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 2022 Performance Accountability Report (PAR) is the second report of a five-year reporting cycle. This performance accountability report addresses the three state goals included in the “2017-2021 State Plan for Postsecondary Education, Student Success with Less Debt” and includes content as prescribed by the Maryland Higher Education Commission (MHEC).

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 toward its benchmark goals and successfully meeting them by fiscal year 2025.

Student Characteristics

As shown in Indicator A, there has been a decline in the Fall credit unduplicated headcount since Fall 2018. This decline is consistent with trends seen at other Maryland Community Colleges and Community Colleges throughout the nation. The majority of CCBC’s student population attends part time (74.2%). Approximately 54 percent (53.9%) of first-time credit students required at least one developmental education course in Fall 2021 (Ind. B). At the time of entrance into the college, degree and certificate-seeking students are required to take placement tests which are used to determine which courses are appropriate for the student’s skill level. Students assessed below college level may be required to take developmental courses in math or academic literacy.

In FY 2021, thirty-six percent (35.5%) of CCBC credit students are first-generation college students. This is an increase of 0.4 percentage points from FY 2020 (Ind. C). CCBC offers programs to provide full-service student support, including academic advising, transfer counseling, tutoring, and other resources. College efforts are enhanced by two federally funded TRIO programs targeted to serve first-generation, low-income students, and individuals with disabilities.

In FY 2021, 1,059 students enrolled in credit and Continuing Education English for Speakers of Other Languages (ESOL) courses (Ind. D). There was a decline in the headcount for ESOL students from Fall 2020 to Fall 2021. This decline largely resulted from the COVID-19 pandemic and international students not being able to leave their home countries due to the pandemic. The academic ESOL program opens doors to opportunities such as improved language skills, associate degrees, professional certificates, transfer opportunities, and career advancement. CCBC also offers a grant funded Continuing Education community-based ESOL program for beginning students and learners not interested in pursuing academic classes.
The percentage of students receiving loans, scholarships and/or need-based financial aid decreased by 1.2 percentage points from FY 2020 (Ind. Ea). The percentage of students receiving Pell Grants decreased by 2.7 percentage points from FY 2020 (Ind. Eb). Federal Pell Grants are awarded to undergraduate students displaying exceptional financial need and do not need to be repaid. During the 2020-2021 aid year the maximum award was $6,345. CCBC had 7,008 Pell Grant recipients and the average student award was $3,043.

In Fall 2021, 40.6% of credit students were 25 years old or older, compared to 85.4% 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. In Fiscal Year 2021, 49.1% of CCBC’s credit students were employed more than 20 hours per week (Ind. G). The racial and ethnic distribution of the credit student population remained relatively stable from Fall 2020 (Ind. H).

Due to the changing landscape of the COVID-19 pandemic, the percentage of credit students enrolled exclusively in distance education fluctuates greatly between Fall 2019 and Fall 2021 (Ind. Ia). The majority of courses were taught in a remote format after the onset of the pandemic in March 2020. In Fall 2021, CCBC offered more courses on-campus to begin the process of returning to “normal” operations. For Fall 2021, 27.9% of CCBC students were enrolled in a mix of face-to-face courses and distance education (Ind. Ib). In Fall 2021, 32.2% of CCBC credit students were not enrolled in any distance education classes (Ind. Ic).

State Plan Goal 1: Access

CCBC made progress toward the Access goal of the State Plan in the areas of annual unduplicated headcount for credit students, market share of recent, college-bound high school graduates, adult education student achievement, and minority student enrollment. CCBC faced challenges related to market share of first-time, full-time students, market share of part-time students, and enrollment in continuing education courses related to community service, lifelong learning, basic skills, and literacy.

CCBC is an open access institution. CCBC has experienced a decline in student enrollment over the past several fiscal years. The decline from FY 2020 to FY 2021 was 17.5% for total CCBC unduplicated headcount. The unduplicated headcount for FY 2021 is 43,730. (Ind.1a). Credit unduplicated headcount increased 1.3% in FY 2021(Ind.1b). Continuing Education unduplicated headcount decreased by 32.9% in FY 2021 (Ind. 1c). Due to the nature of Continuing Education programming, there were many courses/offerings that were unable to run due to the pandemic. 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 at this time. 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 decreased 5.2 percentage points to 32.1% (Ind. 2). The percentage of the market share of first-time, full-time freshmen is well below the Fall 2025 benchmark of 43.0%. This indicator will likely increase as more prospective first-time, full-time freshmen take advantage of the Baltimore County and Maryland Community College Promise scholarship programs. CCBC’s market share of part-time undergraduates decreased in Fall 2021 by 1.2 percentage points (Ind. 3). The market share of recent college-bound high school graduates increased 1.0 percentage points to 50.3% and is moving towards meeting the Fall 2024 benchmark of 55.0% (Ind. 4). CCBC is committed to attracting more recent high school graduates and is increasing marketing campaigns and outreach to this population.

CCBC has had great success in granting high school students access to higher education. In Fall 2021, there were 1,533 students who were concurrently enrolled in high school and CCBC (Ind. 5). It is expected that the number of high school students will increase due to a new partnership between Baltimore County Public Schools (BCPS) and CCBC that will provide students with greater access to BCPS/CCBC Tuition-Free Program starting in Summer 2022. The new partnership will allow high school students to take an unlimited number of courses (credit and non-credit), there is no GPA requirement and the cost of tuition, fees, and books is covered. CCBC also offers several other programs that fall under the Early College Access Programs (ECAP). Through the strategic advertising of the ECAP programs, CCBC will continue to increase the number of high school students each year with the goal of exceeding the Fall 2025 benchmark of 1,800.

Due to the COVID-19 pandemic, data for enrollment in online/hybrid courses is highly skewed. The majority of courses were taught in a remote format after the onset of the pandemic in March 2020 and the majority of courses continued to be taught in remote formats throughout FY 2021. CCBC continued to provide access to higher education during the pandemic by shifting to remote instruction when the risks associated with face-to-face instruction increased. Enrollment in credit courses taught online increased by 206% in FY 2021 and enrollment in credit courses taught in a hybrid method increased by 100% (Ind. 6a). Enrollment in Continuing Education online courses increased by 216% from FY 2020 and enrollment in Continuing Education hybrid courses decreased by 73% from FY 2020 (Ind. 6b,d). All four parts of indicator 6 are exceeding the benchmarks set for FY 2025. CCBC is focused on expanding CCBC Online outside of the increases caused by the COVID-19 pandemic. CCBC Online offers a wide range of online courses and more than 60 online degree and certificate options with thousands of online courses, rolling admissions, and multiple start-dates.

CCBC is committed to providing an affordable and high-quality education for our students. CCBC’s annual tuition and fees for full-time students was $5,016 in FY 2022 (Ind. 7a). CCBC was able to keep the annual tuition and fees for FY 2022 at the same cost they were during FY 2021. CCBC tuition and fees, as a percentage of Maryland public four-year institution tuition and fees, decreased from 51.9% to 51.1% (Ind. 7b).

Continuing Education headcount and course enrollment in community service and lifelong learning was moving towards meeting the set benchmarks but due to COVID-19 there was a substantial decrease from FY 2020 (Ind. 8a,b). The headcount and course enrollment are expected to increase in future fiscal years as the college continues to return to normal operations.
Continuing Education head count and course enrollments in basic skills and literacy courses decreased in FY 2021 (Ind. 9a, b).

In FY 2021, 28.5% of Adult Basic Education (ABE) and 42.9% of English as a Second Language (ESL) students achieved at least one functional level. ABE saw an increase of 8.9 percentage points from FY2020 and ESL saw an increase of 13.8 percentage points (Ind. 10a, b). These large increases are partly due to students being able to test at the end of all semesters during FY 2021. The COVID-19 pandemic resulted in students not being able to test at the end of the Spring 2021 semester, lowering the percentages for FY 2020. Both the ABE and ESL educational functioning level percentages are moving towards meeting the FY 2025 benchmarks.

CCBC remains committed to providing educational and workforce development opportunities to a diverse group of students. The number of non-white credit enrollments remained stable in Fall 2021 and the number of non-white Continuing Education enrollments increased by 2.8 percentage points (Ind. 11a, b). Indicator 11a is currently meeting the Fall 2025 benchmark of 60.0%. Indicator 11b is exceeding the Fall 2025 benchmark of 44.0%. In Baltimore County, the percentage of non-white service population who are 15 years of age and older is 43.0% (Ind. 11c).

The percentage of full-time minority faculty members increased slightly in Fall 2021 to 28.7% from 27.9% in Fall 2020 (Ind. 12). Data for full-time administrative and professional staff decreased from 33.6% in Fall 2020 to 32.8% in Fall 2021 (Ind. 13).

**State Plan Goal 2: Success**

CCBC made progress towards the Success goal of the State Plan in the areas of retention, successful persistence, awards, and transfer. CCBC faced challenges related to developmental completers and graduation-transfer rate after four years.

Student retention is an important measure of engagement and strongly linked to success and graduation. The fall-to-fall retention for all CCBC students decreased by 1.6 percentage points from the previous cohort (Ind. 14a). Fall-to-fall retention for students with a Pell Grant decreased 3.6 percentage points from the Fall 2019 cohort (Ind. 14b). The fall-to-fall retention for students identified as needing developmental work decreased by 4.2 percentage points and the retention for college-ready students increased by 3.2 percentage points from the previous cohort (Ind. 14c,d). CCBC is striving to increase retention for all students and will work towards meeting the Fall 2024 Cohort benchmarks. CCBC is implementing a Holistic Student Support model to provide students with proactive advising and connect them to services that will help them remain in school and progress toward completion of their educational goals. For the Fall 2017 cohort, 37.6% of developmental students completed within four years of their entry (Ind. 15).

The percentage of students successfully persisting after four years increased for college-ready students from 77.3% to 78.5%, from 80.0% to 81.4% for developmental completers and from 65.7% to 66.7% for all students in the cohort (Ind. 16a,b,d). Successful persister rates for developmental non-completers decreased by 2.1 percentage points in the Fall 2017 cohort (Ind. 16c). CCBC has committed to implementing measures that help students complete their
educational goals successfully and will strive towards meeting the benchmarks set for the Fall 2021 cohort.

The rate of white students successfully persisting has increased 1.5 percentage points from the previous cohort (Ind. 17a). The successful-persister rate for African-Americans for the Fall 2017 cohort is 61.5%, which is an increase from the previous cohort’s successful-persister rate of 59.0% (Ind. 17b). The volatility of successful-persister rates for Asian and Hispanic/Latino students may, in part, be driven by the small size of their respective cohorts; both cohorts have fewer than 150 students each (Ind. 17c,d).

The percentage of college-ready students who graduated and/or transferred after four years is 61.9% for the Fall 2017 cohort (Ind. 18a). The number of developmental completers graduating or transferring after four years and the number of developmental non-completers decreased from the Fall 2016 cohort (Ind. 18b,c). The graduation-transfer percentage of all students in the Fall 2017 cohort decreased from the previous cohort by 2.3 percentage points (Ind.18d). The college is committed to assisting students on their path to graduation and transfer and has established goals and initiatives to help us increase the number of students who graduate and/or transfer and will strive towards meeting the benchmarks set for the Fall 2021 cohort. CCBC groups incoming CCBC degree, certificate, and workforce training students into one of nine Pathways, based on the student’s declared major or main area of interest. Students receive assistance in course selection as well as student success supports and activities geared toward successful degree and certificate completion, transfer and career success.

The graduation-transfer rates decreased from the Fall 2016 cohort for white students (3.1 percentage points), African-American students (1.5 percentage points), Asian students (4.8 percentage points), and Hispanic/Latino students (0.5 percentage points) (Ind. 19a, b, c, d). CCBC continues to expand services to ensure completion and transfer opportunities for all CCBC students. The Diversity, Equity and Inclusion Advisory Council has also been charged with reviewing the data that shows the deficiencies in academic performance and completion of particular subsets of students and to develop active retention and completion initiatives to close those gaps.

In FY 2021, CCBC granted 2,934 credit awards to 2,820 graduates (Ind. 20a, d). Career degrees decreased from FY 2020 by 23 awards (Ind. 20b) and transfer degrees increased from FY 2020 by 105 awards (Ind. 20c). CCBC issued more credit certificates in FY 2021 than the number of credit certificates awarded in FY 2020 (Ind. 20d). CCBC is committed to increasing student completion through various initiatives.

For AY 2020-2021, the percentage of CCBC students who transferred to a Maryland public four-year college/university and earned a GPA of 2.0 or above at the transfer institution was 85.2% which meets the benchmark set for AY 2024-2025 (Ind. 21). CCBC will strive to continue to meet and/or exceed the benchmark for the continuation of this PAR cycle. The mean first year GPA for these students was 2.92. These calculations are based on students who earned at least 12 credits at CCBC and attended CCBC within two years prior to transfer.
The percentage of transfer program associate degree and certificate graduates who enrolled in a four-year college or university within a year after graduation from CCBC was 60.9%, an increase of 1.4 percentage points from the previous fiscal year graduates (Ind. 22). CCBC has been increasing this percentage over the last two years and is moving towards meeting the benchmark which is set at 65.0%.

**State Plan Goal 3: Innovation**

CCBC made progress towards the Innovation goal of the State Plan in the areas of pass rates for licensure/certification examinations. CCBC faced challenges related to enrollments in continuing education courses related to workforce development, government or industry-required certification/licensure, and contract training courses.

CCBC offers 14 credit academic programs requiring external licensing and/or certification upon completion of the program. Program completers continue to perform well on the external testing as evident in Indicator 23. Six programs are currently meeting or exceeding the benchmarks that have been set (Ind. 23a, b, d, f, i, j). The programs within the School of Health Professions strive to ensure all students are prepared to take required licensure examinations following completion of the program. 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.

Per data reported by the Maryland Longitudinal Data System (MLDS) Center, 83.1% of CCBC’s FY 2020 graduates were employed in Maryland in the year after their graduation (Ind. 24). Another new PAR indicator shows the median annualized income of career program associate degree and certificate graduates who were employed in Maryland one year prior to graduation and three years after graduation. FY 2018 graduates from CCBC were earning a median income of $25,280 one year prior to graduation and a median income of $57,612 three years after graduation (Ind. 25a, b).

The unduplicated number of students enrolled in workforce development courses decreased by 1.9% in FY 2021 and annual course enrollments increased by 4.7% (Ind. 26a, 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. Head count and course enrollment decreased over the past year for continuing professional education leading to government or industry-required certification or licensure (Ind. 27a, b). The unduplicated annual head count and annual course enrollments in contract training courses decreased in FY 2021 (Ind. 28a, b). The moderate decrease in headcount and course enrollments for contract training courses is attributable to the COVID-19 pandemic and the uncertainty regarding lockdowns and social distancing that many contract partners faced. The college will continue to seek innovative ways to engage businesses and provide contract training programs and services. CCBC will strive towards meeting the benchmarks set for these indicators as we move forward in this PAR cycle.

Response to Commission’s Prompts
Commission Prompt: What is the biggest challenge your institution faces at it attempts to equitably meet the goals’ objectives and performance measures in the 2017-2021 State Plan for Postsecondary Education?

The biggest challenge CCBC faces when trying to ensure equitable access to affordable and quality postsecondary education for all Maryland residents is providing financial support. In surveys we conduct for non-returning students we routinely find that financial challenges are one of the top reasons students do not continue their education. This is likely also an issue impeding students who wish to begin their higher education. During the pandemic, funding related to the American Rescue Plan allowed CCBC to increase financial support and made education more accessible and affordable for students. A challenge going forward is how to continue to achieve these goals once stimulus funds run out.

The biggest challenge CCBC faces when trying to promote and implement practices and policies that will ensure student success is gathering the information needed to identify students who are struggling before the negative impact on success becomes insurmountable. This is even more challenging in the pandemic era where students have been less engaged and less responsive to outreach. In response, CCBC is implementing new technology solutions for monitoring and a holistic student support model that offers proactive advising and assistance. Challenges related to these strategies are addressing staffing shortages, allocating time for training, and costs.

The biggest challenges CCBC faces when trying foster innovation that improves access and student success are related to the Great Resignation and financial aid regulations. Short-staffing has required many employees to take on extra responsibilities in order to maintain nominal function. This has left less time and energy for experimentation and innovation. Despite staffing shortages CCBC offers many workforce preparation opportunities. Continuing education workforce certificate programs improve access to credentials that allow for rapid entry into in-demand fields, but often lack standard financial aid options, thus limiting student access to such programs.

Commission Prompt: Has your institution used disaggregated data to identify equity issues in student’s educational opportunities and outcomes? If so, how has this disaggregation of data provided insight into your institution’s educational equities and inequities? If not, what data has been used to understand student Outcomes?

CCBC has used disaggregated data to identify equity issues related to placement, course success, retention, and completion/transfer. Several insights were gained from the disaggregation of data. It was found that African American students were more likely to be placed in developmental education for English and Math when high-stakes standardized tests were used as the sole determinant of placement. Placement disparities improved with the implementation of alternative placement options such as high school GPA, Self-Directed Placement in English, and the ALEKS exam in mathematics. African American male students had lower course success, retention, and completion rates than other groups. Equity gaps in success rates and retention rates were more likely to close when High Impact Practices, such as collaborative assignments and common intellectual experiences, were implemented.
Community Outreach and Impact

CCBC focuses on creating long term partnerships with business, community leaders, civic organizations and other county institutions such as hospitals, government agencies and public schools. 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 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. The three main campuses and the three extension centers are strategically placed to make a huge impact on Baltimore County both culturally and economically.

During September 2021, CCBC’s Center for Business Innovation offered free workshops for aspiring entrepreneurs seeking to start their own business. These workshops provided access to resources and provided tips and strategies for turning ideas for new products and services into a sustainable business. The Center for Business Innovation also offered free seminars to Veterans who were planning on starting their own business.

Kaiser Permanente teamed up with CCBC and Baltimore City Community College to connect individuals facing economic injustice with low-cost and/or tuition-free opportunities. This partnership exemplifies the commitment of both Kaiser Permanente and the two community colleges in advancing economic equity and expanding educational opportunities to communities of color in the service area.

The Dental Hygiene Program is housed at CCBC Dundalk. Annually the Dental Hygiene program hosts “Sealant Saturday” which helps to prevent tooth decay in children ages 6-17. The Dental Hygiene Program also offers dental care to the local community. Students enrolled in the Dental Hygiene Program work under the direction of a licensed dentist to provide free to low-cost preventative dental services for the community with an emphasis on the needs of underserved populations.

During FY 2022, the CCBC Alumni Gradfest picnic returned after a hiatus due to the COVID-19 pandemic. More than 400 alumni and families participated in this event at CCBC Essex. Cockpit in Court Summer Theatre and the Children’s Playhouse of Maryland both returned to CCBC Essex with modified schedules and welcomed back community audiences after a yearlong long COVID-19 pause. CCBC’s Job Network program was moved from an off-campus location on Eastern Avenue to CCBC Essex allowing students in this program to integrate into the campus environment. The Hunt Valley extension center collaborated with the Department of Economic and Workforce Development to provide workshops for those facing unemployment as a result of the pandemic. The Westside Extension Centers sponsored the Northwest Chamber of Commerce’s Summer Farmers Market and also staffed an outreach table each week at the market.