

Community College of Baltimore County 2019 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 2019 Performance Accountability Report (PAR) is the fourth 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 2019 Performance Accountability Report* issued by MHEC in May, 2019.

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 that were established in 2015, 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 2018 Performance Accountability 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 credit 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 2018, enrollment was 19,034, 1,639 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 81.0% in Fall 2010. As enrollment has declined, the percentage of students with a developmental need also declined. For Fall 2018 the percentage of entering students with a developmental need was 66.6%. Both the absolute decline and the trends in developmental need are reflected in the Performance Accountability Report data.

Student Characteristics

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

The majority of CCBC's student population attend 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 2018 (73.3%). As past research has shown, students attending part time are at greater risk for not persisting to completion. Approximately 67 percent (66.6%) of first-time students required at least one developmental education course in Fall 2018 (Ind. B). This represents a 3.4 percentage point increase from the previous year but 10 percentage points lower than 2015. CCBC requires students to take developmental courses in Math or academic literacy (English and reading) if they score below a certain level on the placement tests. Students that are 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, although students must successfully pass developmental courses. CCBC offers integrated, accelerated developmental options for English and reading with class placement based on a student's ACCUPLACER placement 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. CCBC's Developmental Education program is nationally certified by the National Association of Developmental Education at the Distinguished Level.

Nearly thirty-six percent (35.7%) of CCBC students are first-generation students (neither parent has attended college) (Ind. C). CCBC offers several programs that first-generation students may be eligible to participate in while pursuing a degree at CCBC. Project SPARK offered at CCBC Catonsville and Project START offered at CCBC Essex are federally funded, full service student support programs that offer academic advising, transfer counseling, tutoring and other resources to students accepted into the programs. Upward Bound offered at CCBC Catonsville and CCBC Dundalk serves as an intensive enrichment program designed to enhance the academic and personal growth of low-income and potential first-generation college students prior to the students' completion of high school.

The number of students enrolled in English for Speakers of Other Languages (ESOL) courses decreased from Fiscal Year 2017 to Fiscal Year 2018 (Ind. D). In FY2018, 2,612 students enrolled in credit and non-credit ESOL courses. 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. 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 less than one percentage point from FY2017 (Ind. Ea.). Pell awards are federal grants to low-income undergraduates (students who have not yet have earned a bachelor's degree). Those students who received Pell Grants do not have to repay the money. Awards can range from \$650 to \$6,095 per year and are dependent on

the student's course load and family income. Most recipients have family incomes below \$40,000. The percent of students receiving loans, scholarships and/or need-based financial aid also decreased less than one percentage point from FY17 (Ind. Eb).

In Fall 2018, 40.6% of credit students were 25 years old or older, compared to 86.7% 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 programs and courses. A little less than half (47.6%) 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 increases in the percentage of students of color and Foreign/Non-resident students, while the percentage of white students decreased in Fall 2018. The number of foreign students has increased by 1.5 percentage points since Fall 2015 (Ind. H). In absolute numbers all racial/ethnic groups declined except Asian (+10) and Foreign/Non-Resident (+65). 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 139% three years after graduation when compared to 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. However, between 2017 and 2018 the decline slowed. From FY2016 to FY2017, CCBC experienced a decline in student enrollments of -1.3%. The decline from FY2017 to FY2018 was 0.7% (Ind.1a). Credit enrollment decreased -4.5% in FY18 and has declined in each of the last four years (Ind.1b). Continuing Education enrollment increased by 3.6% in FY18 and has increased in each of the last four years. Continuing Education enrollment was 34,456 in Fiscal Year 2018, exceeding the benchmark of 33,000 (Ind. 1c). Community college enrollments are known to be counter-cyclical to the economy. As the local and national economy continues to improve, CCBC's credit enrollment has declined, mirroring national and state trends.

CCBC's market share of first-time, full-time freshman declined -0.4% to 31.8% (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 also decreased in Fall 2018 by 1.3 percentage points (Ind. 3). Our market share of recent college-bound high school graduates has decreased 1.3 percentage points to 48.3% (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 Baltimore County College Promise program and Maryland's College Promise Program (beginning in Fall 2019).

CCBC continues to have great success enrolling concurrent high school students (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. CCBC has several contracts with BCPS schools and local private schools where CCBC courses are taught onsite. In Fall 2018, CCBC's

second cohort of students enrolled in the Early College High School program at Woodlawn High School. Students enrolled in this program will earn their high school diploma and an associate's degree in General Studies simultaneously. In Fall 2018 a P-Tech partnership between CCBC and Dundalk High School began. This program involves industry partners and will enroll 60 high school freshman annually to complete both the high school curriculum and earn an Associate degree in Engineering Technology in four to six years. Currently, CCBC is exceeding the benchmark of 1,200 concurrent high school students by 497 students.

Enrollment in credit courses taught online increased by 3.9% in Fall 2018. The Fall 2018 online enrollment of 22,489 exceeds the benchmark of 20,000. Credit online enrollment has grown from 14% in FY15 to 20% of all enrollments in FY18 (Ind. 6a). The enrollment in Continuing Education online courses decreased by 12 percent in Fall 2018 (Ind. 6b). CCBC offers more than 60 online degree and certificate options 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 from 49.7% to 51.7% (Ind.7). We are currently above our 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. Efforts to increase local support have resulted in modest budget increases to help stave off some potential tuition increases. Additionally, Baltimore County's Promise Program is evidence of the County's commitment to ensure hardworking students have the opportunity to attend college debt-free.

Continuing Education enrollment in community service and lifelong learning decreased in FY18. The unduplicated headcount decreased 1.7% (Ind. 8a). Annual course enrollments decreased 5.5% (Ind. 8b). Enrollment in basic skills and literacy courses increased 0.9% in headcount and 1.0% 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 1.2% in Fall of 2018 and the percent of non-white Continuing Education enrollment increased by 1.5 percentage points (Ind. 10a,b). CCBC is meeting the benchmark for indicator 10a and is exceeding the benchmark for indicator 10b. The percent of the service area population that is 18 years or older and non-white increased by 0.6 percentage points to 40.3% in 2018 (Ind.10c). We expect to continue to meet and/or exceed our benchmarks as the county demographic profile continues to become more diverse.

CCBC has remained relatively unchanged since Fall 2015 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 very slight -0.4 percentage point decrease from Fall 2017 (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. One of CCBC's priorities is rightsizing our organization against FY 2009 enrollment statistics.

State Plan Goal 2: Success

The retention of Developmental students increased by 2.2 percentage points from the previous cohort and Developmental completers increased by 1.5% from the Fall 2013 cohort (Ind. 13a & Ind. 15). The college is moving towards meeting the benchmark goals set for indicator 13a and indicator 15. CCBC has implemented two accelerated programs (ALP for English and Reading and AMP for Math) 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 adopted the ALP model after the documented success of students enrolled in the ALP program at CCBC. Fall-to-fall retention for college-ready students had been increasing slightly since the Fall 2014 cohort; however, the Fall 2017 cohort experienced a decrease of -6.2% (Ind. 13b). CCBC has initiated ways to increase the retention of all students, developmental and college-ready.

Fall-to-fall retention for students with a Pell Grant decreased 5.1 percentage points from the Fall 2016 cohort (Ind. 14a). Fall-to-fall retention for non-recipients of a Pell Grant increased in the Fall 2017 cohort from 40.6% to 43.5% (Ind. 14b).

The percentage of students successfully persisting after four years decreased for college-ready students from 76.5% to 71.4% (Ind. 16a). However, the successful persister rates for all students in the cohort increased 1.2 percentage points from the previous cohort (Ind. 16.d). Successful persister rates for Developmental completers increased by 2.1% and Developmental non-completers remained flat in the Fall 2014 cohort (Ind. 16b, c). Under two-thirds (63.6%) were persisting after four years for the Fall 2014 cohort. This represents a 7.4% 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 2014 cohort increased by 3.5 percentage points over the Fall 2013 cohort and is now 57.2%, which exceeds the benchmark by 2.2 percentage points (Ind. 17a). The successful persister rate for Asians decreased slightly but continues to be higher than other groups at 73.1% (Ind. 17b). Hispanic/Latino students experienced a significant decrease from 63.8% to 55.8% for the Fall 2014 cohort (Ind. 17c). For White students, the successful-persister rate is 71.1%, an increase of 1.4 percentage points from the Fall 2013 cohort.

The percentage of college-ready students who graduated and/or transferred is 56.5% for Fall 2014, putting CCBC within 3.5 percentage points of meeting its benchmark goal of 60%. (Ind. 18a). The number of Developmental completers graduating or transferring after four years increased by less than one percentage point (0.4%) from the 2013 cohort while developmental non-completers increased 1.2 percentage points 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 increased nearly five percentage points from 33.5% to 38.4% for the Fall 2014 cohort. CCBC now meets the benchmark for the graduation-transfer rate for African-American students (Ind. 19a). The rate for Asian students decreased from 47.7% to 45.3% for the Fall 2014 cohort, a decline of 2.4 percentage points from Fall 2013 (Ind. 19b). Hispanic/Latino students achieved a 36.6% graduation-transfer rate for the Fall 2014 cohort, a slight increase from the previous cohort (Ind. 19c). For White students the graduation-transfer rate is 47.1% which is a slight decrease from the previous cohort's rate of 48.0%. 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 120 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 FY2018, CCBC granted 2,723 credit awards, a decrease of 35 awards from the 2,758 in FY2017 (Ind. 20d). Career degrees decreased by 10 from FY17 (Ind.20a). Transfer degrees increased slightly, within 53 transfer awards of meeting the benchmark (Ind. 20b). Overall, the number of associate degrees awarded in FY18 remains very close to FY17. CCBC issued 33 fewer certificates in FY18, a decline of 5.3% (Ind. 20c). CCBC is committed to increasing student completion through various initiatives, including the Pathways Program and Accelerated Developmental Programs in English, Reading and Math.

Similar to the decline in overall credit enrollment, the enrollment in Science, Technology, Engineering, and Mathematics courses (STEM) decreased from Fall 2017 to Fall 2018. Although, the number of students declined, the proportion enrolled in STEM courses remains 38% of all enrollments (Ind. 21a). The number of students completing an award in a STEM program increased to 862 awards in FY17 from 807 awards in FY18 (Ind.21b). CCBC is now almost at the benchmark of 875 awards. The proportion of awards in STEM continues to increase and now accounts for nearly one out of three credit awards (32%). 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 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). A 97.5 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. 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. On the Non-Returning Student Survey, approximately seven out of ten students (70.8%) reported that they were completely or partly satisfied that their educational goal was reached (Ind. 23). This increase of 5.0% from the Spring 2015 survey

indicates that CCBC now exceeds the benchmark. 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 10.2 percentage points (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 FY2018 (Ind. 25a,d). Six of the 14 programs reported 90% or more of first-time test takers passing the exams on their first attempt in FY2018 (Ind. 25a,d,g,j,k,m). Nine programs reported either an increase or no change in their pass rate from FY2017 to FY2018 (Ind. 25a,c,d,h,i,j,k,m,n). Six of the 14 programs meet or exceed the set benchmarks and two programs are very close to meeting the benchmark. 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. Four programs saw a significant decrease in their first time pass rates in FY18 (Ind. 25b,e,f,l). Success for CCBC EMT – Basic graduates are slightly below the national average at 69% for first time test takers. EMT Programs across the state have struggled since they changed to National Registry testing. CCBC's program has implemented some changes to help students increase their pass rates. For example, CCBC's instructors use the EMT Readiness Exam as a pass/fail at the end of the program to ensure that students are ready to take the National Registry exam. Pass rates have already increased significantly for FY2019.

For AY2017-2018, 81.7% of students earned a 2.0 or higher GPA a year after transfer which is close to meeting the benchmark set at 83.0%; the mean GPA of 2.78 exceeds the benchmark of 2.75 (Ind. 26a,b). These indicators are measures the college monitors closely because they reflect 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 instruction and student services and is very close to meeting the benchmarks set for academic support and other items (Ind. 27a,b,c,d).

State Plan Goal 3: Innovation

A strong 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. 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 by 10.6% in Fall 2018 and enrollments increased by less than one 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 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. 31a,b). CCBC exceeds the headcount benchmark by 601 students and exceeds the enrollment benchmark by 1,045 registrations.

The number of businesses entering into contracts with the college to provide training and services to their employees declined by twelve businesses in FY2018 (Ind. 32). The headcount of students enrolled increased in FY2018 and CCBC is exceeding the benchmark of 22,000 by 2,239 students. The annual course enrollments in contract training increased over the prior year and is moving closer to meeting the benchmark (Ind. 33 a,b). Employers participating in 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, satisfaction levels returned to 99% in FY2018, exceeding the benchmark of 98.0%. 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 2018 Report

Commission Assessment: The Commission continues to focus its attention on equity gaps in college outcomes among minority college students and their white peers. A central topic of the 2019 Completion Summit MHEC held in April was on college completion and equity. One of the speakers, Dr. Nikki Edgecombe of the Community College Research Center (CCRC), discussed ways institutions can create more equitable and inclusive pathways for students to achieve their educational goals.

The principles she posited include: 1) knowing your students, 2) understanding the obstacles to their success, 3) adopting and adapting responsive policies and practices, and 4) scaling and institutionalizing continuous improvement. In reference to this, she stated "*Targeted interventions are probably one of the more powerful vehicles we have for addressing gaps in attainment. They are not always popular, but universal interventions often times may lift all boats but maintain gaps...*"

For your institution, please describe: 1) one or more targeted interventions and the population(s) served, 2) the identified obstacles the students might face, 3) the metrics used to evaluate the intervention(s) and 4) the evidence used to assess and adapt the intervention(s) to ensure its intended effects.

CCBC regularly disaggregates college data to detect differences in achievement and to better understand student needs. For more than a decade, gaps in college success and completion have been evident between racial groups and for students entering college requiring developmental course work.

Since 2005, the Degree Progress Analysis, which is part of the MHEC Performance Accountability Report, has provided CCBC with a method to closely examine the progress of its students. The model disaggregates data by racial groups and incorporates levels of college readiness (college-ready at entry; students requiring developmental preparation before enrolling in college level courses) while examining completion and transfer success. Outcomes are reported at the end of a four year period.

The Degree Progress model has drawn attention to the gap between African American and White students. The Fall 2014 cohort showed a gap of 13.9 percentage points for successful-persister rates and a gap of 8.7 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 African-American students are likely to come from poverty-level incomes, affecting their ability to take a full load of courses due to financial stress. Many of these students work while attending college, limiting coursework to one 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.

In Fall 2016 CCBC launched its High Impact Practices Infusion Project to increase student engagement. High Impact Practices (HIPs) are instructional strategies aimed at promoting student achievement and have been documented and described by George H. Kuh and others. These practices are linked to improved student retention rates. Course level data collected at CCBC has revealed the infusion of a high impact practice has energized faculty, improved student effort, and increased collaboration among full-time and adjunct faculty. College-level data showed similar course pass rates between HIPs and non-HIPs infused courses, but gains in semester-to-semester persistence in HIPs compared to non-HIPs infused sections of courses. Disaggregated data of success by race in these classes (success criteria is earning an A, B, or C) showed success gaps. For example, in the Biology 110 course the overall success rate for the course was 50%, among white students the success rate was 56%, while among African American students it was 43% (13% gap). When Biology 110 students in high impact practices infused classes are compared that gap narrowed to 7% (white student success 52%, African American student success 45%). The disaggregated data on non-HIPs infused sections of the same course, showed even wider gaps of 27%, with 68% of white students being successful versus 41% of African American students. Because this early work with HIPs has been shown to narrow achievement gaps, CCBC plans to expand its HIPs project and will continue to closely monitor student success by race.

CCBC initiated its African American Male Student Success program more than six years ago. This initiative assigns a success mentor to students participating in the program. Success mentors support students 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. Recently, CCBC received a grant supported by the Institute of Education Sciences to expand this

program. The grant, “Scalable Strategies to Support College Completion Network,” seeks to strengthen CCBC’s Academic Development-Male Student Success Initiative Program. This initiative aligns Academic Development 101 for Men of Color with CCBC’s Male Student Success program. The new model seeks to learn about the supports needed to ensure students stay on track and progress towards their academic goals. CCBC is partnering with MDRC, an educational and social policy research organization, to conduct a research project that includes random assignment, an impact study, a cost study, and an implementation study. This collective effort will inform CCBC and higher education professionals on the effects of the ACDV-MSSI model on academic outcomes. At the end of the study, CCBC and MDRC will know the estimated effect of the ACDV-MSSI program model on academic outcomes, how effects vary by subgroups within the targeted populations, and the associated costs. These findings should help CCBC refine its institutional programmatic strategies for supporting male students of color and contribute important knowledge on increasing the success of males of color in college.

CCBC offers accelerated programs for students placed in Developmental Education courses. The Accelerated Learning Program (ALP) is designed to improve the number of students who pass the gateway English course through co-enrollment in ACLT 053 and ENGL 101. Students who participate in ALP enroll in designated sections of ENGL 101 and ACLT 053 and receive intensive instruction in critical thinking, reading and writing. The Accelerated Math Program (AMP) includes enrollment in two consecutive Math courses and combines the content in order for students to complete both courses within one semester. All of these programs are striving towards allowing CCBC students to complete their Developmental Education requirements more quickly allowing them to enter and earn credit for courses that count towards their degree in less time. These programs streamline the Developmental Education course sequence and our analysis has shown that more students are successfully reaching college level course work. Since African American students are more likely to place into Developmental courses, accelerated models have become a powerful instructional design ensuring more students persist and achieve success in college. The Acceleration Programs have improved outcomes for Developmental students and increased the likelihood of succeeding in entry level English and math courses. The college will continue to monitor and analyze longitudinal data to ensure initiatives are addressing achievement gaps.

CCBC also has initiated an Academic Pathways Program for incoming students to address completion and transfer success for all students. CCBC’s Pathways initiative places students into one of six Pathways depending on their declared major or area of interest. Once students are placed in a Pathway, they 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 develop and meet their academic goals. Data is currently collected to assess the overall effectiveness of this initiative. Future plans include disaggregating outcomes by ethnicity.

CCBC is committed to recruiting and retaining a highly skilled and diverse faculty and staff. The college recognizes that a diverse workforce shows our students and community that CCBC is a diverse and welcoming environment. The composition of the faculty has not yet reached the college’s diversity goal, but has improved in the last ten years. Since 2009, full time faculty of

color have increased by more than 10 percentage points, from 17.7% to 26.7% in 2018. In that time period, African-American/Black faculty teaching full time increased from 12.0% to 16.6%.

Community Outreach and Impact

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 within Baltimore County as a whole. The college president and members of the leadership team at CCBC, as well as the campus and extension center 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.

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 all three main campuses and extension centers. The CCBC Catonsville Hilton Center was featured in the annual Maryland Home and Garden Pilgrimage tour, attracting over 300 community members to its open house. CCBC and the Maryland Humanities Organization brought history to life in the annual Chautauqua series, held each summer over a three night period, and attracting full house performances. Cockpit in Court Summer Theatre served the greater Baltimore area with professional-quality live theatre at family-friendly prices including performing 3 large-scale musicals, 2 comedies/dramas, and a high-energy children's musical. Many pre-school and elementary school students enjoyed free age-appropriate planetarium shows at the Catonsville campus's state of the art venue.

As a whole, CCBC is actively involved in giving back to the community. CCBC partnered with Hungry Harvest to end food waste and hunger and to provide food to individuals living in "Food Desert" areas. In 2018, 1,698 bags of fruits and vegetables that would otherwise be unsold were purchased by students, staff and the community on the three main campuses. Students benefitted with a discounted price for food purchases, and food supplement benefits were also accepted for payment. In addition, the main campuses participated in a food recovery effort, gathering unused food from major campus events and donating to local shelters throughout the county. Over 1,000 pounds of food were collected and distributed, which otherwise would have gone to waste.

CCBC has an excellent working relationship with various law enforcement agencies. The Baltimore County Executive and local congressmen held Town Hall meetings as well as community Opioid Information nights at the three main campuses; all were well attended by the public. The new Baltimore County Police Chief was introduced to the public at the CCBC Dundalk campus, and was well received with a large audience.

Throughout the year, each campus hosted several fundraising events for a variety of non-profit organizations. The Office of Institutional Advancement and the CCBC Alumni Committee hosted their first 5K run and a Community Flea Market as scholarship fund raisers. CCBC Essex hosted a 5K race sponsored by the Baltimore County Department of Aging; CCBC Catonsville

was host to the annual American Cancer Society's Relay for Life and the Purple Stride 5K run to benefit research for pancreatic cancer. Over \$1,000 was collected during a holiday fundraiser, where Catonsville campus employees donated dollars to support holiday excursions for residents of the Catonsville Children's Home.

CCBC strives to earn the support and maintain the involvement of diverse communities by responding to their needs and interests. CCBC's 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 get hands-on experience in the field; businesses are receiving free labor. This program has successfully placed students in positions as warehouse technicians, childcare helpers, animal hospital technicians, office helpers and security guards.

CCBC offers many opportunities for prospective students through the 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 high school graduation. Registration events are also offered for students entering the Early College Access Program, allowing them to take courses at CCBC while enrolled in high school.

CCBC leadership and staff actively participate in community events. Each summer, a group consisting of members of the leadership team, staff and their families participate in three local Fourth of July parades, promoting CCBC.

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. The CCBC Dundalk Sustainability Committee invited Lights Out Baltimore and EZ Green to be the featured vendors at an Earth Day event. Lights Out Baltimore outfits buildings with cords and decals to prevent birds from flying into closed windows. EZ Green assesses homes for energy efficiency and provides patrons with free energy efficient light bulbs and shower heads.

CCBC continues to welcome recreational, community, and high school sports teams to use the college's fields, courts and pools for practices, games, meets and tournaments. All CCBC campuses offer summer camps 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.

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 and automating business processes.

For FY2019, 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 FY2019 budget, CCBC imbedded over \$3.3M in savings within the budget. Three of the most effective cost containment initiatives are detailed below:

- In FY2018, the Auxiliary Redevelopment Task Force began intensive review of the Auxiliary Services operated at CCBC. Phase I involved the outsourcing of the bookstores to Barnes and Noble. During phase II in FY2019, the Task Force examined the Child Care Centers which, although heavily subsidized by CCBC, served only a small portion of CCBC employees and students. In order to provide expanded hours of operation, service to expanded age groups and drop in care as well as part time options with discounts and priority registration for CCBC faculty, students and staff, the Child Care Center operation was outsourced to Sanbridge Early Learning Center. This change resulted in a net savings of \$197,064 for CCBC.
- Continued commitment to CCBC's position management plan which 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, continued to "mothball" 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 \$2,505,701 above the County turnover target of \$2,680,968.
- When the server supporting CCBC's cable television failed, the college began to evaluate whether operating a cable television station, with the escalating cost of doing so, was mission-centric. It was determined that the staff supporting the cable station could provide value in other areas of the college but the college-run cable TV station was discontinued. Even with the deployment of the remaining staff to other areas in CCBC, closing the TV station as of June 30, 2018 saved CCBC \$142,867 for FY2019.

Purchasing Savings

- CCBC seeks cost savings in all facets of operations. Purchasing negotiated contracts to achieve cost savings of approximately \$37,930 through rebates related to toner cartridge replacements (\$13,400), office supply rebates and scholarships (\$8,133) and procurement card rebates (\$13,300).

Utility Consumption

- Participation in an energy demand program to reduce electricity consumption in response to abnormally high electricity demand or electricity price spikes. FY2019 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 FY2019, CCBC received \$58,000 in rebates with a five year total of \$470,817 for participation in the program.