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 2020 Performance Accountability Report (PAR) is the final report of a five-year reporting cycle. This performance accountability report includes 43 indicators, some with multiple parts, addressing the three state goals included in the “2017-2021 State Plan for Postsecondary Education, Student Success with Less Debt” and includes content as prescribed in the Guidelines for the 2020 Performance Accountability Report issued by MHEC in June, 2020.

This narrative begins by introducing the audience to CCBC’s students and provides characteristics helpful to understand CCBC’s 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 that were established in 2015, which are to be met by 2020. The discussion is framed under the State Goals: Access, Success and Innovation.

Student Characteristics

CCBC provides a multitude of educational services to a diverse student body. Understanding the unique characteristics of CCBC’s student body is vital to the college mission. The awareness of our students’ needs aids CCBC in working towards its benchmark goals and successfully meeting them by fiscal year 2020.

As shown in Indicator A, the majority of CCBC’s student population attend part time (71.8%). Approximately 70 percent (70.1%) of first-time students required at least one developmental education course in Fall 2019 (Ind. B). At the time of entrance into the college, degree and certificate seeking students are required to have their skills assessed in reading, writing and mathematics. Students assessed below college level in academic literacy (English and reading) and Mathematics are required to complete developmental courses. The developmental courses build skills and prepare students for college-level courses. Students required to take developmental courses may need additional time to complete their degree program because academic/college credits are not earned for developmental course completion.

Thirty-six percent (36.2%) of CCBC students are first-generation college students (defined here as neither parent attended college) (Ind. C). CCBC offers programs to provide full service student support that offer academic advising, transfer counseling, tutoring and other resources. College efforts are enhanced by two federally funded programs for first-generation, low-income students and individuals with disabilities. The federally funded Student Support Services grants help students successfully complete and attain a certificate, associate degree, and/or transfer to a four-year institution to attain a bachelor’s degree. Upward Bound, another federally funded
program provides support to participants in their preparation for college entrance, serves as an intensive enrichment program designed to enhance the academic and personal growth of low-income and first-generation college students prior to the students’ completion of high school.

In FY2019, 2,574 students enrolled in credit and non-credit English for Speakers of Other Languages (ESOL) courses (Ind. D). The academic ESOL program opens doors to opportunities such as improved language skills, associates’ degrees, professional certificates, transfer opportunities and career advancement. CCBC also offers a federally funded Continuing Education community-based ESOL program for beginning students and learners not interested in pursuing academic classes.

The percent of students receiving Pell Grants decreased 2.8 percentage points from FY2018 (Ind. Ea.). Pell Grants are awarded to undergraduate students displaying exceptional financial need and do not need to be repaid. The amount of the award depends on the student’s course load and financial need. During the 2018-2019 aid year the maximum award was $6,095. CCBC had more than eight thousand Pell Grant recipients (8,135) and the average student award was $3,135. The percent of students receiving loans, scholarships and/or need-based financial aid also decreased 2.8 percentage points from FY2018 (Ind. Eb).

In Fall 2019, 39.2% of credit students were 25 years old or older, compared to 86.6% of Continuing Education program students (Ind. F). At CCBC as well as other community colleges in Maryland and nationwide, it is common for students taking Continuing Education courses to be older than students enrolled in credit courses and programs. The Community College Survey of Student Engagement (CCSSE) was not administered during Spring 2020 and we are not able to report on the percentage of credit students employed more than 20 hours per week. However, since Spring 2014 between 47.6 and 53.3 percent of credit students reported working more than 20 hours per week. The racial and ethnic distribution of the student population continues to show increases in the percentage of students of color and Foreign/Non-resident students, while the percentage of white students decreased in Fall 2019 (Ind. H). Despite many challenges including financial hardships, part-time attendance, and language barriers CCBC students who persist experience significant growth in their wages after graduation. The average wages for occupational program graduates increased one hundred thirty nine percent (139%) three years after graduation when compared to income one year prior to graduation (Ind. I).

**State Plan Goal 1: Access**

CCBC has experienced a decline in student enrollments over the past several fiscal years and will likely not meet the benchmarks set for annual unduplicated enrollment. The decline from FY2018 to FY2019 was 5.1% for total CCBC enrollment (Ind.1a). Credit enrollment decreased -3.3% in FY2019 and has declined in each of the last four years (Ind.1b). Continuing Education enrollment decreased by 6.2% in FY2019. Continuing Education enrollment exceeded the benchmark of 33,000 in FY2017 and FY2018 and its headcount of 32,319 is very close to the benchmark (Ind. 1c). Community college enrollments are generally counter-cyclical to the economy. As the local and national economy has improved, CCBC’s credit enrollment declined, mirroring national and state trends. In Spring 2020, the COVID-19 pandemic occurred and has negatively impacted local, regional and national economies. The full impact of the pandemic is
not known. However CCBC is leveraging $35 million to students qualified for tuition-free classes for Fall 2020 and has developed a robust set of courses and a course schedule designed to meet the needs of students while ensuring a safe learning environment. Given the present state of the economy, it is likely that enrollment at community colleges will begin to increase in the near future.

CCBC’s market share of first-time, full-time freshmen increased 4.8 percentage points to 36.6% moving closer to the benchmark of 43.0% (Ind.2). The increase in first-time, full-time freshmen attending CCBC may be attributed to the Baltimore County and Maryland Promise programs. These programs are “last dollar in scholarships” and cover tuition and mandatory fees for eligible students. One requirement for these scholarships is that the student attends full-time. CCBC’s market share of part-time undergraduates decreased in Fall 2019 by 1.4 percentage points (Ind. 3). The market share of recent college-bound high school graduates decreased 3.3 percentage points to 45.0% (Ind. 4). CCBC is committed to attracting more recent high school graduates and is increasing marketing campaigns and outreach to this population. It is financially advantageous for students to complete their first two years of a bachelor’s degree program at a community college.

CCBC continues to have great success enrolling concurrent high school students and has exceeded the benchmark of 1,200 since FY2016 (Ind. 5). Prior to Fall 2015 the number of concurrent high school students was fewer than a thousand students. The close collaboration with Baltimore County Public Schools has created new learning opportunities for high school students to get a head start on their college education including tuition free and Early College and P-TECH (Pathways in Technology). Through a strong partnership CCBC will continue to be a valuable asset to high school students especially as BCPS schools are operating virtually for the first semester of Fall 2020 due to Covid-19. CCBC classes can be a great option for junior and seniors that have completed the majority of their high school requirements.

Enrollment in credit courses taught online increased by 13.5% in FY 2019. The FY 2019 online enrollment of 25,522 exceeds the benchmark of 20,000 (Ind. 6a). The enrollment in Continuing Education online courses also increased in FY 2019 and exceeds the benchmark by 358 students (Ind. 6b). CCBC offers a wide range of online courses and programs with rolling admissions and multiple start dates making it an attractive option for prospective students. It is anticipated that CCBC online will continue to grow.

CCBC tuition and fees, as a percent of Maryland public four-year institution tuition and fees, decreased slightly from 51.7% to 51.5% (Ind.7). We are currently slightly above the benchmark of less than 50% of the average tuition and fees at a Maryland four-year public institution. CCBC is committed to providing an affordable and high-quality education for our students.

Continuing Education headcount and course enrollment in community service and lifelong learning decreased in FY19 (Ind. 8). Basic skills and literacy courses decreased 0.7% in headcount but increased 0.9% in course enrollments. CCBC is close to meeting the benchmarks for headcount and course enrollments in basic skills and literacy courses (Ind. 9). CCBC is committed to broad, diverse course offerings in our Continuing Education programs.
CCBC remains committed to providing educational and workforce opportunities to a diverse group of students. The percent of non-white credit enrollment increased 0.9 percentage points in Fall of 2019 and the percent of non-white Continuing Education enrollment decreased by 0.6 percentage points (Ind. 10a,b). CCBC is meeting the benchmark for indicators 10a and 10b. We expect to continue to meet and/or exceed our benchmarks as the county demographic profile continues to become more diverse. Data for Indicator 10c cannot be reported for this cycle because the Census Bureau does not plan to produce detailed population estimates until 2021.

The percentage of full-time minority faculty members has increased marginally since Fall 2016 from 26.2% to 27.1% (Ind. 11). Data for full-time administrative and professional staff has also increased during this period from 29.8% in Fall 2016 to 32.0% in Fall 2019 (Ind. 12). The Fall 2020 benchmarks for faculty and administrative/professional staff are uncertain, given the current environment of shrinking enrollments, fewer new hires and the current health pandemic.

**State Plan Goal 2: Success**

Student retention is an important measure of engagement and strongly linked to success and graduation. The fall to fall retention for students identified as needing developmental work increased by 0.7 percentage points and the retention for college ready students increased by 0.8 percentage points from the previous cohort (Ind. 13a,b). Fall-to-fall retention for students with a Pell Grant increased 4.9 percentage points from the Fall 2017 cohort (Ind. 14a), while Fall-to-fall retention for non-Pell Grant recipients decreased in the Fall 2018 cohort from 43.5% to 42.0% (Ind. 14b). It is notable that retention rates are higher for developmental students compared to college ready students and those receiving Pell Grants compared to those not receiving a Pell Grant. The college has been moving towards the benchmark goals set for indicators 13a,b and 14a but is unlikely to meet these benchmarks.

“Developmental completers after four years” (Ind. 15) is a measure of the percentage of entering first-time college students who completed required developmental coursework within a four year period. To address high attrition rates CCBC designed and launched accelerated developmental courses in academic literacy (ALP) and mathematics (AMP). Research has shown that multiple semester developmental/remediation programs often lose students to other commitments, while the accelerated models help students finish remediation quickly and move into college level work. CCBC’s accelerated model has been implemented by hundreds of colleges throughout the nation.

The percentage of students successfully persisting after four years increased for college-ready students from 71.4% to 75.8% (Ind. 16a) and the successful persister rate for all students in the cohort increased 1.5 percentage points from the previous cohort (Ind.16.a,d). Successful persister rates for Developmental completers decreased by 1.3% and Developmental non-completers increased slightly in the Fall 2015 cohort (Ind. 16b,c). There is a 5.9 percentage point gap between the most recent performance and the benchmark. CCBC is moving closer to the benchmark of 71.0 due to a commitment to implementing measures that help students complete their educational goals successfully (Indicator 16d).
The successful-persister rate for African-Americans for the Fall 2015 cohort is 56.2%, which exceeds the benchmark by 1.2 percentage points (Ind. 17a). The successful persister rate for Asians decreased but continues to be higher than other groups at 70.2% (Ind. 17b). Hispanic/Latino students experienced a significant increase from 55.8% to 64.1% for the Fall 2015 cohort (Ind. 17c).

The percentage of college-ready students who graduated and/or transferred after four years is 61.7% for Fall 2015, putting CCBC 1.7 percentage points above its benchmark goal of 60% (Ind. 18a). The number of Developmental completers graduating or transferring after four years decreased by less than one percentage point (0.7%) from the 2014 cohort while Developmental non-completers decreased 0.6 percentage points from the previous cohort (Ind. 18b,c). The college is committed to assisting students on their path to graduation and transfer and has established goals and initiatives to help us achieve the benchmark of 47.0% (Ind. 18d). CCBC groups degree-seeking credit students into one of six Pathways based on the students chosen major or main area of interest. Students receive assistance in course selection and take part in various activities geared to completion, transfer and career success.

The graduation-transfer rate for African-American students is 38.9% and slightly exceeds the benchmark of 38.0% (Ind. 19a). The rate for Asian students increased from 45.3% to 48.2% for the Fall 2015 cohort, an increase of 2.9 percentage points from Fall 2014 (Ind. 19b). Hispanic/Latino students achieved a 35.9% graduation-transfer rate for the Fall 2015 cohort, a slight decrease from the previous cohort (Ind. 19c). The volatility of graduation-transfer rates for Asian and Hispanic/Latino students may in part, be driven by the size of their respective cohorts; both cohorts have fewer than 120 students each. CCBC continues to expand services to ensure completion and transfer opportunities for minority students.

In FY2019, CCBC granted 2,994 credit awards, an increase of 271 awards from the 2,723 in FY2018 (Ind. 20d). We are just 6 awards below the benchmark of 3,000 awards. Career degrees increased by 48 from FY18 and is within 68 career degrees of meeting the benchmark (Ind. 20a). Transfer degrees decreased slightly, but is within 64 transfer awards of meeting the benchmark (Ind. 20b). CCBC issued 234 more credit certificates in FY19 (Ind. 20c). CCBC is committed to increasing student completion through various initiatives including the One Step Away Grant, Reverse Transfer, and the Comeback Degree.

Related to the decline in overall credit enrollment, the enrollment in Science, Technology, Engineering, and Mathematics courses (STEM) decreased from Fall 2018 to Fall 2019 (Ind. 21a). The number of students completing an award in a STEM program increased to 881 awards in FY19 from 862 awards in FY18 (Ind. 21b). CCBC slightly exceeds the benchmark of 875 awards. CCBC has comprehensive STEM initiatives involving job preparedness and career service strategies. CCBC also prepares students for transfer to STEM academic programs at 4-year institutions.

According to graduate follow-up surveys, CCBC graduates report high satisfaction with their educational achievements at the college (survey feedback ranges from 400 to 500 respondents). Nearly 98 percent of graduates reported satisfaction with their educational goal achievements on the most recent Alumni Survey (97.8%)(Ind. 22). This is the second highest rate of satisfaction
reported since 2005 and exceeds the benchmark. CCBC will continue to create an environment where students thrive within their programs and are satisfied with the education and services they receive while attending the college. The Non-Returning Student Survey is administered to students who did not reenroll and had not received an award or certificate. The purpose of the survey is to better understand why students did not reenroll and whether the students’ educational goal was achieved. Approximately seven out of ten respondents (74.0%) reported that their goal was completely or partly achieved in attending the college (Ind. 23). CCBC continues to exceed the benchmark of 70.0%.

According to the Graduate Follow-up (Alumni) Survey administered in 2018, the satisfaction rate for preparing students to transfer remains flat (Ind. 24). 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 exceeds the benchmark set for this indicator by 4.0 percentage points.

CCBC offers 14 credit academic programs requiring external licensing and/or certification upon completion of the program. Two of the 14 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 25. Two programs reported 100% of first-time test takers passing the exam on their initial attempt in FY2019 (Ind. 25a,d). Eight of the 14 programs reported 90% or more of first-time test takers passing the exams on their first attempt in FY2019 (Ind. 25a,d,e,g,h,i,k,m). Eleven programs reported either an increase or no change in their pass rate from FY2018 to FY2019 (Ind. 25a,b,d,e,f,g,h,i,k,m,n). Nine of the 14 programs meet or exceed the set benchmarks. Licensure pass rates for these 14 programs was set at either 90% or 95% based on respective national examination scores and institutional trends for pass rates. Five programs are not meeting or exceeding the benchmarks in FY19 (Ind. 25b,c,f,j,i). The programs within the School of Health professions strive to ensure that all students are prepared to take required licensure examinations following completion of the program. As seen in Indicator 25, CCBC meets or exceeds the benchmark for the majority of programs and no program is below 78% passing. Advising, mentoring and career counseling services are provided to students in the School of Health Professions to ensure high licensure pass rates and occupational success.

For AY2018-2019, 81.3% of students earned a 2.0 or higher GPA a year after transfer which is close to the benchmark set at 83.0%; the mean GPA of 2.71 is also close to the benchmark of 2.75 (Ind. 26a,b). These indicators are measures the college monitors as a sign of student transfer readiness.

CCBC continues to focus the majority of its expenditure dollars in the instructional area (Ind. 27a). CCBC meets the benchmark goal for percent of expenditures on student services and other items and is very close to meeting the benchmarks set for instruction and academic support (Ind. 27a,b,c,d).

**State Plan Goal 3: Innovation**

A strong 78.5 percent of students who graduated from CCBC in a career program are employed full-time in a field related to the students program of study (Ind. 28). Eighty point eight percent
(80.8) of CCBC graduates are satisfied with the job preparation they received while enrolled at the college (Ind. 29).

The unduplicated number of students enrolled in workforce development courses decreased by 9.2% in Fall 2019 and annual course enrollments decreased by 4.4 percent (Ind. 30a,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. Headcount and course registrations decreased over the past year for continuing professional education leading to government or industry-required certification or licensure (Ind. 31a,b). CCBC exceeds the annual course enrollment benchmark of 12,000 by 268 registrations.

The number of businesses entering into contracts with the college to provide training and services to their employees increased by nine businesses in FY2019 to 123 business organizations (Ind. 32). The unduplicated number of students enrolled in contract training courses decreased in FY2019 however CCBC is near the benchmark of 22,000 at 21,601. The annual course enrollments in contract training courses is moving closer to meeting the benchmark (Ind. 33 a,b). Employers participating in contract training reported very high levels of satisfaction with services provided by the college over the past four years (Ind. 34). Employer satisfaction reached a high of 100% in FY2019, exceeding the benchmark of 98.0%. The college will continue to seek innovative ways to engage businesses and provide contract training programs and services.