

Community College of Baltimore County

2018 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 2018 Performance Accountability Report (PAR) is the third 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 2018 Performance Accountability Report* issued by MHEC in May, 2018.

This 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: Access, Success and Innovation. A discussion of CCBC’s progress on metrics from the 2017 PAR report, and a discussion of Community Outreach and Impact and College Cost Containment conclude the report.

CCBC, like most community colleges, experienced dramatic changes in enrollment in the last ten years. After the Great Recession hit in 2008-09, credit enrollment increased from 20,673 students in Fall 2008 to 26,425 in Fall 2010, a 28% increase. As the economy, and particularly the employment rate, has improved, credit enrollment has declined. By Fall 2017, enrollment was 19,564, 1,100 fewer students than before the recession.

We believe these enrollment changes are not just affecting headcount. As enrollment increased during the recession many students who had difficulty finding jobs decided to enroll at CCBC. Consequently, more students who were less prepared enrolled in college. The percentage of entering students with a developmental need was 81% in Fall 2010. As enrollment has declined, the percentage of students with a developmental need also declined. For Fall 2017 the percentage of entering students with a developmental need was 63%. Both the absolute decline and the trends in developmental need are reflected in the PAR data.

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 2017 (72.4%). As past research has shown, students attending part time are at greater risk for not persisting to completion. Approximately

63 percent (63.2%) of first-time students required at least one developmental education course in Fall 2017 (Ind. B). This represents a 10.7 percentage point decrease from the previous year. CCBC offers integrated, accelerated developmental options for English and reading with class placement based on a student's ACCUPLACER results. Students who place into 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. All students who place in developmental courses work closely with an academic advisor. 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 four fiscal years (Ind. D). In FY2017, 2,910 students enrolled in ESOL courses. This represents an increase of 15.1% in enrollment since FY2014. The academic ESOL program opens doors to opportunities such as improved language skills, associates' degrees, professional certificates, transfer opportunities and career advancement. CCBC employs innovative teaching techniques and models to help ESOL students reach their goals through theme-based instruction, accelerated learning programs, learning communities, online blended courses and educational technology.

The percent of students receiving Pell Grants decreased 1.3 percentage points from FY2016 (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. Pell Grants are based on enrollment and the Expected Family Contribution. The percent of students receiving loans, scholarships and/or need-based financial aid decreased 0.6 percentage points in FY17 (Ind. Eb).

In Fall 2017, 40.3% of credit students were 25 years old or older compared to 87.5% of continuing education program students (Ind. F). At CCBC as well as other community colleges, it is common for students taking continuing education courses to be older than students taking credit courses. The majority (53.3%) of credit students is 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 2017. The number of foreign students has increased by 1.6 percentage points since Fall 2014 (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 98% three years after graduation when compared to one year prior to graduation (Ind. I)

State Plan Goal 1: Access

CCBC experienced a decline in student enrollments of -1.3% from FY16 (Ind.1a). Credit enrollment decreased -4.2% in FY17 and has declined in each of the last four years (Ind.1b). Continuing education enrollment increased by 1.7% in FY17 (Ind. 1c). College enrollments are known to be counter-cyclical to the economy and as the local and national economy continues to improve, CCBC's enrollment has declined, mirroring national and state trends.

CCBC's market share of first-time, full-time freshman declined -4.1% to 32.2% (Ind.2). The decrease in first-time, full-time freshman attending CCBC 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 decreased in Fall 2017 by 1.6 percentage points (Ind. 3). This market share is reflective of CCBC students as primarily part-time. Our market share of recent college-bound high school graduates has decreased 3.6 percentage points to 49.6% (Ind. 4). The decrease of recent college-bound high school graduates may be attributed to statewide trends of declining enrollment at community colleges. CCBC is committed to our mission to provide an accessible, affordable and high-quality education. CCBC is working to increase the number of recent college-bound high school graduates who attend through the College Promise program.

CCBC continues to have great success with enrolling concurrent high school students at our institution (Ind. 5). 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 opened 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 concurrent high school students by 231 students.

Enrollment in credit courses taught online increased by 7.5% in Fall 2017. The Fall 2017 online enrollment of 21,639 exceeds the benchmark of 20,000. Credit online enrollment has grown from 13% in FY14 to 18% of all enrollments in FY17 (Ind. 6a). The enrollment in continuing education online courses increased by 20.7 percent in Fall 2017. The Fall 2017 online enrollment of 2,599 exceeds the benchmark of 2,300 (Ind. 6b). CCBC has introduced new initiatives and programs for online learning and anticipates continued growth in the near future.

CCBC tuition and fees, as a percent of Maryland public four-year institution tuition and fees, increased slightly from 49.0% to 49.7% (Ind.7). 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 increased in FY17. The unduplicated headcount increased 2.4% (Ind. 8a). Annual course enrollments increased 3.3% (Ind. 8b). Enrollment in basic skills and literacy courses increased 1.2% in headcount and decreased 2.8% in course enrollments (Ind. 9). CCBC is committed to broad, diverse course offerings in our continuing education programs and making continuing education a central part of our college.

CCBC remains committed to providing educational opportunities to a diverse group of students. The percent of non-white credit enrollment remained relatively flat in Fall of 2017 and the percent of non-white continuing education enrollment increased by 1.4 percentage points (Ind. 10a,b). The percent of the service area population that are 18 years or older and non-white increased by 0.9 percentage points to 39.7% in 2017 (Ind.10c). We expect to 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. 11). CCBC has focused on increasing the number of full-time administrative and professional staff identifying as minority which shows in the 2.7 percentage point increase from Fall 2016 (Ind. 12). Our Fall 2020 benchmarks, for both faculty and administrative/professional staff, are aggressive, given the current environment of shrinking enrollments and few new hires.

State Plan Goal 2: Success

The retention of developmental students decreased by 5.3 percent from the previous cohort (Ind. 13a). The college is working towards meeting the benchmark goals set for indicator 13a and indicator 15. 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 2016 cohort from the Fall 2015 cohort (Ind. 13b) putting CCBC within 3.5 percentage points of meeting the benchmark goal of 50.0 percent.

Fall-to-fall retention for students with a Pell Grant decreased 2.4 percentage points from the Fall 2015 cohort (Ind. 14a). Fall-to-fall retention for non-recipients of a Pell Grant dropped in the Fall 2016 cohort from 44.3% to 40.6% (Ind. 14b).

The percentage of students successfully persisting after four years decreased for college-ready students from 79.1% to 76.5% (Ind. 16a). Successful persister rates for all students in the cohort decreased 1.0 percentage points from the previous cohort (Ind.16.d). Successful persister rates for developmental completers and non-completers decreased in the Fall 2013 cohort (Ind. 16b, c). Sixty-two point four percent of students were persisting after four years for the Fall 2013 cohort. This represents a 8.6% gap between the most recent performance and the benchmark (Indicator 16d). CCBC is committed to implementing measures to help students complete their educational goals successfully.

Our successful-persister rate for African-Americans for the Fall 2013 cohort decreased by 1.9 percentage points over the Fall 2012 cohort and is now 53.7%, within 1.3 percentage points of the benchmark set for the Fall 2013 cohort (Ind. 17a). The persister rate for Asians decreased but continues to be higher than other groups at 73.9% (Ind.17b). Hispanic/Latino students experienced a significant decrease from 73.9% to 63.8% for the Fall 2013 but remains above 2010 and 2011 rates (Ind. 17c). For White students, the successful-persister rate is 69.7%.

Fifty-seven point one percent of college-ready students graduated and/or transferred in the Fall 2013 cohort putting CCBC within 2.9 percentage points of meeting its benchmark goal of sixty percent. (Ind. 18a). The number of developmental completers graduating or transferring after four years increased less than one percentage point (0.5%) from the 2012 cohort while developmental non-completers decreased from the previous cohort (Ind. 18b,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. 18d). 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.

The graduation-transfer rate for African-American students decreased from 35.5% to 33.5% for the Fall 2013 cohort (Ind. 19a). Asian students showed a decrease, from 50.0% to 47.7% for the Fall 2013 cohort, a decline of 2.3 percent from Fall 2012 (Ind. 19b). Hispanic/Latino students achieved a 36.2% graduation-transfer rate for the Fall 2013 cohort (Ind. 19c). For White students the graduation-transfer rate is 69.7%. 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.

In FY2017, CCBC granted 2,758 credit awards, a decrease of 63 from the 2,821 awards in FY2016 (Ind. 20d). Career degrees decreased by 52 from FY16 (Ind.20a). Transfer degrees increased slightly by 0.9% (Ind. 20b). Overall, CCBC decreased associate degrees awarded by 1.9% in FY17. CCBC issued 22 fewer certificates in FY17, a decline of 3.4 percentage points (Ind. 20c). 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.

Similar to the decline in overall credit enrollment, the enrollment in STEM (Science, Technology, Engineering, and Mathematics) decreased from Fall 2016. Although, the number of students declined, the proportion enrolled in STEM remains 38% of all enrollments (Ind. 21a). The number of students completing an award in a STEM program has also declined in recent years, but the proportion of awards in STEM has increased and now accounts for over 29% of credit awards (Ind. 21b). 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.

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). Ninety-seven point five percent of graduates reported satisfaction with their educational goal achievements on the most recent Alumni Survey (Ind. 22). This is the second highest rate of satisfaction reported since 2005 and exceeds the benchmark by 0.5%. 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 approximately seventy-one percent (70.8%) of students reported that they were completely or partly satisfied that their educational goal had been reached (Ind. 23). This is an increase of 5.0% from the Spring 2015 survey and CCBC is now exceeding the benchmark of

70.0%. This survey is administered every other year to students enrolled in the Spring term who had not achieved a formal award nor enrolled in the subsequent Fall term.

According to the Alumni Survey administered in 2016, the satisfaction rate for preparing students to transfer has increased by approximately ten percentage points (10.2%) (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. Eight of the 14 programs reported 90% or more of first-time test takers passing the exams on their first attempt in FY2017. Six programs reported 100% of first-time test takers passing the exam on their initial attempt in FY2017. Eight programs reported an increase in their pass rate from FY2016 to FY2017 (Ind. 25b,c,f,g,h,j,l,n). Six of the 14 programs are striving towards meeting the benchmark goals set. Eight of the 14 programs meet or exceed the set benchmarks. 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 AY2016-2017, 84.5% 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 2.79 which exceeds the benchmark of 2.75 (Ind. 26a,b).

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 instruction and student services and is very close in meeting the benchmarks set for academic support, and other items (Ind. 27a,b,c,d).

State Plan Goal 3: Innovation

Approximately eighty-seven percent (86.6%) of students who graduated from CCBC in a career program are employed full time in a related field (Ind. 28). CCBC continues to be involved in assisting graduates with job placement within their field after completing their educational goal at the college. CCBC is exceeding the benchmark for Indicator 28 by 1.6 percentage points. Eighty-three percent of CCBC graduates are satisfied with the job preparation they received while enrolled at the college (Ind. 29). CCBC will continue to prepare students for careers related to their field of study and will work towards meeting the benchmark for Indicator 29.

Headcount in workforce development courses increased in Fall 2017; however enrollments decreased by 4.1% (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 while moving towards the benchmark goal set for FY2020. 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). The headcount is close to meeting the benchmark and the course registrations exceed the benchmark set for FY2020.

The number of businesses entering into contracts with the college to provide training and services to their employees declined by three businesses in FY2017 (Ind. 32). The headcount of students enrolled increased in FY2017 and CCBC is exceeding the benchmark of 22,000. The annual course enrollments in contract training decreased over the prior year (Ind. 33 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. 34). Employer satisfaction declined from a high of 99% in FY14 to 94% in FY2015; however, it increased to 98% in FY2017. The college will continue to seek innovative ways to engage businesses and provide contract training programs and services.

Issues Raised by MHEC Review of CCBC's 2017 Report

Successful-persister rate after four years all students in cohort (Indicator 16d)

Successful-persister rate after four years of African American/Black students (Indicator 17a).

Graduation-transfer rates after four years all students in cohort (Indicator 18d)

Graduation-transfer rates after four years of African-American/Black students (Indicator 19a).

Commission Assessment: In response to the 2017 Performance Accountability Report, the Commissioners expressed concern about the persistent statewide gaps in college success and completion when comparing African American students with their peers. To better understand the contributing factors and institutional responses to these persistent gaps, the Commission seeks additional insight tied to these indicators.

In its 2017 Performance Accountability Report, the college reported data on trends in successful-persister rates and graduation-transfer rates, both for all students and African American students. The gaps in achievement between these students populations has lessened over time but gaps still exist for the most recent cohort (7.8 percentage points for successful-persister rates and 5.2 percentage points for graduation-transfer rates).

Discuss what factors contribute to this gap in performance on these indicators and the steps the college has been taking to shrink them.

Response: CCBC is aware of the achievement gaps in college success and completion when comparing African American students with their peers. For the Fall 2013 cohort, there is a gap of 8.7 percentage points for successful-persister rates and a gap of 7.3 percentage points for graduation-transfer rates. One of the main factors contributing to the achievement gap is the economic and demographic profile of Baltimore County. These profiles show that more of our African-American students come from poverty-level incomes. Students coming from poverty-level incomes may not be able to take a full load of courses due to financial issues. Many of these students work in addition to attending college and are not able to take more than a course or two each year. CCBC has several initiatives in place to help these students and to bridge the achievement gap between African American students and their peers.

CCBC offers several accelerated programs for students placing in developmental education courses. The first is the Accelerated Learning Program (ALP) which is designed to improve the number of students who pass ACLT 053 and ENGL 101. Students who participate in ALP enroll in designated sections of ENGL 101 while also taking ACLT 053 at the same time as a companion course. The second accelerated program is Academic Literacy. This program provides intensive instruction in critical thinking, reading and writing. The third accelerated program is the Accelerated Math Program (AMP). This program has taken two consecutive math courses and combined the content in order for students to complete two courses within one semester. All of these programs are striving towards allowing CCBC students to complete their developmental education requirements at a quicker pace allowing them to enter credit based courses that count towards their degree in less time. These programs streamline the developmental education course sequence.

CCBC began the Pathways initiative that groups incoming students into one of six Pathways depending on their declared major or area of interest. Once a student is placed in a Pathway they will receive assistance in course selection as well as student success supports and activities. These supports and activities are geared toward successful degree and certificate completion, transfer and career success. Pathways are designed to help students meet their academic goals in a streamlined manner. Students in Pathways are able to focus on the courses that they need to meet their academic goal and should meet that goal in a shorter length of time due to the enhanced academic support services that they receive from CCBC.

CCBC also offers the African American Male Student Success initiative that assigns a success mentor to students participating in the initiative. Success mentors support the student by providing assistance with study skills, note-taking, test preparation, time management, organization and other pressures that may get in the way of academic success. This initiative will help students stay on track and work towards their completion goals.

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. The Sustainability Committees collected clothing from faculty and staff to provide our students with professional clothing for interviews and class presentations. All left over clothing was given to area shelters. CCBC hosted several fund-raising events open to the public including the Purple Stride, a run/walk to raise dollars towards pancreatic cancer research, two 5K runs benefitting the Baltimore County Department of Aging and the Make a Wish Foundation. The first Laura LeMire Legacy Dance successfully raised \$10,000 for student scholarships. Other 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. Our Single Step program educates students with learning differences and physical disabilities. Through that program, this special population of students are connected with area businesses for internships. This is a win-win for the students and businesses. The students are getting hands-on experience in the field and businesses are receiving free labor. This program has successfully place students in positions as warehouse technicians, childcare helpers, animal hospital technicians, office helpers and security guards.

CCBC has an excellent working relationship with various law enforcement agencies. As result of those relationships, CCBC Dundalk was the host site of a public town hall discussion about 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. The School of Business, Education Justice and Law also partnered with the Harford County Sheriff's Office to serve as a host site for the Hope House mobile trailer outfitted to look like a teenager's bedroom and used to help educate parents and teachers on the warning signs of drug use.

CCBC offers many unique opportunities for prospective students through our Admissions office. Back to School Night and 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 that allows them to take courses at CCBC while still enrolled in high school.

The Admissions Office also collaborated with Dundalk High School last fall for their "Trick and Treat" program (organized by Ms. Gloria Nelson). The Admissions Office and Rory the Mascot joined the efforts of various participants providing candy and information about services and opportunities in the Dundalk community.

Several of the educational programs offered at CCBC host clinics where community members can receive services free of charge or at a discounted rate. The Dental Hygiene Program provides oral health care to community residents and access to care to the underserved population at a reduced fee. Patients are seen in the dental hygiene clinic by student clinicians who are closely monitored and supervised by Licensed Dental Hygienists and Dentists. In any given year, the clinic treats more than 1,000 patients, many of whom remain patients of record

from year to year. Services provided include oral examinations, radiographs, dental cleanings, patient education, tooth whitening, and dental referrals all at a reduced rate of more than 80% less than what one might pay at a private dental office. The clinic operates during the spring, summer, and fall semesters and appointments are conveniently assigned to meet the patient's needs and schedule. 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, and 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. This is an opportunity to participate in a large themed event, while also promoting CCBC's new initiatives. This year we combined parade themes with our College Promise information. CCBC also hosted Governor Hogan's regional cabinet meeting this year.

Throughout the year, CCBC is active in recognizing and honoring important days. Each campus offers special events for 9/11, Veteran's Day, Sustainability Day, Bring Your Child to Work Day and Earth Day. This year, CCBC Dundalk hosted "Patriot 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, the Commander of the Baltimore County Police Academy and a Commander from Fire Station #6.

CCBC is actively involved in promoting sustainability at our locations and the surrounding areas. Each campus participates in a food recovery program, where unused food from campus events is collected and donated to local shelters instead of being thrown away.

CCBC continues to welcome recreational, community, 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.

Throughout the year, the CCBC campuses open their doors to cultural events attended by many throughout the local area. Free planetarium shows are held in our new state-of-the-art facility five times a semester and are enjoyable for all ages. The Baltimore Symphonic Band held two free outdoor concerts on the Catonsville campus library patio and the annual Chautauqua series performed to a full-house audience for a three-night performance. 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. The historic Hilton Center mansion reopened after a two-year restoration and held an educational seminar and tour in partnership with the Catonsville Historical Society. The Hilton Center will be open for public tours on a regular basis throughout the year as well as available for event rental in the future. Campus tours are offered throughout the year to community groups, prospective students, and their families.

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.

For FY2018, CCBC continued to search for new cost savings measures and efficiencies through careful consideration of past successes and the use of taskforces to examine various areas of interest. During the development of the FY2018 budget, CCBC imbedded over \$4.2M in savings within the budget. Five of the most effective cost containment initiatives are detailed below:

- The Auxiliary Redevelopment Task Force began intensive review of the Auxiliary Services operated at CCBC. The first to undergo review were the bookstores operations. In an effort to provide students more course material options and enhanced services such as expanded non-course related offerings as well as Starbucks cafés at CCBC Essex and CCBC Catonsville, the bookstore operations were outsourced to Barnes & Noble. This change, while providing students more of what they wanted from a college bookstore, also resulted in a net savings of \$787,096 for CCBC.
- Further commitment to CCBC's position management plan that formalized the strategic initiative of "mothballing" full-time positions to allow for redeployment and reorganization with an estimated savings from the hiring delay. This initiative, the Strategic Alignment Target, "mothballs" 45 positions for a targeted savings of \$2,312,416. In conjunction with the strategic alignment target, CCBC carefully manages vacant positions through implementation of a measured hiring plan. These initiatives enabled CCBC to save \$1,561,607 above the county turnover target of \$2,680,968.
- A second year of lease purchase agreements for the upgrade and replacement of classroom, faculty, and staff office computers, saving \$503,700.
- 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. FY2018 savings totaled \$53,912 with a total from the beginning of participation in this program of \$355,116.
- Participation in BGE's Smart Energy Savers Program with the installation of energy saving initiatives. For FY2018, CCBC received \$14,200 in rebates with \$364,200 received overall since commencement of participation in the program.