

## **Community College of Baltimore County 2024 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 2024 Performance Accountability Report (PAR) is the fourth report of a five-year reporting cycle. It addresses three of the Maryland state goals for postsecondary education: Student Access, Student Success, and Innovation. In relation to each state goal there are performance indicators, most with benchmark targets toward which we track progress annually. Most of the indicators and benchmarks focus on credit students. In the current report we summarize the extent to which we are currently meeting the benchmarks goals for FY 2025 and discuss our strategies for enhancing future performance on benchmarked indicators.

#### **Student Characteristics**

CCBC provides a multitude of educational services to a diverse student body of credit and continuing education students. PAR Indicators A through I address their characteristics via metrics such as headcount, developmental education status, financial aid status, age, race/ethnicity, ESOL status, and distance education status.

Metrics that increased since last year include the Fall credit headcount (up 3%), the annual headcount in English for Speakers of Other Languages (ESOL) courses (up 23%), the percentage of credit students receiving any financial aid (up 3%), and the percentage not enrolled in any distance education (up 4%). The latter is strongly related to the resumption of on-campus courses as the pandemic wound down between Fall 2022 and Fall 2023.

Metrics that are similar to last year include the percentage of students enrolled part-time, the percentage enrolled in some distance education, the percentage needing developmental education, the percentage who are at least 25 years old, the percentage receiving Pell grants, and the racial/ethnic distribution of the student body.

Metrics that declined compared to last year include the percentage who are first-generation college students and the percentage enrolled exclusively in distance education (which is also pandemic-related).

#### **State Plan Goal 1: Access**

CCBC is committed to providing an accessible, affordable, and high-quality education preparing our students for transfer and career success. CCBC is an open access institution with a 100% acceptance rate for applicants. Through a pay-per-credit tuition model, rolling admissions, multiple term lengths, and multiple instructional modalities, CCBC makes higher education more affordable and convenient for a variety of students with different needs and goals.

PAR Indicators 1 through 13 contain 24 metrics related to access and affordability such as headcounts for credit and continuing education students, course enrollment, minority student enrollment, and the cost of tuition and fees. Out of these 24 metrics, 22 have benchmarks.

CCBC currently meets or exceeds the benchmarks for the following indicators: High school student enrollment (Ind. 5), annual enrollment in credit and continuing education online courses (Ind. 6a, b), cost of tuition/fees relative to MD public four-year institutions (Ind. 7b), and minority student enrollment for credit and continuing education students (Ind. 11a, b).

CCBC is on track to meet the benchmarks for the following indicators: annual enrollment in credit and continuing education hybrid courses (Ind. 6c, d), adult education student achievement at least one ESL educational functioning level (Ind. 10b), and percent of minorities among full-time administrative and professional staff (Ind. 13).

CCBC is facing some challenges in meeting the benchmarks set for the Access indicators: annual unduplicated headcount of credit and continuing education students, market share of first-time, full-time students, market share of part-time students, market share of recent, college-bound high school graduates, enrollment in continuing education community service/lifelong learning courses and basic skills/literacy courses, adult education student achievement of at least one ABE functioning level, and percent of minorities among full-time faculty. However, CCBC has several initiatives and plans in place to help overcome these challenges.

One major initiative that CCBC developed that will help with several of the Access indicators is the creation and implementation of the “New Student Journey” which is designed to ultimately move CCBC further along the continuum of becoming the premier 21<sup>st</sup> century college for 21<sup>st</sup> century students for 21<sup>st</sup> century jobs. The purpose of the new student journey is to improve the student experience at CCBC by expanding the culture of care, support, and career development, reducing barriers to entry and access, providing proactive and integrated support for every step of their journey, and ensure that our students complete what they came to achieve. A second major initiative that CCBC is in the process of implementing is our new Constituent Relationship Management (CRM) tool designed to enhance seamless communication with students and among their success team to ensure they stay on track toward their goals.

While CCBC is not on track to meet the established benchmarks for annual unduplicated headcount, the total headcount has been increasing since FY2021 (Ind. 1a). The new student journey will assist prospective students by providing relevant and timely communications that guide them through their journey and provide next steps as they enter and progress through time at CCBC.

The implementation of the “New Student Journey” will also provide the framework for increasing our market share of first-time, full-time students (Ind. 2), market share of part-time students (Ind. 3) and the market share of recent, college-bound high school students (Ind. 4) through targeted communications after prospective students complete an inquiry form tied to the CRM. These targeted communications will communicate financial aid and funding options to prospective students on a timely basis.

The expansion of the Baltimore County and Maryland Community College Promise scholarships and the Maryland Blueprint will also assist CCBC increase Access to postsecondary education as there are now fewer obstacles for students who wish to pursue a Promise scholarship. In addition, scholarships through the Promise programs can now be awarded to full-time and part-time students who are pursuing credit programs as well as Continuing Education workforce development programs.

## **State Plan Goal 2: Success**

CCBC believes in holistic, intersectional, and collaborative practices to boost the success of all our students. We offer programs that provide full-service student support, including academic advising, tutoring, transfer counseling, and other resources to enable our students to be successful in their academic career. CCBC has Success Navigators in place to assess students' academic and non-academic needs and help secure appropriate resources and referrals. Support resources are provided as early as possible to help ensure student success.

PAR Indicators 14 through 22 contain 28 metrics that are associated with academic progress and successful completion of postsecondary education such as retention rate, completion of developmental education requirements, graduation and transfer rates, and performance at transfer institution after leaving CCBC. Among these 28 metrics, 14 are benchmarked.

CCBC currently meets the benchmark for the percentage of students whose first-year GPA is at least 2.0 at the transfer institution (Ind. 21) and is on track to meet the benchmark for the transfer rate of graduates within one year (Ind. 22). But overall, CCBC has encountered challenges meeting benchmarks on indicators aligned with the Success goal of the State Plan.

While retention is currently at its highest rate in this cycle for three of the four student groups addressed in Indicator 14, the rate remained 2 to 8 percentage points below the target value of 53% for all first-time students, Pell grant recipients, and students placed in developmental education (Ind. 14a,b,c), and 15 percentage points below the 50% target for college-ready students (Ind. 14d). The percentage of students successfully persisting after four years is approaching the benchmark for developmental completers in the Fall 2019 cohort (Ind. 16b) but is about 10 percentage points below target for college-ready students (Ind. 16a) and all students in the cohort (Ind. 16d). CCBC is striving to increase retention and successful persistence for all students. By implementing a Holistic Student Support model, we are providing each new cohort of students (beginning in Spring 2023) with proactive advising and connecting them to services that will help them remain in school and progress toward completion of their educational goals. We expect to see fruits of this effort in the PAR data for the Fall 2023 cohort which will be reported in the 2025 Performance Accountability Report.

The rate at which students complete developmental education after four years has remained relatively steady (38%-40%) between the Fall 2016 cohort and the Fall 2019 cohort (Ind. 15). However, the value is about 10 percentage points below the target of 50%. To promote developmental education completion and success in credit courses in English and mathematics, we have reduced the number of developmental courses in the sequences by shifting to the

corequisite-only model for English and by removing the lowest level mathematics placement and increasing the number of corequisite options in mathematics. Our records show that students who complete developmental education as part of the corequisite model are more successful in both the paired developmental education course and the credit course than are developmental students who take the courses separately.

The percentage of students graduating or transferring after four years declined for the Fall 2017 cohort but has been recovering for subsequent cohorts. Unfortunately, it remains 3 to 5 percentage points below target for the Fall 2019 cohort (Ind. 18). The college is committed to assisting students on their path to graduation and transfer and has established goals and initiatives to help us continue to 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 support and activities geared toward successful degree and certificate completion, transfer, and career success. CCBC has also partnered with eight four-year institutions in a program called Degrees to Succeed. This initiative promotes completion of the associate degree prior to transfer and provides students with support from both institutions to facilitate retention, academic progress, graduation, transfer within one year, and academic success after transfer.

### **State Plan Goal 3: Innovation**

PAR Indicators 23 through 28 contain 27 metrics associated with workforce development such as headcount in continuing education workforce development, in contract training, and in education leading to certification or licensure, and pass rates on certification/licensure exams. Among these 27 metrics, 19 have benchmark targets.

CCBC is exceeding the benchmarks for annual headcount and annual course enrollments in continuing professional education leading to government or industry-required certification or licensure (Ind. 27a,b). CCBC is moving towards meeting the benchmarks for headcount and course enrollments in workforce development courses contract training courses. (Ind. 26a,b & 28a,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. Continuing education has rebounded from the COVID-19 pandemic and is on its way to achieving the FY 2025 benchmarks.

CCBC made progress towards the Innovation goal of the State Plan in the areas of graduates employed within one year and income growth of career program graduates, but faced challenges related to credit program pass rates for several licensure/certification examinations required for employment. Among the 14 credit academic programs requiring external licensing and/or certification upon completion, three programs are currently meeting or exceeding the benchmarks (Ind. 23d,f,i). 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. CCBC will strive to meet benchmarks for more of the programs in the upcoming year.

## **Response to Commission's Prompts**

This section contains CCBC's responses to the questions posed to institutions this year by the commissioner.

**Commission Prompt 1:** In reviewing your institutional metrics regarding completion, what specific initiatives is your institution implementing to increase completion rates? Please provide a brief narrative on the impact of those initiatives on completion rates.

**Response 1:** Case management advising has been shown to correlate with increased fall-to-spring and fall-to-fall retention and with completion rates. The college has recently implemented a comprehensive case management model where new CCBC students are assigned an Academic and Career Advisor aligned with their academic pathway or major. Thus, the advisor serves as a primary contact for students outside the classroom to support student retention and academic success. Students are guided to meet with their assigned advisor for course selection, academic planning, and academic support. Advisors provide ongoing outreach and follow-up multiple times each semester to offer support and build rapport with their students.

The college has also designed and will launch a holistic needs assessment and increase the use of career assessments before the initial advising visit. New CCBC students will benefit from a completely redesigned New Student Orientation and First Year Experience seminar. Overall, the college's fall-to-spring retention rate was 59%. For students who completed NSO and Academic Development 101, the fall-to-spring retention rate was 75%.

We are currently implementing curriculum mapping for all academic programs. This year, we are focusing on leveraging curriculum maps in three specific ways: 1) to increase the number of students taking credit math and English in the first semester, especially in accelerated formats; 2) to use program-specific "critical courses" to guide advising conversations and intervention points for students who may be off-track; and 3) to ensure that every new CCBC student has an individualized course plan for the first half of their program enrollment by the end of their first semester.

**Commission Prompt 2:** Does your institution have specific goals regarding the success of transfer students? How have those goals been identified and how are they measured?

**Response 2:** Embedded within CCBC's mission is a commitment to prepare students for transfer and career success. As an objective within our strategic plan, CCBC developed "Degrees to Succeed," a dual admission program aimed at fostering student retention and associate degree completion. Degrees to Succeed enhances transfer programming by providing individualized support between the Community College of Baltimore County (CCBC) and the student's selected four-year dual admissions partner. This cross-institutional wraparound support includes co-advising, co-curricular activities that promote student engagement at both institutions, and financial incentives upon seamless transfer. The college aims to dually admit 1,500 students by

December 2025. As graduates transfer, partners will share data to ensure students remain on track to earn their bachelor's degree.

**Commission Prompt 3:** In reviewing your institutional metrics regarding equity gaps (in either access or completion), what is the biggest challenge your institution faces as it attempts to eliminate those gaps?

**Response 3:** Although CCBC's student body is more diverse than the local population, it's crucial to ensure equitable access for all. To tackle this issue, we are upgrading our Constituent Relationship Management (CRM) software and enhancing our data governance infrastructure. This initiative aims to pinpoint service gaps and barriers, including identifying instances where underrepresented groups might be disproportionately enrolling in programs like General Studies that offer limited long-term economic benefits.

Progress toward equitable completion outcomes can be demonstrated in CCBC programs that support student success efforts. Notably, our Male Student Success Initiative (MSSI) pairs students with dedicated staff, mentoring resources, and intentional co-curricular programs. This approach has significantly boosted success rates among Black men in key areas such as gateway momentum, credit completion, persistence, and retention. We aspire to expand these resources campus-wide, necessitating investments in technology, professional development, and deliberate implementation. The President's support for strategic investments ensures these resources are effectively leveraged to promote equitable student outcomes. Furthermore, the development of new data dashboards will democratize access to information across the college community. This will facilitate ongoing assessment and feedback loops to refine and improve our student success efforts.

**Commission Prompt 4:** How does your institution ensure that graduates leave with employable skills? What kind of opportunities do you provide (i.e., internships, co-op programs, practicums, professional development workshops, industry partnerships and advisory boards, and career counseling and advising services)?

**Response 4:** Most of CCBC's Associate of Applied Sciences (A.A.S.) degrees incorporate internships, clinicals, field placements, or capstones as they are designed for workforce readiness rather than transfer. These components provide students with hands-on, evaluated experiences in their chosen career fields. Advisory boards for these programs ensure that the curriculum and co-curricular activities remain current and aligned with industry standards. CCBC's transfer programs also integrate internships or field placements to provide early exposure to the discipline of study, enhancing student preparation for future careers.

The college's internship program is robust, supported by a history of offering paid internships through an Andrew G. Mellon Foundation grant. This academic year, CCBC expanded its support for career development by hiring three new part-time career coaches who regularly assist students. Additionally, targeted career fairs for each of CCBC's nine pathways have facilitated connections between students and employers, resulting in over 730 job openings posted for CCBC students in the past year and the registration of over 200 new employers in the college's database.

Both credit and workforce development programs undergo regular program reviews. Credit programs are reviewed every five years, focusing on mapping and evaluating student program outcomes, analyzing student performance data, assessing community partnerships, gathering advisory board input, and conducting Strengths, Weaknesses, Opportunities, and Threats (SWOT) assessments. Workgroups involved in these reviews often include representatives from local employers or advisory board members. This rigorous review process ensures that CCBC graduates are well-prepared to meet the current and future needs of local employers.

## **Community Outreach and Impact**

CCBC focuses on creating long term partnerships with businesses, 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 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.

Following the collapse of the Key Bridge, CCBC is aiding students, employees and the community impacted by helping to decrease financial burdens and increasing awareness of available support resources. The Small Business Administration has opened a Business Recovery Center at CCBC Dundalk which offers low interest loans to small businesses that have been negatively impacted by the bridge collapse. CCBC is also exploring way to help the community through job fairs and offering programs that could provide training, retraining, or upskilling for those facing job displacement.

CCBC launched a digital navigator program to teach area residents digital literacy skills such as managing healthcare, navigating email and staying connected to family and friends using technology. This program helps CCBC students and area residents access information, opportunities and services via the internet, email, and social media.

CCBC Owings Mills opened "The Collective", a retail storefront supported by CCBC's Center for Business Innovation. This storefront features locally made goods that highlight the diversity of small businesses in our region.

The Office of Student Engagement offers food resources to CCBC students via food pantries and student food lockers located on the three main campuses. Items provided to students include non-perishable food items, personal hygiene items and school supplies.

CCBC's Center for Business Innovation awarded \$62,500 to aspiring entrepreneurs who are CCBC students or alumni. This prize money is for start-up capital for their new or growing

businesses. As of this year, CCBC's Annual Business Plan Competition has helped launch 53 new businesses and distributed nearly \$400,000 in seed money.

CCBC's Continuing Education Hospitality program partnered with the Maryland Food Bank to offer "FoodWorks" which is a culinary training program offered to those who are unemployed/underemployed or part of an underserved population. This past year, 55 CCBC students were trained in the 12-week workforce development program that is designed to give students on-the-job training in the food service industry. At the completion of this program in conjunction with the Maryland Food Bank, the students are deemed job and career ready.

CCBC received the Maryland Historical Trust Preservation award for "Excellence in Public Programming and Exhibits" for its historical signage project at CCBC Catonsville. CCBC created the historical signage project to amplify the stories of the invisible people, many of them people of color who played significant roles in shaping the land upon which the Catonsville campus now exists.

The Sustainable Horticulture program hosted a job fair for those interested in landscaping and nursery production at CCBC Dundalk. More than 40 landscaping companies, garden centers and nurseries were in attendance to meet with those interested in careers. The event was open to students as well as the community.

CCBC hosted "Deaf Dental Day" with students from the Dental Hygiene program and the ASL Interpreting program to provide services to the local deaf community.

CCBC partnered with Morgan State University and Johns Hopkins University to manage the Goldman Sachs 10,000 Small Businesses program in Baltimore. This program is designed to help entrepreneurs from various industries and companies to create jobs and economic opportunity by providing access to education and support services.

A pilot Public Health pathways program was created to assist individuals with a career pathway from CNA to LPN. This program identified unemployed/underemployed individuals from the county to participate in a 2-year program that includes full-time paid positions with benefits, extra financial support for other needs and case management for each participant.