

Community College of Baltimore County

2017 Institutional Performance Accountability Report

The Community College of Baltimore County (CCBC) 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.

INSTITUTIONAL ASSESSMENT

The 2017 Performance Accountability Report (PAR) is the second report of a five-year reporting cycle. This performance accountability report includes 43 indicators, some with multiple parts, addressing five of the six state goals included in the “Maryland Ready 2013-2017 Maryland State Plan for Postsecondary Education” and includes content as prescribed in the *Guidelines for the 2017 Performance Accountability Report* issued by MHEC in June, 2017.

The narrative begins by introducing the reader to CCBC’s students and provides characteristics helpful to understand the CCBC student population. The contextual information is not benchmarked (Ind. A to I). Through the narrative, CCBC addresses each indicator and discusses progress toward the established benchmarks, which are to be met by 2020. The discussion is framed under the State Goals: Quality and Effectiveness, Access Affordability and Completion, Diversity, Innovation and Economic Growth, and Data Use and Distribution. A discussion of CCBC’s progress on a metric from the 2016 PAR report, and a discussion of Community Outreach and Impact and College Cost Containment conclude the report.

Student Characteristics

CCBC serves a diverse student population. Understanding the unique characteristics of CCBC’s student body is paramount to the college mission. The awareness of our students aids CCBC in working towards its benchmark goals and successfully reaching them by fiscal year 2020.

The majority of CCBC’s student population attends part time (Ind. A). There has been an increase in the percent of part-time students in each of the last four fall terms, with the highest percent of part-time students attending in Fall 2016 (71.5%). As past research has shown, students attending part time are at greater risk for not persisting to completion. Approximately seventy-four percent (73.9%) of first-time students required at least one developmental education course in Fall 2016 (Ind. B). This represents a 2.1 percentage point decrease from the previous year. As of Fall 2016, CCBC offers integrated, accelerated developmental options for English and Reading. Students who take the placement tests and score well enough to place them in the upper level academic literacy courses have the option of concurrently enrolling in English 101. This is part of CCBC’s nationally acclaimed Accelerated Learning Program (ALP). An Accelerated Math Program (AMP) is offered that combines the lower level developmental math and upper level intermediate math with college algebra. The ALP and AMP programs allow students with developmental needs to advance faster into credit course work. Nearly thirty percent (28.5%) of CCBC students are first-generation students (neither parent has attended college) (Ind. C). The number of students enrolled in English for Speakers of Other Languages (ESOL) courses has increased over the past three fiscal years (Ind. D). In fiscal year 2016, 2,797 students enrolled in ESOL courses. This represents an increase of 17.9% in enrollment since

fiscal year 2013. Students taking ESOL courses at CCBC work with a variety of software and trained faculty/staff who are familiar with the challenges faced by ESOL students, and are equipped to deal with their needs, which are different from those students not taking ESOL courses. The percent of students receiving Pell Grants decreased 3.2% from fiscal year 2015 (Ind. Ea.). Federal Pell grants are awarded to eligible students with financial need. Those students who received Pell grants do not have to repay the money. The percent of students receiving loans, scholarships and/or need-based financial aid decreased 2.5% in fiscal year 2016 (Ind. Eb). In Fall 2015, 40.7% of credit students were 25 years old or older compared to 87.4% of continuing education program students (Ind. F). At CCBC, it is common for students taking continuing education courses to be older than students taking credit courses. The majority (53.3%) of credit students are employed more than 20 hours per week (Ind. G). The racial and ethnic distribution of the student population continues to show an increase in the percentage of students of color, while the number of white students decreased in Fall 2016. The number of foreign students has increased by 1.2% since Fall 2013 (Ind. H). CCBC students who persist and graduate, despite facing challenges such as financial hardships, part-time attendance, and language barriers, experience the benefit of increased income. Occupational program graduates increased their income more than 128% three years after graduation when compared to their income one year prior to graduation (Ind. I).

State Plan Goal 1: Quality and Effectiveness

CCBC graduates are highly satisfied with their educational achievements at the college. Approximately, ninety-seven percent (96.5%) of graduates reported satisfaction with their educational goal achievements on the most recent Alumni Survey (Ind. 1). This is the second highest rate of satisfaction reported since 2005 and nearly at the benchmark goal (97%). CCBC will continue to create an environment where our students thrive within their programs and are satisfied with the education and services they receive while attending the college. On the Non-Returning Student Survey about sixty-six percent (65.8%) of students reported that they were completely or partly satisfied that their educational goal had been reached (Ind. 2). This survey is administered every other year to students enrolled in the Spring term and had not achieved a formal award nor enrolled in the subsequent Fall term. This percentage is below the 70% benchmark; however, CCBC has conducted focus groups to see why students do not return and devised strategies to help meet the benchmark goal. CCBC will administer this survey for students enrolled in the Spring 2017 term and had not achieved a formal award nor enrolled in the subsequent Fall term during the 2017-2018 school year.

The percentage of students completing developmental education requirements after four years increased in the Fall 2012 cohort by 4.8 percentage points (Ind. 4). The retention of developmental students decreased by 0.1 percent from the previous cohort (Ind. 3a). The college is working towards meeting the benchmark goals set for indicator 4 and indicator 3a. CCBC has implemented accelerated programs (ALP and AMP) for developmental education that aim to increase the retention of developmental students. The developmental education program at CCBC is nationally certified by the National Association of Developmental Education at the distinguished level. Colleges throughout the nation have been inspired to adopt the ALP model after the documented success of students enrolled in the ALP program at CCBC. Fall-to-fall retention for college-ready students has been increasing since the Fall 2013 cohort. The retention of college-ready students increased slightly in the Fall 2015 cohort from the Fall 2014

cohort (Ind. 3b) putting CCBC within 3.7 percentage points of meeting the benchmark goal of 50%.

The percentage of students successfully persisting after four years increased for college-ready students from 75.8% to 79.1% (Ind. 5a). This increase of 3.3 percentage points has CCBC within 0.9 percentage points of meeting the benchmark goal. Successful persister rates for all students in the cohort increased just slightly from the previous cohort (Ind.5.d). Successful persister rates for developmental completers and non-completers decreased in the Fall 2012 cohort (Ind. 5b, c). Sixty-three percent of students were persisting after four years for the Fall 2012 cohort. This represents a 7.6% gap between the most recent performance and the benchmark (Indicator 5d). CCBC is committed to implementing measures to help students complete their educational goals successfully.

Fifty-seven percent of college-ready students graduated and/or transferred in the Fall 2012 cohort putting CCBC within three percentage points of meeting its benchmark goal of sixty percent. (Ind. 6a). The number of developmental completers graduating or transferring after four years decreased less than one percentage point (0.7%) from the 2011 cohort while developmental non-completers increased slightly from the previous cohort (Ind. 6b,c). The college is committed to assisting students on their path to graduation and/or transfer and has established goals and initiatives to help us achieve the benchmark of 47.0% (Ind. 6d). CCBC groups degree-seeking credit students into one of six Pathways based on major or main area of interest. Students will receive assistance in course selection, as well as student success support and activities that are geared towards completion, transfer and career success.

CCBC offers 14 credit academic programs requiring external licensing and/or certification upon completion of the program. Two of the fourteen programs require graduates to take and pass two separate exams to obtain licensure or certification. Program completers continue to perform well on the external testing as evident in Indicator 7. Nine of the fourteen programs reported 90% or more of first-time test takers passing the exams on their first attempt in FY2016. Four programs reported 100% of first-time test takers passing the exam on their initial attempt in FY2016. Five programs reported an increase in their pass rate from FY2015 to FY2016 (Ind. 7b,c,e,i,m). Eight of the 14 programs are striving towards meeting the benchmark goals set. Five of the 14 programs meet or exceed the set benchmarks. These five programs have consistently graduated students who do well on the licensure exams. Licensure pass rates for these 14 programs have been set at either 90% or 95% based on respective national examination scores and institutional trends for pass rates.

For AY15-16, 83.3% of students earned a 2.0 or higher a year after transfer which exceeds the benchmark set at 83.0% and the mean GPA was 2.74 within 0.01 percentage points of meeting the benchmark of 2.75(Ind. 8a,b). According to the Alumni Survey administered in 2014, the satisfaction rate for preparing students to transfer has decreased by approximately three percent (-3.2%) (Ind. 9). CCBC is committed to preparing students for transfer from our institution to four-year institutions. Transfer success is closely monitored within the college's Pathway initiative. CCBC will move towards meeting a benchmark of 80% during this cycle.

CCBC continues to focus the majority of its expenditure dollars in the instructional area (Ind. 10a). CCBC has continued to meet the benchmark goal for percent of expenditures on instruction, academic support, student services and other items (Ind. 10a,b,c,d).

State Plan Goal 2: Access, Affordability and Completion

CCBC experienced a decline in student enrollments of -2.1% (Ind.11a). Credit enrollment decreased -5.3% in FY2016 and has declined in each of the last four years (Ind.11b). Continuing education enrollment decreased -0.2% in FY2016, the lowest decrease since FY2013 (Ind. 11c). College enrollments are known to be counter-cyclical to the economy and as the local and national economy continues to improve from the 2008 Great Recession, CCBC's enrollment has declined, mirroring national and state trends.

CCBC's market share of first-time, full-time freshman declined -1.4% to 36.3% (Ind.12). The decrease in first-time, full-time freshman may be attributed to an improving job market as well as increased competition with four year colleges. CCBC's market share of part-time undergraduates increased in Fall 2016 by 0.2 percentage points (Ind.13). This market share is reflective of CCBC students as primarily part-time. Our market share of recent college-bound high school graduates has increased -0.7 percentage points to 53.2% (Ind. 14). The increase of recent college-bound high school graduates may be attributed to the high satisfaction of high school concurrent students attending CCBC. Those students highly satisfied with the services they received while they were concurrently enrolled are more likely to come back to CCBC after high school graduation. CCBC is committed to our mission to provide an accessible, affordable and high-quality education. This commitment to our mission will assist us in meeting the FY2020 benchmark goals.

CCBC continues to have great success with enrolling concurrent high school students at our institution. In Fall 2016, we increased enrollment by 24.8% (Ind. 15). CCBC works closely with Baltimore County Public Schools to provide multiple opportunities for students to earn college credit while still in high school. Beginning in Fall 2017, CCBC's first Early College High School will open at Woodlawn. Students enrolled in this program will earn their high school diploma and an associate's degree in General Studies simultaneously. Currently, CCBC is exceeding the benchmark of 1,200 by 228 students.

In FY2016, CCBC granted 2,821 credit awards, a decrease from the 3,228 awards in FY2015 (Ind. 16d). Career degrees were essentially flat in FY2016 (Ind.16a). Transfer degrees decreased by 2.5% (Ind. 16b). Overall, CCBC decreased associate degrees awarded by 1.2% in FY2016. CCBC issued 381 fewer certificates in FY2016, a decline of -37.1% (Ind. 16c). The decline is attributable to the "Corrections Professional" certificate. The purpose of this certificate is to meet the entrance level and professional education requirements for corrections officers and employees of community-based corrections programs. This certificate significantly increased the awards granted in the Criminal Justice program during FY2015, causing a significant decrease in FY2016. CCBC remains committed to our goal of increasing student completion through various initiatives, including our Pathways program and accelerated developmental programs in English, reading and math.

CCBC tuition and fees, as a percent of Maryland public four-year institution tuition and fees, increased slightly from 48.1% to 49.0% (Ind. 17). CCBC is committed to providing an affordable, quality education for our students. We currently meet our benchmark of less than 50% of the average tuition and fees at a Maryland four-year public institution.

Continuing education enrollment in community service and lifelong learning decreased in FY2016. The unduplicated headcount decreased 4.0% (Ind. 18a). Annual course enrollments decreased 4.4% (Ind. 18b). Enrollment in basic skills and literacy courses decreased 2.3% in headcount and remained flat in course enrollments (Ind.19). CCBC is committed to broad, diverse course offerings in our continuing education programs and making continuing education a central part of our college.

State Plan Goal 3: Diversity

CCBC remains committed to providing educational opportunities to a diverse group of students. The percent of non-white credit and continuing education enrollment remained relatively flat in Fall of 2016 (Ind. 20a,b). The percent of the service area population that are 18 years or older and non-white increased by 0.8 percentage points to 38.8% in 2016 (Ind.20c). We will move towards our benchmark as the county demographic profile continues to become more diverse.

CCBC has remained relatively flat since Fall 2014 in the percentage of full-time minority faculty members (Ind. 21). CCBC has also focused on increasing the number of full-time administrative and professional staff identifying as minority. In Fall 2016, CCBC decreased 1.0 percentage points for minorities in full-time administrative and professional staff (Ind. 22). Our Fall 2020 benchmarks, for both faculty and administrative/professional staff, are aggressive, given the current environment of shrinking enrollments and few new hires.

Our successful-persister rate for African-Americans for the Fall 2012 cohort improved by 2.4 percentage points over the Fall 2011 cohort and is now 55.6%, which exceeds the benchmark set for the Fall 2016 cohort (Ind. 23a). The persister rate for Asians increased and continues to be higher than other groups at 75.8% (Ind.23b). Hispanic/Latino students experienced a significant increase from 60.1% to 73.9% for the Fall 2012 cohort exceeding the benchmark set at 65.0% for the Fall 2016 cohort (Ind. 23c). Our overall successful persister rate for all groups remained nearly flat for the Fall 2012 cohort (Ind. 5d).

The graduation-transfer rate for African-American students improved to 35.5% for the Fall 2012 cohort (Ind. 24a). Asian students showed an increase, from 42.5% to 50.0% for the Fall 2012 cohort, a decline of 0.3 percent from Fall 2011(Ind. 24b). The graduation-transfer rate for Asian students meets the benchmark set for the Fall 2016 cohort. Hispanic/Latino students achieved a 42.5% graduation-transfer rate for the Fall 2012 cohort (Ind. 24c). The volatility of graduation-transfer rates for Asian and Hispanic/Latino student may in part, be driven by the size of their respective cohorts; both cohorts have fewer than 200 students each. We continue to expand services to ensure completion and transfer for minority students, including student orientation courses contextualized for minority students and accelerated developmental pathways for English, reading and math.

Fall-to-fall retention for students with a Pell Grant had a fairly significant increase of 4.2 percentage points after being relatively stable for three cohort years (Fall 2012 to Fall 2014). Current retention for these students is at 49.3% and the benchmark for the Fall 2019 cohort is set at 53.0% (Ind. 25a). Fall-to-fall retention for non-recipients of a Pell Grant dropped significantly in the Fall 2015 cohort from 55.2% to 45.5% (Ind. 25b).

State Goal 4: Innovation

Enrollment in credit courses taught online increased by 2.7% in Fall 2016. The Fall 2016 online enrollment of 20,138 exceeds the benchmark of 20,000 (Ind. 26a). The enrollment in continuing education online courses has remained stable from FY2014 to FY2016 (Ind. 26b). We expect our online enrollment to increase as CCBC introduces new initiatives and programs for online learning.

State Goal 5: Economic Growth and Vitality

Eighty-seven percent of students who graduated from CCBC in a career program are employed full time in a related field (Ind. 27). CCBC continues to be involved in assisting graduates with job placement within their field after completing their educational goal at the college. Eighty-one percent (80.9%) of CCBC graduates are satisfied with the job preparation they received while enrolled at the college (Ind. 28). CCBC will continue to prepare students for careers related to their field of study and will work towards continuing to exceed the benchmark for Indicator 27 and work towards meeting the benchmark goal of 85 percent for Indicator 28.

Headcount in workforce development courses dropped in Fall 2016 however enrollments increased by 1.1% (Ind. 29a,b). CCBC offers a variety of Workforce Training Certificate programs that allow students to develop the knowledge and competencies that lead to job entry, industry credentials and career advancement. CCBC will continue to promote these workforce development courses and programs while moving towards the benchmark goal set for FY2020. Headcount and course registrations increased over the past year for continuing professional education leading to government or industry-required certification or licensure (Ind. 30a,b). The headcount and course registrations exceed the benchmarks set for FY2020.

CCBC experienced a decrease in the number of businesses entering into contracts with the college for training and services to be provided to their employees in FY2016 (Ind. 31). The headcount of students enrolled and the annual course enrollments in contract training decreased modestly over the prior year (Ind. 32 a,b). Employers participating in the contract training reported high levels of satisfaction with services provided by the college over the past four years (Ind. 33). Employer satisfaction declined from a high of 99% in FY2014 to 94% in FY2015; however, it increased to 97% in FY2016. The college will continue to seek innovative ways to engage businesses and provide contract training programs and services.

Similar to the decline in overall credit enrollment, the enrollment in STEM (Science, Technology, Engineering, and Mathematics) decreased from Fall 2015 (Ind. 34a). Students completing an award in a STEM program increased from FY2015 (Ind. 34b). In part, because of the emphasis Baltimore County Public Schools (BCPS) has placed on STEM education and the projected career opportunities, CCBC expects to increase the number of students enrolling in STEM programs. CCBC promotes success for students enrolled in STEM programs by

encouraging cross-disciplinary thinking and discussion as well as providing information to career and educational opportunities in STEM fields.

State Goal 6: Data Use and Distribution

CCBC complies with all MHEC data requests in a timely fashion. CCBC works with other community colleges through the Maryland Community College Research Group (MCCRG) and other appropriate workgroups to establish common data definitions and practices. These practices have helped provide accurate and consistent data to MHEC. As Maryland colleges and universities continue to provide data for the MAC2 system, comprehensive information on student performance and outcomes is expected to be made available. MHEC is poised to generate aggregated information particularly useful for high level decision making, but also valuable to individual institutions. This work supports and strengthens the state's commitment to distribute and use quality data to inform and improve higher education outcomes.

Issues Raised by MHEC Review of CCBC's 2016 Report

Annual unduplicated headcount of credit and continuing education students (11a, 11b, and 11c).

Commission Assessment: The College has set modest benchmarks for increases in enrollment of both credit and continuing education students, acknowledging that forces such as the improved economy and competition with four-year institutions may help explain the recent stagnation of enrollments. Please share with the Commission other possible factors contributing to the recent enrollment patterns and what strategies, if any, the College has implemented or will be implementing to ensure stable enrollments in the next few years.

Response: CCBC has developed a comprehensive Enrollment Stabilization plan and regularly updates initiatives designed to stabilize and or increase enrollment. The stabilization plan identifies the specific actions necessary to expand recruitment, increase retention, and improve completion. It includes efforts designed to promote the value of a degree, certificate or workplace certification. The following strategies are part of the current plan.

Recruitment Strategies

- Fully Implement the Recruitment/Retention/Completion Components of CCBC's Pathways Program
- Grow CCBC On-Line
- Aggressively Market CCBC's Credit and Non-Credit Instructional Menu Equally to Internal and External Markets Through Print, Media and Digital Formats
 - Promote CCBC's "Value Proposition" for both College and Career Readiness
 - Develop integrated internal capacity to improve key messaging communication:
 - internally, to all credit and non-credit students, faculty, and staff
 - externally, to all business, community and government partners
- Build Internal Recruitment Pathways Between Credit and Non-Credit Programs
 - Actively recruit graduates from ABE/GED/ESL, Job Network, ACE etc. programs into CCBC's credit and non-credit programming; as well as the reverse where appropriate

- Enhance training partnerships with business, community, and government partners
- Increase cross fertilization/marketing between credit/non-credit courses and programs to create stackable credentials, career ladders and reciprocal program options
- Identify Academic Programs (Credit/Non-Credit) with Capacity for Expansion with the Addition of additional marketing, staffing, and/or equipment, facilities
- Implement Multiple Measures Initiative for Admission
- Enhance Relationships with K-12 Partners (Public and Private)
 - Promote a Baltimore County College Promise program
 - Enhance Early College Access and 2 + 2 programs
 - Expand on-site day/evening courses (credit and non-credit) at high school centers
 - Reach out to service areas beyond Baltimore County (e.g., Baltimore City)
 - Broadly promote CCBC's programs with statewide designation status; promote the Border State Tuition Initiative
 - Expand Diploma-to-Degree (D to D) and Diploma to Certificate (D to C) opportunities
 - Expand the Woodlawn Early College High School to other high schools
 - Develop a Pathways in Technology (P-Tech) Early College High School Model
- Increase Full-Time Student Base
 - Aggressively recruit populations likely to attend full-time (e.g. Honors, Athletes, International Students, Veterans); provide scholarship incentive
 - Actively promote full-time status to students capable of handling a full course load
 - Improve the yield of graduating seniors from Baltimore County/Baltimore City public and private high schools
- Increase Both Need and Merit-Based Scholarships and Financial Support as a Recruitment Incentive to Attract and Retain Students
 - Continue to grow CCBC's pool of Opportunity Grants, for general and specific populations
 - Market in-county tuition rates incentive for employees of Baltimore County businesses
 - Increase scholarship opportunities for non-credit programs; lobby Congress to expand Pell Grant support for short term training programs
 - Continue to expand the number of endowed and grant funded scholarships to support recruitment efforts; seek a Foundation partner to fund a private scholarship program

Retention Strategies

- Fully Implement the Academic Components of CCBC's Pathways Program
- Actively Promote the Goal of Completion of Degrees/Certificates and Workplace Certifications Through Daily Work with Students, Both In and Out of the Classroom
- Explore Ways to Reduce the Number of Entering Students Needing College Readiness Work and Increase the Number of Students Completing These Courses
- Sustain Commitment to Achievements Made in CCBC's Developmental Acceleration Program; Begin Multiple Measures Pilot

- Actively Promote Degree Completion Before Transfer
- Improve Registration and Customer Service to Alleviate Registration Barriers; Discourage Policies/Procedures that Inhibit Registration Ease and/or Access
 - Continue to improve On-line Registration to reduce lines and ease staff pressure
 - Implement “Multiple Measures” Placement Strategies
 - Improve and expand Accuplacer Test Preparation
 - Implement and aggressively promote Degree Audit Software (or similar product) to improve students’ ability to accurately self-advise
 - Expand Advising, Registration, and Financial Aid Laboratories
 - Continue to eliminate unnecessary financial and other Registration holds
 - Develop a meaningful plan to reduce the number of students dropped for nonpayment
- Increase Scholarships and Financial Support as Retention Initiatives

Completion Strategies

- Actively Promote the Goal of Completion of Degrees, Certificates and Workplace Certifications, Both in and Out of the Classroom
- Continue to Fund and Promote Completion Scholarships
- Enhance Relationships with Four-Year Partners
 - Expand Freshman Transition Programs to Four-Year Partners
 - Promote the Maryland Transfer Compact and other articulation measures that guarantee transfer opportunities with Junior level status
 - Increase Dual Enrollment, Dual Admission Models, and 2 + 2 or 3 + 1 models
 - Promote Come Back and Reverse Transfer Degrees
 - Promote Collegetown Cross Registration to local four year partners

Community Outreach and Impact

Community engagement is a vital part of CCBC’s strategic plan. The leadership team at CCBC urges all areas of the college to actively foster community engagement. CCBC places a strong emphasis on supporting and engaging with the communities it serves, as well as establishing partnerships within the greater Baltimore region. CCBC has a significant impact within each of the local communities it serves and Baltimore County as a whole. The college president and members of the leadership team at CCBC, as well as the campus directors, promote CCBC’s presence within Baltimore County and surrounding areas from their positions on local and regional boards, Chambers of Commerce, committees and associations.

In addition to the high-level engagement activities that are a natural part of the offices of the president and the vice president of Institutional Advancement, Baltimore County citizens and citizens from the surrounding region benefit from the variety of events hosted on CCBC campuses and the college’s participation in community events. Over the past year, CCBC has hosted a number of community events at one of our three main campuses and/or one of our three extension centers.

As a whole, CCBC has been actively involved in giving back to the community. Throughout the year, each campus holds several fundraising drives to collect needed items and monetary

donations for local organizations. A few of the organizations that CCBC has been able to help with fundraising efforts are the Catonsville Children's Home, the American Red Cross, disadvantaged families of BCPS students, American Cancer Society, Children's Cancer Foundation and the Salvation Army.

CCBC strives to earn the support and maintain the involvement of our diverse communities by responding to their needs and interests. This past year, CCBC worked with the Salvation Army to provide a Thanksgiving dinner to over 53 families. This event also offered the families the opportunity to have their picture taken with players from the Baltimore Ravens. CCBC hosted the Dunbar Brooks Leadership Academy camp for an event that focused on role-play exercises with the Baltimore County Police Department (BCPD). During the leadership camp, participants also received a presentation from the School of Business, Education, Justice and Law titled "*Just Choices*."

CCBC has an excellent working relationship with the Baltimore County Police Department (BCPD) and the Baltimore County Fire Department. A public town hall discussion was hosted by CCBC to discuss the opioid epidemic in our area and the state of Maryland. The town hall was attended by BCPD, FBI agents, other local police departments and CCBC colleagues. Over the past year, CCBC has provided the BCPD with the space/facilities to conduct high-rise and Emergency Medical Technician training.

CCBC offers many unique opportunities for prospective students through our Admissions office. The College Gateway program presents college entry information to ninth graders at county "feeder" schools. Orientation days are offered at CCBC locations for seniors that are planning to attend CCBC in the Fall semester following their high school graduation. Registration events are also offered for students who will be entering the Early College Access program which allows them to take courses at CCBC while still enrolled in high school.

Several of the educational programs offered at CCBC host clinics where community members can receive services free of charge or at a discounted rate. This initiative allows CCBC students to practice the skills they are learning from their course work in a real-life environment. The Dental Hygiene clinic offers preventative care services to individuals in the community at a reduced cost. The Dental Hygiene program also had an informational video on our website that provides information for pregnant women and parents of infants. The Therapeutic Massage student clinic offers massages to the public in order to provide students with hands-on experience working with a diverse population in a clinical environment. The students will provide a variety of massage techniques intended to relieve muscle tension and stress, address problem areas, promote relaxation and overall well-being. These are just a few examples of how CCBC students and their programs give back to the local communities.

CCBC leadership and staff actively participate in community events. This past summer, a group consisting of members of the leadership team, staff and their families participated in three local Fourth of July parades. CCBC sets up booths at local festivals and fairs to provide community members with information about the college and to answer any questions they may have about college programs, services and events.

Throughout the year, CCBC is active in recognizing and honoring important days. Each campus offers special events for 9/11, Veteran's Day and Earth Day. This year, one of our campuses hosted "Patriot's Day – Remembering 9/11" where our local first responders and military were celebrated. Speakers included our Dean of the School of Business, Education, Justice and Law; the Dundalk Campus Director, the Assistant Director of Student Life, and the Commander of the Baltimore County Police Academy.

CCBC is actively involved in promoting sustainability at our locations and the surrounding areas. A Sustainability Day was held for the college community and the public to learn about reusing, recycling and reducing. In the weeks leading up to the event, a clothing drive was held to collect business attire. This clothing was distributed at the event to those individuals who need proper attire for presentations and interviews. On Sustainability Day, faculty and students from the Sustainable Horticulture program as well as local volunteers planted native trees on the Dundalk campus. The trees were a gift from the Dundalk Renaissance Corporation.

CCBC continues to welcome recreational and high school sports teams to use its fields, courts and pools for practices, games, meets and tournaments. CCBC has also joined forces with local companies and agencies to host walks and/or runs with the net proceeds donated to charities. Summer camps are offered on CCBC campuses that provide children and youth with opportunities to participate in daily activities including arts and crafts, drama, dance, swimming, sports and a variety of other educational activities. These camps also help children from our local communities experience life on campus.

CCBC offers many events throughout the year that are open to the public. Free planetarium shows are held in our new state-of-the-art facility five times a semester and are enjoyable for all ages. Campus tours are offered throughout the year to prospective students and their families. Lecture series are hosted on each of our campuses and feature distinguished speakers throughout the year. CCBC also offers dozens of performances a year focusing on music, theatre and dance for audiences of all ages. The Children's Playhouse of Maryland, Dundalk Community Theater and Cockpit in Court are popular with members of the larger communities around CCBC. The Children's Playhouse produces five musicals a year. Cockpit in Court hosts large-scale musicals, comedies, dramas and high-energy children's performances throughout the summer. Cockpit in Court performances have been enjoyed by residents of the greater Baltimore area for more than forty years.

Cost Containment Effort

CCBC remains committed to improving efficiency throughout the college and aggressively pursues cost savings through rigorous management reviews and a college-wide commitment to improving processes.

CCBC is continually seeking new cost savings measures and efficiencies. In the FY2017 budget alone, CCBC trimmed over \$2.5M on the following initiatives:

- Savings from selection of one office supply vendor of \$50,000.
- Implementation of a communications task force to evaluate publication effectiveness and redundancies, savings of \$101,985.

- Lease purchase agreement for the upgrade and replacement of classroom, faculty and staff office computers, saving \$603,700.
- Scheduling and class size efficiency targets to reduce adjunct faculty costs by \$907,475.
- Implementation of a position management plan to “mothball” 15 full-time positions to allow for redeployment and reorganization with an estimated savings from the hiring delay. By careful management of these positions and delaying hiring at a measured pace, CCBC saved \$2,540,391.

CCBC implemented the OneCard, which is available as a mobile application, and student refunds through ACH deposits in FY2017 which increases efficiency and reduces costs to process checks and create physical identification cards. In addition to the savings, the OneCard will enhance campus commerce by increasing use at the CCBC bookstores, café’s, vending machines and student printing.

The following sustainability and cost saving initiatives, some of which were implemented as early as FY2008, have been continued throughout the FY2017 budget year.

Electronic Applications

- Implementation of the Faculty Load and Compensation module for adjunct faculty course assignment and pay.

Utility Consumption

- Agreement with Constellation Energy for installation of multiple solar panels throughout the three main campuses, resulting in approximately \$5M in savings over 20 years (construction completed in Fall 2015, resulting in \$100K utility savings in year one.
- Participation in an energy demand program to reduce electricity consumption in response to abnormally high electricity demand or electricity price spikes, resulting in \$144,453 payment the first year. FY2017 savings totaled \$60,752 with a total from the beginning of participation in this program of \$301,204.
- Participation in BGE’s Smart Energy Savers Program with the installation of energy saving initiatives. For FY2017, CCBC received \$10,000 in rebates with \$350,000 received overall since commencement of participation in the program.