<td>40.7%</td>
<td>40.3%</td>
<td>40.6%</td>
<td>39.2%</td>
</tr>
<tr>
<td>FY 2016</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F.b. Continuing education students</td>
<td>87.4%</td>
<td>87.5%</td>
<td>86.7%</td>
<td>86.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator G: Credit students employed more than 20 hours per week</th>
<th>Spring 2014</th>
<th>Spring 2016</th>
<th>Spring 2018</th>
<th>Spring 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>G. Credit students employed more than 20 hours per week</td>
<td>52.0%</td>
<td>53.3%</td>
<td>47.6%</td>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator H: Credit student racial/ethnic distribution</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>H.a. Hispanic/Latino</td>
<td>4.9%</td>
<td>5.3%</td>
<td>5.4%</td>
<td>6.0%</td>
</tr>
<tr>
<td>H.b. Black/African-American only</td>
<td>38.0%</td>
<td>37.0%</td>
<td>37.6%</td>
<td>37.4%</td>
</tr>
<tr>
<td>H.c. American Indian or Alaskan native only</td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.4%</td>
</tr>
<tr>
<td>H.d. Native Hawaiian or other Pacific Islander only</td>
<td>0.2%</td>
<td>0.3%</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td>H.e. Asian only</td>
<td>6.1%</td>
<td>6.2%</td>
<td>6.4%</td>
<td>6.2%</td>
</tr>
<tr>
<td>H.f. White only</td>
<td>41.6%</td>
<td>40.9%</td>
<td>39.6%</td>
<td>38.5%</td>
</tr>
<tr>
<td>H.g. Multiple races</td>
<td>3.4%</td>
<td>3.8%</td>
<td>3.7%</td>
<td>4.0%</td>
</tr>
<tr>
<td>H.h. Foreign/Non-resident alien</td>
<td>4.8%</td>
<td>5.3%</td>
<td>5.8%</td>
<td>6.2%</td>
</tr>
<tr>
<td>H.i. Unknown/Unreported</td>
<td>0.7%</td>
<td>0.9%</td>
<td>0.9%</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator I: Wage growth of occupational program graduates</th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>FY 2018</th>
<th>FY 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.a. Median income one year prior to graduation</td>
<td>$23,334</td>
<td>$26,963</td>
<td>$22,643</td>
<td>$23,509</td>
</tr>
<tr>
<td>I.b. Median income three years after graduation</td>
<td>$53,105</td>
<td>$53,470</td>
<td>$54,334</td>
<td>$56,217</td>
</tr>
</tbody>
</table>
Goal 1: Access

Goals are performance indicators subject to improvement by the college. Each indicator has a benchmark for that specifies the target outcome. All indicators in this section relate to increasing access to higher education.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Total</td>
<td>61,971</td>
<td>61,191</td>
<td>60,756</td>
<td>57,677</td>
<td>63,000</td>
</tr>
<tr>
<td>1b. Credit students</td>
<td>30,387</td>
<td>29,115</td>
<td>27,792</td>
<td>26,826</td>
<td>32,000</td>
</tr>
<tr>
<td>1c. Continuing education students</td>
<td>32,692</td>
<td>33,247</td>
<td>34,456</td>
<td>32,319</td>
<td>33,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator 2: Market share of first-time, full-time freshmen</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Benchmark Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Market share of first-time, full-time freshmen</td>
<td>36.3%</td>
<td>32.2%</td>
<td>31.8%</td>
<td>36.6%</td>
<td>43.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator 3: Market share of part-time undergraduates</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Benchmark Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Market share of part-time undergraduates</td>
<td>69.1%</td>
<td>67.5%</td>
<td>66.2%</td>
<td>64.8%</td>
<td>73.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator 4: Market share of recent, college-bound high school graduates</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Benchmark Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Market share of recent, college-bound high school graduates</td>
<td>53.2%</td>
<td>49.6%</td>
<td>48.3%</td>
<td>45.0%</td>
<td>55.0%</td>
</tr>
</tbody>
</table>

Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in Fall 2014 and again in Fall 2016.

<table>
<thead>
<tr>
<th>Indicator 5: High school student enrollment</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Benchmark Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. High school student enrollment</td>
<td>1,428</td>
<td>1,431</td>
<td>1,697</td>
<td>1,608</td>
<td>1,200</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator 6: Enrollments in online courses</th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>FY 2018</th>
<th>FY 2019</th>
<th>Benchmark FY 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>6a. Credit</td>
<td>20,138</td>
<td>21,639</td>
<td>22,489</td>
<td>25,522</td>
<td>20,000</td>
</tr>
<tr>
<td>6b. Continuing education</td>
<td>2,154</td>
<td>2,599</td>
<td>2,284</td>
<td>2,658</td>
<td>2,300</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator 7: Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions</th>
<th>FY 2017</th>
<th>FY 2018</th>
<th>FY 2019</th>
<th>FY 2020</th>
<th>Benchmark FY 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions</td>
<td>49.0%</td>
<td>49.7%</td>
<td>51.7%</td>
<td>51.5%</td>
<td>&lt;50%</td>
</tr>
</tbody>
</table>

Note: The goal of this indicator is for the college’s percentage to be at or below the benchmark level.

<table>
<thead>
<tr>
<th>Indicator 8: Enrollment in continuing education community service and lifelong learning courses</th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>FY 2018</th>
<th>FY 2019</th>
<th>Benchmark FY 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>8a. Unduplicated annual headcount</td>
<td>10,567</td>
<td>10,820</td>
<td>10,639</td>
<td>10,037</td>
<td>11,500</td>
</tr>
<tr>
<td>8b. Annual course enrollments</td>
<td>18,256</td>
<td>18,853</td>
<td>17,809</td>
<td>17,496</td>
<td>19,500</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator 9: Enrollment in continuing education basic skills and literacy courses</th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>FY 2018</th>
<th>FY 2019</th>
<th>Benchmark FY 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>9a. Unduplicated annual headcount</td>
<td>4,688</td>
<td>4,746</td>
<td>4,790</td>
<td>4,756</td>
<td>5,000</td>
</tr>
<tr>
<td>9b. Annual course enrollments</td>
<td>8,560</td>
<td>8,322</td>
<td>8,409</td>
<td>8,482</td>
<td>8,600</td>
</tr>
</tbody>
</table>
### Indicator 10: Minority student enrollment compared to service area population

<table>
<thead>
<tr>
<th></th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Benchmark Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>10a. Percent nonwhite credit enrollment</td>
<td>56.0%</td>
<td>56.4%</td>
<td>57.6%</td>
<td>58.5%</td>
<td>58.0%</td>
</tr>
<tr>
<td>FY 2016</td>
<td>FY 2017</td>
<td>FY 2018</td>
<td>FY 2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10b. Percent nonwhite continuing education enrollment</td>
<td>40.1%</td>
<td>41.5%</td>
<td>43.0%</td>
<td>42.4%</td>
<td>42.0%</td>
</tr>
<tr>
<td>July 2016</td>
<td>July 2017</td>
<td>July 2018</td>
<td>July 2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10c. Percent nonwhite service area population, 18 or older</td>
<td>38.8%</td>
<td>39.7%</td>
<td>40.3%</td>
<td>NA</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

### Indicator 11: Percent minorities (nonwhite) of full-time faculty

<table>
<thead>
<tr>
<th></th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Benchmark Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Percent minorities (nonwhite) of full-time faculty</td>
<td>26.2%</td>
<td>26.2%</td>
<td>26.7%</td>
<td>27.1%</td>
<td>28.0%</td>
</tr>
</tbody>
</table>

### Indicator 12: Percent minorities (nonwhite) of full-time administrative and professional staff

<table>
<thead>
<tr>
<th></th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Benchmark Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Percent minorities (nonwhite) of full-time administrative and professional staff</td>
<td>29.8%</td>
<td>32.5%</td>
<td>32.1%</td>
<td>32.0%</td>
<td>34.0%</td>
</tr>
</tbody>
</table>

---

### Goal 2: Success

All indicators in this section relate to increasing success in higher education.

#### Indicator 13: Fall-to-fall retention

<table>
<thead>
<tr>
<th></th>
<th>Fall 2015 Cohort</th>
<th>Fall 2016 Cohort</th>
<th>Fall 2017 Cohort</th>
<th>Fall 2018 Cohort</th>
<th>Benchmark Fall 2019 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>13a. Developmental students</td>
<td>47.2%</td>
<td>41.9%</td>
<td>44.1%</td>
<td>44.8%</td>
<td>55.0%</td>
</tr>
<tr>
<td>13b. College-ready students</td>
<td>46.3%</td>
<td>46.5%</td>
<td>40.3%</td>
<td>41.1%</td>
<td>50.0%</td>
</tr>
</tbody>
</table>

#### Indicator 14: Fall-to-fall retention

<table>
<thead>
<tr>
<th></th>
<th>Fall 2015 Cohort</th>
<th>Fall 2016 Cohort</th>
<th>Fall 2017 Cohort</th>
<th>Fall 2018 Cohort</th>
<th>Benchmark Fall 2019 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>14a. Pell grant recipients</td>
<td>49.3%</td>
<td>46.9%</td>
<td>41.8%</td>
<td>46.7%</td>
<td>53.0%</td>
</tr>
<tr>
<td>14b. Non-recipients</td>
<td>44.3%</td>
<td>40.6%</td>
<td>43.5%</td>
<td>42.0%</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

#### Indicator 15: Developmental completers after four years

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012 Cohort</th>
<th>Fall 2013 Cohort</th>
<th>Fall 2014 Cohort</th>
<th>Fall 2015 Cohort</th>
<th>Benchmark Fall 2016 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Developmental completers after four years</td>
<td>40.8%</td>
<td>39.9%</td>
<td>41.4%</td>
<td>41.2%</td>
<td>45.0%</td>
</tr>
</tbody>
</table>

#### Indicator 16: Successful-persister rate after four years

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012 Cohort</th>
<th>Fall 2013 Cohort</th>
<th>Fall 2014 Cohort</th>
<th>Fall 2015 Cohort</th>
<th>Benchmark Fall 2016 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>16a. College-ready students</td>
<td>79.1%</td>
<td>76.5%</td>
<td>71.4%</td>
<td>75.8%</td>
<td>80.0%</td>
</tr>
<tr>
<td>16b. Developmental completers</td>
<td>81.5%</td>
<td>80.2%</td>
<td>82.3%</td>
<td>81.0%</td>
<td>84.0%</td>
</tr>
<tr>
<td>16c. Developmental non-completers</td>
<td>36.0%</td>
<td>32.9%</td>
<td>32.9%</td>
<td>33.5%</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>16d. All students in cohort</td>
<td>63.4%</td>
<td>62.4%</td>
<td>63.6%</td>
<td>65.1%</td>
<td>71.0%</td>
</tr>
</tbody>
</table>

---

CCBC Factbook
**Indicator 17: Successful-persister rate after four years**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012 Cohort</th>
<th>Fall 2013 Cohort</th>
<th>Fall 2014 Cohort</th>
<th>Fall 2015 Cohort</th>
<th>Benchmark Fall 2016 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>17a. Black/African-American only</td>
<td>55.6%</td>
<td>53.7%</td>
<td>57.2%</td>
<td>56.2%</td>
<td>55.0%</td>
</tr>
<tr>
<td>17b. Asian only</td>
<td>75.8%</td>
<td>73.9%</td>
<td>73.1%</td>
<td>70.2%</td>
<td>77.0%</td>
</tr>
<tr>
<td>17c. Hispanic/Latino</td>
<td>73.9%</td>
<td>63.8%</td>
<td>55.8%</td>
<td>64.1%</td>
<td>65.0%</td>
</tr>
</tbody>
</table>

Note: Not reported for ethnic groups with < 50 students in the cohort for analysis.

**Indicator 18: Graduation-transfer rate after four years**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012 Cohort</th>
<th>Fall 2013 Cohort</th>
<th>Fall 2014 Cohort</th>
<th>Fall 2015 Cohort</th>
<th>Benchmark Fall 2016 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>18a. College-ready students</td>
<td>57.0%</td>
<td>57.1%</td>
<td>56.5%</td>
<td>61.7%</td>
<td>60.0%</td>
</tr>
<tr>
<td>18b. Developmental completers</td>
<td>49.4%</td>
<td>49.9%</td>
<td>50.3%</td>
<td>49.6%</td>
<td>55.0%</td>
</tr>
<tr>
<td>18c. Developmental non-completers</td>
<td>24.1%</td>
<td>21.1%</td>
<td>22.3%</td>
<td>21.7%</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>18d. All students in cohort</td>
<td>40.7%</td>
<td>40.8%</td>
<td>42.0%</td>
<td>43.6%</td>
<td>47.0%</td>
</tr>
</tbody>
</table>

**Indicator 19: Graduation-transfer rate after four years**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012 Cohort</th>
<th>Fall 2013 Cohort</th>
<th>Fall 2014 Cohort</th>
<th>Fall 2015 Cohort</th>
<th>Benchmark Fall 2016 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>19a. Black/African-American only</td>
<td>35.5%</td>
<td>33.5%</td>
<td>38.4%</td>
<td>38.9%</td>
<td>38.0%</td>
</tr>
<tr>
<td>19b. Asian only</td>
<td>50.0%</td>
<td>47.7%</td>
<td>45.3%</td>
<td>48.2%</td>
<td>50.0%</td>
</tr>
<tr>
<td>19c. Hispanic/Latino</td>
<td>42.5%</td>
<td>36.2%</td>
<td>36.6%</td>
<td>35.9%</td>
<td>46.0%</td>
</tr>
</tbody>
</table>

Note: Not reported for ethnic groups with < 50 students in the cohort for analysis.

**Indicator 20: Associate degrees and credit certificates awarded**

<table>
<thead>
<tr>
<th></th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>FY 2018</th>
<th>FY 2019</th>
<th>Benchmark FY 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>20a. Career degrees</td>
<td>946</td>
<td>894</td>
<td>884</td>
<td>932</td>
<td>1,000</td>
</tr>
<tr>
<td>20b. Transfer degrees</td>
<td>1,228</td>
<td>1,239</td>
<td>1,247</td>
<td>1,236</td>
<td>1,300</td>
</tr>
<tr>
<td>20c. Certificates</td>
<td>647</td>
<td>625</td>
<td>592</td>
<td>826</td>
<td>700</td>
</tr>
<tr>
<td>20d. Total awards</td>
<td>2,821</td>
<td>2,758</td>
<td>2,723</td>
<td>2,994</td>
<td>3,000</td>
</tr>
</tbody>
</table>

**Indicator 21: STEM Programs**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Benchmark Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>21a. Credit Enrollment</td>
<td>8,047</td>
<td>7,396</td>
<td>7,193</td>
<td>6,796</td>
<td>9,990</td>
</tr>
<tr>
<td>21b. Credit Awards</td>
<td>850</td>
<td>807</td>
<td>862</td>
<td>881</td>
<td>875</td>
</tr>
</tbody>
</table>

**Indicator 22: Graduate satisfaction with educational goal achievement**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>22. Graduate satisfaction with educational goal achievement</td>
<td>98.0%</td>
<td>96.5%</td>
<td>97.5%</td>
<td>97.8%</td>
<td>97.0%</td>
</tr>
</tbody>
</table>

**Indicator 23: Non-returning student satisfaction with educational goal achievement**

<table>
<thead>
<tr>
<th></th>
<th>Spring 2013 Cohort</th>
<th>Spring 2015 Cohort</th>
<th>Spring 2017 Cohort</th>
<th>Spring 2019 Cohort</th>
<th>Benchmark Spring 2019 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. Non-returning student satisfaction with educational goal achievement</td>
<td>65.0%</td>
<td>65.8%</td>
<td>70.8%</td>
<td>74.0%</td>
<td>70.0%</td>
</tr>
</tbody>
</table>
**Indicator 24: Graduate satisfaction with preparation for transfer**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2011</th>
<th>2014</th>
<th>2016</th>
<th>2018</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni Survey</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate satisfaction with preparation for transfer. Note: Response categories changed starting in 2016.</td>
<td>77.0%</td>
<td>73.8%</td>
<td>84.0%</td>
<td>84.0%</td>
<td>80.0%</td>
</tr>
</tbody>
</table>

**Indicator 25. Licensure/certification examination pass rates**

**Indicator 25a: Dental Hygiene**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass Rate</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Number of Candidates</td>
<td>38</td>
<td>32</td>
<td>37</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass Rate</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Number of Candidates</td>
<td>38</td>
<td>32</td>
<td>37</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Both NDHE and NRBE Exam</th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>FY 2018</th>
<th>FY 2019</th>
<th>Benchmark FY 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass Rate</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>95.0%</td>
</tr>
<tr>
<td>Number of Candidates</td>
<td>38</td>
<td>32</td>
<td>37</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

**Emergency Medical Technology**

**Indicator 25b: Emergency Medical Tech EMT-Basic**

<table>
<thead>
<tr>
<th>FY 2016</th>
<th>FY 2017</th>
<th>FY 2018</th>
<th>FY 2019</th>
<th>Benchmark FY 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass Rate</td>
<td>76.5%</td>
<td>76.7%</td>
<td>66.1%</td>
<td>81.3%</td>
</tr>
<tr>
<td>Number of Candidates</td>
<td>51</td>
<td>30</td>
<td>56</td>
<td>48</td>
</tr>
</tbody>
</table>

**Indicator 25c: Emergency Medical Tech EMT-Paramedic**

<table>
<thead>
<tr>
<th>FY 2016</th>
<th>FY 2017</th>
<th>FY 2018</th>
<th>FY 2019</th>
<th>Benchmark FY 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass Rate</td>
<td>82.4%</td>
<td>85.7%</td>
<td>88.9%</td>
<td>80.5%</td>
</tr>
<tr>
<td>Number of Candidates</td>
<td>17</td>
<td>7</td>
<td>18</td>
<td>41</td>
</tr>
</tbody>
</table>

**Massage Therapy**

**Indicator 25d: Massage Therapy**

<table>
<thead>
<tr>
<th>FY 2016</th>
<th>FY 2017</th>
<th>FY 2018</th>
<th>FY 2019</th>
<th>Benchmark FY 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass Rate</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Number of Candidates</td>
<td>16</td>
<td>9</td>
<td>8</td>
<td>3</td>
</tr>
</tbody>
</table>

**Medical Laboratory**

**Indicator 25e: Medical Laboratory**

<table>
<thead>
<tr>
<th>FY 2016</th>
<th>FY 2017</th>
<th>FY 2018</th>
<th>FY 2019</th>
<th>Benchmark FY 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass Rate</td>
<td>100.0%</td>
<td>100.0%</td>
<td>76.9%</td>
<td>90.9%</td>
</tr>
<tr>
<td>Number of Candidates</td>
<td>14</td>
<td>13</td>
<td>13</td>
<td>11</td>
</tr>
</tbody>
</table>

**Indicator 25f: Mortuary Science**

<table>
<thead>
<tr>
<th>FY 2016</th>
<th>FY 2017</th>
<th>FY 2018</th>
<th>FY 2019</th>
<th>Benchmark FY 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass Rate</td>
<td>100.0%</td>
<td>100.0%</td>
<td>75.0%</td>
<td>82.4%</td>
</tr>
<tr>
<td>Indicator</td>
<td>FY 2016</td>
<td>FY 2017</td>
<td>FY 2018</td>
<td>FY 2019</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>Art Exam</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pass Rate</td>
<td>94.4%</td>
<td>100.0%</td>
<td>90.0%</td>
<td>88.2%</td>
</tr>
<tr>
<td>Number of Candidates</td>
<td>18</td>
<td>22</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td><strong>Both Science &amp; Arts Exam</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pass Rate</td>
<td>93.8%</td>
<td>100.0%</td>
<td>75.0%</td>
<td>82.4%</td>
</tr>
<tr>
<td>Number of Candidates</td>
<td>16</td>
<td>22</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td><strong>Nursing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator 25g: Nursing - Practical</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pass Rate</td>
<td>93.8%</td>
<td>100.0%</td>
<td>97.1%</td>
<td>97.1%</td>
</tr>
<tr>
<td>Number of Candidates</td>
<td>32</td>
<td>25</td>
<td>34</td>
<td>34</td>
</tr>
<tr>
<td>Indicator 25h: Nursing (RN)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pass Rate</td>
<td>80.8%</td>
<td>88.9%</td>
<td>89.7%</td>
<td>90.0%</td>
</tr>
<tr>
<td>Number of Candidates</td>
<td>250</td>
<td>235</td>
<td>194</td>
<td>210</td>
</tr>
<tr>
<td><strong>Occupational Therapy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator 25i: Occupational Therapy Assistant</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pass Rate</td>
<td>100.0%</td>
<td>85.3%</td>
<td>86.7%</td>
<td>92.6%</td>
</tr>
<tr>
<td>Number of Candidates</td>
<td>27</td>
<td>34</td>
<td>30</td>
<td>27</td>
</tr>
<tr>
<td><strong>Physician Assistant</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator 25j: Physician Assistant</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pass Rate</td>
<td>90.0%</td>
<td>95.1%</td>
<td>95.3%</td>
<td>78.8%</td>
</tr>
<tr>
<td>Number of Candidates</td>
<td>30</td>
<td>41</td>
<td>43</td>
<td>33</td>
</tr>
<tr>
<td><strong>Radiological Technology</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator 25k: Radiological Technology (Radiography)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pass Rate</td>
<td>92.3%</td>
<td>88.9%</td>
<td>94.4%</td>
<td>97.0%</td>
</tr>
<tr>
<td>Number of Candidates</td>
<td>26</td>
<td>18</td>
<td>18</td>
<td>33</td>
</tr>
<tr>
<td><strong>Radiation Therapy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator 25l: Radiation Therapy Technician</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pass Rate</td>
<td>90.9%</td>
<td>86.7%</td>
<td>100.0%</td>
<td>83.3%</td>
</tr>
<tr>
<td>Number of Candidates</td>
<td>11</td>
<td>15</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td><strong>Respiratory Care</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator 25m: Respiratory Care Therapist</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pass Rate</td>
<td>100.0%</td>
<td>93.8%</td>
<td>93.8%</td>
<td>93.8%</td>
</tr>
<tr>
<td>Number of Candidates</td>
<td>9</td>
<td>16</td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>
Veterinary Technology

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass Rate</td>
<td>50.0%</td>
<td>82.6%</td>
<td>84.2%</td>
<td>89.5%</td>
<td>90.0%</td>
</tr>
<tr>
<td>Number of Candidates</td>
<td>16</td>
<td>23</td>
<td>19</td>
<td>19</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator 26: Performance at transfer institutions</th>
<th>AY 15-16</th>
<th>AY 16-17</th>
<th>AY 17-18</th>
<th>AY 18-19</th>
<th>Benchmark AY 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>26a. Cumulative GPA after first year of 2.0 or above</td>
<td>83.3%</td>
<td>84.5%</td>
<td>81.7%</td>
<td>81.3%</td>
<td>83.0%</td>
</tr>
<tr>
<td>26b. Mean GPA after first year</td>
<td>2.74%</td>
<td>2.79%</td>
<td>2.78%</td>
<td>2.71%</td>
<td>2.75</td>
</tr>
</tbody>
</table>

Note: Methodology to calculate this indicator changed starting in AY 15-16.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>27a. Instruction</td>
<td>52.0%</td>
<td>52.3%</td>
<td>52.9%</td>
<td>50.2%</td>
<td>52.0%</td>
</tr>
<tr>
<td>27b. Academic support</td>
<td>8.0%</td>
<td>7.4%</td>
<td>7.4%</td>
<td>6.8%</td>
<td>8.0%</td>
</tr>
<tr>
<td>27c. Student services</td>
<td>10.0%</td>
<td>10.9%</td>
<td>10.6%</td>
<td>9.9%</td>
<td>10.0%</td>
</tr>
<tr>
<td>27d. Other</td>
<td>30.0%</td>
<td>29.3%</td>
<td>29.1%</td>
<td>33.1%</td>
<td>30.0%</td>
</tr>
</tbody>
</table>

Goal 3: Innovation
All indicators in this section relate to increasing innovation in higher education.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>28. Full-time employed career program graduates working in a related field</td>
<td>89.0%</td>
<td>87.2%</td>
<td>86.6%</td>
<td>78.5%</td>
<td>85.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>29. Graduate satisfaction with job preparation Note: Response categories changed starting in 2016.</td>
<td>79.0%</td>
<td>80.9%</td>
<td>83.0%</td>
<td>80.8%</td>
<td>85.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>30a. Unduplicated annual headcount</td>
<td>15,548</td>
<td>15,971</td>
<td>17,665</td>
<td>16,027</td>
<td>19,000</td>
</tr>
<tr>
<td>30b. Annual course enrollments</td>
<td>38,522</td>
<td>36,937</td>
<td>37,189</td>
<td>35,548</td>
<td>39,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator 31. Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure</th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>FY 2018</th>
<th>FY 2019</th>
<th>Benchmark FY 2020</th>
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<tbody>
<tr>
<td>31a. Unduplicated annual headcount</td>
<td>6,152</td>
<td>5,789</td>
<td>6,390</td>
<td>5,153</td>
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<tr>
<td>31b. Annual course enrollments</td>
<td>13,281</td>
<td>12,360</td>
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</table>

<table>
<thead>
<tr>
<th>Indicator 32: Number of business organizations provided training and services under contract</th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>FY 2018</th>
<th>FY 2019</th>
<th>Benchmark FY 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>32. Number of business organizations provided training and services under contract</td>
<td>129</td>
<td>126</td>
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<td>123</td>
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<tbody>
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<td>33a. Unduplicated annual headcount</td>
<td>21,724</td>
<td>22,158</td>
<td>24,239</td>
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<tr>
<td>33b. Annual course enrollments</td>
<td>49,247</td>
<td>46,571</td>
<td>48,187</td>
<td>44,904</td>
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<tr>
<td>Indicator 34: Employer satisfaction with contract training</td>
<td>FY 2016</td>
<td>FY 2017</td>
<td>FY 2018</td>
<td>FY 2019</td>
<td>Benchmark FY 2020</td>
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</tr>
<tr>
<td>34. Employer satisfaction with contract training</td>
<td>97.0%</td>
<td>98.0%</td>
<td>99.0%</td>
<td>100.0%</td>
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# Fiscal Year Student Demographic Trend Summary

**Community College of Baltimore County**

**FY 2017 to FY 2020**

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<th>Fiscal Year</th>
<th>Credit</th>
<th>Continuing Education</th>
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<th>Fiscal Year</th>
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</table>

**FY2018 FY2019 FY2020 FY 2019-2020 % Change**

**CCBC Factbook**

II - 9
Section III: Enrollment Trends
### Full-Time Equivalent Credit Enrollment Trends (Eligible and Ineligible)

<table>
<thead>
<tr>
<th>Location</th>
<th>Summer FY 2016</th>
<th>Summer FY 2017</th>
<th>Summer FY 2018</th>
<th>Summer FY 2019</th>
<th>Summer FY 2020</th>
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<tr>
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<td>1,166</td>
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<td>203</td>
<td>178</td>
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<td>Essex</td>
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</tbody>
</table>

### Note:
- Numbers may not add to total due to rounding.
- Online was reported as a separate campus starting with the Winter 2018 term.

**Source:** CC-2 End of Year Reports. Includes State Funded FTE and FTE Ineligible for State Funding.
## Community College of Baltimore County
### Full-Time Equivalent Credit and CE Trends

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<tr>
<td>CCBC</td>
<td>20,137.41</td>
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### CREDIT FTE

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<tbody>
<tr>
<td>TOTAL</td>
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<td>15,974.85</td>
<td>15,216.90</td>
<td>14,639.59</td>
<td>13,940.77</td>
<td>12,915.47</td>
<td>12,313.48</td>
<td>11,593.13</td>
<td>11,007.13</td>
<td>10,414.00</td>
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<td>Eligible</td>
<td>15,492.91</td>
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<td>14,729.52</td>
<td>14,173.39</td>
<td>13,471.50</td>
<td>12,459.50</td>
<td>11,880.75</td>
<td>11,131.64</td>
<td>10,564.66</td>
<td>10,030.07</td>
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<tr>
<td>Ineligible</td>
<td>527.53</td>
<td>527.47</td>
<td>487.38</td>
<td>466.20</td>
<td>455.97</td>
<td>432.73</td>
<td>461.50</td>
<td>442.47</td>
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<tr>
<td>% ELIGIBLE</td>
<td>96.7%</td>
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<td>96.8%</td>
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<td>96.5%</td>
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### CE FTE

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<tbody>
<tr>
<td>TOTAL</td>
<td>4,945.60</td>
<td>4,860.68</td>
<td>4,605.26</td>
<td>4,385.99</td>
<td>4,293.13</td>
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<td>313.30</td>
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<tr>
<td>% ELIGIBLE</td>
<td>93.7%</td>
<td>92.7%</td>
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<td>90.8%</td>
<td>93.9%</td>
<td>90.4%</td>
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**Notes**
Sources: FY 2011 to FY 2019 from audited Financial Reports. FY 2020 from EOY Enrollment reports.
Fiscal Year FTE and Semester FTE Trends

**Full-Time Equivalent Credit Enrollment by Fiscal Year**

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<th>Fiscal Year</th>
<th>Enrollment</th>
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<td>12,915</td>
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<td>FY 2017</td>
<td>12,313</td>
</tr>
<tr>
<td>FY 2018</td>
<td>11,593</td>
</tr>
<tr>
<td>FY 2019</td>
<td>11,007</td>
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<tr>
<td>FY 2020</td>
<td>10,414</td>
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**Full-Time Equivalent Credit Enrollment by Semester & Fiscal Year**

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<th>Enrollment</th>
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<td>1,044</td>
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<td>Fall</td>
<td>5,415</td>
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<td>Winter</td>
<td>320</td>
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<td>Spring</td>
<td>4,804</td>
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Section IV: Student Characteristics
### Summer Enrollment Trends

**Characteristics of Summer Credit Students at all CCBC Locations**

(Unduplicated Count of Students)

Community College of Baltimore County

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* The CCBC Unduplicated Student Profile reflects the count of students at CCBC regardless of where they take courses or how many courses they are enrolled in during a term (i.e. each student counted once).

* First-Time Student: a student who has graduated high school, has no previous college credit (unless earned prior to high school graduation) and is attending CCBC for the first time during specified term.

*A full-time student is defined as a student enrolling in 12 or more credits during the summer academic term.
### CATONSVILLE: CHARACTERISTICS OF CREDIT STUDENTS  
*(Reflects Students Taking Courses at Location)*  
COMMUNITY COLLEGE OF BALTIMORE COUNTY

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</table>

* students are included in total student count (Table 1)  
* students are considered full-time if they are enrolled for 12 or more credits at the Catonsville location  
* Starting with Winter 2018, Online is a separate category. This change will allow for more granular reporting and analysis, especially important as the college expands CCBC Online.
### Characteristics of Credit Students

**Community College of Baltimore County**

<table>
<thead>
<tr>
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<th>2019</th>
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<th>One Year Change</th>
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<td>-64%</td>
</tr>
</tbody>
</table>

• students are included in total student count (Table 1)
• students are considered full-time if they are enrolled for 12 or more credits at the Dundalk location

• Starting with Winter 2018, Online is a separate category. This change will allow for more granular reporting and analysis, especially important as the college expands CCBC Online.
## Characteristics of Credit Students

### (Reflects Students Taking Courses at Location)

**Community College of Baltimore County**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>Summer 2020</th>
<th>One Year Change</th>
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</table>

- students are included in total student count (Table 1)
- students are considered full-time if they are enrolled for 12 or more credits at the Essex location
- Starting with Winter 2018, Online is a separate category. This change will allow for more granular reporting and analysis, especially important as the college expands CCBC Online.

CCBC Factbook
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<th>One Year Change</th>
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</tbody>
</table>

- students are included in total student count (Table 1)
- students are considered full-time if they are enrolled for 12 or more credits at the Hunt Valley location
- Starting with Winter 2018, Online is a separate category. This change will allow for more granular reporting and analysis, especially important as the college expands CCBC Online.
## OWINGS MILLS: CHARACTERISTICS OF CREDIT STUDENTS
(Reflects Students Taking Courses at Location)
Community College of Baltimore County

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<th>Characteristics</th>
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<th>2018</th>
<th>2019</th>
<th>Summer 2020</th>
<th>One Year Change</th>
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<td>100%</td>
<td>-152</td>
<td>-71%</td>
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<td>30%</td>
<td>128</td>
<td>30%</td>
<td>48</td>
<td>-79%</td>
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<tr>
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<td>70%</td>
<td>199</td>
<td>70%</td>
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</table>

- Students are included in total student count (Table 1)
- Students are considered full-time if they are enrolled for 12 or more credits at the Owings Mills location
- Starting with Winter 2018, Online is a separate category. This change will allow for more granular reporting and analysis, especially important as the college expands CCBC Online.
### RANDALLSTOWN: CHARACTERISTICS OF CREDIT STUDENTS

*(Reflects Students Taking Courses at Location)*

COMMUNITY COLLEGE OF BALTIMORE COUNTY

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>2016</th>
<th>2017</th>
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<th>Summer 2020</th>
<th>One Year Change</th>
</tr>
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<tbody>
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</tr>
</tbody>
</table>

*students are included in total student count (Table 1)*

*students are considered full-time if they are enrolled for 12 or more credits at the Randallstown location*

*Starting with Winter 2018, Online is a separate category. This change will allow for more granular reporting and analysis, especially important as the college expands CCBC Online.*
### ON-LINE: Characteristics of Credit Students
(Reflects Students Taking On-Line Courses)
COMMUNITY COLLEGE OF BALTIMORE COUNTY

<table>
<thead>
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<th>Characteristics</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>Summer 2020</th>
<th>One Year Change</th>
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<td>%</td>
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<tr>
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<td>1%</td>
<td>9</td>
<td>17%</td>
</tr>
<tr>
<td>International</td>
<td>39</td>
<td>1%</td>
<td>63</td>
<td>1%</td>
<td>39</td>
<td>163%</td>
</tr>
</tbody>
</table>

* students may be enrolled in courses at multiple CCBC locations therefore summing total student count across campuses provides a DUPLICATED student count for CCBC

* students are considered full-time if they are enrolled for 12 or more credits online

* Starting with Winter 2018, Online is a separate category. This change will allow for more granular reporting and analysis, especially important as the college expands CCBC Online.
### Total Students

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>Summer 2020</th>
<th>One Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>259</td>
<td>299</td>
<td>242</td>
<td>242</td>
<td>357</td>
<td>100%</td>
</tr>
<tr>
<td>%</td>
<td>100%</td>
<td>88%</td>
<td>73%</td>
<td>57%</td>
<td>45%</td>
<td>48%</td>
</tr>
</tbody>
</table>

### Full-time

<table>
<thead>
<tr>
<th></th>
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<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>Summer 2020</th>
<th>One Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>136</td>
<td>77</td>
<td>104</td>
<td>51</td>
<td>96</td>
<td>27%</td>
</tr>
<tr>
<td>%</td>
<td>115%</td>
<td>69%</td>
<td>51%</td>
<td>57%</td>
<td>45%</td>
<td>21%</td>
</tr>
</tbody>
</table>

### Part-time

<table>
<thead>
<tr>
<th></th>
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<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>Summer 2020</th>
<th>One Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>123</td>
<td>222</td>
<td>138</td>
<td>191</td>
<td>261</td>
<td>73%</td>
</tr>
<tr>
<td>%</td>
<td>100%</td>
<td>46%</td>
<td>37%</td>
<td>43%</td>
<td>31%</td>
<td>37%</td>
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</tbody>
</table>

### Gender

<table>
<thead>
<tr>
<th></th>
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<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>Summer 2020</th>
<th>One Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>124</td>
<td>180</td>
<td>153</td>
<td>135</td>
<td>204</td>
<td>57%</td>
</tr>
<tr>
<td>%</td>
<td>115%</td>
<td>69%</td>
<td>51%</td>
<td>57%</td>
<td>51%</td>
<td>51%</td>
</tr>
</tbody>
</table>

### Ethnicity

<table>
<thead>
<tr>
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<th>2016</th>
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<th>2019</th>
<th>Summer 2020</th>
<th>One Year Change</th>
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</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>9</td>
<td>14</td>
<td>10</td>
<td>10</td>
<td>15</td>
<td>4%</td>
</tr>
<tr>
<td>Not Hispanic or Latino</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caucasian/White</td>
<td>121</td>
<td>149</td>
<td>115</td>
<td>116</td>
<td>174</td>
<td>49%</td>
</tr>
<tr>
<td>African American/Black</td>
<td>112</td>
<td>120</td>
<td>103</td>
<td>105</td>
<td>139</td>
<td>39%</td>
</tr>
<tr>
<td>Asian</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>6</td>
<td>17</td>
<td>5%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>1%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>7</td>
<td>8</td>
<td>6</td>
<td>2</td>
<td>3</td>
<td>1%</td>
</tr>
<tr>
<td>Unknown</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>2%</td>
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</table>

### Age Distribution

<table>
<thead>
<tr>
<th>Age Distribution</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>Summer 2020</th>
<th>One Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 15</td>
<td>2</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15-19</td>
<td>47</td>
<td>29</td>
<td>0</td>
<td>13</td>
<td>31</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-29</td>
<td>101</td>
<td>98</td>
<td>95</td>
<td>60</td>
<td>121</td>
<td>34%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30-39</td>
<td>72</td>
<td>75</td>
<td>66</td>
<td>77</td>
<td>110</td>
<td>31%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40-59</td>
<td>36</td>
<td>88</td>
<td>78</td>
<td>86</td>
<td>82</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-5%</td>
</tr>
<tr>
<td>60 and Over</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Program Area

<table>
<thead>
<tr>
<th>Program Area</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>Summer 2020</th>
<th>One Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Studies</td>
<td>14</td>
<td>16</td>
<td>3</td>
<td>3</td>
<td>24</td>
<td>7%</td>
</tr>
<tr>
<td>Transfer</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>1%</td>
</tr>
<tr>
<td>Occupational</td>
<td>189</td>
<td>128</td>
<td>175</td>
<td>117</td>
<td>199</td>
<td>56%</td>
</tr>
<tr>
<td>Personal Enrichment</td>
<td>55</td>
<td>155</td>
<td>63</td>
<td>122</td>
<td>131</td>
<td>37%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Status

<table>
<thead>
<tr>
<th>Status</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>Summer 2020</th>
<th>One Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Time</td>
<td>32</td>
<td>75</td>
<td>18</td>
<td>50</td>
<td>47</td>
<td>13%</td>
</tr>
<tr>
<td>Other</td>
<td>227</td>
<td>224</td>
<td>224</td>
<td>192</td>
<td>310</td>
<td>87%</td>
</tr>
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</table>

### Residence

<table>
<thead>
<tr>
<th>Residence</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>Summer 2020</th>
<th>One Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-County</td>
<td>100</td>
<td>98</td>
<td>62</td>
<td>59</td>
<td>117</td>
<td>33%</td>
</tr>
<tr>
<td>Out-of-County</td>
<td>143</td>
<td>181</td>
<td>155</td>
<td>165</td>
<td>218</td>
<td>61%</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>15</td>
<td>20</td>
<td>23</td>
<td>17</td>
<td>21</td>
<td>6%</td>
</tr>
<tr>
<td>International</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0%</td>
</tr>
</tbody>
</table>

* students are included in total student count (Table 1)
* students are considered full-time if they are enrolled for 12 or more credits at other locations
* Starting with Winter 2018, Online is a separate category. This change will allow for more granular reporting and analysis, especially important as the college expands CCBC Online.
## Fall Enrollment Trends

**Characteristics of Fall Credit Students at all CCBC Locations**

(Unduplicated Count of Students)

Community College of Baltimore County

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>Fall 2020</th>
<th>One Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td><strong>Total Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>17,598</td>
<td>-296 -2%</td>
</tr>
<tr>
<td>Full-time</td>
<td>6,105</td>
<td>28%</td>
<td>5,053</td>
<td>30%</td>
<td>4,901</td>
<td>-152 -3%</td>
</tr>
<tr>
<td>Part-time</td>
<td>15,311</td>
<td>72%</td>
<td>12,841</td>
<td>64%</td>
<td>12,697</td>
<td>-144 -1%</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>8,411</td>
<td>36%</td>
<td>6,724</td>
<td>36%</td>
<td>6,261</td>
<td>-463 -7%</td>
</tr>
<tr>
<td>Female</td>
<td>13,005</td>
<td>64%</td>
<td>11,170</td>
<td>64%</td>
<td>11,337</td>
<td>167 1%</td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>1,187</td>
<td>7%</td>
<td>1,231</td>
<td>7%</td>
<td>1,263</td>
<td>32 3%</td>
</tr>
<tr>
<td>Not Hispanic or Latino</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caucasian/White</td>
<td>9,027</td>
<td>55%</td>
<td>7,483</td>
<td>55%</td>
<td>6,455</td>
<td>-572 -6%</td>
</tr>
<tr>
<td>African American/Black</td>
<td>8,506</td>
<td>51%</td>
<td>6,146</td>
<td>51%</td>
<td>5,720</td>
<td>-426 -7%</td>
</tr>
<tr>
<td>Asian</td>
<td>1,663</td>
<td>11%</td>
<td>1,421</td>
<td>11%</td>
<td>1,369</td>
<td>-52 -4%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>68</td>
<td>1%</td>
<td>68</td>
<td>1%</td>
<td>60</td>
<td>-8 -12%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>54</td>
<td>1%</td>
<td>53</td>
<td>1%</td>
<td>40</td>
<td>-14 -28%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>746</td>
<td>8%</td>
<td>731</td>
<td>8%</td>
<td>755</td>
<td>24 3%</td>
</tr>
<tr>
<td>Unknown</td>
<td>165</td>
<td>1%</td>
<td>235</td>
<td>1%</td>
<td>256</td>
<td>21 9%</td>
</tr>
<tr>
<td><strong>Age Distribution</strong></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Under 15</td>
<td>20</td>
<td>1%</td>
<td>47</td>
<td>1%</td>
<td>65</td>
<td>0% 18 38%</td>
</tr>
<tr>
<td>15-19</td>
<td>6,741</td>
<td>45%</td>
<td>5,818</td>
<td>45%</td>
<td>5,663</td>
<td>-155 -3%</td>
</tr>
<tr>
<td>20-29</td>
<td>9,303</td>
<td>51%</td>
<td>7,483</td>
<td>51%</td>
<td>7,318</td>
<td>-165 -2%</td>
</tr>
<tr>
<td>30-39</td>
<td>3,008</td>
<td>19%</td>
<td>2,622</td>
<td>19%</td>
<td>2,622</td>
<td>0 0%</td>
</tr>
<tr>
<td>40-59</td>
<td>1,969</td>
<td>12%</td>
<td>1,560</td>
<td>12%</td>
<td>1,560</td>
<td>0 0%</td>
</tr>
<tr>
<td>60 and Over</td>
<td>374</td>
<td>1%</td>
<td>315</td>
<td>1%</td>
<td>315</td>
<td>-155 -46%</td>
</tr>
<tr>
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<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>-1 -100%</td>
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<td><strong>Program Area</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Studies</td>
<td>4,713</td>
<td>28%</td>
<td>3,877</td>
<td>28%</td>
<td>3,711</td>
<td>-166 -4%</td>
</tr>
<tr>
<td>Transfer</td>
<td>4,418</td>
<td>26%</td>
<td>3,658</td>
<td>26%</td>
<td>3,580</td>
<td>-78 -2%</td>
</tr>
<tr>
<td>Occupational</td>
<td>10,273</td>
<td>59%</td>
<td>8,513</td>
<td>59%</td>
<td>8,622</td>
<td>149 2%</td>
</tr>
<tr>
<td>Personal Enrichment</td>
<td>2,012</td>
<td>11%</td>
<td>1,846</td>
<td>11%</td>
<td>1,846</td>
<td>-201 -11%</td>
</tr>
<tr>
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<td>0%</td>
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</tr>
<tr>
<td><strong>Status</strong></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First-Time</td>
<td>4,227</td>
<td>24%</td>
<td>3,561</td>
<td>24%</td>
<td>3,545</td>
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<tr>
<td>Other</td>
<td>17,189</td>
<td>86%</td>
<td>15,416</td>
<td>86%</td>
<td>14,053</td>
<td>-280 -2%</td>
</tr>
<tr>
<td><strong>Residence</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-County</td>
<td>15,856</td>
<td>86%</td>
<td>14,268</td>
<td>86%</td>
<td>13,402</td>
<td>-136 -1%</td>
</tr>
<tr>
<td>Out-of-County</td>
<td>5,041</td>
<td>26%</td>
<td>4,234</td>
<td>26%</td>
<td>3,672</td>
<td>-175 -5%</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>212</td>
<td>1%</td>
<td>199</td>
<td>1%</td>
<td>164</td>
<td>2 1%</td>
</tr>
<tr>
<td>International</td>
<td>307</td>
<td>2%</td>
<td>343</td>
<td>2%</td>
<td>347</td>
<td>38 13%</td>
</tr>
</tbody>
</table>

The CCBC Unduplicated Student Profile reflects the count of students at CCBC regardless of where they take courses or how many courses they are enrolled in during a term (i.e. each student counted once).

First-Time Student: a student who has graduated high school, has no previous college credit (unless earned prior to high school graduation)
### CATONSVILLE: CHARACTERISTICS OF CREDIT STUDENTS
(Reflects Students Taking Courses at Location)
COMMUNITY COLLEGE OF BALTIMORE COUNTY

#### Fall 2020

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>#</th>
<th>%</th>
<th>One Year Change</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Students</strong></td>
<td>9,219</td>
<td>8,413</td>
<td>6,276</td>
<td>5,654</td>
<td>6,122</td>
<td>100%</td>
<td>468</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>1,535</td>
<td>1,339</td>
<td>1,083</td>
<td>1,023</td>
<td>529</td>
<td>9%</td>
<td>-494</td>
<td>-48%</td>
<td></td>
</tr>
<tr>
<td>Part-time</td>
<td>7,684</td>
<td>7,074</td>
<td>5,193</td>
<td>4,631</td>
<td>5,593</td>
<td>91%</td>
<td>962</td>
<td>21%</td>
<td></td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
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<td>150</td>
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<td>344</td>
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<td>87</td>
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<td>6,513</td>
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<td>571</td>
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<td>96</td>
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<td>3%</td>
<td>-13</td>
<td>-8%</td>
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</tbody>
</table>

*students are included in total student count (Table 1)*

*students are considered full-time if they are enrolled for 12 or more credits at the Catonsville location*

*Starting with Winter 2018, Online is a separate category. This change will allow for more granular reporting and analysis, especially important as the college expands CCBC Online.*
### DUNDALK: CHARACTERISTICS OF CREDIT STUDENTS
*(Reflects Students Taking Courses at Location)*
COMMUNITY COLLEGE OF BALTIMORE COUNTY

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>Fall 2020</th>
<th>One Year Change</th>
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<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
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<td></td>
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<td>2018</td>
<td>2019</td>
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<td>254</td>
<td>143</td>
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<td>3,457</td>
<td>3,294</td>
<td>1,621</td>
<td>1,563</td>
<td>1,912</td>
<td>93% 349</td>
</tr>
<tr>
<td></td>
<td>3,457</td>
<td>3,294</td>
<td>1,621</td>
<td>1,563</td>
<td>1,912</td>
<td>93% 349</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
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<td></td>
<td>100%</td>
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<td>1,052</td>
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<td>626</td>
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<td>2,543</td>
<td>1,238</td>
<td>1,191</td>
<td>1,330</td>
<td>65% 139</td>
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<td>235</td>
<td>135</td>
<td>170</td>
<td>194</td>
<td>9% 24</td>
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<td></td>
<td></td>
<td></td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Caucasian/White</td>
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<td>836</td>
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<td>1,277</td>
<td>608</td>
<td>582</td>
<td>757</td>
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<td>183</td>
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<td>92</td>
<td>139</td>
<td>7% 47 51%</td>
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<td>95</td>
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<td>23</td>
<td>19</td>
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</tr>
<tr>
<td>Under 15</td>
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<td>235</td>
<td>135</td>
<td>170</td>
<td>194</td>
<td>9% 24</td>
</tr>
<tr>
<td>15-19</td>
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<td>906</td>
<td>569</td>
<td>640</td>
<td>858</td>
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<td>773</td>
<td>703</td>
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<td>162</td>
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<td>22</td>
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<td>0</td>
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<td>0% 0</td>
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<td>1,062</td>
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<td>331</td>
<td>404</td>
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<td>1,534</td>
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<td>48</td>
<td>16</td>
<td>25</td>
<td>58</td>
<td>3% 33 132%</td>
</tr>
</tbody>
</table>

*students are included in total student count (Table 1)*

*students are considered full-time if they are enrolled for 12 or more credits at the Dundalk location*

*Starting with Winter 2018, Online is a separate category. This change will allow for more granular reporting and analysis, especially important as the college expands CCBC Online.*

CCBC Factbook IV - 12
## Characteristics of Credit Students

(Reflects Students Taking Courses at Location)

### Community College of Baltimore County

#### Fall 2020 vs. One Year Change

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>Fall 2020</th>
<th>One Year Change</th>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Male</td>
<td>3,931</td>
<td>3,542</td>
<td>2,789</td>
<td>2,601</td>
<td>2,554</td>
<td>37%</td>
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<td>503</td>
<td>546</td>
<td>8%</td>
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<td>2,612</td>
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<tr>
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<td>2,639</td>
<td>2,468</td>
<td>2,739</td>
<td>40%</td>
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<tr>
<td>Asian</td>
<td>789</td>
<td>809</td>
<td>674</td>
<td>568</td>
<td>582</td>
<td>8%</td>
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<td>173</td>
<td>165</td>
<td>145</td>
<td>168</td>
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</tr>
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</table>

* students are included in total student count (Table 1)

* students are considered full-time if they are enrolled for 12 or more credits at the Essex location

* Starting with Winter 2018, Online is a separate category. This change will allow for more granular reporting and analysis, especially important as the college expands CCBC Online.
### HUNT VALLEY: CHARACTERISTICS OF CREDIT STUDENTS
(Reflects Students Taking Courses at Location)
COMMUNITY COLLEGE OF BALTIMORE COUNTY

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>Fall 2020</th>
<th>One Year Change</th>
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<td>17</td>
<td>7</td>
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<td>71</td>
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<td>49</td>
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<td>25% -3 -6%</td>
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<td>151</td>
<td>107</td>
<td>91</td>
<td>97</td>
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<td>44</td>
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<td>17</td>
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<td>48</td>
<td>41</td>
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<td>Program Area</td>
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<td>170</td>
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</tr>
<tr>
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<td>66</td>
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<td>0</td>
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<td>2% 3</td>
</tr>
</tbody>
</table>

* students are included in total student count (Table 1)
* students are considered full-time if they are enrolled for 12 or more credits at the Hunt Valley location
* Starting with Winter 2018, Online is a separate category. This change will allow for more granular reporting and analysis, especially important as the college expands CCBC Online.
### OWINGS MILLS: CHARACTERISTICS OF CREDIT STUDENTS

*(Reflects Students Taking Courses at Location)*

COMMUNITY COLLEGE OF BALTIMORE COUNTY

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>Fall 2020</th>
<th>One Year Change</th>
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<td></td>
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<td>%</td>
<td>#</td>
<td>%</td>
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<td>168</td>
<td>151</td>
<td>159</td>
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<td>9%</td>
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- *students are included in total student count (Table 1)*
- *students are considered full-time if they are enrolled for 12 or more credits at the Owings Mills location*
- *Starting with Winter 2018, Online is a separate category. This change will allow for more granular reporting and analysis, especially important as the college expands CCBC Online.*

CCBC Factbook

IV - 15
# RANDALLSTOWN: CHARACTERISTICS OF CREDIT STUDENTS  
*(Reflects Students Taking Courses at Location)*  
COMMUNITY COLLEGE OF BALTIMORE COUNTY

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<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
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<th>One Year Change</th>
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</table>

* students are included in total student count (Table 1)  
* students are considered full-time if they are enrolled for 12 or more credits at the Randallstown location  
* Starting with Winter 2018, Online is a separate category. This change will allow for more granular reporting and analysis, especially important as the college expands CCBC Online.
## ON-LINE: Characteristics of Credit Students
(Reflects Students Taking On-Line Courses)
COMMUNITY COLLEGE OF BALTIMORE COUNTY

### Characteristics

| Characteristics              | 2016  | 2017  | 2018  | 2019  | Fall 2020 | 1 Year Change |
|-----------------------------|-------|-------|-------|-------|-----------|---------------|-------|
|                             | #     | %     | #     | %     | #         | %             |
| Total Students              | 5,990 | 100%  | 6,200 | 100%  | 8,643     | 100%          | 2443  | 39% |
| Full-time                   | 264   | 8%    | 301   | 87%   | 666       | 87%           | 365   | 121% |
| Part-time                   | 5,726 | 92%   | 5,899 | 92%   | 7,977     | 92%           | 2078  | 35% |
| Gender                      |       |       |       |       |           |               |       |     |
| Male                        | 1,973 | 35%   | 2,034 | 35%   | 2,993     | 35%           | 959   | 47% |
| Female                      | 4,017 | 65%   | 4,166 | 65%   | 5,650     | 65%           | 1484  | 36% |
| Ethnicity                   |       |       |       |       |           |               |       |     |
| Hispanic or Latino          |       |       |       |       |           |               |       |     |
| White                       | 2,553 | 42%   | 2,500 | 42%   | 3,285     | 42%           | 785   | 31% |
| African American/Black      | 2,358 | 42%   | 2,515 | 42%   | 3,592     | 42%           | 1077  | 43% |
| Asian                       | 419   | 7%    | 447   | 9%    | 620       | 9%            | 173   | 39% |
| American Indian or Alaska Native | 12  | 0%    | 22    | 0%    | 26        | 0%            | 4     | 18% |
| Native Hawaiian or Other Pacific Islander | 13 | 0%    | 19    | 0%    | 21        | 0%            | 2     | 11% |
| Multi-Racial                | 227   | 5%    | 254   | 5%    | 397       | 5%            | 143   | 56% |
| Unknown                     | 65    | 1%    | 77    | 1%    | 122       | 1%            | 45    | 58% |
| Age Distribution            |       |       |       |       |           |               |       |     |
| Under 15                    | 4     | 0%    | 1     | 0%    | 16        | 0%            | 15    | 1500% |
| 15-19                       | 1,246 | 31%   | 1,563 | 39%   | 2,685     | 39%           | 1122  | 72% |
| 20-29                       | 2,807 | 42%   | 2,753 | 42%   | 3,627     | 42%           | 874   | 32% |
| 30-39                       | 1,158 | 16%   | 1,127 | 16%   | 1,403     | 16%           | 276   | 24% |
| 40-59                       | 720   | 10%   | 690   | 10%   | 824       | 10%           | 134   | 19% |
| 60 and Over                 | 55    | 1%    | 66    | 1%    | 88        | 1%            | 22    | 33% |
| Unknown                     | 0     | 0%    | 0     | 0%    | 0         | 0%            | 0     | 0%  |
| Program Area                |       |       |       |       |           |               |       |     |
| General Studies             | 1,251 | 23%   | 1,348 | 23%   | 1,965     | 23%           | 617   | 46% |
| Transfer                    | 1,409 | 23%   | 1,487 | 23%   | 2,029     | 23%           | 542   | 36% |
| Occupational                | 2,841 | 46%   | 2,856 | 46%   | 3,984     | 46%           | 1128  | 39% |
| Personal Enrichment         | 489   | 8%    | 509   | 8%    | 665       | 8%            | 156   | 31% |
| Unknown                     | 0     | 0%    | 0     | 0%    | 0         | 0%            | 0     | 0%  |
| Status                      |       |       |       |       |           |               |       |     |
| First-Time                  | 802   | 21%   | 1,002 | 21%   | 1,791     | 21%           | 789   | 79% |
| Other                       | 5,188 | 79%   | 5,198 | 79%   | 6,852     | 79%           | 1654  | 32% |
| Residence                   |       |       |       |       |           |               |       |     |
| In-County                   | 4,528 | 78%   | 4,737 | 78%   | 6,715     | 78%           | 1978  | 42% |
| Out-of-County               | 1,277 | 19%   | 1,290 | 19%   | 1,671     | 19%           | 381   | 30% |
| Out-of-State                | 63    | 1%    | 67    | 1%    | 87        | 1%            | 20    | 30% |
| International               | 122   | 2%    | 106   | 2%    | 170       | 2%            | 64    | 60% |

*Students may be enrolled in courses at multiple CCBC locations therefore summing total student count across campuses provides a DUPLICATED student count for CCBC

*Students are considered full-time if they are enrolled for 12 or more credits online

*Starting with Winter 2018, Online is a separate category. This change will allow for more granular reporting and analysis, especially important as the college expands CCBC Online.*
### OTHER LOCATIONS: CHARACTERISTICS OF CREDIT STUDENTS

*Reflects Students Taking Courses at Other Locations*

COMMUNITY COLLEGE OF BALTIMORE COUNTY

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<th>2017</th>
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</table>

*students are included in total student count (Table 1)*

*students are considered full-time if they are enrolled for 12 or more credits at other locations*

*Starting with Winter 2018, Online is a separate category. This change will allow for more granular reporting and analysis, especially important as the college expands CCBC Online.*

CCBC Factbook

IV - 18
## WINTER ENROLLMENT TRENDS
Characteristics of Winter Credit Students at all CCBC Locations
(Unduplicated Students)
Community College of Baltimore County

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The CCBC Unduplicated Student Profile reflects the count of students at CCBC regardless of where they take courses or how many courses they are enrolled in during a term (i.e. each student counted once).

First-Time Student: a student who has graduated high school, has no previous college credit (excluding credits earned while still in high school) and is attending CCBC for the first time during the specified term.
### CATONSVILLE CAMPUS: Characteristics of Credit Students
(Reflects Students Taking Courses at Campus)
COMMUNITY COLLEGE OF BALTIMORE COUNTY

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* students may be enrolled in courses at multiple CCBC locations therefore summing total student count across campuses provides a DUPLICATED student count for CCBC

*students are considered full-time if they are enrolled for 12 or more credits at the Catonsville Campus

* Starting with Winter 2018, Online is a separate category. This change will allow for more granular reporting and analysis, especially important as the college expands CCBC Online.
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<td>-1</td>
</tr>
</tbody>
</table>

* students may be enrolled in courses at multiple CCBC locations therefore summing total student count across campuses provides a DUPLICATED student count for CCBC
*students are considered full-time if they are enrolled for 12 or more credits at the Dundalk Campus
* Starting with Winter 2018, Online is a separate category. This change will allow for more granular reporting and analysis, especially important as the college expands CCBC Online.
### Characteristics of Credit Students
(Reflects Students Taking Courses at Campus)

#### Community College of Baltimore County

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>Winter 2020</th>
<th>One Year Change</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
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<td>%</td>
</tr>
<tr>
<td><strong>Total Students</strong></td>
<td>1,303</td>
<td>1,126</td>
<td>442</td>
<td>454</td>
<td>378</td>
<td>-76</td>
</tr>
<tr>
<td><strong>Full-time</strong></td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td><strong>Part-time</strong></td>
<td>1,303</td>
<td>1,126</td>
<td>442</td>
<td>454</td>
<td>378</td>
<td>-76</td>
</tr>
</tbody>
</table>

#### Gender
- **Male**
  - 2016: 507
  - 2017: 414
  - 2018: 235
  - 2019: 163
  - Winter 2020: 164
  - %: 43%
  - One Year Change: 1

- **Female**
  - 2016: 796
  - 2017: 712
  - 2018: 407
  - 2019: 291
  - Winter 2020: 214
  - %: 57%
  - One Year Change: -77

#### Ethnicity
- **Hispanic or Latino**
  - 2016: 58
  - 2017: 51
  - 2018: 39
  - 2019: 30
  - Winter 2020: 20
  - %: 5%
  - One Year Change: -10

- **Not Hispanic or Latino**
  - **White**
    - 2016: 696
    - 2017: 614
    - 2018: 332
    - 2019: 237
    - Winter 2020: 174
    - %: 46%
    - One Year Change: -63

  - **African American/Black**
    - 2016: 406
    - 2017: 302
    - 2018: 179
    - 2019: 130
    - Winter 2020: 124
    - %: 33%
    - One Year Change: -6

  - **Asian**
    - 2016: 89
    - 2017: 110
    - 2018: 67
    - 2019: 38
    - Winter 2020: 32
    - %: 8%
    - One Year Change: -6

  - **American Indian or Alaska Native**
    - 2016: 4
    - 2017: 4
    - 2018: 3
    - 2019: 3
    - Winter 2020: 6
    - %: 2%
    - One Year Change: 3

  - **Native Hawaiian or Other Pacific Islander**
    - 2016: 3
    - 2017: 2
    - 2018: 0
    - 2019: 1
    - Winter 2020: 0
    - %: -100%
    - One Year Change: 0

  - **Multi-Racial**
    - 2016: 39
    - 2017: 31
    - 2018: 18
    - 2019: 11
    - Winter 2020: 18
    - %: 5%
    - One Year Change: 7

  - **Unknown**
    - 2016: 8
    - 2017: 12
    - 2018: 4
    - 2019: 4
    - Winter 2020: 4
    - %: 1%
    - One Year Change: 0

#### Age distribution
- **15-19**
  - 2016: 291
  - 2017: 252
  - 2018: 130
  - 2019: 103
  - Winter 2020: 102
  - %: 27%
  - One Year Change: -1

- **20-29**
  - 2016: 701
  - 2017: 591
  - 2018: 318
  - 2019: 247
  - Winter 2020: 171
  - %: 45%
  - One Year Change: -76

- **30-39**
  - 2016: 192
  - 2017: 182
  - 2018: 116
  - 2019: 70
  - Winter 2020: 70
  - %: 19%
  - One Year Change: 0

- **40-59**
  - 2016: 98
  - 2017: 83
  - 2018: 64
  - 2019: 25
  - Winter 2020: 26
  - %: 7%
  - One Year Change: 1

- **60 and Over**
  - 2016: 21
  - 2017: 17
  - 2018: 9
  - 2019: 9
  - Winter 2020: 9
  - %: 2%
  - One Year Change: 0

- **Other/Unknown**
  - 2016: 0
  - 2017: 1
  - 2018: 0
  - 2019: 0
  - Winter 2020: 0
  - %: 0%
  - One Year Change: 0

#### Program Area
- **General Studies Transfer**
  - 2016: 327
  - 2017: 236
  - 2018: 124
  - 2019: 80
  - Winter 2020: 80
  - %: 21%
  - One Year Change: 0

- **Other Transfer Programs**
  - 2016: 275
  - 2017: 218
  - 2018: 89
  - 2019: 81
  - Winter 2020: 50
  - %: 13%
  - One Year Change: -31

- **Occupational**
  - 2016: 645
  - 2017: 597
  - 2018: 397
  - 2019: 262
  - Winter 2020: 202
  - %: 53%
  - One Year Change: -60

- **Personal Enrichment**
  - 2016: 56
  - 2017: 75
  - 2018: 32
  - 2019: 31
  - Winter 2020: 46
  - %: 12%
  - One Year Change: 15

- **Unknown**
  - 2016: 0
  - 2017: 0
  - 2018: 0
  - 2019: 0
  - Winter 2020: 0
  - %: 0%
  - One Year Change: 0

#### Status
- **First-Time Student**
  - 2016: 65
  - 2017: 43
  - 2018: 17
  - 2019: 21
  - Winter 2020: 17
  - %: 4%
  - One Year Change: -4

- **Other Student**
  - 2016: 1,238
  - 2017: 1,083
  - 2018: 625
  - 2019: 433
  - Winter 2020: 361
  - %: 96%
  - One Year Change: -72

#### Residence
- **In-County**
  - 2016: 1,028
  - 2017: 893
  - 2018: 472
  - 2019: 331
  - Winter 2020: 289
  - %: 76%
  - One Year Change: -42

- **Out-of-County**
  - 2016: 255
  - 2017: 213
  - 2018: 160
  - 2019: 119
  - Winter 2020: 85
  - %: 22%
  - One Year Change: -34

- **Out-of-State**
  - 2016: 11
  - 2017: 10
  - 2018: 4
  - 2019: 2
  - Winter 2020: 1
  - %: 0%
  - One Year Change: -1

- **International**
  - 2016: 9
  - 2017: 10
  - 2018: 6
  - 2019: 2
  - Winter 2020: 3
  - %: 1%
  - One Year Change: 1

---

*students may be enrolled in courses at multiple CCBC locations therefore summing total student count across campuses provides a DUPLICATED student count for CCBC
*students are considered full-time if they are enrolled for 12 or more credits at the Essex Campus
* Starting with Winter 2018, Online is a separate category. This change will allow for more granular reporting and analysis, especially important as the college expands CCBC Online.
### HUNT VALLEY CENTER: Characteristics of Credit Students  
*(Reflects Students Taking Courses at Campus)*  
COMMUNITY COLLEGE OF BALTIMORE COUNTY

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>Winter 2020</th>
<th>One Year Change</th>
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<tr>
<td><strong>Residence</strong></td>
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</tr>
<tr>
<td>In-County</td>
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</tr>
</tbody>
</table>

* Students may be enrolled in courses at multiple CCBC locations therefore summing total student count across campuses provides a duplicated student count for CCBC.*

* Students are considered full-time if they are enrolled for 12 or more credits at the Hunt Valley Campus.*

* Starting with Winter 2018, Online is a separate category. This change will allow for more granular reporting and analysis, especially important as the college expands CCBC Online.*
### Total Students

<table>
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<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>Winter 2020</th>
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<td>22%</td>
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<tr>
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### Program Area

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### Status

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### Residence

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<th>2019</th>
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</tbody>
</table>

*students may be enrolled in courses at multiple CCBC locations therefore summing total student count across campuses provides a DUPLICATED student count for CCBC

*students are considered full-time if they are enrolled for 12 or more credits at the Owings Mills Campus

* Starting with Winter 2018, Online is a separate category. This change will allow for more granular reporting and analysis, especially important as the college expands CCBC Online.
# RANDALLSTOWN CENTER: CHARACTERISTICS OF CREDIT STUDENTS  
*(Reflects Students Taking Courses at Campus)*  
COMMUNITY COLLEGE OF BALTIMORE COUNTY

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<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>Winter 2020</th>
<th>One Year Change</th>
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* students may be enrolled in courses at multiple CCBC locations therefore summing total student count across campuses provides a DUPLICATED student count for CCBC
* students are considered full-time if they are enrolled for 12 or more credits at the Randallstown Center
* Starting with Winter 2018, Online is a separate category. This change will allow for more granular reporting and analysis, especially important as the college expands CCBC Online.
### ON-LINE: Characteristics of Credit Students  
*(Reflects Students Taking On-Line Courses)*  
COMMUNITY COLLEGE OF BALTIMORE COUNTY

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* students may be enrolled in courses at multiple CCBC locations therefore summing total student count across campuses provides a DUPLICATED student count for CCBC
* students are considered full-time if they are enrolled for 12 or more credits online
* Starting with Winter 2018, Online is a separate category. This change will allow for more granular reporting and analysis, especially important as the college expands CCBC Online.
### OTHER LOCATIONS: Characteristics of Credit Students
(Reflects Students Taking Courses at Off Campus Locations)
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<td>0</td>
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<td>104</td>
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</tr>
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<td>0%</td>
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<tr>
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<tr>
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<tr>
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<td>17</td>
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</tr>
<tr>
<td></td>
<td>1</td>
<td>6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Student</td>
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<td>36</td>
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<td>113</td>
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<tr>
<td></td>
<td>75</td>
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<td></td>
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</tr>
<tr>
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<tr>
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<tr>
<td>Out-of-County</td>
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<td>77</td>
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<tr>
<td></td>
<td>17</td>
<td>22%</td>
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<tr>
<td>Out-of-State</td>
<td>8</td>
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<td>19</td>
<td>20</td>
<td>12</td>
<td>6%</td>
</tr>
<tr>
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<td>-8</td>
<td>-40</td>
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<td>0</td>
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<td>2%</td>
<td></td>
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</tr>
</tbody>
</table>

* students may be enrolled in courses at multiple CCBC locations therefore summing total student count across campuses provides a DUPLICATED student count for CCBC

*students are considered full-time if they are enrolled for 12 or more credits at an off campus location
### Community College of Baltimore County

#### SPRING ENROLLMENT TRENDS

**Characteristics of Spring Credit Students at all CCBC Locations (Unduplicated Students)**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>Spring 2020</th>
<th>1 Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Students</strong></td>
<td>19,453</td>
<td>18,917</td>
<td>17,849</td>
<td>16,528</td>
<td>15,760</td>
<td>100%</td>
</tr>
<tr>
<td>Full-time</td>
<td>5,244</td>
<td>4,983</td>
<td>4,523</td>
<td>4,110</td>
<td>4,181</td>
<td>27%</td>
</tr>
<tr>
<td>Part-time</td>
<td>14,209</td>
<td>13,934</td>
<td>13,326</td>
<td>12,418</td>
<td>11,579</td>
<td>73%</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>7,584</td>
<td>7,421</td>
<td>6,935</td>
<td>6,343</td>
<td>5,893</td>
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</tr>
<tr>
<td>Female</td>
<td>11,869</td>
<td>11,496</td>
<td>10,914</td>
<td>10,185</td>
<td>9,867</td>
<td>63%</td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>996</td>
<td>1,060</td>
<td>1,042</td>
<td>1,058</td>
<td>1,129</td>
<td>7%</td>
</tr>
<tr>
<td>Not Hispanic or Latino</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>8,723</td>
<td>7,971</td>
<td>7,454</td>
<td>6,684</td>
<td>6,190</td>
<td>39%</td>
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<tr>
<td>African American/Black</td>
<td>7,338</td>
<td>7,386</td>
<td>6,938</td>
<td>6,518</td>
<td>6,238</td>
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<td>1,575</td>
<td>1,488</td>
<td>1,365</td>
<td>1,290</td>
<td>8%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>77</td>
<td>70</td>
<td>57</td>
<td>62</td>
<td>65</td>
<td>0%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>55</td>
<td>42</td>
<td>43</td>
<td>38</td>
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<td>0%</td>
</tr>
<tr>
<td>Multi-Racial</td>
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<td>657</td>
<td>643</td>
<td>626</td>
<td>610</td>
<td>4%</td>
</tr>
<tr>
<td>Unknown</td>
<td>106</td>
<td>156</td>
<td>184</td>
<td>177</td>
<td>203</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Age Distribution</strong></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>15-19</td>
<td>4,981</td>
<td>4,983</td>
<td>4,622</td>
<td>4,370</td>
<td>4,225</td>
<td>27%</td>
</tr>
<tr>
<td>20-29</td>
<td>9,222</td>
<td>8,773</td>
<td>8,245</td>
<td>7,542</td>
<td>7,201</td>
<td>46%</td>
</tr>
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<td>30-39</td>
<td>2,949</td>
<td>2,903</td>
<td>2,744</td>
<td>2,575</td>
<td>2,418</td>
<td>15%</td>
</tr>
<tr>
<td>40-59</td>
<td>1,929</td>
<td>1,859</td>
<td>1,792</td>
<td>1,673</td>
<td>1,571</td>
<td>10%</td>
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<tr>
<td>60 and Over</td>
<td>367</td>
<td>381</td>
<td>371</td>
<td>306</td>
<td>290</td>
<td>2%</td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>5</td>
<td>18</td>
<td>75</td>
<td>62</td>
<td>55</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Program Area</strong></td>
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<td></td>
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<tr>
<td>General Studies Transfer</td>
<td>4,307</td>
<td>4,063</td>
<td>3,849</td>
<td>3,488</td>
<td>3,285</td>
<td>21%</td>
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<td>4,081</td>
<td>3,909</td>
<td>3,520</td>
<td>3,322</td>
<td>21%</td>
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<td>Occupational</td>
<td>9,531</td>
<td>9,106</td>
<td>8,541</td>
<td>8,027</td>
<td>7,732</td>
<td>49%</td>
</tr>
<tr>
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<td>1,474</td>
<td>1,667</td>
<td>1,548</td>
<td>1,493</td>
<td>1,421</td>
<td>9%</td>
</tr>
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<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td><strong>Status</strong></td>
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<td></td>
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<tr>
<td>First-Time Student</td>
<td>1,059</td>
<td>1,124</td>
<td>1,140</td>
<td>962</td>
<td>1,052</td>
<td>7%</td>
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<tr>
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<td>17,793</td>
<td>16,709</td>
<td>15,566</td>
<td>14,708</td>
<td>93%</td>
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<td><strong>Residence</strong></td>
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<tr>
<td>In-County</td>
<td>14,665</td>
<td>14,075</td>
<td>13,413</td>
<td>12,401</td>
<td>11,954</td>
<td>76%</td>
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<tr>
<td>Out-of-County</td>
<td>4,347</td>
<td>4,377</td>
<td>3,952</td>
<td>3,661</td>
<td>3,351</td>
<td>21%</td>
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<tr>
<td>Out-of-State</td>
<td>140</td>
<td>146</td>
<td>151</td>
<td>144</td>
<td>157</td>
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<tr>
<td>International</td>
<td>301</td>
<td>319</td>
<td>333</td>
<td>322</td>
<td>298</td>
<td>2%</td>
</tr>
</tbody>
</table>

The CCBC Unduplicated Student Profile reflects the count of students at CCBC regardless of where they take courses or how many courses they are enrolled in during a term (i.e. each student counted once).

First-Time Student: a student who has graduated high school, has no previous college credit (excluding credits earned while still in high school) and is attending CCBC for the first time during the specified term.
## CATONSVILLE CAMPUS: Characteristics of Credit Students
*Reflects Students Taking Courses at Campus*

COMMUNITY COLLEGE OF BALTIMORE COUNTY

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>Spring 2020</th>
<th>1 Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td><strong>Total Students</strong></td>
<td>8,646</td>
<td>8,606</td>
<td>6,143</td>
<td>5,444</td>
<td>5,034</td>
<td>-410 -8%</td>
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<tr>
<td><strong>Full-time</strong></td>
<td>1,380</td>
<td>1,336</td>
<td>997</td>
<td>919</td>
<td>741</td>
<td>15% -178 -19%</td>
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<tr>
<td><strong>Part-time</strong></td>
<td>7,266</td>
<td>7,270</td>
<td>5,146</td>
<td>4,525</td>
<td>4,293</td>
<td>85% -232 -5%</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>3,570</td>
<td>3,576</td>
<td>2,748</td>
<td>2,341</td>
<td>2,160</td>
<td>43% -181 -8%</td>
</tr>
<tr>
<td>Female</td>
<td>5,076</td>
<td>5,030</td>
<td>3,395</td>
<td>3,103</td>
<td>2,874</td>
<td>57% -229 -7%</td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
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<td>Hispanic or Latino</td>
<td>402</td>
<td>485</td>
<td>378</td>
<td>368</td>
<td>370</td>
<td>7% 2 1%</td>
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<td>White</td>
<td>3,407</td>
<td>3,245</td>
<td>2,205</td>
<td>1,902</td>
<td>1,705</td>
<td>34% -197 -10%</td>
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<tr>
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<td>3,702</td>
<td>3,650</td>
<td>2,635</td>
<td>2,263</td>
<td>2,142</td>
<td>43% -121 -5%</td>
</tr>
<tr>
<td>Asian</td>
<td>732</td>
<td>794</td>
<td>594</td>
<td>599</td>
<td>517</td>
<td>10% -82 -14%</td>
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<tr>
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<td>24</td>
<td>21</td>
<td>21</td>
<td>20</td>
<td>18</td>
<td>0% -2 -10%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>17</td>
<td>15</td>
<td>12</td>
<td>14</td>
<td>10</td>
<td>0% -4 -29%</td>
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<tr>
<td>Multi-Racial</td>
<td>302</td>
<td>313</td>
<td>223</td>
<td>204</td>
<td>207</td>
<td>4% 3 1%</td>
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<td>60</td>
<td>83</td>
<td>75</td>
<td>74</td>
<td>65</td>
<td>1% -9 -12%</td>
</tr>
<tr>
<td><strong>Age Distribution</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15-19</td>
<td>1,787</td>
<td>1,845</td>
<td>1,436</td>
<td>1,324</td>
<td>1,289</td>
<td>26% -35 -3%</td>
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<tr>
<td>20-29</td>
<td>4,288</td>
<td>4,221</td>
<td>2,975</td>
<td>2,632</td>
<td>2,448</td>
<td>49% -184 -7%</td>
</tr>
<tr>
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<td>1,481</td>
<td>1,452</td>
<td>941</td>
<td>830</td>
<td>734</td>
<td>15% -96 -12%</td>
</tr>
<tr>
<td>40-59</td>
<td>941</td>
<td>926</td>
<td>653</td>
<td>539</td>
<td>447</td>
<td>9% -92 -17%</td>
</tr>
<tr>
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<td>147</td>
<td>152</td>
<td>133</td>
<td>113</td>
<td>110</td>
<td>2% -3 -3%</td>
</tr>
<tr>
<td>Other/Unknown</td>
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<td>10</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>0% 0 0%</td>
</tr>
<tr>
<td><strong>Program Area</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Studies Transfer</td>
<td>1,665</td>
<td>1,638</td>
<td>993</td>
<td>836</td>
<td>792</td>
<td>16% -44 -5%</td>
</tr>
<tr>
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<td>1,998</td>
<td>1,995</td>
<td>1,457</td>
<td>1,258</td>
<td>1,198</td>
<td>24% -60 -5%</td>
</tr>
<tr>
<td>Occupational</td>
<td>4,583</td>
<td>4,498</td>
<td>3,359</td>
<td>3,055</td>
<td>2,772</td>
<td>55% -283 -9%</td>
</tr>
<tr>
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<td>400</td>
<td>475</td>
<td>334</td>
<td>295</td>
<td>272</td>
<td>5% -23 -8%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0% 0 0%</td>
</tr>
<tr>
<td><strong>Status</strong></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>First-Time Student</td>
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<td>492</td>
<td>381</td>
<td>311</td>
<td>298</td>
<td>6% -13 -4%</td>
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<td>8,223</td>
<td>8,114</td>
<td>5,762</td>
<td>5,133</td>
<td>4,736</td>
<td>94% -397 -8%</td>
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<tr>
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<td>6,172</td>
<td>6,063</td>
<td>4,217</td>
<td>3,721</td>
<td>3,540</td>
<td>70% -181 -5%</td>
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<tr>
<td>Out-of-County</td>
<td>2,237</td>
<td>2,303</td>
<td>1,725</td>
<td>1,500</td>
<td>1,308</td>
<td>26% -192 -13%</td>
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<tr>
<td>Out-of-State</td>
<td>73</td>
<td>81</td>
<td>59</td>
<td>62</td>
<td>51</td>
<td>1% -11 -18%</td>
</tr>
<tr>
<td>International</td>
<td>164</td>
<td>159</td>
<td>142</td>
<td>161</td>
<td>135</td>
<td>3% -26 -16%</td>
</tr>
</tbody>
</table>

* students may be enrolled in courses at multiple CCBC locations therefore summing total student count across campuses provides a DUPLICATED student count for CCBC

* students are considered full-time if they are enrolled for 12 or more credits at the Catonsville Campus

* Starting with Winter 2018, Online is a separate category. This change will allow for more granular reporting and analysis, especially important as the college expands CCBC Online.
# DUNDALK CAMPUS: Characteristics of Credit Students
(Reflects Students Taking Courses at Campus)
Community College of Baltimore County

<table>
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<tr>
<th></th>
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<th>2020</th>
<th>1 Year Change</th>
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<td>%</td>
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</tr>
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<td>183</td>
<td>6 3%</td>
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<td>3,025</td>
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<td>512</td>
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<td>11%</td>
<td>172</td>
<td>117</td>
<td>128</td>
<td>30 23%</td>
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<tr>
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<td>1,585</td>
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<td>92</td>
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<td>3 4%</td>
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<td>16</td>
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<td>42</td>
<td>23</td>
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<td>0 0%</td>
</tr>
</tbody>
</table>

* students may be enrolled in courses at multiple CCBC locations therefore summing total student count across campuses provides a DUPLICATED student count for CCBC

* students are considered full-time if they are enrolled for 12 or more credits at the Dundalk Campus

* Starting with Winter 2018, Online is a separate category. This change will allow for more granular reporting and analysis, especially important as the college expands CCBC Online.
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<tr>
<th></th>
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<th>2019</th>
<th>Spring 2020</th>
<th>1 Year Change</th>
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<td>#</td>
<td>%</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>-10%</td>
<td></td>
</tr>
<tr>
<td>Out-of-State</td>
<td>50</td>
<td>41</td>
<td>31</td>
<td>21</td>
<td>19</td>
<td>-2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-10%</td>
<td></td>
</tr>
<tr>
<td>International</td>
<td>146</td>
<td>176</td>
<td>177</td>
<td>152</td>
<td>128</td>
<td>-24</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-16%</td>
<td></td>
</tr>
</tbody>
</table>

* students may be enrolled in courses at multiple CCBC locations therefore summing total student count across campuses provides a DUPLICATED student count for CCBC

* students are considered full-time if they are enrolled for 12 or more credits at the Essex Campus

* Starting with Winter 2018, Online is a separate category. This change will allow for more granular reporting and analysis, especially important as the college expands CCBC Online.
### Total Students

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>Spring 2020</th>
<th>1 Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>147</td>
<td>100%</td>
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<tr>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</table>

### Full-time

<table>
<thead>
<tr>
<th></th>
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<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>Spring 2020</th>
<th>1 Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

### Part-time

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>Spring 2020</th>
<th>1 Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>417</td>
<td>344</td>
<td>257</td>
<td>131</td>
<td>147</td>
<td>100%</td>
</tr>
<tr>
<td>%</td>
<td>16</td>
<td>12%</td>
<td>55</td>
<td>100%</td>
<td>16</td>
<td>12%</td>
</tr>
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### Gender

<table>
<thead>
<tr>
<th></th>
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<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>129</td>
<td>293</td>
</tr>
<tr>
<td>%</td>
<td>35%</td>
<td>65%</td>
</tr>
</tbody>
</table>

### Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>Spring 2020</th>
<th>1 Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>18</td>
<td>12</td>
<td>7</td>
<td>6</td>
<td>13</td>
<td>9%</td>
</tr>
<tr>
<td>Not Hispanic or Latino</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>268</td>
<td>211</td>
<td>181</td>
<td>86</td>
<td>89</td>
<td>61%</td>
</tr>
<tr>
<td>African American/Black</td>
<td>86</td>
<td>73</td>
<td>49</td>
<td>24</td>
<td>29</td>
<td>20%</td>
</tr>
<tr>
<td>Asian</td>
<td>31</td>
<td>24</td>
<td>5</td>
<td>4</td>
<td>6</td>
<td>4%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Multi-Racial</td>
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<td>10</td>
<td>6</td>
<td>10</td>
<td>5</td>
<td>3%</td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
<td>11</td>
<td>7</td>
<td>1</td>
<td>5</td>
<td>3%</td>
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### Age Distribution

<table>
<thead>
<tr>
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<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>Spring 2020</th>
<th>1 Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-19</td>
<td>95</td>
<td>67</td>
<td>53</td>
<td>47</td>
<td>32</td>
<td>22%</td>
</tr>
<tr>
<td>20-29</td>
<td>171</td>
<td>160</td>
<td>95</td>
<td>65</td>
<td>70</td>
<td>48%</td>
</tr>
<tr>
<td>30-39</td>
<td>53</td>
<td>39</td>
<td>34</td>
<td>12</td>
<td>30</td>
<td>20%</td>
</tr>
<tr>
<td>40-59</td>
<td>60</td>
<td>27</td>
<td>22</td>
<td>6</td>
<td>12</td>
<td>8%</td>
</tr>
<tr>
<td>60 and Over</td>
<td>43</td>
<td>51</td>
<td>53</td>
<td>1</td>
<td>3</td>
<td>2%</td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Program Area

<table>
<thead>
<tr>
<th>Program Area</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>Spring 2020</th>
<th>1 Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Studies Transfer</td>
<td>102</td>
<td>99</td>
<td>51</td>
<td>37</td>
<td>20</td>
<td>14%</td>
</tr>
<tr>
<td>Other Transfer Programs</td>
<td>74</td>
<td>47</td>
<td>24</td>
<td>20</td>
<td>24</td>
<td>16%</td>
</tr>
<tr>
<td>Occupational</td>
<td>192</td>
<td>143</td>
<td>132</td>
<td>61</td>
<td>89</td>
<td>61%</td>
</tr>
<tr>
<td>Personal Enrichment</td>
<td>54</td>
<td>55</td>
<td>50</td>
<td>13</td>
<td>14</td>
<td>10%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Status

<table>
<thead>
<tr>
<th>Status</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>Spring 2020</th>
<th>1 Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Time Student</td>
<td>37</td>
<td>17</td>
<td>5</td>
<td>11</td>
<td>11</td>
<td>7%</td>
</tr>
<tr>
<td>Other Student</td>
<td>385</td>
<td>327</td>
<td>252</td>
<td>120</td>
<td>136</td>
<td>93%</td>
</tr>
</tbody>
</table>

### Residence

<table>
<thead>
<tr>
<th>Residence</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>Spring 2020</th>
<th>1 Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-County</td>
<td>320</td>
<td>265</td>
<td>179</td>
<td>113</td>
<td>108</td>
<td>73%</td>
</tr>
<tr>
<td>Out-of-County</td>
<td>94</td>
<td>74</td>
<td>74</td>
<td>18</td>
<td>37</td>
<td>25%</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>International</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1%</td>
</tr>
</tbody>
</table>

* students may be enrolled in courses at multiple CCBC locations therefore summing total student count across campuses provides a DUPLICATED student count for CCBC
* students are considered full-time if they are enrolled for 12 or more credits at the Hunt Valley Campus
* Starting with Winter 2018, Online is a separate category. This change will allow for more granular reporting and analysis, especially important as the college expands CCBC Online.
## OWINGS MILLS CENTER: Characteristics of Credit Students

*(Reflects Students Taking Courses at Campus)*

**COMMUNITY COLLEGE OF BALTIMORE COUNTY**

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>Spring 2020</th>
<th>1 Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students</td>
<td>1,655</td>
<td>1,794</td>
<td>1,556</td>
<td>1,275</td>
<td>1,215</td>
<td>-60</td>
</tr>
<tr>
<td>Full-time</td>
<td>153</td>
<td>123</td>
<td>149</td>
<td>90</td>
<td>134</td>
<td>44</td>
</tr>
<tr>
<td>Part-time</td>
<td>1,502</td>
<td>1,671</td>
<td>1,407</td>
<td>1,185</td>
<td>1,081</td>
<td>-104</td>
</tr>
</tbody>
</table>

**Gender**

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>Spring 2020</th>
<th>1 Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>658</td>
<td>682</td>
<td>625</td>
<td>507</td>
<td>466</td>
<td>-41</td>
</tr>
<tr>
<td>Female</td>
<td>997</td>
<td>1,112</td>
<td>931</td>
<td>768</td>
<td>749</td>
<td>-19</td>
</tr>
</tbody>
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**Ethnicity**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>Spring 2020</th>
<th>1 Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>108</td>
<td>127</td>
<td>119</td>
<td>97</td>
<td>89</td>
<td>-8</td>
</tr>
<tr>
<td>Not Hispanic or Latino White</td>
<td>420</td>
<td>414</td>
<td>363</td>
<td>246</td>
<td>247</td>
<td>1</td>
</tr>
<tr>
<td>African American/Black</td>
<td>916</td>
<td>1,018</td>
<td>860</td>
<td>762</td>
<td>724</td>
<td>-38</td>
</tr>
<tr>
<td>Asian</td>
<td>138</td>
<td>148</td>
<td>128</td>
<td>102</td>
<td>95</td>
<td>-7</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>59</td>
<td>64</td>
<td>62</td>
<td>54</td>
<td>42</td>
<td>-12</td>
</tr>
<tr>
<td>Unknown</td>
<td>9</td>
<td>16</td>
<td>19</td>
<td>11</td>
<td>13</td>
<td>1</td>
</tr>
</tbody>
</table>

**Age Distribution**

<table>
<thead>
<tr>
<th>Age</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>Spring 2020</th>
<th>1 Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-19</td>
<td>501</td>
<td>528</td>
<td>505</td>
<td>438</td>
<td>420</td>
<td>-18</td>
</tr>
<tr>
<td>20-29</td>
<td>673</td>
<td>792</td>
<td>661</td>
<td>551</td>
<td>525</td>
<td>-26</td>
</tr>
<tr>
<td>30-39</td>
<td>269</td>
<td>270</td>
<td>218</td>
<td>146</td>
<td>160</td>
<td>-13</td>
</tr>
<tr>
<td>40-59</td>
<td>195</td>
<td>190</td>
<td>155</td>
<td>121</td>
<td>93</td>
<td>-28</td>
</tr>
<tr>
<td>60 and Over</td>
<td>16</td>
<td>10</td>
<td>12</td>
<td>16</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>0</td>
<td>-3</td>
</tr>
</tbody>
</table>

**Program Area**

<table>
<thead>
<tr>
<th>Program Area</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>Spring 2020</th>
<th>1 Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Studies Transfer</td>
<td>481</td>
<td>472</td>
<td>389</td>
<td>303</td>
<td>300</td>
<td>-3</td>
</tr>
<tr>
<td>Other Transfer Programs</td>
<td>382</td>
<td>463</td>
<td>404</td>
<td>323</td>
<td>292</td>
<td>-31</td>
</tr>
<tr>
<td>Occupational</td>
<td>717</td>
<td>759</td>
<td>645</td>
<td>543</td>
<td>544</td>
<td>1</td>
</tr>
<tr>
<td>Personal Enrichment</td>
<td>75</td>
<td>100</td>
<td>117</td>
<td>106</td>
<td>79</td>
<td>-27</td>
</tr>
<tr>
<td>Unknown</td>
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<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Status**

<table>
<thead>
<tr>
<th>Status</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>Spring 2020</th>
<th>1 Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Time Student</td>
<td>178</td>
<td>184</td>
<td>155</td>
<td>106</td>
<td>135</td>
<td>29</td>
</tr>
<tr>
<td>Other Student</td>
<td>1,477</td>
<td>1,610</td>
<td>1,401</td>
<td>1,169</td>
<td>1,080</td>
<td>-89</td>
</tr>
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</table>

**Residence**

<table>
<thead>
<tr>
<th>Residence</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>Spring 2020</th>
<th>1 Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-County</td>
<td>1,446</td>
<td>1,551</td>
<td>1,377</td>
<td>1,132</td>
<td>1,075</td>
<td>-57</td>
</tr>
<tr>
<td>Out-of-County</td>
<td>174</td>
<td>205</td>
<td>145</td>
<td>113</td>
<td>107</td>
<td>-6</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>5</td>
<td>3</td>
<td>6</td>
<td>7</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>International</td>
<td>30</td>
<td>35</td>
<td>28</td>
<td>23</td>
<td>32</td>
<td>9</td>
</tr>
</tbody>
</table>

* students may be enrolled in courses at multiple CCBC locations therefore summing total student count across campuses provides a DUPLICATED student count for CCBC

* students are considered full-time if they are enrolled for 12 or more credits at the Owings Mills Center

* Starting with Winter 2018, Online is a separate category. This change will allow for more granular reporting and analysis, especially important as the college expands CCBC Online.
## RANDALLSTOWN CENTER: Characteristics of Credit Students
*(Reflects Students Taking Courses at Campus)*

COMMUNITY COLLEGE OF BALTIMORE COUNTY

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>Spring 2020</th>
<th>1 Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td><strong>Total Students</strong></td>
<td>26</td>
<td>100%</td>
<td>20</td>
<td>100%</td>
<td>19</td>
<td>100%</td>
</tr>
<tr>
<td>Full-time</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Part-time</td>
<td>26</td>
<td>100%</td>
<td>20</td>
<td>100%</td>
<td>19</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>6</td>
<td>32%</td>
<td>5</td>
<td>25%</td>
<td>6</td>
<td>32%</td>
</tr>
<tr>
<td>Female</td>
<td>20</td>
<td>68%</td>
<td>15</td>
<td>75%</td>
<td>16</td>
<td>66%</td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
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<td>0%</td>
<td>1</td>
<td>0%</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Not Hispanic or Latino</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>1</td>
<td>5%</td>
<td>1</td>
<td>0%</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>African American/Black</td>
<td>23</td>
<td>74%</td>
<td>16</td>
<td>65%</td>
<td>16</td>
<td>66%</td>
</tr>
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</tr>
</tbody>
</table>

* students may be enrolled in courses at multiple CCBC locations therefore summing total student count across campuses provides a DUPLICATED student count for CCBC

* students are considered full-time if they are enrolled for 12 or more credits at the Randallstown Campus

* Beginning in Fall 2011 credit courses were offered at the Randallstown Center

* Starting with Winter 2018, Online is a separate category. This change will allow for more granular reporting and analysis, especially important as the college expands CCBC Online.
## ON-LINE: Characteristics of Credit Students
*(Reflects Students Taking On-Line Courses)*
COMMUNITY COLLEGE OF BALTIMORE COUNTY

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<th></th>
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<td>112</td>
<td>94</td>
<td>2%</td>
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<td>-16%</td>
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</table>

* students may be enrolled in courses at multiple CCBC locations therefore summing total student count across campuses provides a DUPLICATED student count for CCBC
* students are considered full-time if they are enrolled for 12 or more credits online
* Starting with Winter 2018, Online is a separate category. This change will allow for more granular reporting and analysis, especially important as the college expands CCBC Online.
Other Locations: Characteristics of Credit Students
(Reflects Students Taking Courses at Off Campus Locations)
COMMUNITY COLLEGE OF BALTIMORE COUNTY

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<th>2019</th>
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<td>115</td>
<td>100</td>
<td>17%</td>
<td>-15</td>
<td>-13%</td>
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<td>537</td>
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<td>291</td>
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<td>282</td>
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<td>11</td>
<td>15</td>
<td>3%</td>
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</tr>
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<td>100%</td>
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<tr>
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<td>30%</td>
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<td>36%</td>
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<tr>
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<tr>
<td>In-County</td>
<td>280</td>
<td>334</td>
<td>413</td>
<td>363</td>
<td>335</td>
<td>58%</td>
<td>-28</td>
<td>-8%</td>
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<td>256</td>
<td>270</td>
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<td>-12</td>
<td>-6%</td>
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<tr>
<td>Out-of-State</td>
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<td>17</td>
<td>32</td>
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<td>39</td>
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<tr>
<td>International</td>
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<td>9</td>
<td>8</td>
<td>1%</td>
<td>-1</td>
<td>-11%</td>
</tr>
</tbody>
</table>

* students may be enrolled in courses at multiple CCBC locations therefore summing total student count across campuses provides a DUPLICATED student count for CCBC

* students are considered full-time if they are enrolled for 12 or more credits at an off campus location
# Characteristics of Continuing Education Students

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<th>FY2017</th>
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<th>FY2019</th>
<th>FY2020</th>
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<td>34,456</td>
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<td>29,280</td>
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<td></td>
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<td>17,579</td>
<td>16,375</td>
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<td>1,755</td>
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<td>White</td>
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<td>15,857</td>
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<td>1,165</td>
<td>1,104</td>
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<td>103</td>
<td>113</td>
<td>135</td>
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<td>435</td>
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<td>5,572</td>
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<td>5,963</td>
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<td>6,689</td>
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<td>5,578</td>
<td>5,538</td>
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<td>8,623</td>
<td>8,699</td>
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<td>7,768</td>
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<td>17,136</td>
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<td>868</td>
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<td>1,103</td>
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<td>782</td>
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</table>

*CCBC Factbook IV - 37*
Section V: Profile of Graduates
### Fiscal Year 2016-2020

<table>
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<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
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</thead>
<tbody>
<tr>
<td><strong>Awards</strong></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Certificates</td>
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<td>625</td>
<td>23%</td>
<td>592</td>
</tr>
<tr>
<td>Associate Degrees</td>
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<td>2,133</td>
<td>77%</td>
<td>2,131</td>
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<td><strong>Total Awards</strong></td>
<td>2,821</td>
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<td>2,758</td>
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<td>2,723</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
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<td>41%</td>
<td>1,124</td>
<td>42%</td>
<td>1,120</td>
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<td>1,561</td>
<td>58%</td>
<td>1,508</td>
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<tr>
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<td>1,456</td>
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<td>858</td>
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<td>169</td>
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<td>182</td>
<td>7%</td>
<td>190</td>
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<tr>
<td>American Indian or Alaska Native</td>
<td>15</td>
<td>1%</td>
<td>11</td>
<td>0%</td>
<td>10</td>
</tr>
<tr>
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<tr>
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<td>0%</td>
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<td>673</td>
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<td>597</td>
</tr>
<tr>
<td>3.00 - 3.39</td>
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<td>771</td>
<td>29%</td>
<td>763</td>
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<tr>
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<td>11%</td>
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<tr>
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<td>9%</td>
<td>262</td>
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<tr>
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<td>437</td>
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<td><strong>Total Students</strong></td>
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<td>2,628</td>
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</table>

*total student count is unduplicated; total award count includes students receiving more than one award during fiscal year (duplicate count)*
Number of Awards
Fiscal Year 2016-2020

- 2016: Certificates (647), Associate Degrees (2,174)
- 2017: Certificates (625), Associate Degrees (2,133)
- 2018: Certificates (592), Associate Degrees (2,131)
- 2019: Certificates (826), Associate Degrees (2,168)
- 2020: Certificates (743), Associate Degrees (1,925)
Number of Awards by Program Type
Fiscal Year 2016-2020

<table>
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<tr>
<th>Year</th>
<th>Transfer (Associates)</th>
<th>Career (Associates &amp; Certificates)</th>
</tr>
</thead>
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<td>2016</td>
<td>1,228</td>
<td>1,593</td>
</tr>
<tr>
<td>2017</td>
<td>1,239</td>
<td>1,519</td>
</tr>
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<td>2018</td>
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<td>1,476</td>
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<td>2019</td>
<td>1,236</td>
<td>1,758</td>
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<td>2020</td>
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<td>1,580</td>
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Section VI: Program Information
### Characteristics of Program Majors
**Community College of Baltimore County**  
**Fall 2015 - Fall 2019**  
**Table 1B**

#### School of Health Professions

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<tr>
<th>Attendance</th>
<th>Count</th>
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<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>975</td>
<td>18%</td>
<td>901</td>
<td>18%</td>
<td>650</td>
<td>14%</td>
<td>629</td>
<td>14%</td>
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<td>82%</td>
<td>3,958</td>
<td>86%</td>
<td>3,921</td>
<td>86%</td>
<td>3,680</td>
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</tr>
<tr>
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<td>100%</td>
<td>4,608</td>
<td>100%</td>
<td>4,550</td>
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<td>844</td>
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<td>700</td>
<td>15%</td>
<td>658</td>
<td>14%</td>
<td>594</td>
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<td>3,908</td>
<td>85%</td>
<td>3,892</td>
<td>86%</td>
<td>3,723</td>
<td>86%</td>
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<td></td>
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</tr>
<tr>
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<td>2,257</td>
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<td>1,964</td>
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<td>0%</td>
<td>14</td>
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</tr>
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<td>324</td>
<td>6%</td>
<td>339</td>
<td>7%</td>
<td>333</td>
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<td>Hispanic or Latino</td>
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<td>245</td>
<td>5%</td>
<td>235</td>
<td>5%</td>
<td>245</td>
<td>5%</td>
<td>297</td>
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<tr>
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<td>3%</td>
<td>168</td>
<td>4%</td>
</tr>
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<td>15</td>
<td>0%</td>
<td>13</td>
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<td>0%</td>
<td>31</td>
<td>1%</td>
<td>37</td>
<td>1%</td>
<td>34</td>
<td>1%</td>
<td>39</td>
<td>1%</td>
</tr>
<tr>
<td>White</td>
<td>2,171</td>
<td>41%</td>
<td>2,071</td>
<td>40%</td>
<td>1,841</td>
<td>40%</td>
<td>1,722</td>
<td>38%</td>
<td>1,573</td>
<td>36%</td>
</tr>
<tr>
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<td></td>
<td></td>
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</tr>
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<td>0%</td>
<td>5</td>
<td>0%</td>
<td>17</td>
<td>0%</td>
</tr>
<tr>
<td>17-19</td>
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<td>906</td>
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### Characteristics of Program Majors
#### Community College of Baltimore County
##### Fall 2015 - Fall 2019

**Table 1B**

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### Characteristics of Program Majors
#### Community College of Baltimore County
#### Fall 2015 - Fall 2019

**Table 1B**

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## Characteristics of Program Majors
Community College of Baltimore County
Fall 2015 - Fall 2019
Table 1B

### School of Business, Education, Justice & Law

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### Characteristics of Program Majors

**Community College of Baltimore County**  
**Fall 2015 - Fall 2019**  
**Table 1B**

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Characteristics of Program Majors  
Community College of Baltimore County  
Fall 2015 - Fall 2019  
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### Characteristics of Program Majors
Community College of Baltimore County
Fall 2015 - Fall 2019
Table 1B

#### Discontinued Programs

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CCBC Factbook VI - 7
## Characteristics of Program Majors
### Community College of Baltimore County
#### Fall 2015 - Fall 2019

**Table 1B**

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<td>0%</td>
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<td>0%</td>
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## Table 1B: Characteristics of Program Majors

**Community College of Baltimore County**  
Fall 2015 - Fall 2019

### Table 1B: Characteristics of Program Majors

<table>
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<tr>
<th>Characteristics of Program Majors</th>
<th>2015</th>
<th>2016</th>
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<th>2018</th>
<th>2019</th>
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<td>Count</td>
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<td>15,311</td>
<td>71%</td>
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<td>8,411</td>
<td>39%</td>
<td>7,575</td>
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Section VII: Employee Characteristics
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<td>%</td>
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<td>%</td>
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<td>1,277</td>
<td>100%</td>
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<td>2%</td>
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<td><strong>Total</strong></td>
<td>1,281</td>
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<td>1,282</td>
<td>100%</td>
<td>1,277</td>
<td>100%</td>
</tr>
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<td><strong>AGE</strong></td>
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<td>26%</td>
<td>318</td>
<td>25%</td>
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<td>1,282</td>
<td>100%</td>
<td>1,277</td>
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</table>

* Employee categories are defined by the US Department of Education, National Center for Educational Statistics, Integrated Postsecondary Educational Data System (IPEDS) and the Maryland Higher Education Commission (MHEC).

Report counts are taken at a set date each Fall to comply with a mandatory census of employees and a subsequent reporting of employee characteristics. Percentages may not total to 100% due to rounding. Prepared by: CCBC, Office of Planning, Research and Evaluation, January 2020
### TABLE 2 - ADMINISTRATIVE, EXECUTIVE AND MANAGERIAL EMPLOYEES

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<th>GENDER</th>
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<th>%</th>
<th>FALL 18</th>
<th>%</th>
<th>FALL 19</th>
<th>%</th>
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<td>28</td>
<td>43%</td>
<td>26</td>
<td>42%</td>
<td>25</td>
<td>39%</td>
</tr>
<tr>
<td>FEMALE</td>
<td>37</td>
<td>57%</td>
<td>36</td>
<td>58%</td>
<td>39</td>
<td>61%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td><strong>100%</strong></td>
<td><strong>64</strong></td>
<td><strong>100%</strong></td>
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</table>

<table>
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<th>%</th>
<th>FALL 18</th>
<th>%</th>
<th>FALL 19</th>
<th>%</th>
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<td><strong>78%</strong></td>
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<tr>
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<td>17%</td>
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<td>19%</td>
<td>12</td>
<td>19%</td>
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<td>2%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
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<td>1</td>
<td>2%</td>
<td>1</td>
<td>2%</td>
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<td><strong>100%</strong></td>
<td><strong>64</strong></td>
<td><strong>100%</strong></td>
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<table>
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<th>%</th>
<th>FALL 18</th>
<th>%</th>
<th>FALL 19</th>
<th>%</th>
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<td>0%</td>
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<td>42%</td>
<td>26</td>
<td>41%</td>
</tr>
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<td><strong>100%</strong></td>
<td><strong>62</strong></td>
<td><strong>100%</strong></td>
<td><strong>64</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

* Employee categories are defined by the US Department of Education, National Center for Educational Statistics, Integrated Postsecondary Educational Data System (IPEDS) and the Maryland Higher Education Commission (MHEC). POA code 11 used.
Report counts are taken at a set date each Fall to comply with a mandatory census of employees and a subsequent reporting of employee characteristics. Percentages may not total to 100% due to rounding. Prepared by: CCBC, Office of Planning, Research and Evaluation, January 2020
## TABLE 3 - OTHER PROFESSIONAL FULL-TIME EMPLOYEES

<table>
<thead>
<tr>
<th></th>
<th>FALL 17</th>
<th></th>
<th>FALL 18</th>
<th></th>
<th>FALL 19</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td><strong>GENDER</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
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<td>31%</td>
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</tr>
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<td>100%</td>
<td>355</td>
<td>100%</td>
</tr>
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<td><strong>RACE/ETHNICITY CATEGORIES</strong></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>6</td>
<td>2%</td>
<td>8</td>
<td>2%</td>
<td>5</td>
<td>1%</td>
</tr>
<tr>
<td><strong>NOT HISPANIC OR LATINO</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>229</td>
<td>65%</td>
<td>230</td>
<td>65%</td>
</tr>
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<td>AFRICAN-AMERICAN/BLACK</td>
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<td>29%</td>
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<td>92</td>
<td>26%</td>
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<td>4%</td>
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<tr>
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<td>2%</td>
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<tr>
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<td>350</td>
<td>100%</td>
<td>351</td>
<td>100%</td>
<td>355</td>
<td>100%</td>
</tr>
<tr>
<td><strong>AGE</strong></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
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<td>5%</td>
<td>17</td>
<td>5%</td>
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<tr>
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<td>68</td>
<td>19%</td>
<td>75</td>
<td>21%</td>
</tr>
<tr>
<td>40 TO 49</td>
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<tr>
<td>50 TO 59</td>
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<td>28%</td>
<td>92</td>
<td>26%</td>
<td>98</td>
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</tr>
<tr>
<td>60 AND OLDER</td>
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<td>80</td>
<td>23%</td>
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</tr>
</tbody>
</table>

* Employee categories are defined by the US Department of Education, National Center for Educational Statistics, Integrated Postsecondary Educational Data System (IPEDS) and the Maryland Higher Education Commission (MHEC). POA codes 12, 13, 14, 18, 21, 22, 24, and 25 used. Report counts are taken at a set date each Fall to comply with a mandatory census of employees and a subsequent reporting of employee characteristics. Percentages may not total to 100% due to rounding. Prepared by: CCBC, Office of Planning, Research and Evaluation, January 2020
### TABLE 4 - FULL-TIME CREDIT FACULTY

<table>
<thead>
<tr>
<th></th>
<th>FALL 17</th>
<th></th>
<th>FALL 18</th>
<th></th>
<th>FALL 19</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td><strong>GENDER</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>167</td>
<td>39%</td>
<td>167</td>
<td>40%</td>
<td>165</td>
<td>40%</td>
</tr>
<tr>
<td>Female</td>
<td>256</td>
<td>61%</td>
<td>255</td>
<td>60%</td>
<td>245</td>
<td>60%</td>
</tr>
<tr>
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<td>423</td>
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</tr>
<tr>
<td><strong>RACE/ETHNICITY CATEGORIES</strong></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Hispanic or Latino</td>
<td>17</td>
<td>4%</td>
<td>16</td>
<td>4%</td>
<td>13</td>
<td>3%</td>
</tr>
<tr>
<td>Not Hispanic or Latino</td>
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<td></td>
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<td>73%</td>
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<td>71%</td>
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<td>16%</td>
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<td>17%</td>
<td>71</td>
<td>17%</td>
</tr>
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<td>5%</td>
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<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
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<td>0%</td>
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<td>6</td>
<td>1%</td>
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<tr>
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<td>423</td>
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<td>100%</td>
</tr>
<tr>
<td><strong>AGE</strong></td>
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<td></td>
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</tr>
<tr>
<td>30 to 39</td>
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<td>15%</td>
<td>66</td>
<td>16%</td>
<td>67</td>
<td>16%</td>
</tr>
<tr>
<td>40 to 49</td>
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<td>126</td>
<td>31%</td>
</tr>
<tr>
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<td>119</td>
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<td>115</td>
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<tr>
<td>60 and Older</td>
<td>103</td>
<td>24%</td>
<td>105</td>
<td>25%</td>
<td>100</td>
<td>24%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td>100%</td>
<td>422</td>
<td>100%</td>
<td>410</td>
<td>100%</td>
</tr>
</tbody>
</table>

* Employee categories are defined by the US Department of Education, National Center for Educational Statistics, Integrated Postsecondary Educational Data System (IPEDS) and the Maryland Higher Education Commission (MHEC). POA code 15 used.

Report counts are taken at a set date each Fall to comply with a mandatory census of employees and a subsequent reporting of employee characteristics. Percentages may not total to 100% due to rounding. Prepared by: CCBC, Office of Planning, Research and Evaluation, January 2020
## Table 5 - Full-Time Support Employees

<table>
<thead>
<tr>
<th>Gender</th>
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<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Male</td>
<td>160</td>
<td>36%</td>
<td>171</td>
<td>38%</td>
<td>169</td>
<td>38%</td>
</tr>
<tr>
<td>Female</td>
<td>283</td>
<td>64%</td>
<td>276</td>
<td>62%</td>
<td>279</td>
<td>62%</td>
</tr>
<tr>
<td>Total</td>
<td>443</td>
<td>100%</td>
<td>447</td>
<td>100%</td>
<td>448</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race/Ethnicity Categories</th>
<th>Fall 17</th>
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<th></th>
<th>Fall 19</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>8</td>
<td>2%</td>
<td>8</td>
<td>2%</td>
<td>7</td>
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<tr>
<td>Not Hispanic or Latino</td>
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<tr>
<td>White</td>
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<td>259</td>
<td>58%</td>
<td>259</td>
<td>58%</td>
</tr>
<tr>
<td>African-American/Black</td>
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<td>151</td>
<td>34%</td>
<td>157</td>
<td>35%</td>
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<td>Asian</td>
<td>7</td>
<td>2%</td>
<td>9</td>
<td>2%</td>
<td>8</td>
<td>2%</td>
</tr>
<tr>
<td>American-Indian or Alaska Native</td>
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<td>0%</td>
<td>2</td>
<td>0%</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>13</td>
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<td>15</td>
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<td>1%</td>
<td>3</td>
<td>1%</td>
</tr>
<tr>
<td>Total</td>
<td>443</td>
<td>100%</td>
<td>447</td>
<td>100%</td>
<td>448</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>Fall 17</th>
<th></th>
<th>Fall 18</th>
<th></th>
<th>Fall 19</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Under 30</td>
<td>26</td>
<td>6%</td>
<td>29</td>
<td>6%</td>
<td>30</td>
<td>7%</td>
</tr>
<tr>
<td>30 to 39</td>
<td>86</td>
<td>19%</td>
<td>91</td>
<td>20%</td>
<td>94</td>
<td>21%</td>
</tr>
<tr>
<td>40 to 49</td>
<td>77</td>
<td>17%</td>
<td>83</td>
<td>19%</td>
<td>78</td>
<td>17%</td>
</tr>
<tr>
<td>50 to 59</td>
<td>136</td>
<td>31%</td>
<td>126</td>
<td>28%</td>
<td>129</td>
<td>29%</td>
</tr>
<tr>
<td>60 and older</td>
<td>118</td>
<td>27%</td>
<td>118</td>
<td>26%</td>
<td>117</td>
<td>26%</td>
</tr>
<tr>
<td>Total</td>
<td>443</td>
<td>100%</td>
<td>447</td>
<td>100%</td>
<td>448</td>
<td>100%</td>
</tr>
</tbody>
</table>

* Employee categories are defined by the US Department of Education, National Center for Educational Statistics, Integrated Postsecondary Educational Data System (IPEDS) and the Maryland Higher Education Commission (MHEC). POA codes 23, 26, 27, 28, 29 and 30 used.

Report counts are taken at a set date each Fall to comply with a mandatory census of employees and a subsequent reporting of employee characteristics. Percentages may not total to 100% due to rounding. Prepared by: CCBC, Office of Planning, Research and Evaluation, January 2020
# COMMUNITY COLLEGE OF BALTIMORE COUNTY
CHARACTERISTICS OF PART-TIME EMPLOYEES

## TABLE 1 - ALL PART-TIME EMPLOYEES

<table>
<thead>
<tr>
<th></th>
<th>FALL 17</th>
<th></th>
<th>FALL 18</th>
<th></th>
<th>FALL 19</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td><strong>GENDER</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>753</td>
<td>42%</td>
<td>718</td>
<td>41%</td>
<td>694</td>
<td>42%</td>
</tr>
<tr>
<td>Female</td>
<td>1,039</td>
<td>58%</td>
<td>1,014</td>
<td>59%</td>
<td>967</td>
<td>58%</td>
</tr>
<tr>
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<td>1,792</td>
<td>100%</td>
<td>1,732</td>
<td>100%</td>
<td>1,661</td>
<td>100%</td>
</tr>
<tr>
<td><strong>RACE/ETHNICITY CATEGORIES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>51</td>
<td>3%</td>
<td>43</td>
<td>2%</td>
<td>43</td>
<td>3%</td>
</tr>
<tr>
<td>Not Hispanic or Latino</td>
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<td></td>
</tr>
<tr>
<td>White</td>
<td>1,091</td>
<td>61%</td>
<td>1,047</td>
<td>60%</td>
<td>1,032</td>
<td>62%</td>
</tr>
<tr>
<td>African-American/Black</td>
<td>379</td>
<td>21%</td>
<td>414</td>
<td>24%</td>
<td>403</td>
<td>24%</td>
</tr>
<tr>
<td>Asian</td>
<td>64</td>
<td>4%</td>
<td>59</td>
<td>3%</td>
<td>52</td>
<td>3%</td>
</tr>
<tr>
<td>American-Indian or Alaska Native</td>
<td>3</td>
<td>0%</td>
<td>4</td>
<td>0%</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>2</td>
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<td>1</td>
<td>0%</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>Multi-Racial</td>
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<td>29</td>
<td>2%</td>
<td>27</td>
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</tr>
<tr>
<td>Unknown</td>
<td>173</td>
<td>10%</td>
<td>135</td>
<td>8%</td>
<td>100</td>
<td>6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,792</td>
<td>100%</td>
<td>1,732</td>
<td>100%</td>
<td>1,661</td>
<td>100%</td>
</tr>
<tr>
<td><strong>AGE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under 30</td>
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<td>176</td>
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<td>173</td>
<td>10%</td>
</tr>
<tr>
<td>30 to 39</td>
<td>351</td>
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<td>296</td>
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</tr>
<tr>
<td>40 to 49</td>
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<td>317</td>
<td>18%</td>
<td>331</td>
<td>20%</td>
</tr>
<tr>
<td>50 to 59</td>
<td>342</td>
<td>19%</td>
<td>346</td>
<td>20%</td>
<td>315</td>
<td>19%</td>
</tr>
<tr>
<td>60 and Older</td>
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<td>550</td>
<td>32%</td>
<td>546</td>
<td>33%</td>
</tr>
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<td>1,732</td>
<td>100%</td>
<td>1,661</td>
<td>100%</td>
</tr>
</tbody>
</table>

* Employee categories are defined by the US Department of Education, National Center for Educational Statistics, Integrated Postsecondary Educational Data System (IPEDS) and the Maryland Higher Education Commission (MHEC).

Report counts are taken at a set date each Fall to comply with a mandatory census of employees and a subsequent reporting of employee characteristics. Percentages may not total to 100% due to rounding. Prepared by: CCBC, Office of Planning, Research and Evaluation, January 2020
### TABLE 2 - PART-TIME CREDIT FACULTY

<table>
<thead>
<tr>
<th></th>
<th>FALL 17</th>
<th></th>
<th>FALL 18</th>
<th></th>
<th>FALL 19</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td><strong>GENDER</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MALE</td>
<td>314</td>
<td>41%</td>
<td>281</td>
<td>40%</td>
<td>248</td>
<td>39%</td>
</tr>
<tr>
<td>FEMALE</td>
<td>446</td>
<td>59%</td>
<td>429</td>
<td>60%</td>
<td>389</td>
<td>61%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>760</td>
<td>100%</td>
<td>710</td>
<td>100%</td>
<td>637</td>
<td>100%</td>
</tr>
<tr>
<td><strong>RACE/ETHNICITY CATEGORIES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HISPANIC OR LATINO</td>
<td>24</td>
<td>3%</td>
<td>21</td>
<td>3%</td>
<td>23</td>
<td>4%</td>
</tr>
<tr>
<td>NOT HISPANIC OR LATINO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WHITE</td>
<td>498</td>
<td>66%</td>
<td>445</td>
<td>63%</td>
<td>406</td>
<td>64%</td>
</tr>
<tr>
<td>AFRICAN-AMERICAN/BLACK</td>
<td>134</td>
<td>18%</td>
<td>148</td>
<td>21%</td>
<td>130</td>
<td>20%</td>
</tr>
<tr>
<td>ASIAN</td>
<td>25</td>
<td>3%</td>
<td>28</td>
<td>4%</td>
<td>22</td>
<td>3%</td>
</tr>
<tr>
<td>AMERICAN-INDIAN OR ALASKA NATIVE</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER</td>
<td>1</td>
<td>0%</td>
<td>1</td>
<td>0%</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>MULTI-RACIAL</td>
<td>14</td>
<td>2%</td>
<td>11</td>
<td>2%</td>
<td>8</td>
<td>1%</td>
</tr>
<tr>
<td>UNKNOWN</td>
<td>64</td>
<td>8%</td>
<td>56</td>
<td>8%</td>
<td>47</td>
<td>7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>760</td>
<td>100%</td>
<td>710</td>
<td>100%</td>
<td>637</td>
<td>100%</td>
</tr>
<tr>
<td><strong>AGE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNDER 30</td>
<td>45</td>
<td>6%</td>
<td>37</td>
<td>5%</td>
<td>28</td>
<td>4%</td>
</tr>
<tr>
<td>30 TO 39</td>
<td>173</td>
<td>23%</td>
<td>168</td>
<td>24%</td>
<td>132</td>
<td>21%</td>
</tr>
<tr>
<td>40 TO 49</td>
<td>167</td>
<td>22%</td>
<td>158</td>
<td>22%</td>
<td>165</td>
<td>26%</td>
</tr>
<tr>
<td>50 TO 59</td>
<td>157</td>
<td>21%</td>
<td>142</td>
<td>20%</td>
<td>129</td>
<td>20%</td>
</tr>
<tr>
<td>60 AND OLDER</td>
<td>218</td>
<td>29%</td>
<td>205</td>
<td>29%</td>
<td>183</td>
<td>29%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>760</td>
<td>100%</td>
<td>710</td>
<td>100%</td>
<td>637</td>
<td>100%</td>
</tr>
</tbody>
</table>

* Employee categories are defined by the US Department of Education, National Center for Educational Statistics, Integrated Postsecondary Education Data System (IPEDS) and the Maryland Higher Education Commission (MHEC). POA 15 is used.

Report counts are taken at a set date each Fall to comply with a mandatory census of employees and a subsequent reporting of employee characteristics. Percentages may not total to 100% due to rounding. Prepared by: CCBC, Office of Planning, Research and Evaluation, January 2020
### TABLE 3 - PART-TIME CONTINUING EDUCATION FACULTY

<table>
<thead>
<tr>
<th>Gender</th>
<th>Fall 17 #</th>
<th>Fall 17 %</th>
<th>Fall 18 #</th>
<th>Fall 18 %</th>
<th>Fall 19 #</th>
<th>Fall 19 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>162</td>
<td>38%</td>
<td>162</td>
<td>38%</td>
<td>164</td>
<td>40%</td>
</tr>
<tr>
<td>Female</td>
<td>265</td>
<td>62%</td>
<td>263</td>
<td>62%</td>
<td>251</td>
<td>60%</td>
</tr>
<tr>
<td>Total</td>
<td>427</td>
<td>100%</td>
<td>425</td>
<td>100%</td>
<td>415</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race/Ethnicity Categories</th>
<th>Fall 17 #</th>
<th>Fall 17 %</th>
<th>Fall 18 #</th>
<th>Fall 18 %</th>
<th>Fall 19 #</th>
<th>Fall 19 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>13</td>
<td>3%</td>
<td>11</td>
<td>3%</td>
<td>8</td>
<td>2%</td>
</tr>
<tr>
<td>Not Hispanic or Latino</td>
<td>274</td>
<td>64%</td>
<td>272</td>
<td>64%</td>
<td>278</td>
<td>67%</td>
</tr>
<tr>
<td>White</td>
<td>97</td>
<td>23%</td>
<td>105</td>
<td>25%</td>
<td>98</td>
<td>24%</td>
</tr>
<tr>
<td>African-American/Black</td>
<td>15</td>
<td>4%</td>
<td>15</td>
<td>4%</td>
<td>15</td>
<td>4%</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>2</td>
<td>0%</td>
<td>2</td>
<td>0%</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>15</td>
<td>4%</td>
<td>11</td>
<td>3%</td>
<td>9</td>
<td>2%</td>
</tr>
<tr>
<td>Unknown</td>
<td>15</td>
<td>4%</td>
<td>9</td>
<td>2%</td>
<td>6</td>
<td>1%</td>
</tr>
<tr>
<td>Total</td>
<td>427</td>
<td>100%</td>
<td>425</td>
<td>100%</td>
<td>415</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>Fall 17 #</th>
<th>Fall 17 %</th>
<th>Fall 18 #</th>
<th>Fall 18 %</th>
<th>Fall 19 #</th>
<th>Fall 19 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 30</td>
<td>34</td>
<td>8%</td>
<td>27</td>
<td>6%</td>
<td>27</td>
<td>7%</td>
</tr>
<tr>
<td>30 to 39</td>
<td>52</td>
<td>12%</td>
<td>57</td>
<td>13%</td>
<td>55</td>
<td>13%</td>
</tr>
<tr>
<td>40 to 49</td>
<td>72</td>
<td>17%</td>
<td>63</td>
<td>15%</td>
<td>67</td>
<td>16%</td>
</tr>
<tr>
<td>50 to 59</td>
<td>81</td>
<td>19%</td>
<td>88</td>
<td>21%</td>
<td>77</td>
<td>19%</td>
</tr>
<tr>
<td>60 and Older</td>
<td>188</td>
<td>44%</td>
<td>190</td>
<td>45%</td>
<td>189</td>
<td>46%</td>
</tr>
<tr>
<td>Total</td>
<td>427</td>
<td>100%</td>
<td>425</td>
<td>100%</td>
<td>415</td>
<td>100%</td>
</tr>
</tbody>
</table>

* Employee categories are defined by the US Department of Education, National Center for Educational Statistics, Integrated Postsecondary Educational Data System (IPEDS) and the Maryland Higher Education Commission (MHEC). POA 18 is used.

Report counts are taken at a set date each Fall to comply with a mandatory census of employees and a subsequent reporting of employee characteristics. Percentages may not total to 100% due to rounding. Prepared by: CCBC, Office of Planning, Research and Evaluation, January 2020.
### TABLE 4 - OTHER PROFESSIONAL PART-TIME EMPLOYEES

<table>
<thead>
<tr>
<th>Gender</th>
<th>FALL 17</th>
<th>FALL 18</th>
<th>FALL 19</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Male</td>
<td>184</td>
<td>51%</td>
<td>195</td>
</tr>
<tr>
<td>Female</td>
<td>179</td>
<td>49%</td>
<td>188</td>
</tr>
<tr>
<td>Total</td>
<td>363</td>
<td>100%</td>
<td>383</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race/Ethnicity Categories</th>
<th>FALL 17</th>
<th>FALL 18</th>
<th>FALL 19</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>9</td>
<td>2%</td>
<td>8</td>
</tr>
<tr>
<td>Not Hispanic or Latino</td>
<td>199</td>
<td>55%</td>
<td>228</td>
</tr>
<tr>
<td>White</td>
<td>69</td>
<td>19%</td>
<td>85</td>
</tr>
<tr>
<td>Asian</td>
<td>11</td>
<td>3%</td>
<td>9</td>
</tr>
<tr>
<td>American-Indian or Alaska Native</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>4</td>
<td>1%</td>
<td>4</td>
</tr>
<tr>
<td>Unknown</td>
<td>71</td>
<td>20%</td>
<td>49</td>
</tr>
<tr>
<td>Total</td>
<td>363</td>
<td>100%</td>
<td>383</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>FALL 17</th>
<th>FALL 18</th>
<th>FALL 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 30</td>
<td>70</td>
<td>19%</td>
<td>56</td>
</tr>
<tr>
<td>30 to 39</td>
<td>89</td>
<td>25%</td>
<td>85</td>
</tr>
<tr>
<td>40 to 49</td>
<td>63</td>
<td>17%</td>
<td>73</td>
</tr>
<tr>
<td>50 to 59</td>
<td>59</td>
<td>16%</td>
<td>79</td>
</tr>
<tr>
<td>60 and older</td>
<td>82</td>
<td>23%</td>
<td>90</td>
</tr>
<tr>
<td>Total</td>
<td>363</td>
<td>100%</td>
<td>383</td>
</tr>
</tbody>
</table>

* Employee categories are defined by the US Department of Education, National Center for Educational Statistics, Integrated Postsecondary Educational Data System (IPEDS) and the Maryland Higher Education Commission (MHEC). POA codes 11, 12, 13, 14, 21, 22, 24, and 25 used. Report counts are taken at a set date each Fall to comply with a mandatory census of employees and a subsequent reporting of employee characteristics. Percentages may not total to 100% due to rounding. Prepared by: CCBC, Office of Planning, Research and Evaluation, January 2020
# Table 5 - Part-Time Support Employees

<table>
<thead>
<tr>
<th></th>
<th>FALL 17</th>
<th>FALL 18</th>
<th>FALL 19</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td><strong>GENDER</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MALE</td>
<td>93</td>
<td>38%</td>
<td>80</td>
</tr>
<tr>
<td>FEMALE</td>
<td>149</td>
<td>62%</td>
<td>134</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>242</td>
<td>100%</td>
<td>214</td>
</tr>
<tr>
<td><strong>RACE/ETHNICITY CATEGORIES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HISPNIC OR LATINO</td>
<td>5</td>
<td>2%</td>
<td>3</td>
</tr>
<tr>
<td>NOT HISPANIC OR LATINO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WHITE</td>
<td>120</td>
<td>50%</td>
<td>102</td>
</tr>
<tr>
<td>AFRICAN-AMERICAN/BLACK</td>
<td>79</td>
<td>33%</td>
<td>76</td>
</tr>
<tr>
<td>ASIAN</td>
<td>10</td>
<td>4%</td>
<td>7</td>
</tr>
<tr>
<td>AMERICAN-INDIAN OR ALASKA NATIVE</td>
<td>1</td>
<td>0%</td>
<td>2</td>
</tr>
<tr>
<td>NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER</td>
<td>1</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>MULTI-RACIAL</td>
<td>3</td>
<td>1%</td>
<td>3</td>
</tr>
<tr>
<td>UNKNOWN</td>
<td>23</td>
<td>10%</td>
<td>21</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>242</td>
<td>100%</td>
<td>214</td>
</tr>
<tr>
<td><strong>AGE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNDER 30</td>
<td>62</td>
<td>26%</td>
<td>56</td>
</tr>
<tr>
<td>30 TO 39</td>
<td>37</td>
<td>15%</td>
<td>33</td>
</tr>
<tr>
<td>40 TO 49</td>
<td>26</td>
<td>11%</td>
<td>23</td>
</tr>
<tr>
<td>50 TO 59</td>
<td>45</td>
<td>19%</td>
<td>37</td>
</tr>
<tr>
<td>60 AND OLDER</td>
<td>72</td>
<td>30%</td>
<td>65</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>242</td>
<td>100%</td>
<td>214</td>
</tr>
</tbody>
</table>

* Employee categories are defined by the US Department of Education, National Center for Educational Statistics, Integrated Postsecondary Educational Data System (IPEDS) and the Maryland Higher Education Commission (MHEC). POA codes 23, 26, 27, 28, 29 and 30 used. Report counts are taken at a set date each Fall to comply with a mandatory census of employees and a subsequent reporting of employee characteristics. Percentages may not total to 100% due to rounding. Prepared by: CCBC, Office of Planning, Research and Evaluation, January 2020
### Salaries of Full-Time Credit Instructional Faculty: Ten-Month Contracts

**Fiscal Year 2019 & 2020**

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Professors</th>
<th>Associate Professors</th>
<th>Assistant Professors</th>
<th>Instructors</th>
<th>Other</th>
<th>Overall Weighted Average Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Average Salary</td>
<td>No.</td>
<td>Average Salary</td>
<td>No.</td>
<td>Average Salary</td>
</tr>
<tr>
<td>2019</td>
<td>45</td>
<td>$96,810</td>
<td>108</td>
<td>$81,901</td>
<td>145</td>
<td>$68,671</td>
</tr>
<tr>
<td>2020</td>
<td>47</td>
<td>$100,829</td>
<td>106</td>
<td>$85,397</td>
<td>146</td>
<td>$71,158</td>
</tr>
</tbody>
</table>

*Source: MACC Databook 2018 & 2019; Personnel Section, Table VI-2*
Course Sections Taught by Full-Time and Part-Time Faculty

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>FT</th>
<th>PT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>3,994</td>
<td>3,379</td>
</tr>
<tr>
<td>2017</td>
<td>4,046</td>
<td>2,929</td>
</tr>
<tr>
<td>2018</td>
<td>3,863</td>
<td>2,641</td>
</tr>
<tr>
<td>2019</td>
<td>3,876</td>
<td>2,360</td>
</tr>
<tr>
<td>2020</td>
<td>3,888</td>
<td>1,981</td>
</tr>
</tbody>
</table>
FTEs Generated by Full-Time and Part-Time Faculty
FY 2020

Part-Time Faculty FTE: 33%

Full-Time Faculty FTE: 67%
Section VIII: Finance and Student Support
Community College of Baltimore County  
Adopted Operating Budget  
**Summary of Revenue**  
**FY2020**

<table>
<thead>
<tr>
<th></th>
<th>Actual FY2018</th>
<th>Adopted Budget FY2019</th>
<th>Adopted Budget FY2020</th>
<th>FY20 vs. FY18 Inc (Dec)</th>
<th>FY20 vs. FY18 %</th>
<th>FY20 vs. FY19 Inc (Dec)</th>
<th>FY20 vs. FY19 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>County Appropriation</td>
<td>$57,104,794</td>
<td>$62,722,564</td>
<td>$65,690,429</td>
<td>$8,585,635</td>
<td>15.0%</td>
<td>$2,967,865</td>
<td>4.7%</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resident</td>
<td>26,738,274</td>
<td>26,089,969</td>
<td>24,565,392</td>
<td>(2,172,882)</td>
<td>(8.1%)</td>
<td>(1,524,577)</td>
<td>(5.8%)</td>
</tr>
<tr>
<td>Non-Resident</td>
<td>17,909,330</td>
<td>18,156,312</td>
<td>18,469,265</td>
<td>559,935</td>
<td>3.1%</td>
<td>312,953</td>
<td>1.7%</td>
</tr>
<tr>
<td>Summer School</td>
<td>3,773,522</td>
<td>3,202,678</td>
<td>2,611,089</td>
<td>(1,162,433)</td>
<td>(30.8%)</td>
<td>(591,589)</td>
<td>(18.5%)</td>
</tr>
<tr>
<td>Continuing Education</td>
<td>9,989,654</td>
<td>10,485,283</td>
<td>10,171,190</td>
<td>181,536</td>
<td>1.8%</td>
<td>(314,093)</td>
<td>(3.0%)</td>
</tr>
<tr>
<td>Technology Fees</td>
<td>3,751,859</td>
<td>4,074,505</td>
<td>4,809,307</td>
<td>1,034,802</td>
<td>28.2%</td>
<td>734,802</td>
<td>18.0%</td>
</tr>
<tr>
<td>Enrollment Fees</td>
<td>6,194,899</td>
<td>6,582,449</td>
<td>6,592,806</td>
<td>397,357</td>
<td>6.4%</td>
<td>10,357</td>
<td>0.2%</td>
</tr>
<tr>
<td>Service Fees</td>
<td>9,292,986</td>
<td>10,178,779</td>
<td>9,813,391</td>
<td>520,384</td>
<td>5.6%</td>
<td>(365,388)</td>
<td>(3.6%)</td>
</tr>
<tr>
<td>Penalty Fees</td>
<td>101,290</td>
<td>89,841</td>
<td>101,100</td>
<td>(190)</td>
<td>(0.2%)</td>
<td>11,259</td>
<td>12.5%</td>
</tr>
<tr>
<td></td>
<td>77,751,814</td>
<td>78,859,816</td>
<td>77,133,540</td>
<td>(618,274)</td>
<td>(0.8%)</td>
<td>(1,726,276)</td>
<td>(2.2%)</td>
</tr>
<tr>
<td>State Aid</td>
<td>41,107,814</td>
<td>40,931,574</td>
<td>42,451,318</td>
<td>1,343,744</td>
<td>3.3%</td>
<td>1,519,744</td>
<td>3.7%</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants</td>
<td>67,244,738</td>
<td>75,000,000</td>
<td>72,000,000</td>
<td>4,755,262</td>
<td>7.1%</td>
<td>(3,000,000)</td>
<td>(4.0%)</td>
</tr>
<tr>
<td>Auxiliary Enterprises</td>
<td>1,759,265</td>
<td>998,529</td>
<td>950,000</td>
<td>(809,265)</td>
<td>(46.0%)</td>
<td>(48,529)</td>
<td>(4.9%)</td>
</tr>
<tr>
<td>Facilities Rental</td>
<td>513,762</td>
<td>913,157</td>
<td>970,500</td>
<td>456,738</td>
<td>88.9%</td>
<td>57,343</td>
<td>6.3%</td>
</tr>
<tr>
<td>Grant Recovery</td>
<td>497,483</td>
<td>500,000</td>
<td>450,000</td>
<td>(47,483)</td>
<td>(9.5%)</td>
<td>(50,000)</td>
<td>(10.0%)</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>878,578</td>
<td>828,503</td>
<td>912,444</td>
<td>33,866</td>
<td>3.9%</td>
<td>83,941</td>
<td>10.1%</td>
</tr>
<tr>
<td></td>
<td>70,893,826</td>
<td>78,240,189</td>
<td>75,282,944</td>
<td>4,389,118</td>
<td>6.2%</td>
<td>(2,957,245)</td>
<td>(3.8%)</td>
</tr>
<tr>
<td>Fund Balance</td>
<td>36,629</td>
<td>644,460</td>
<td>971,396</td>
<td>934,767</td>
<td>2552.0%</td>
<td>326,936</td>
<td>50.7%</td>
</tr>
<tr>
<td>TOTAL REVENUE</td>
<td>$246,894,877</td>
<td>$261,398,603</td>
<td>$261,529,627</td>
<td>$14,634,750</td>
<td>5.9%</td>
<td>$131,024</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

CCBC Factbook  
VIII - 1
Community College of Baltimore County  
Adopted Operating Budget  
Summary of Revenue - Percentage of Total Revenue  
FY2020

<table>
<thead>
<tr>
<th>Revenue Category</th>
<th>Actual FY2018</th>
<th>Adopted FY2019</th>
<th>Adopted FY2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>County Appropriation</td>
<td>$57,104,794</td>
<td>23.1%</td>
<td>$62,722,564</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resident</td>
<td>$26,738,274</td>
<td>10.8%</td>
<td>$26,089,969</td>
</tr>
<tr>
<td>Non-Resident</td>
<td>$17,909,330</td>
<td>7.3%</td>
<td>$18,156,312</td>
</tr>
<tr>
<td>Summer School</td>
<td>$3,773,522</td>
<td>1.5%</td>
<td>$3,202,678</td>
</tr>
<tr>
<td>Continuing Education</td>
<td>$9,989,654</td>
<td>4.0%</td>
<td>$10,485,283</td>
</tr>
<tr>
<td>Technology Fees</td>
<td>$3,751,859</td>
<td>1.5%</td>
<td>$4,074,505</td>
</tr>
<tr>
<td>Enrollment Fees</td>
<td>$6,194,899</td>
<td>2.5%</td>
<td>$6,582,449</td>
</tr>
<tr>
<td>Service Fees</td>
<td>$9,292,986</td>
<td>3.8%</td>
<td>$10,178,779</td>
</tr>
<tr>
<td>Penalty Fees</td>
<td>$101,190</td>
<td>0.0%</td>
<td>$89,841</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$77,751,814</td>
<td>31.5%</td>
<td>$78,859,816</td>
</tr>
<tr>
<td>State Aid</td>
<td>$41,107,814</td>
<td>16.6%</td>
<td>$40,931,574</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants</td>
<td>$67,244,738</td>
<td>27.2%</td>
<td>$75,000,000</td>
</tr>
<tr>
<td>Auxiliary Enterprises</td>
<td>$1,759,265</td>
<td>0.7%</td>
<td>$998,529</td>
</tr>
<tr>
<td>Facilities Rental</td>
<td>$513,762</td>
<td>0.2%</td>
<td>$913,157</td>
</tr>
<tr>
<td>Grant Recovery</td>
<td>$497,483</td>
<td>0.2%</td>
<td>$500,000</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$878,578</td>
<td>0.4%</td>
<td>$828,503</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$70,893,826</td>
<td>28.7%</td>
<td>$78,240,189</td>
</tr>
<tr>
<td>Fund Balance</td>
<td>$36,629</td>
<td>0.0%</td>
<td>$644,460</td>
</tr>
<tr>
<td>TOTAL REVENUE</td>
<td>$246,894,877</td>
<td>100.0%</td>
<td>$261,398,603</td>
</tr>
</tbody>
</table>
## Community College of Baltimore County
### Adopted Operating Budget

**Summary of Expenses - All Functions**

**FY2020**

<table>
<thead>
<tr>
<th>Function</th>
<th>Actual Expenditures FY2018</th>
<th>Adopted Budget FY2019</th>
<th>Adopted Budget FY2020</th>
<th>FY20 vs. FY18</th>
<th>FY20 vs. FY18</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$</td>
<td>%</td>
</tr>
<tr>
<td>Instruction</td>
<td>$85,865,215</td>
<td>$89,255,818</td>
<td>$90,649,855</td>
<td>4,784,640</td>
<td>5.6%</td>
</tr>
<tr>
<td>Public Service</td>
<td>374,643</td>
<td>257,933</td>
<td>-</td>
<td>(374,643)</td>
<td>(100.0%)</td>
</tr>
<tr>
<td>Academic Support</td>
<td>12,931,409</td>
<td>13,543,885</td>
<td>12,983,553</td>
<td>52,144</td>
<td>0.4%</td>
</tr>
<tr>
<td>Student Services</td>
<td>16,328,299</td>
<td>16,480,827</td>
<td>17,501,966</td>
<td>1,173,667</td>
<td>7.2%</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>35,068,348</td>
<td>35,729,833</td>
<td>36,460,061</td>
<td>1,391,713</td>
<td>4.0%</td>
</tr>
<tr>
<td>Oper. and Maint. of Plant</td>
<td>15,128,993</td>
<td>15,626,767</td>
<td>15,930,429</td>
<td>801,436</td>
<td>5.3%</td>
</tr>
<tr>
<td>Mandatory Transfers</td>
<td>79,230,878</td>
<td>89,978,340</td>
<td>87,467,463</td>
<td>8,236,585</td>
<td>10.4%</td>
</tr>
<tr>
<td>Auxiliary Enterprises</td>
<td>1,310,292</td>
<td>525,200</td>
<td>536,300</td>
<td>(773,992)</td>
<td>(59.1%)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$246,238,077</td>
<td>$261,398,603</td>
<td>$261,529,627</td>
<td>$15,291,550</td>
<td>6.2%</td>
</tr>
</tbody>
</table>
## Summary of Expenses - All Categories

**FY2020**

<table>
<thead>
<tr>
<th>Category</th>
<th>Actual Expenditures FY2018</th>
<th>Adopted Budget FY2019</th>
<th>Adopted Budget FY2020</th>
<th>FY20 vs. FY18</th>
<th>FY20 vs. FY19</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$135,059,015</td>
<td>$140,164,241</td>
<td>$141,630,026</td>
<td>$6,571,011</td>
<td>$1,465,785</td>
</tr>
<tr>
<td>Salaries and Fringe Benefits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contracted Services</td>
<td>18,986,233</td>
<td>19,280,464</td>
<td>20,190,934</td>
<td>1,204,701</td>
<td>910,470</td>
</tr>
<tr>
<td>Supplies and Materials</td>
<td>2,970,172</td>
<td>3,450,926</td>
<td>3,521,387</td>
<td>551,215</td>
<td>70,461</td>
</tr>
<tr>
<td>Communications</td>
<td>919,582</td>
<td>1,030,018</td>
<td>995,147</td>
<td>75,565</td>
<td>(34,871)</td>
</tr>
<tr>
<td>Conferences and Meetings</td>
<td>1,140,322</td>
<td>1,194,027</td>
<td>1,196,951</td>
<td>56,629</td>
<td>2,924</td>
</tr>
<tr>
<td>Mandatory Transfers</td>
<td>79,230,878</td>
<td>89,978,340</td>
<td>87,467,463</td>
<td>8,236,585</td>
<td>(2,510,877)</td>
</tr>
<tr>
<td>Utilities</td>
<td>3,312,168</td>
<td>3,314,000</td>
<td>3,391,336</td>
<td>79,168</td>
<td>77,336</td>
</tr>
<tr>
<td>Fixed Charges</td>
<td>742,395</td>
<td>868,306</td>
<td>906,630</td>
<td>164,235</td>
<td>38,324</td>
</tr>
<tr>
<td>Furniture and Equipment</td>
<td>2,567,020</td>
<td>1,593,081</td>
<td>1,693,453</td>
<td>(873,567)</td>
<td>100,372</td>
</tr>
<tr>
<td>Auxiliary Enterprises</td>
<td>1,310,292</td>
<td>525,200</td>
<td>536,300</td>
<td>(773,992)</td>
<td>11,100</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$246,238,077</strong></td>
<td><strong>$261,398,603</strong></td>
<td><strong>$261,529,627</strong></td>
<td><strong>$15,291,550</strong></td>
<td><strong>$131,024</strong></td>
</tr>
</tbody>
</table>

**FY20** vs. **FY19**
## Community College of Baltimore County
Adopted Operating Budget

### Full-Time Equivalent (FTE) Data
FY2020

<table>
<thead>
<tr>
<th></th>
<th>FY2020 vs. FY19</th>
<th>FY2020 vs. FY18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>Admitted</td>
<td>Adopted</td>
</tr>
<tr>
<td>FY2018</td>
<td>$10,325</td>
<td>$10,745</td>
</tr>
<tr>
<td>FY2019</td>
<td>$11,089</td>
<td>$11,089</td>
</tr>
<tr>
<td>FY2020</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inc (Dec)</td>
<td>$1,057</td>
<td>10.5%</td>
</tr>
<tr>
<td>Inc (Dec)</td>
<td>$344</td>
<td>3.2%</td>
</tr>
</tbody>
</table>

### Cost per Student

<table>
<thead>
<tr>
<th></th>
<th>FY2018</th>
<th>FY2019</th>
<th>FY2020</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$10,325</td>
<td>$10,745</td>
<td>$11,089</td>
</tr>
<tr>
<td></td>
<td>$1,057</td>
<td>10.5%</td>
<td>$344</td>
</tr>
</tbody>
</table>

### Full-Time Equivalent Students

<table>
<thead>
<tr>
<th></th>
<th>FY2020 vs. FY18</th>
<th>FY2020 vs. FY19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$11,593</td>
<td>$11,266</td>
</tr>
<tr>
<td></td>
<td>$10,742</td>
<td>(851) (7.3%)</td>
</tr>
<tr>
<td></td>
<td>(524) (4.7%)</td>
<td></td>
</tr>
<tr>
<td>Non-Credit Open</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment 3</td>
<td>$1,575</td>
<td>$1,484</td>
</tr>
<tr>
<td></td>
<td>$1,570</td>
<td>(5) (0.3%)</td>
</tr>
<tr>
<td></td>
<td>86 (5.8%)</td>
<td></td>
</tr>
<tr>
<td>Non-Credit Contract</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$3,348</td>
<td>$3,154</td>
</tr>
<tr>
<td></td>
<td>$3,337</td>
<td>(11) (0.3%)</td>
</tr>
<tr>
<td></td>
<td>183 (5.8%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$16,516</td>
<td>$15,904</td>
</tr>
<tr>
<td></td>
<td>$15,649</td>
<td>(867) (5.3%)</td>
</tr>
<tr>
<td></td>
<td>(255) (1.6%)</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:**

1. Excludes Mandatory Transfers and Auxiliary Enterprises
2. A full-time equivalent credit student is a student or a combination of several students taking 30 credit hours per year.
3. A full-time equivalent non-credit student is a student or a combination of several students taking 375 clock hours (450 fifty-minute course hours) per year.
## CCBC Tuition and Fees

### Tuition and Fees: Academic Year 2020 - 2021

#### Tuition (per billable hour)

<table>
<thead>
<tr>
<th>Residency</th>
<th>Academic Year 2020 - 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-county</td>
<td>$122</td>
</tr>
<tr>
<td>Out-of-County</td>
<td>$241</td>
</tr>
</tbody>
</table>
| Out-of-State      | $372 (on-site, blended courses)  
                    | $242 (online courses)       |

#### Fees: Academic Year 2020 - 2021

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Service Fee</td>
<td>$22.00 (per billable hour)</td>
</tr>
<tr>
<td>In-county / Out-of-county / Out-of-state</td>
<td></td>
</tr>
<tr>
<td>Activity Fee</td>
<td>$4 (per billable hour, maximum of $48)</td>
</tr>
<tr>
<td>Capital Fee</td>
<td>$20</td>
</tr>
<tr>
<td>Lab Fees</td>
<td>Class schedule denotes specific lab fees for each course</td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td>$30 (non-refundable)</td>
</tr>
<tr>
<td>Registration Fee</td>
<td>$55 (non-refundable)</td>
</tr>
<tr>
<td>Selective Admissions Application</td>
<td>$50 (non-refundable)</td>
</tr>
<tr>
<td>Senior Course Fee (age 60+)</td>
<td>$30 (per course)</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$15 (per billable hour)</td>
</tr>
</tbody>
</table>
Students Receiving any Financial Aid
Unduplicated Count

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Student Count</th>
<th>Percentage of Students Received Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>15,651</td>
<td>49%</td>
</tr>
<tr>
<td>2016</td>
<td>14,042</td>
<td>46%</td>
</tr>
<tr>
<td>2017</td>
<td>13,267</td>
<td>46%</td>
</tr>
<tr>
<td>2018</td>
<td>12,532</td>
<td>45%</td>
</tr>
<tr>
<td>2019</td>
<td>11,349</td>
<td>42%</td>
</tr>
</tbody>
</table>
CCBC Student Financial Support (Dollars)

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Financial Aid Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>$68,291,530</td>
</tr>
<tr>
<td>2016</td>
<td>$64,189,959</td>
</tr>
<tr>
<td>2017</td>
<td>$66,661,949</td>
</tr>
<tr>
<td>2018</td>
<td>$64,743,080</td>
</tr>
<tr>
<td>2019</td>
<td>$59,374,773</td>
</tr>
</tbody>
</table>
Distribution of Student Financial Support by Type of Award (FY2019)

- Grants: 50%
- Loans: 44%
- Scholarships: 5%
- Work Study: 1%

50% of dollars awarded in FY2019 was in the form of grants
Dollars Awarded by Financial Aid Category

<table>
<thead>
<tr>
<th></th>
<th>Grants</th>
<th>Loans</th>
<th>Scholarships</th>
<th>Work Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY2017</td>
<td>$32,786,633</td>
<td>$30,429,072</td>
<td>$2,236,589</td>
<td>$609,655</td>
</tr>
<tr>
<td>FY2018</td>
<td>$32,351,780</td>
<td>$29,224,967</td>
<td>$2,617,109</td>
<td>$549,224</td>
</tr>
<tr>
<td>FY2019</td>
<td>$29,604,055</td>
<td>$26,244,886</td>
<td>$3,004,451</td>
<td>$521,381</td>
</tr>
</tbody>
</table>