BALTIMORE CITY COMMUNITY COLLEGE
2019 PERFORMANCE ACCOUNTABILITY REPORT

I. MISSION

Baltimore City Community College provides quality, affordable, and accessible education meeting the professional and personal goals of a diverse population, changing lives, and building communities.

II. INSTITUTIONAL ASSESSMENT

State Plan Goal 1. Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

Baltimore City Community College's (BCCC) annual unduplicated credit headcount fell to 6,054 in FY 2018, but increased by 10.6% to 6,694 in FY 2019 (Indicator 1b). The market share of first-time, full-time freshmen increased 12.2 percentage points to 25.1% which represents 233 students, while the market share of part-time undergraduates decreased to 23.1% (Indicators 2 and 3). While the majority of BCCC's students enroll part-time, the proportion of part-time students declined to 65.8% in fall 2018 (Characteristic A). The characteristics and personal responsibilities of the majority of BCCC's students make full-time enrollment challenging: 52.3% of credit students are 25 years of age or older and 44.1% are employed at least 20 hours per week (Characteristics F and G). BCCC continues its efforts to support full-time enrollment. Of the respondents to the spring 2018 Community College Survey of Student Engagement (CCSSE), 39.9% reported having children that live with them and 49.9% reported that childcare is an important service to them. The College's Clarence W. Blount Child Care Center is accessible for the children of students and staff (with limited slots for the community) age six months to 12 years and offers evening care. It is open every day that the College is open for regular operations (excluding spring break and scheduled professional development days). Scholarships are offered through the federal Child Care Access Means Parents in School grant. The College continues to expand its course offerings and modalities which include hybrid, online, weekends, accelerated sessions, and "Z-courses" which utilize Open Education Resources (OERs) which reduce or eliminate the cost of textbooks.

The market share of recent, college-bound high school graduates decreased to 9.4% in fall 2017 (Indicator 4) which predates the launch of the Mayor's Scholars Program in fall 2018. The Mayor's Scholars Program (MSP) is a partnership between BCCC, the Baltimore City Mayor's Office, and the Baltimore City Public School System (BCPSS). Through this last-dollar scholarship program, high school graduates who are City residents have the opportunity to complete an Associate Degree, Certificate, or workforce development program with their tuition and fees covered. Participants must complete a FAFSA, remain in good academic standing with at least a 2.0 GPA while attending BCCC, and complete their program within 150% of the expected time (three years for an Associate Degree). Over 300 MSP students participated in the 2018 Summer Bridge program prior to enrolling in fall classes and 289 completed the fall semester in credit courses and 15 additional students shifted to continuing education workforce programs. In 2019, over 400 students participated in the second cohort of the Summer Bridge

program. Based on the course pass rates and feedback from MSP students and faculty, the Summer Bridge program was shortened from seven weeks to six weeks and most students only took the one-credit PRE 100 credit instead of two courses. The Bridge programs included an orientation and academic support services designed to ease the transition from high school to college. Students toured campus facilities; met key faculty, advisors, coaches, and student leaders; and participated in enrichment activities. Throughout the year, MSP students met with advisors and Student Success Coaches; and attended workshops, study halls, and a Coppin "Sneak Peak" transfer event. An end-of-year survey was administered to the 2018 cohort towards the end of spring 2019 (76 respondents) and 92.9% indicated that they were somewhat or very satisfied with the help they received from their MSP Success Coach, 80.3% would recommend MSP to friends or family, and 80.3% would recommend BCCC to friends or family.

The College's partnership with Year Up continued to grow. In June 2018, the College held the graduation ceremony for the sixteenth Year Up Baltimore cohort. Over 70 students graduated from the year-long program which includes coursework, workforce training, and paid internships, Students are invited to continue their studies at BCCC while continuing their employment.

The number of dual enrolled high school students increased to 230 for fall 2018 (Indicator 5, includes an additional 58 PTECH with registration activity that occurred subsequent to the 172 dual enrolled students reported in the College's Enrollment Information System file). In addition to two cohorts of PTECH students from Carver Vocational Technical High School and Paul Lawrence Dunbar High School, the College began it STEM Core partnership with Forest Park High School, Digital Harbor High School, and Vivian T. Thomas High School. The College continued offering classes on site at Bais Yaakov of Baltimore.

Enrollments in credit online courses increased to 6,904 in fall 2018 (Indicator 6a). In fall 2018, face-to-face and online sections were offered for all of the College's 20 highest enrolled courses offered; 468 students enrolled exclusively in online classes and an additional 1,297 students enrolled in both online and face-to-face classes. In 2018, the following degree programs could be completed entirely online: Business Administration, Business Management, Accounting, Law Enforcement/Correctional Administration, and General Studies. All students taking online or hybrid courses for the first time are required to attend an online student orientation which explains the student and faculty expectations and familiarizes them with Canvas. The Center for E-Learning Excellence and Teaching Innovation offers training related to instructional resources through the academic year. Training topics include using videos in Canvas, eTutoring at BCCC, how to conduct webinars for students, Canvas tools, incorporating accessibility in online courses, creating rubrics and outcomes in Canvas, and Quality Matters rubrics.

The number of Z-course (courses that offer zero- or low-cost web-based textbooks and other digital materials) sections and offerings has expanded; in fall 2018, 156 sections of Z-courses were offered. The fall 2018 E-Learning student survey (220 respondents) showed that 95.0% of students enrolled in Z-courses found the content easy to access. In 2018, four BCCC faculty were awarded grants through the Maryland Open Source Textbook (MOST) High Impact OER Mini-Grant Program. The MOST grants are designed to support the replacement of traditional textbooks with learning resources that are openly licensed (Creative Commons CC-BY

Attribution 4.0 International License), fully accessible based on Web Content Accessibility Guidelines standards, openly and freely available outside their delivery platforms, provide students with day-one access to their learning materials, allow students to retain access to their OER content after completion of the course, and are continuously updated. The 2018 courses were MGMT 222 (Principles of Management), ENG 101 (English Writing), BIO 102 (Principles of Biology), MAT 128 (Pre-Calculus: College Algebra), and MAT 129 (Pre-Calculus II). In fall 2018, while the numbers of students in OER sections were far lower than those enrolled in non-OER sections, the pass rate in ENG 101 was five percentage points higher for the OER sections.

Continuing education online course enrollments increased to 1,318 in FY 2018 (Indicator 6b). Courses with the largest enrollments include ESOL Basic Skills Tutorial, ESOL Independent English, Child Care, Business Office Administration, Health Administration Billing Coding, Human Resources, and Physical Therapy Aide.

Low incomes and extensive personal and job responsibilities are characteristic of most BCCC students, making affordability a key issue; 44.1% of our credit students work more than 20 hours per week and 38.3% received Pell grants in FY 2018 (Characteristics G and E). Spring 2018 CCSSE respondents reported that 61.4% use their own income/savings as a major or minor source for paying their tuition and 49.5% reported that the lack of finances is likely to be what would cause them to withdraw from class or college. As noted in the College's mission, BCCC is committed to providing quality, affordable, and accessible education to its diverse population. BCCC strives to keep tuition and fees at a fraction of those for Maryland public four-year institutions and stayed below our benchmark at 33.8% in FY 2018 (Indicator 7). The College utilizes a market-based tuition and fee model which calls for adjustments based on programmatic needs and sustaining existing services while remaining affordable. The application fee has been eliminated and the College has maintained its flat rate tuition and fee schedule for students enrolled in 12 to 18 credits. Easing students' financial burdens is the primary reason BCCC expanded its use of OERs which provide students with reduced or cost-free resources including e-textbooks and videos. In addition to the cost savings, students get immediate access to the resources on the first day of class via computer, tablet, or smartphone. The College's one-credit Preparation for Academic Achievement course, PRE 100, continues to offer OERs in all sections and has attained pass rates ranging from 76.0% to 78.7%, markedly higher than in years prior to the use of OERs.

BCCC's unduplicated headcount in continuing education decreased to 8,015 in FY 2018 (Indicator 1c.) The Workforce Development and Continuing Education Division (WDCE) remains committed to responding to the needs of the City's citizens and business community. Annual unduplicated headcount and annual course enrollments in continuing education community service and lifelong learning courses decreased in FY 2018 to 415 and 546, respectively (Indicator 8). The unduplicated annual headcount and annual course enrollments in continuing education basic skills and literacy courses fell in FY 2018 to 4,965 and 10,073, respectively (Indicator 9). The impact of the refugee resettlement concerns in the City and State was reflected in the annual unduplicated headcount in ESL courses which decreased in FY 2018 to 3,129 (Characteristic D). Through the coordination of the Mayor's Office of Immigrant Affairs, the College has developed a partnership with the Baltimore City Community Action Partnership for English language learner students. These students will attend BCCC in the fall

and spring semesters for contextualized English as a Second Language instruction covering vocabulary relative to financial literacy along with workshops and access to financial coaching provided by the City's Community Action Partnership Centers. Through the Refugee Assistance Program (RAP), adult refugees and asylees who have lived in the United States for five years or less take courses to improve their English, develop skills necessary to find employment, and function in their everyday English language environment. Classes are funded through a grant from the Maryland Office for Refugees and Asylees and are offered during the day and evening. WDCE offers GED and Pre-GED classes for adults 16 years of age or older who have not earned their high school diplomas and are not enrolled in a school program. Placement is based on students' scores on the Comprehensive Adult Student Assessment System (CASAS) placement test. Pre-GED classes are offered for students whose native language is not English. The College has partnered with South Baltimore Learning Center to help ex-offenders earn a GED.

The percentage of minority student enrollment at BCCC has always exceeded the corresponding percentage in its service area; 93.0% of fall 2018 credit students and 89.4% of FY 2018 continuing education students were minorities compared to 69.7% of the City's population (Indicator 10). In fall 2018, 72.9% of full-time faculty and 75.0% of full-time administrative/professional staff were minorities (Indicators 11 and 12). The Office of Human Resources uses a multitude of channels to attract a diverse, qualified, and competitive applicant pool. BCCC makes every effort to cast the widest net possible to capture a robust applicant pool by posting on a battery of job boards. All positions are posted on the BCCC website, *Indeed.com, US.Jobs, HigherEd Jobs*, *Inside Higher Ed, Academic Careers Online, Diverse Jobs.net, Maryland Diveristy.com, Higher Education Recruitment Consortium,* and the *Chronicle Vitae.* When positions prove hard to fill, the College will utilize specialty niche websites for recruiting specialized skill sets including the Society for Human Resource Management, the College & University Professional Association for Human Resources, Dice, Chesapeake Human Resources Association, Idealist Careers, the American Association of Community Colleges, Association of College & University Auditors, International Facility Management Association, CareerBuilder, and Monster. BCCC utilizes various social media platforms including Twitter, Facebook, and LinkedIn to garner additional applicants. BCCC actively participated in two job fairs at Morgan State University and at a job fair hosted by the Afro Newspaper. Additionally, BCCC has partnered with the Maryland Workforce Exchange (MWE) to hold hiring events at local MWE offices to fill select high-need positions.

State Plan Goal 2. Success: Promote and implement practices and policies that will ensure student success.

BCCC's fall-to-fall retention rate remained stable at 37.1% for the fall 2017 cohort of developmental students (Indicator 13a). The four-year developmental completer rate increased to 28.9% for the fall 2014 cohort (Indicator 15). With most students requiring developmental coursework, 90.7% of all first-time entrants in fall 2018, focus must remain on successful developmental completion and the initiatives put in place to increase retention and persistence, particularly in students' first year (Characteristic B). In AY 2018 – 19, RENG 90, the lowest level of developmental Reading/English) was no longer offered. Five sections of RENG 91 were offered specifically for students who tested into RENG 90 in fall 2018. Students enrolled in the fall 2018 Accelerated 1 session of RENG 92 had a pass rate of 81.0%, notably higher than the

pass rate for the 16-week pass rate of 67.0% for the non-accelerated students. This information supported the plan to pilot the Accelerated Learning Program (ALP) in spring 2019. The ALP allows students to take RENG 92 and ENG 101 in one semester. In spring 2019, one section of ALP was offered for MSP students (students registered for designated RENG 92 and ENG 101 sections). The ALP designated sections enrolled 24 students for the semester and the pass rates were 91.7% for the RENG 92 component and the ENG 101 component. In fall 2018, 98.8% of new students who took the placement test were recommended into developmental math. In fall 2018, 799 students completed MAT 86 and pass rates fell. The Math Department and Office of Institutional Research reviewed the pass rates to ascertain differences based on modality and/or pace. The hybrid sections were held as 12-week sessions and online sections were offered in 12- and 16-week sessions. The hybrid sections' pass rate was notably higher than those of the online sections. RENG and MAT instructors work with the Promise Academy to provide students in the lowest levels with supplemental support including embedded tutoring; MAT 86 pass rates were higher for the Promise Academy sections than for the non-Promise Academy sections. The Math Department is offering four more hybrid sections of MAT 86 for fall 2019 and has developed a more detailed rubric for grading the final exam.

In addition to the tutoring services provided through the College's Center for Academic Achievement, all BCCC students can use eTutoring services via Canvas. Through eTutoring, students can receive assistance with the following subjects: Writing, Biology, Statistics, Anatomy & Physiology, Chemistry, Math, and Accounting. Students have access to the Online Writing Lab where they can submit a draft of a paper, seek feedback, and receive a response from a tutor within 24 to 48 hours. Students can participate in live tutoring where they meet with a tutor, one-on-one, via an interactive, virtual online environment.

The fall-to-fall retention rate for the 2017 cohort of Pell grant recipients increased to 37.1% (Indicator 14a). The number of Pell grant recipients fell by 273 students from FY 2017 to FY 2018, as reflected in the lower percentage of students receiving Pell grants in FY 2018 of 38.3% (Characteristic E). BCCC offered free Completion Assistance Workshops for the Free Federal Application for Student Aid (FAFSA) throughout the year to new and continuing students and parents. The Student Accounting Office has increased communications to students regarding FAFSA processes and payment arrangement options and deadlines through email, Canvas, phone calls, and information on the College's website. Financial aid presentations are a component of the PRE 100 course and new student orientations. The Student Support and Wellness Services Center offers activities throughout the year to help students with time management, stress management, exercise opportunities, and mental health awareness and resources.

BCCC's overall successful-persister rate for all students in the fall 2014 cohort fell slightly to 51.1% and the developmental completers' rate fell slightly to 74.3%, but remained nearly triple that of the developmental non-completers (Indicator 16). The successful-persister rate for African-American students mirrored the decline of the overall cohort, 48.4% for the fall 2014 cohort (Indicator 17a). The overall four-year graduation-transfer rate increased for the fall 2014 cohort to 37.1% and to 48.9% for the developmental completers (Indicator 18). The increase in the graduation-transfer rate for African-American students was similar to that for the total cohort at 34.5% for the fall 2013 cohort (Indicator 19a). A primary focus for BCCC remains improving the developmental completion rate which drives nearly all other outcome measures. As

discussed, the need for remediation remains high for BCCC students; the College is committed to reducing as many barriers as possible to completing the recommended developmental coursework and all program requirements. The streamlined levels of developmental courses in math and reading/English are making a positive impact, as discussed above. The College continues its work to expand support services to all students, offer creative scheduling options including course modality and pace, increase financial aid literacy and access to information, and increase staff training. Student success remains BCCC's number one strategic priority.

The federally funded Student Support Services/Students Taking Action in Reaching Success (TRIO/SSS-STAIRS) program is designed to increase retention, graduation, and transfer rates of low-income, first-generation college students and students with disabilities needing academic support. In AY 2018-19, the program served 230 students many of whom received individualized, intensive support services. Of those students, 35 graduated with degrees and/or certificates and 7 reported they will transfer to four-year institutions by fall 2019. The Program held two "Meet and Eat" events to address students' non-academic needs, and to enhance their sense of belonging in college. Participants had the opportunity to connect and share with one another and with staff in a relaxed atmosphere. Other events held during the year in collaboration with other departments included the Annual "Clothing Swap and Shop" to help students build professional wardrobes for interviews, internships and careers, "The Marketplace Experience II: Shattering the Myth of the Superwoman: Creating a Personal Plan for Success and "Home is Home, African and African Diaspora Symposium" during which participants shared their views about "Building Bridges Across the Diaspora."

The total number of degrees and certificates awarded increased by 34.4% to 656 in FY 2018, the highest number awarded since FY 1984 and the number of STEM awards increased by 26.4% to 306 (Indicators 20 and 21b). FY 2018 included the first degrees and certificates awarded in the Cyber Security and Assurance programs with 9 degrees and certificates. Increases in other programs' awards included Accounting, Business Administration, Information Technology Basic Skills, Computer Information Systems, and Biotechnology.

While STEM awards increased, enrollment in STEM programs decreased in fall 2018 to 2,297 (Indicator 21a). BCCC launched a partnership with Edmondson Westside High School for a dual enrollment certificate in Biotechnology Lab Science and Lab Animal Science, which is a first in Baltimore City. In 2019, 17 Edmondson sophomores enrolled in the pilot program and are on track to graduate from high school with a certificate as well as complete their Career and Technical Education (CTE) programs of study in the health professions or engineering pathways. Biotechnology students develop laboratory technical skills in preparation for employment under the supervision of professional scientists and may prepare for transfer to senior institutions. The program includes a state-of-the-art technical research experience through local biotechnology companies and research facilities and labs including University of Maryland, Baltimore, University of Maryland Baltimore County, Towson University, and the Johns Hopkins University. The summer internships that these students complete lead to job opportunities.

The College held its seventh annual STEM Symposium: Shaping Our Future Through STEM. Over 300 students attended to hear the keynote speaker from The Juxtopia Group, a non-profit organization established in 2000 to increase the number of underserved and disadvantaged

minorities that pursue advanced degrees, contribute to STEM related careers, and establish STEM related businesses. The STEM Symposium highlights student research, much of which was conducted at the University of Maryland Medical School. The College's sixth annual Biotech Symposium, held at the University of Maryland BioPark, featured a career panel of BCCC alumni who shared with a group of high school students how their start in BCCC's Biotechnology program and Biotechnology Club helped them achieve their career goals. BCCC hosted the fifth annual Maryland Collegiate STEM Conference (MCSC). Over 500 participants from 21 Maryland colleges and universities attended and were welcomed by Lt. Governor Boyd Rutherford. The MCSC is a collaborative effort of Maryland community colleges to highlight STEM programs and create opportunities for students. The conference featured student-led research poster presentations and speakers.

BCCC's graduate satisfaction with educational goal achievement maintained a high rating of 92.1% for the 2016 graduates (Indicator 22). Surveys of non-returning students show that 56.7% of respondents completely or partly achieved their educational goal (Indicator 23). While reasons for leaving vary, 62.5% of those who did not meet their goal said they plan to return to BCCC. The most common reason cited for those who did not meet their goals was "financial reasons."

BCCC graduates' licensing examination pass rates remained very high with Dental Hygiene achieving a pass rate of 100% in FY 2018 for the fifth consecutive year (Indicator 25). Licensed Practical Nursing achieved a pass rate of 90.0% and Nursing achieved 85.4%. The pass rates for Physical Therapy Assistant and Respiratory Care fell to 72.7% and 73.3%, respectively. The Respiratory Care program implemented the following strategies to improve pass rates: purchased software to be administer practice exams in the Respiratory Care lab, hired dedicated staff at the clinical sites, purchased access to Lindsey Jones, a web-based tool similar to the licensing exam that can be customized to strengthen students' weak areas, and upgraded lab simulation equipment to provide more real-world situations to enhance critical-thinking skills.

The performance of BCCC transfer students at senior institutions decreased in AY 2017-18. The percentage of students with a cumulative GPA of 2.0 or above after the first year declined to 80.0% and the mean GPA after the first year decreased to 2.66 (Indicator 26). Graduates' satisfaction with transfer preparation remained high at 84.6% (Indicator 24). BCCC has implemented new articulation agreements including a new agreement with Bellevue University. The College hired a new Transfer Specialist for the Transfer Center to assist students with the transfer process. Information regarding articulation agreements, ARTSYS, scholarships for transfer students, transfer admission deadlines, and the transfer application process are available on the College's website and in the Transfer Center at the main campus. BCCC hosts transfer events every semester on campus and participates in those hosted by senior institutions.

BCCC is committed to student success by allocating as much of its resources as possible to instruction, academic support, and student services (Indicator 27). The College continues to maintain a larger percentage then benchmarked for instruction and academic support. While the College's unrestricted expenditures decreased by $1.1 million from FY 2017 to FY 2018, the change in the distribution of expenditures is due to the College reclassifying expenses in FY 2018 (which were classified in prior fiscal years as instruction, primarily within the continuing

education division) to their appropriate classifications of academic support and student services. These reclassifications will carry forward to future fiscal years.

State Plan Goal 3. Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.

Responses to the 2016 Graduate Follow-Up Survey show that 75.0% were employed in a field related to their BCCC program and 85.7% were satisfied with the job preparation they received at BCCC (Indicators 28 and 29). The most recent data from the Jacob France Institute show that the FY 2015 graduates' median income more than doubled from one year prior to three years after graduation (Characteristic I). The Panther Workforce Center has expanded to include a site at the College's Reisterstown Plaza Center in addition to the main campus and Harbor site. The Center provides the following services to credit and continuing education students and alumni: career counseling, resume development, access to College Central (an online registration and job posting system for internships, co-ops, volunteer opportunities, information sessions, and full- and part-time jobs), career fairs, and employer visibility days. The TRIO/SSS-STAIRS program provides career counseling and referrals to the Panther Workforce Center. Year Up, P-TECH, and Biotechnology students have access to industry mentors who are brought to the campus to explain job opportunities. Results from the 2016 and 2018 administrations of the CCSSE showed an increase in the percentage of students who report that their experience at BCCC contributed to their developing clearer career goals (86.6% in 2016 and 89.5% in 2018) and getting information about career goals (81.9% in 2016 and 84.9% in 2018).

The annual unduplicated headcount and annual course enrollments in workforce development decreased in FY 2018 (Indicator 30a and 30b). In fall 2018, the College, Goodwill, Industries and CVS Health opened a mock pharmacy, the first of its kind in the nation. The mock pharmacy, located at Goodwill of the Chesapeake's headquarters in downtown Baltimore, provides students with realistic and hands-on experience to become successful pharmacy technicians and patient advocates. It includes a patient consultation area, checkout counter, and inventory of imitation prescription medicines. BCCC provides instructions for the courses. The annual unduplicated headcount in Continuing Professional Education leading to government or industry-required certification or licensure fell while the annual course enrollments increased (Indicator 31a and 31b). In 2018, BCCC launched a new Commercial Driver's License training program through a partnership with the Lazarus Rite and Baltimore City's Department of Transportation (DOT) and Department of Public Works (DPW). The innovative program provides 16-week training to returning citizens tuition free along with access to employment opportunities with DOT and DPW. Sixteen participants completed the session offered.

The unduplicated headcount in contract training decreased to 1,143 and course enrollments fell to 2,472 (Indicator 33a and 33b). The number of business organizations continued to increase in FY 2018 to 90 and employer satisfaction with the contract training remained at 100% (Indicators 32 and 34). BCCC provided contract training and services to the Baltimore City Fire Department for Emergency Medical Technician, Baltimore City Police Department for a program for cadets, and International Rescue Committee for Transition to English classes for manufacturing workers. WDCE is developing new training with Johns Hopkins Hospital and University of Maryland Medical System for multiple health programs.

Response to Commission Questions

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 <u>targeted interventions</u> 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.

BCCC Response: The Commission highlighted in the question posed to BCCC for the 2018 Report that the College's outcomes "for all students and African American students are almost identical because African American students comprise the majority of the College's credit students; therefore, the College does not report any achievement gaps between these populations." An achievement gaps does exist among developmental-completers as compared to non-completers. The need for remediation remains high for BCCC students and the College is committed to reducing as many barriers as possible to completing recommended developmental coursework.

As noted previously, the Accelerated Learning Program (ALP) was piloted in spring 2019 for RENG 92 and ENG 101 for Mayor's Scholars Program (MSP) students. Students were permitted to self-select this option based on their placement test scores and advisor recommendations. The pass rates of 91.7% in the RENG 92 and ENG 101 components; the pass rate in the non-ALP RENG 92 sections was 63.6% and 67.5% in the non-ALP ENG 101 sections. Based on the pilot section's pass rates, the English, Humanities, Visual and Performing Arts department offered three face-to-face ALP opportunities for fall 2019, with two designated for MSP students and one for non-MSP students. The instructors utilize the syllabi for RENG 92 and ENG 101 and integrate the student learning outcomes throughout the semester. The learning outcomes related to essay writing, documentation, analysis, and critical thinking will be of particular interest in assessing and adapting the ALP. Course pass rates will continue to be evaluated. Because of the accelerated nature of the ALP, instructors are implementing a break in the middle of the class time. Students will be surveyed towards the end of the semester regarding their perceptions of the class structure, pace, and content. Metrics will measure course pass rates, learning outcomes, final exams, course pass rates in subsequent English courses (if applicable), student survey results, faculty survey results, next-term retention, and completion.

COMMUNITY OUTREACH AND IMPACT

BCCC's Strategic Plan calls for growing and strengthening partnerships and community engagement. The College is committed to engaging and improving communities in the greater Baltimore area. Dedicated faculty, staff, and students provide their time and expertise to serve the City's citizens, neighborhood and community organizations, public schools, and employers.

Student Involvement

Involvement in community service helps to create and increase students' sense of belonging. In Academic Year (AY) 2018 – 19, TRIO/SSS-STAIRS students and staff were actively involved in the BCCC community events. They donated clothes and time to the Clothing Swap and Shop event, and offered valuable contributions during the "Home is Home" event including a recommendation to institute an "International /Social Coffee Hour" as an informal non-threatening way to interact and get to know individuals from diverse cultures.

The Environmental Science Club led a "Jeans for Teens" event to collect new or used jeans to donate to City homes for teenagers. The Phi Theta Kappa Honor Society students organized a Thanksgiving food drive for City families in need along with toy drive to benefit the children of the Dayspring Programs, Inc.

A student from BCCC's Biotechnology program spoke at the Biotechnical Institute of Maryland's twentieth anniversary at the B&O Railroad Museum. BCCC students participated in the third annual "I Stand with Immigrants College & University Day of Action" held at the main campus in fall 2018. The event shared resources for immigrants and featured the Director of the Mayor's Office of Immigrant Affairs and a speaker from We Are Casa. Student athletes and coaches participated in the Baltimore Walk for ALS.

BCCC's held its fortieth annual Spring Fashion Show which featured designers from BCCC fashion design and merchandising programs and BCCC faculty and staff. BCCC's Dental Hygiene and Nursing Programs, in collaboration with the Oral Cancer Foundation, hosted its annual public free oral cancer screening and awareness event in spring 2019. BCCC Dental Hygiene and Nursing students provided information on oral cancer risk factors, early detection, and avoidance. As part of National Dental Hygiene Month, the Dental Hygiene Clinic offered free dental hygiene care to seniors 62 year of age or older. Treatment included blood pressure screenings, x-rays, oral cancer screenings, complete dental examinations, and dental cleanings for dentures or partials. The School of Nursing and Health Professions hosted a free community shredding event.

Partnerships and Outreach: Baltimore City Public School System (BCPSS) and Community Sites

BCCC's Upward Bound Math and Science Program has continued its five-decades-long partnership with BCPSS. AY 2018 – 19 marked the second year of the College's five-year renewal grant awarded in fall 2017 from the United States Department of Education.

The "Beats Not Bullets Step Show" was organized to show the artistic and passionate side of Baltimore students and to take a stand against gun violence in the City. The event was hosted by the BCCC Step Team and featured teams from Morgan State University, the Alpha Zeta Archonettes, and kids from various high Baltimore City high schools. Students participated in hopes of changing the way young people move on the stage and the streets of the City. The show was highlighted on the local news stations.

BCCC partnered with BCPSS for the fourth annual Courting Art contest. High school students, their families, friends, and art teachers celebrated the artwork submitted for the contest which was unveiled at the College's Fine Arts wing. The theme for this year's competition was "Uplift Baltimore." The finalists' artwork was displayed at the City's Eastside District Court Building at an awards reception where the top five contestants were awarded scholarships towards art programs or postsecondary degrees.

Business, Organizations, and Agencies

The West Baltimore-based Conscious Venture Lab is housed at BCCC's South Pavilion site. The La is a partnership with Innovation Village and serves as an accelerator program helping mission-driven startups build a business.

As part of the Facebook Community Boost initiative, BCCC is partnering with Facebook to develop a new Digital Marketing Certificate program. Students will have access to a new curriculum including digital marketing and social media strategy courses. Facebook and BCCC staff will work closely to structure the courses and curriculum to ensure they provide the digital skills that employers have indicated are necessary.

BCCC's Citizenship Preparation Program is the largest citizenship program in Maryland. Multi-level citizenship classes are free for students and are held at various agency sites throughout the City and State to prepare students with the English language skills and knowledge in U.S. history, civics, and government knowledge necessary for the federal neutralization exam. Students must be permanent legal residents (green card holders) and eligible to apply for naturalization.

Community Programs and Events on Campus

The College hosted events to support the Baltimore City Children and Youth Fund including a community session that was attended by over 200 people. Senator Antonio Hayes' Community Association Engagement Forum was held at the main campus. The event brought together community association presidents from the 40th Legislative District to identify district priorities, engage citizens, and empower neighborhoods. In addition, the 2019 40th District End of Session Forum was held on campus and included presentations by Senator Antonio Hayes and Delegates Melissa Wells, Nick Mosby, and Frank Conway, Jr. BCCC's President and Baltimore's State's Attorney Marilyn Mosby gave welcoming remarks to 50 community members, including Baltimore Council President Brandon Scott. Councilman Leon F. Pinkett, III held a community forum at the main campus to discuss new communication towers around the district. Representatives from the Baltimore City Department of Planning and the Commission for Historical and Architectural Preservation joined the forum.

The Mayor's Office held the Standards of Excellence: Black Men, Black Families, Black Communities Conference at BCCC. The community event was co-sponsored by the newly formed Mayor's Office of Children and Family Success and the Mayor's Office of African American Male Engagement. Speakers included BCCC's Chairman of the Board of Trustees and former Mayor Kurt L. Schmoke and Marilyn Mosby. Conversations focused on prevention, intervention, and eradication of common social ills affecting black families in Baltimore.

BCCC's Student and Wellness Services and Total Health Care sponsored the Sexual Health, Cancer and Me Forum in fall 2018 at the main campus. Free HIV testing, health resources and referrals, and free food and refreshments were provided. Information tables included Planned Parenthood, Baltimore Cancer program, AIDS Action Baltimore, REACH Initiative, and Joy Baltimore. Interactive presentations about sexual health and cancer were conducted throughout the forum.

BCCC hosted its annual free Community Resource Fair at the main campus in fall 2018 with over 25 community and College resources available. Workshops were held related to finances, health eating, and meditation. The Black Love Expo Mania Vendor Fair was held in the Student Atrium along with the "Be the Match" National Bone Marrow Program Registry. The second annual Career Fair was held at the West Pavilion for students and community members. Various Maryland State agencies, the Baltimore City Police Department, and Amazon were among the organizations that participated.

Community Forums, Fairs, and Festivals

BCCC co-sponsored the second annual Investing in Parents Town Hall with the Liberty Village Project. Guests included the former Mayor and the CEO of BCPSS. Throughout the year, College staff participated in various events held by the Greater Mondawmin Coordinating Council, Downtown Partnership of Baltimore, Associated Black Charities, Union Baptist Church, and Greater Baltimore Committee. The College continued its participation in the B'More Healthy Expo and in the college and career readiness information session, "Preparate Para Tu Futuro," hosted by Benjamin Franklin High School specifically designed for the English as a Second Language community.

Student Characteristics *(not Benchmarked)*

These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
A.	Credit students enrolled part time	68.4%	69.9%	68.2%	65.8%
B.	Credit students with developmental education needs	87.0%	59.8%	85.7%	90.7%

		Spring 2012	Spring 2014	Spring 2016	Spring 2018
C	Credit students who are first-generation college students (neither parent attended college)	45.0%	43.7%	38.0%	48.4%

		FY 2015	FY 2016	FY 2017	FY 2018
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	3,939	3,537	3,765	3,129

		FY 2015	FY 2016	FY 2017	FY 2018
E	Financial aid recipients				
	a. Credit students receiving Pell grants	53.6%	44.2%	40.8%	38.3%
	b. Credit students receiving loans, scholarships and/or need-based financial aid	62.1%	52.9%	50.8%	47.4%

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
F	Students 25 years old or older				
	a. Credit students	59.0%	57.3%	55.3%	52.3%

		FY 2015	FY 2016	FY 2017	FY 2018
	b. Continuing education students	78.4%	79.3%	78.9%	76.7%

		Spring 2012	Spring 2014	Spring 2016	Spring 2018
G	Credit students employed more than 20 hours per week	53.8%	50.4%	45.4%	44.1%

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	2.8%	2.0%	2.3%	2.4%
	b. Black/African-American only	77.0%	74.3%	73.4%	69.1%
	c. American Indian or Alaskan native only	0.1%	0.1%	0.2%	0.2%
	d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.1%	0.0%
	e. Asian only	2.6%	2.4%	2.0%	1.1%
	f. White only	7.5%	8.2%	6.9%	4.9%
	g. Multiple races	1.8%	1.9%	1.8%	1.7%
	h. Foreign/Non-resident alien	6.2%	8.3%	11.2%	18.7%
	i. Unknown/Unreported	1.9%	2.0%	2.1%	1.9%

		FY 2016	FY 2017	FY 2018	FY 2019
I	Wage growth of occupational program graduates				
	a. Median income one year prior to graduation	$20,964	$18,525	$16,882	$18,869
	b. Median income three years after graduation	$42,446	$39,219	$34,377	$39,146

Goal 1: Access

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
1	Annual unduplicated headcount					
	a. Total	16,583	15,443	16,049	13,974	**16,265**
	b. Credit students	7,407	6,679	6,346	6,054	**6,880**
	c. Continuing education students	9,278	8,874	9,798	8,015	**9,850**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
2	Market share of first-time, full-time freshmen	15.0%	13.5%	12.9%	25.1%	**20.0%**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
3	Market share of part-time undergraduates	22.2%	25.5%	36.7%	23.1%	**27.2%**

		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
4	Market share of recent, college-bound high school graduates	25.4%	19.8%	19.2%	9.4%	**28.0%**

Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
5	High school student enrollment	117	102	139	230	**255**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
6	Enrollments in online courses	7,593	7,489	6,721	6,904	**8,491**
	a. Credit	181	374	879	1,318	**186**
	b. Continuing education					

		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2021
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	33.7%	32.9%	34.5%	33.8%	**37.4%**

Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	932	634	784	415	**790**
	b. Annual course enrollments	1,265	943	1,109	546	**1,150**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	6,905	6,182	5,895	4,965	**6,100**
	b. Annual course enrollments	15,525	14,824	13,287	10,073	**13,500**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
10	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	93.8%	90.9%	92.1%	93.0%	BCCC Does Not Benchmark

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
	b. Percent nonwhite continuing education enrollment	87.7%	90.3%	87.7%	89.4%	BCCC Does Not Benchmark

		July 2015	July 2016	July 2017	July 2018	Benchmark July 2020
	c. Percent nonwhite service area population, 18 or older	69.4%	69.6%	69.8%	69.7%	Not Applicable

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
11	Percent minorities (nonwhite) of full-time faculty	72.0%	75.7%	76.7%	76.9%	BCCC Does Not Benchmark

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
12	Percent minorities (nonwhite) of full-time administrative and professional staff	70.6%	74.6%	74.6%	75.4%	BCCC Does Not Benchmark

Goal 2: Success

	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2019 Cohort
13 Fall-to-fall retention					
a. Developmental students	33.0%	34.3%	37.1%	37.1%	**38.0%**
b. College-ready students	39.7%	na (n=29)	53.2%	46.7%	**44.7%**

	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2019 Cohort
14 Fall-to-fall retention					
a. Pell grant recipients	31.6%	34.6%	34.8%	37.1%	**36.6%**
b. Non-recipients	40.5%	32.5%	37.3%	41.0%	Not Applicable

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
15 Developmental completers after four years	18.4%	29.6%	26.6%	28.9%	**24.0%**

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
16 Successful-persister rate after four years					
a. College-ready students	57.8%	na (n=48)	56.0%	na (n=34)	**62.8%**
b. Developmental completers	81.3%	80.1%	77.2%	74.3%	**86.3%**
c. Developmental non-completers	31.5%	35.8%	31.9%	26.8%	Not Applicable
d. All students in cohort	45.9%	57.9%	52.2%	51.1%	**50.9%**

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
17 Successful-persister rate after four years	45.0%	55.0%	51.0%	48.4%	**50.0%**
a. Black/African-American only	na (n=11)	na (n=14)	na (n=23)	na (n=20)	Not Applicable
b. Asian only	na (n=0)	na (n=11)	na (n=13)	na (n=23)	Not Applicable
c. Hispanic/Latino					

Note: Not reported for groups with < 50 students in the cohort for analysis.

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	39.1%	na (n=48)	46.0%	na (n=34)	**44.1%**
b. Developmental completers	36.9%	47.7%	42.6%	48.9%	**41.9%**
c. Developmental non-completers	24.5%	31.3%	23.3%	22.6%	Not Applicable
d. All students in cohort	28.7%	40.8%	33.0%	37.1%	**33.7%**

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
19 Graduation-transfer rate after four years					
a. Black/African-American only	28.0%	38.1%	32.9%	34.5%	**33.0%**
b. Asian only	na (n=11)	na (n=14)	na (n=23)	na (n=20)	**Not Applicable**
c. Hispanic/Latino	na (n=0)	na (n=11)	na (n=13)	na (n=23)	**Not Applicable**

Note: Not reported for groups with < 50 students in the cohort for analysis.

	FY 2015	FY 2016	FY 2017	FY 2019	Benchmark FY 2020
20 Associate degrees and credit certificates awarded					
a. Career degrees	237	193	108	234	**287**
b. Transfer degrees	168	232	179	217	**206**
c. Certificates	104	113	201	205	**154**
d. Total awards	509	538	488	656	**647**

21 STEM programs	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
a. Credit enrollment	2,236	2,695	2,576	2,297	**2,600**

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
b. Credit awards	315	237	242	306	**390**

	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
22 Graduate satisfaction with educational goal achievement	92.0%	98.7%	94.4%	92.1%	**95.0%**

	Spring 2011 Cohort	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Benchmark Spring 2019 Cohort
23 Non-returning student satisfaction with educational goal achievement	89.0%	77.1%	54.4%	56.7%	**65.0%**

	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
24 Graduate satisfaction with preparation for transfer	80.0%	83.3%	100.0%	84.6%	**100.0%**

Note: Response categories changed starting in 2016.

25 Licensure/certification examination pass rates	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
a. Nursing - National Council	56.9%	78.8%	84.1%	85.4%	
Number of Candidates	72	52	44	48	**85.0%**
b. Licensed Practical Nurse - National Council	na	100.0%	85.7%	90.0%	
Number of Candidates	na	6	7	10	**90.0%**
c. Physical Therapy - Assessment Systems	100.0%	100.0%	78.6%	72.7%	
Number of Candidates	12	14	14	11	**97.5%**
d. Dental Hygiene - National (Written) Board	100.0%	100.0%	100.0%	100.0%	
Number of Candidates	18	14	14	15	**97.5%**
e. Respiratory Care - MD Entry Level Exam	83.3%	100.0%	93.3%	73.3%	
Number of Candidates	12	7	15	15	**86.7%**

26 Performance at transfer institutions	AY 14-15	AY 15-16	AY 16-17	AY 17-18	Benchmark AY 2019-20
a. Cumulative GPA after first year of 2.0 or above	Not Available	83.4%	88.3%	80.0%	Not Applicable
b. Mean GPA after first year	Not Available	2.75	2.76	2.66	Not Applicable

Methodology to calculate this indicator changed starting in AY 15-16

27 Expenditures by function	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
a. Instruction	42.5%	43.8%	43.2%	37.5%	**35.5%**
b. Academic support	8.4%	8.7%	9.5%	12.7%	**8.8%**
c. Student services	11.5%	10.7%	11.2%	10.8%	**12.3%**
d. Other	37.6%	36.8%	36.2%	39.0%	**43.4%**

Goal 3: Innovation

		Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	**Benchmark** Alumni Survey 2018
28	Full-time employed career program graduates working in a related field	50.0%	80.0%	na (n=3)	75.0%	**80.0%**

		Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	**Benchmark** Alumni Survey 2018
29	Graduate satisfaction with job preparation	84%	86.7%	na (n=3)	85.7%	**85.0%**
	Note: Response categories changed starting in 2016.					

		FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark** FY 2020
30	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	1,421	1,892	2,628	2,020	**2,800**
	b. Annual course enrollments	2,302	2,257	3,495	3,100	**3,600**

		FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark** FY 2020
31	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	723	730	1,219	1,158	**1,250**
	b. Annual course enrollments	1,113	1,041	1,695	2,273	**1,750**

		FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark** FY 2020
32	Number of business organizations provided training and services under contract	66	73	75	90	**91**

		FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark** FY 2020
33	Enrollment in contract training courses					
	a. Unduplicated annual headcount	1,137	2,261	2,958	1,143	**2,300**
	b. Annual course enrollments	2,460	2,863	4,385	2,472	**2,900**

		FY 2015	FY 2016	FY 2017	FY 2018	**Benchmark** FY 2020
34	Employer satisfaction with contract training	100.0%	100.0%	100.0%	100.0%	**100.0%**