BALTIMORE CITY COMMUNITY COLLEGE
2025 PERFORMANCE ACCOUNTABILITY REPORT

I. MISSION

Baltimore City Community College (BCCC) 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.

The COVID-19 pandemic's effects lasted longer than anticipated in terms of enrollment and students' needs for support. Throughout the pandemic, Baltimore City, the College's primary service area, was among the highest jurisdictions in the State for COVID-19 positivity and the lowest for vaccinations. Liberty Campus's zip code, 21215, had the highest positivity rate in the City. Therefore, BCCC did not return to a primarily in-person environment until spring 2022. The annual unduplicated credit headcount reversed its primarily pandemic-driven decline in FY 2024 with an increase to 5,697 and fall 2024 credit enrollment increased by 11.1% to 4,375 (Indicator 1a and Characteristic A). The demographic and socio-economic characteristics of most students continue to make full-time enrollment challenging. The proportion of part-time students increased to 80.8% in fall 2024 which is reflected in the increase of 9.3 percentage points in the market share of part-time undergraduates (an influx of over 900 students), and the decline in the market share of first-time, full-time freshmen (Characteristic A and Indicators 3 and 2). The percentage of credit students 25 years of age and older remained over 50%, 73.5% of spring 2025 CCSSE respondents provide care for dependents, and 50.6% work at least 20 hours per week (Characteristics F and G). To support students' busy lives, the 14- and 10-week sessions (initiated during the pandemic) have become standard for fall and spring semesters. Summer now has five-, eight- and ten-week options. All three offer a mix of day, evening, early morning, Saturday, in-person, synchronous, and asynchronous classes.

Credit online enrollments in FY 2023 surpassed the benchmark and increased in FY 2024 (Indicator 6). The percentage exclusively enrolled in distance education in fall 2024 increased slightly to 13.9%. While the proportion exclusively enrolled in face-to-face classes decreased slightly to 59.8%, the number of students increased by 148 from fall 2023 (Characteristic I). BCCC provides scheduling options and wrap-around services to support in-person and remote attendance. A balance of face-to-face, asynchronous, and synchronous sections is a key factor in creating class schedules as well as academic support services such as tutoring. BCCC began expanding its winter course offerings in 2021, which has continued and resulted in enrollment increasing from 35 students in winter 2020 to 561 in winter 2025.

The Baltimore City Public School System (BCPSS) saw a decline of over 600 students in their high schools from 2022 to 2023 and a further decline in 2024. The College's market share of recent, college-bound high school graduates decreased (Indicator 4). BCCC's number of dual-

enrolled high school students reached 481 in fall 2021, declined in fall 2022 and fall 2023, and increased in fall 2024 (Indicator 5). In partnership with BCPSS, the Pathways in Technology Early College High School (P-TECH) program continues at Carver Vocational Technical, New Era Academy, and Paul Laurence Dunbar high schools. However, BCPSS is sunsetting the program at Paul Laurance Dunbar. Students currently in the program will continue, but there will be no new cohorts. Over 200 P-TECH students are expected to register for the fall 2025 12-week session. The College and BCPSS have continued the partnership focused on developmental coursework to support the Blueprint for Maryland's Future, Pillar 3, College and Career Readiness (CCR). BCCC's Academic Affairs and Early College Access teams are working with BCPSS staff to customize developmental reading/English (REN), math, and science courses for high school students to meet CCR standards through dual enrollment. The College anticipates the finalization of these courses in spring 2026 which will increase dual enrollment.

The socio-economic characteristics of most BCCC students make affordability a key issue. Spring 2025 respondents to the Community College Survey of Student Engagement (CCSSE) reported that 45.6% use their own income/savings as a major or minor source for paying their tuition; 60.0% reported that the lack of finances is likely to be what would cause them to withdraw from class or college; 44.0% reported that working full-time would likely be the cause; and 31.1% reported that caring for dependents would be the cause. BCCC's mission reflects its commitment to providing quality, affordable, and accessible education to its diverse population. The College strives to keep tuition and fees at a fraction of those for Maryland public four-year institutions, 31.6% in FY 2024 (Indicator 7). The zero-dollar application fee and flat rate tuition and fee schedule for students enrolled in 12 to 18 credits has continued. Students received free textbooks in summer terms of 2020 through 2025. BCCC implemented Barnes & Noble College's First Day® Complete program in 2025 to assist students in obtaining all course materials by the first day of class and potentially save up to 50% on course material costs. BCCC is part of the Maryland Promise program which provides financial support through a last-dollar scholarship for credit programs as well as non-credit courses that lead to licensure/certification.

The Workforce Development & Continuing Education (WDCE) Division remains committed to responding to the needs of the City's citizens and business community and rebuilding its enrollment. The annual unduplicated headcount in continuing education students increased by over 700 students in FY 2024 (Indicator 1c.). FY 2022 marked the slow return to in-person course offerings at the Harbor location and in the community along with virtual course options. The annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses increased by over 300 students in FY 2024 (Characteristic D). Annual unduplicated headcount and course enrollments in continuing education basic skills and literacy courses both increased by over 500 in FY 2024 (Indicator 9). Adult Basic Education (ABE) expanded the number and locations of its course sections including at the Metropolitan Transition Center. The number of completers increased steadily from FY 2023 to FY 2025. Community English as a Second Language (C-ESL) increased its course sections by 24 including eight additional offsite classes. In FY 2024, the percentage of students achieving at least one educational functional level increased for ABE and ESL by 7.4 and 4.2 percentage points, respectively (Indicator 10). To sustain the progress, the English Language Services (ELS) Office is using the post-test results to address learners' specific areas of needs to adapt lessons and curricula; provide additional

resources and support systems including enhancing tutoring services at the Harbor location; and establishing a comprehensive professional development plan for instructors to acquire the latest pedagogical strategies to maximize student outcomes. ABE/GED and C-ESL demonstrated increases in student access to technology by offering Computer Skills classes with Reasoning through Language Arts (RLA) content. Tools utilized include AZTEC, Nearpod, Jam Board, Pear Deck, Desmo, Kahoot's, Khan Academy, and Tutor.com. Prior to the pandemic, community service offerings primarily focused on senior citizens. Pandemic restrictions limited engagement with senior centers through FY 2023 and halted community service courses (Indicator 8).

BCCC's percentage of minority student enrollment has always exceeded the corresponding percentage in its service area; 90.2% of fall 2024 credit students and 97.2% of FY 2024 continuing education students were minorities compared to 71.7% of the City's population age 15 or over (Indicator 11). In fall 2024, 75.0% of full-time faculty and 76.2% of full-time administrative/professional staff were minorities (Indicators 12 and 13). The Human Resources (HR) Office continues to use various methods to attract diverse and qualified candidates. Openings are routinely posted on the BCCC website, LinkedIn, Indeed.com, Talent.com as well as higher education specific sites. More specialized positions may utilize niche websites. The College collaborated with the Mayor's Office of Economic Development (MOED) to host a job fair to recruit and promote BCCC as an employer of choice for the greater Baltimore area. HR participated in job fairs hosted by partner organizations including New Psalmist Baptist Church's Federal Workforce Reemployment Fair, Morgan Statue University's Annual Community and Veterans Hiring Fair, MOED's annual Second Chance Hiring & Resource Fair.

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

BCCC's fall-to-fall retention rates increased for all fall 2022 sub-cohorts except the college-ready group, which represents less than 5% of the total cohort. The rates for fall 2023 Pell grants recipients, developmental students, and college-ready sub-cohorts surpassed the benchmarks. The college-ready sub-cohort increased to 55.2% while the other three sub-cohorts declined. (Indicator 14). The four-year developmental completer rate increased for the third year to 41.7% for the fall 2020 cohort (Indicator 15). While the number in the cohort declined as this was the first fall during the pandemic period, the support services put in place to assist students coupled with the streamlined developmental math requirements based on academic program made an impact. The college-level math courses required for each major are considered; only Science, Technology, Engineering, and Math majors require both levels of developmental math. In-person New Student Orientation (NSO) returned for the fall 2024 semester with 600+ students and families learning about BCCC's programs and services and taking the placement test. The fall 2025 NSO brought more new students and their families. NSO surveys saw an increase from 97.4% in fall 2024 to 100% in fall 2025 for responses of "yes" or "maybe" to recommending the event to other new students. These initiatives brought BCCC closer to attaining its benchmark.

Increasing the developmental completer rate remains key to increasing persister rates. BCCC's successful-persister rate for all students in the fall 2020 cohort increased, as did all of the sub-cohorts, with the developmental completers' successful-persister rate remaining far above other sub-cohorts. While the size of the cohort was smaller due to the decline in enrollment (fall 2020

was the first fall of the pandemic period), the successful-persister rate increased to 63.8%, surpassing the benchmark, the rate for developmental-completers increased by 7.3 percentage points to 73.4%, and the rate for African American students increased by 13.1 percentage points to 63.0% (Indicators 16 and 17). The graduation-transfer rate for developmental completers increased by 9 percentage points to 54.0% (Indicator 18).

The definition for Characteristic E, credit students receiving financial aid, changed in 2024 to exclude dual-enrolled students as they are not eligible for Pell grants. With that change, the percentages of students receiving Pell grants and receiving any financial aid continued to increase in FY 2024. FY 2023 marked the first year since the pandemic with federal work study participants and the number increased to over 100 participants in FY 2024. The fall-to-fall retention rate for the 2023 cohort of Pell grant recipients decreased to 43.4% but remained above the benchmark (Indicator 14). With 92.0% of CCSSE respondents indicating that financial aid advising is important to them, the Financial Aid Office (FAO) is committed to supporting students. The proportion of respondents indicating that they were very satisfied with BCCC's financial aid advising services increased steadily from 34.5% in 2014 to 94.9% in 2025. In-person and virtual support is provided to answer financial aid questions and assist in completing the FAFSA including scheduled evening and Saturday hours. The fall 2024 Program Review and Evaluation student survey showed that 74.6% of respondents were satisfied with the FAO, an increase of 4.6 percentage points from fall 2023. BCCC is committed to student success by allocating as much of its resources as possible to instruction, academic support, and student services. Nearly 45% of FY 2024 expenditures were for instruction and academic support with an additional 9.2% for student services. With the increase in both credit and non-credit enrollment, the percentage of unrestricted revenue from tuition and fees increased by 1.4 percentage points. (Characteristics J and K).

BCCC's federally funded TRIO Student Support Services (SSS) Program is dedicated to supporting 230 first-generation, low-income, or disabled students by helping them gain the skills and strategies necessary for college success. SSS focuses on enhancing retention, graduation, and transfer rates through personalized counseling, tutoring, and support services tailored to students' academic and career-building needs. The FY 2024 annual performance report showed that SSS exceeded all objectives including enrollment, eligibility and disability criteria, persistence, good academic standing, degree/certificate attainment, and transfer rates. With 238 students enrolled, the program had a persistence rate of 68% and a good academic standing rate of 83% (based on TRIO definitions). Additionally, 41% for the 2020-21 cohort graduated with a degree or certificate, and 15% transferred to a four-year institution after graduation. These outcomes earned SSS earned a perfect "Prior Experience" score, demonstrating effectiveness in fostering student success. FY 2025 activities included an open house event to foster connections among students, staff, and campus resources including the Student Support & Wellness Services Center and Testing Center. A "Mindfulness, Muffins, & Mingle" event encouraged self-care and connection with fellow students while enjoying refreshments.

The total number of degrees and certificates decreased in FY 2024 (Indicator 20). At the time the benchmarks were established, colleges could not have anticipated how long the remote learning environment would continue or the ongoing impact on students' abilities to complete various aspects of their program requirements for a myriad of reasons. The delays created, especially for

students in programs requiring experiential learning components held at partner sites, affected the number of graduates and progress toward the benchmark. Experiential opportunities in the healthcare, education, and human services programs were limited, and demand was high across institutions competing for openings for their students. The percentage of FY 2022 transfer program graduates who transferred to four-year institutions within one year increased to 50.4%, surpassing the benchmark, but fell to 46.2% for the FY 2023 graduates (Indicator 22). The percentage of students with a cumulative GPA of 2.0 or above after the first year increased by over 4 percentage points (Indicator 21). BCCC anticipates increases in future transfer students' GPAs bringing the percentage closer to the benchmark. The College is participating in the Maryland Transfer Intensive initiative, a partnership between the Aspen Institute, MHEC, and Maryland's community colleges and four-year colleges and universities. To achieve the goal of ensuring that more Marylanders earn bachelor's degrees and work in Maryland, strengthening the path from an associate degree from Maryland community colleges to graduating from the State's four-year colleges and universities. The Maryland Transfer promise is that every community college student who needs or wants a bachelor's degree will have pathways from community colleges to and through four-year institutions that will be affordable, timely, and barrier-free. BCCC is partnering with the University of Baltimore to advance this initiative.

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

In spring 2020, students in their final semester of Nursing and Health Professions (NHP) programs could not complete all their clinical and lab instruction due to the pandemic, which decreased the number of graduates eligible to take the respective licensing exams. Challenges related to availability of clinical sites continued in FY 2021 and FY 2022. In FY 2024, licensure exam pass rates increased in Nursing, Licensed Practical Nursing, and Physical Therapist Assistant (PTA). After four years with a pass rate of 100%, Respiratory Care (RC) declined to 87.5% reflecting a difference of one student. (Indicator 23) Additional preparation for the licensing examinations is a priority; the College incorporated this priority into its action plans for the Carl D. Perkins Grant. Courses designed to prepare students for these exams were purchased for Nursing, Health Information Technology, PTA, and RC programs to build students' confidence. The funds were also allocated to pay for the national credentialing examinations for the students and graduates in the Surgical Technologist, HIT, PTA, and RC programs. This support has directly benefited more than 80% of students and graduates. In addition, Nursing students are required to participate in pre-entry sessions. The fall 2024 and fall 2025 Pre-entry Sessions' surveys showed high ratings on the sessions' usefulness.

Graduates from career programs that were employed within one year increased to 78.3% for FY 2023 graduates (Indicators 24). Many programs utilize fieldwork placements for students to obtain hands-on skills and training to support graduation and employment goals including the NHP and Biotechnology degree and certificate programs. Biotechnology had learning opportunities at senior institutions as well as organizations including BioWorks and Becton Dickinson. The median annualized income of FY 2020 career program graduates after three years continued to increase with the FY 2021 graduates (Indicator 25). Career Services supports credit and non-credit students' workforce goals with services including resume/cover letter development, interview preparation, job search, recruitment events, and workshops.

The annual unduplicated headcount and course enrollments in continuing education workforce development increased in FY 2024 (Indicator 26). The unduplicated headcount and course enrollments in Continuing Professional Education leading to government or industry-required certification or licensure increased in FY 2024 (Indicator 27). Course sequences paused due to the pandemic could fully resume in FY 2023 and expanded in FY 2024 including Warehouse and Logistics, Diesel Mechanic, and Construction Pre-Apprenticeship. Healthcare course sequences that saw declines due to limitations necessitated by COVID-19 protocols saw a slow return to normal operations in FY 2023 and increases in enrollment in FY 2024. Employer engagement is central to fulfilling BCCC's mission. BCCC works closely with the Greater Baltimore Committee and MOED. In addition, the College serves as a member of the Baltimore Workforce Development Board. These partnerships help to ensure that College programs align with the labor market needs and industry standards for the students to leave prepared and credentialed for the workforce in high-growth professions. MOED has career coaches located on campus to provide direct career guidance. Uniquely, Career Services provides a Job Readiness course for all WDCE students. Fall 2025 will see the first asynchronous sections implemented. BCCC is the only Maryland community college and one of just five Maryland institutions participating in the Cyber Warrior Diversity Program (CWDP) to train students in computer networking and cybersecurity to attain CompTIA certifications. BCCC students take additional classes to prepare for CompTIA exams in A+, Network+ and Security+. All books and on-line instructional materials are included and up to two vouchers are provided for each credential exam. Additional tutoring is provided prior to taking an exam a second time. The Cyber Club, internships, and competitions support progress toward certification and advanced awards in BCCC's Information Technology & Cybersecurity Pathway which includes the CWDP as well as lower division certificates in IT Basic Skills and Cybersecurity and Assurance and associate degrees in Computer Information Systems and Cybersecurity. The number of unduplicated CWDP students reported to MHEC increased from 133 in fall 2023 to 197 in fall 2024. After a decline in FY 2024, the unduplicated headcount and course enrollments in contract training doubled in FY 2025 with over 50 partner organizations including MOED, Baltimore City Police Department, International Rescue Committee, and Baltimore City Department of Health (Indicator 28).

Institutional Responses

1. Given the complex needs of today's students, what innovative supports (academic, financial, mental health, basic needs) has your college found most effective in boosting student success? How might these be expanded or reimagined to support long-term degree completion goals?

BCCC remains committed to providing services to support the entire student. Throughout the pandemic and the "return to campus", the College provided additional resources to help ensure they could focus on achieving their academic goals. Technology support remains key for BCCC's student population. Questions related to access to Wi-Fi and computers/laptops became standard on selected surveys during the pandemic to determine the need for support. Those survey items are now standard to help ensure needed supports are sufficient. The College has focused on access to laptops, computer labs, no- or low-cost Wi-Fi, help desk support, and Canvas support for all students during and since the period of the pandemic period. Credit and non-credit students have access to wraparound services ranging from mental health support through the Student Support and Wellness Services Center (SSWSC) to employment and career support through the Career Services Office. SSWSC is staffed with a full-time licensed social

worker and a full-time counselor to provide support for students' social and emotional needs. The SSWSC provides free and confidential counseling to students for extra support with personal concerns affecting their academic success and general well-being. Services include teletherapy, individual and group counseling, consultation and training, classroom presentations, referrals to campus and community resources, and workshops for students, faculty, and staff. Workshops include time and stress management, drug and alcohol awareness, mental health, and sleep mindfulness. The SSWSC webpage offers resources for crisis intervention, housing assistance, food/nutrition services, and substance abuse. A fall 2024 student survey showed that 100% of respondents who participated in any of the SSWSC activities found the services to be helpful. The survey sought feedback from students on the types of services they would like as well as scheduling options and modalities to inform planning. The Panther Talk series began in FY 2024 and continued in FY 2025 with guest speakers on topics including Mental Health/Stress Relief, Balancing and Navigating College, Financial Literacy, Building Healthy Relationships Networking, and Life After BCCC Alumni Panel. Students consistently responded to Panther Talk surveys that they would recommend the workshops to other students.

CCSSE results consistently show that academic advising services are important to students, yet they often do not utilize them. In 2022, 18.3% reported using them one time or never during that academic year and in 2025, 29.9% reported the same. BCCC is one of three community colleges who began participating in fall 2024 in the "Expanding SUCCESS", a partnership between MHEC and MDRC, focused on advising. To receive a monthly stipend of $50, students must meet with their advisor regularly, among other criteria. The incentive and structure of "Panther Success" is bringing those students to see their advisors. There were 62 active participants in fall 2024, two (3.2%) graduated, and 52 (83.9%) returned in the spring 2025. With positive feedback from the students, advisors, and MHEC, the program is continuing in Academic Year 2025-26.

Workforce Development & Continuing Education (WDCE) provides short-term occupational training while addressing the holistic needs of non-traditional and adult learners. Tuition support is provided through grant-funded course sequences that include books, supplies, uniforms and testing/licensing fees for workforce programs. WDCE has relationships with various service providers throughout the City and connects students to external as well as internal resources.

2. In what ways has your institution changed (e.g., structures, policies, practices, or culture) as a result of pursuing the 55% completion goal? What lessons have you learned about sustaining institutional change over time?

In response to the 55% completion goal and the COVID-19 pandemic, BCCC pivoted significantly in terms of structures, policies, and practices. The most prominent change was the accelerated adoption of various learning modalities and more data-informed, student-centered support systems. The College carefully considers the scheduling and modalities of courses and services every term. BCCC has invested heavily in its technology infrastructure to bridge the gap faced by many students by providing laptops and Wi-Fi to students to ensure equitable access to instruction, course materials, and support resources. Procedures have been redesigned to be more flexible, including simplified withdrawal processes and an increased focus on providing emergency aid and support for students' basic needs. The pandemic necessitated rapid innovation and sustaining that momentum requires continuous collaboration. More cross-departmental

teams are in place to share data and insights in real time. Staff are tracking the impact of the changes occurring at the federal level to sustain services currently tied to federal grants and funding sources. Action plans are being developed with input from across the College.

BCCC has developed a culture of enhancing its structures, policies, and practices to adhere to Realignment Tasks, accreditation standards, and community needs. Institutional change is sustained when anchored in transparent and committed leadership, strategic planning and resourcing, and adaptability to the diverse needs of the College's service population. With student-focused leadership to guide and energize the faculty and staff to support student success and completion, BCCC is reinstating shared governance, embedding academic supports, and expanding wrap-around services and programs. The pandemic reinforced the need for ongoing and timely communication. The President holds a forum for all faculty and staff two to three times per academic year and the Cabinet meets daily. The Marketing Office and Student Affairs have gained insights and refined how the College connects with prospective and current students to make better use of social media, text messaging, interactive webpages, digital displays, and emails through Banner communications. The Human Resources (HR) Office is enhancing the efficiency and effectiveness of operations as well as meeting the State's requirements with the transition to their new "gross pay" system. Enhancing employee recruitment and retention practices will positively impact student success. NEOED, an applicant tracking system currently in "test", will integrate with the Banner Enterprise Resource Planning system to streamline hiring, onboarding, and offboarding processes. HR is reviewing an institutional Excellence and Service Awards initiative to execute a modified submission, selection, and awards process.

COMMUNITY OUTREACH AND IMPACT

BCCC's Strategic Plan calls for growing and strengthening partnerships and community engagement. The College is committed to engaging and building 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. BCCC continues to strengthen and expand relationships with stakeholders through ongoing engagement with federal, State, and local officials including Congressman Kweisi Mfume's office and State Senators Antonio Hayes, Jill Carter, Cory McCray, and William Ferguson. Moreover, the College continues to build upon relationships with the Mayor's Office, City Council President, and Council members. BCCC has established partnerships with MOED, BCPSS, Pan Hellenic Community, and local business, industry and community organizations. BCCC's YouthWorks partnership with BCPSS and MOED connects summer jobs for high school students to in-demand skills. Through the Student Life and Engagement (SLE) Office, students, along with staff, engage in community outreach and service activities. In FY 2025, The Student Leadership Club volunteered at Paul's Place in Baltimore to serve food and distribute clothing. BCCC students and staff participated in the annual Baltimore Veterans Day parade as well as initiatives with the Baltimore Food Bank including a student-sponsored food drive on campus. SLE supported monthly visits with the League of Women Voters of Baltimore City as they educate students on the importance of voter registration. Participating in, as well as hosting faculty and staff recruitment events throughout the year, promotes and positions the College for greater visibility and opportunities for partnerships with local community organizations and business stakeholders to provide essential support to the City and the greater community.

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Student & Institutional 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.

A	Fall credit enrollment	**Fall 2021**	**Fall 2022**	**Fall 2023**	**Fall 2024**
	a. Unduplicated headcount	3,864	3,538	3,939	4,375
	b. Percent of students enrolled part time	79.2%	76.1%	75.0%	80.8%

B	First-time credit students with developmental education needs	**Fall 2021**	**Fall 2022**	**Fall 2023**	**Fall 2024**
		55.2%	83.5%	75.3%	80.7%

C	Credit students who are first-generation college students (neither parent attended college) CCSSE is administered every two years.	**FY 2019**	**FY 2020**	**FY 2022**	**FY 2025**
		CCSSE Not Admin	35.9%	59.7%	45.1%

D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**
		872	1,333	1,353	1,691

E	Credit students receiving financial aid*	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**
	a. Receiving any financial aid	62.4%	59.0%	69.5%	72.6%
	b. Receiving Pell grants	36.4%	39.0%	44.5%	44.8%
	*Note - New definition excludes dual enrollment from denominator.	5,806	5,110	4,339	5,385

F	Students 25 years old or older	**Fall 2021**	**Fall 2022**	**Fall 2023**	**Fall 2024**
	a. Credit students	52.2%	45.7%	53.6%	52.0%

	b. Continuing education students	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**
		72.6%	77.1%	91.2%	76.1%

G	Credit students employed more than 20 hours per week CCSSE is administered every two to three years.	**FY 2019**	**FY 2020**	**FY 2022**	**FY 2025**
		CCSSE Not Admin	44.4%	46.1%	50.6%

H	Credit student racial/ethnic distribution	**Fall 2021**	**Fall 2022**	**Fall 2023**	**Fall 2024**
	a. Hispanic/Latino	2.8%	3.3%	3.5%	4.7%
	b. Black/African American only	76.0%	64.6%	68.7%	64.9%
	c. American Indian or Alaskan native only	0.30%	0.3%	0.2%	0.3%
	d. Native Hawaiian or other Pacific Islander only	0.05%	0.0%	0.1%	0.1%
	e. Asian only	1.5%	1.0%	0.7%	0.6%
	f. White only	5.4%	3.8%	4.1%	9.4%
	g. Multiple races	2.8%	2.2%	2.2%	2.6%
	h. Foreign/Non-resident alien	8.1%	21.0%	16.3%	13.4%
	i. Unknown/Unreported	3.2%	3.8%	4.2%	4.0%

I	Credit student distance education enrollment	**Fall 2021**	**Fall 2022**	**Fall 2023**	**Fall 2024**
	a. Enrolled exclusively in distance education	99.2%	12.7%	12.1%	13.9%
	b. Enrolled in some, but not all, distance education	0.7%	27.8%	25.2%	26.3%
	c. Not enrolled in any distance education	0.1%	59.5%	62.7%	59.8%

J	Unrestricted revenue by source	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**
	a. Tuition and fees	23.2%	18.1%	15.9%	17.3%
	b. State funding	71.1%	73.3%	74.0%	66.4%
	c. Local funding	1.1%	1.1%	1.0%	0.8%
	d. Other	4.5%	7.5%	9.1%	15.5%

K	Expenditures by function	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**
	a. Instruction	41.9%	40.1%	35.5%	34.7%
	b. Academic support	10.5%	10.3%	8.7%	10.2%
	c. Student services	9.9%	8.6%	7.5%	9.2%
	d. Other	37.6%	41.0%	48.3%	46.0%

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Goal 1: Access

						Benchmark
1	Annual unduplicated headcount	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**
	a. Total	8,940	8,848	7,586	9,143	**14,300**
	b. Credit students	6,358	5,761	4,924	5,697	**7,473**
	c. Continuing education students	2,659	3,126	2,710	3,547	**7,152**

						Benchmark
		Fall 2021	**Fall 2022**	**Fall 2023**	**Fall 2024**	**Fall 2025**
2	Market share of first-time, full-time freshmen	13.2%	12.3%	12.4%	5.7%	**23.4%**
	Note: Methodology changed starting in Fall 2019.					

						Benchmark
		Fall 2021	**Fall 2022**	**Fall 2023**	**Fall 2024**	**Fall 2025**
3	Market share of part-time undergraduates	35.0%	32.5%	26.3%	35.6%	**38.7%**
	Note: Methodology changed starting in Fall 2019.					

						Benchmark
		Fall 2020	**Fall 2021**	**Fall 2022**	**Fall 2023**	**Fall 2024**
4	Market share of recent, college-bound high school graduates	20.7%	18.4%	12.0%	10.1%	**37.0%**

						Benchmark
		Fall 2021	**Fall 2022***	**Fall 2023**	**Fall 2024**	**Fall 2025**
5	High school student enrollment	481	436	234	367	**640**
	* May not include all PTECH					

						Benchmark
6	Annual enrollment in online/hybrid courses	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**
	a. Credit, online	27,238	18,573	8,928	8,969	**7,639**
	b. Continuing education, online	5,330	5,672	2,558	3,411	**176**
	c. Credit, hybrid	0	47	0	45	**740**
	d. Continuing education, hybrid	0	0	0	87	**0**

						Benchmark
7	Tuition and mandatory fees	**FY 2022**	**FY 2023**	**FY 2023**	**FY 2024**	**FY 2026**
	a. Annual tuition and fees for full-time students	3,314	3,314	3,314	3,314	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	33.7%	33.0%	32.3%	31.6%	**36.8%**
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.				10,499	

						Benchmark
8	Enrollment in continuing education community service and lifelong learning courses	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**
	a. Unduplicated annual headcount	43	0	7	0	**78**
	b. Annual course enrollments	49	0	7	0	**95**

						Benchmark
9	Enrollment in continuing education basic skills and literacy courses	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**
	a. Unduplicated annual headcount	1,707	2,258	1,825	2,359	**3802**
	b. Annual course enrollments	3,244	4,179	3,340	3,956	**7,604**

						Benchmark
10	Adult education student achievement of:	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**
	a. At least one ABE educational functioning level	23.4%	26.5%	17.0%	24.4%	**36.2%**
	b. At least one ESL educational functioning level	24.5%	22.5%	19.7%	23.9%	**43.3%**
	Note: Not reported if < 50 students in the cohort					

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11	Minority student enrollment compared to service area population	**Fall 2021**	**Fall 2022**	**Fall 2023**	**Fall 2024**	**Benchmark Fall 2025**
	a. Percent nonwhite credit enrollment	94.5%	95.5%	95.2%	90.2%	**93.0%**
		FY 2021	**FY 2022**	**FY 2023**	**FY 2024**	**Benchmark FY 2025**
	b. Percent nonwhite continuing education enrollment	90.0%	89.2%	88.6%	97.2%	**92.0%**
		July 2021	**July 2022**	**July 2023**	**July 2024**	**Benchmark Not Required**
	c. Percent nonwhite service area population, 15 or older	70.5%	71.0%	71.5%	71.7%	**NA**
		Fall 2021	**Fall 2022**	**Fall 2023**	**Fall 2024**	**Benchmark Fall 2025**
12	Percent minorities (nonwhite) of full-time faculty	75.3%	80.0%	81.8%	75.0%	**BCCC does not benchmark.**
		Fall 2021	**Fall 2022**	**Fall 2023**	**Fall 2024**	**Benchmark Fall 2025**
13	Percent minorities (nonwhite) of full-time administrative and professional staff	73.5%	68.8%	71.6%	76.2%	**BCCC does not benchmark.**

Goal 2: Success

14	Fall-to-fall retention	**Fall 2020 Cohort**	**Fall 2021 Cohort**	**Fall 2022 Cohort**	**Fall 2023 Cohort**	**Benchmark Fall 2024 Cohort**
	a. All students	39.3%	37.5%	43.1%	35.7%	**36.0%**
	b. Pell grant recipients	55.4%	44.7%	55.1%	43.4%	**40.0%**
	c. Developmental students	40.2%	36.6%	48.2%	37.0%	**36.0%**
	d. College-ready students	38.5%	56.1%	48.0%	55.2%	**34.0%**
		Fall 2017 Cohort	**Fall 2018 Cohort**	**Fall 2019 Cohort**	**Fall 2020 Cohort**	**Benchmark Fall 2021 Cohort**
15	Developmental completers after four years	34.9%	38.8%	39.6%	41.7%	**46.0%**
		Fall 2017 Cohort	**Fall 2018 Cohort**	**Fall 2019 Cohort**	**Fall 2020 Cohort**	**Benchmark Fall 2021 Cohort**
16	Successful-persister rate after four years					
	a. College-ready students	na (n=29)	na (n=10)	na (n=33)	69.0%	**69.3%**
	b. Developmental completers	75.1%	67.7%	66.1%	73.4%	**82.6%**
	c. Developmental non-completers	46.0%	30.3%	19.6%	36.0%	**NA**
	d. All students in cohort	62.2%	53.0%	50.9%	63.8%	**62.7%**
		Fall 2017 Cohort	**Fall 2018 Cohort**	**Fall 2019 Cohort**	**Fall 2020 Cohort**	**Benchmark Not Required**
17	Successful-persister rate after four years					
	a. White only	na (n=14)	na (n=19)	na (n=19)	na (n=15)	**NA**
	b. Black/African American only	62.3%	53.0%	49.9%	63.0%	**NA**
	c. Asian only	na (n=14)	na (n=7)	na (n=14)	na (n=8)	**NA**
	d. Hispanic/Latino	na (n=10)	40.4%	na (n=31)	na (n=28)	**NA**
	Note: Not reported if < 50 students in the cohort for analysis.					
		Fall 2017 Cohort	**Fall 2018 Cohort**	**Fall 2019 Cohort**	**Fall 2020 Cohort**	**Benchmark Fall 2021 Cohort**
18	Graduation-transfer rate after four years					
	a. College-ready students	na (n=29)	na (n=10)	na (n=33)	53.8%	**58.3%**
	b. Developmental completers	54.7%	41.6%	45.0%	54.0%	**71.1%**
	c. Developmental non-completers	30.0%	26.1%	12.3%	32.0%	**NA**
	d. All students in cohort	43.3%	35.9%	34.8%	49.5%	**51.5%**

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	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	na (n=14)	na (n=19)	na (n=19)	na (n=15)	**NA**
b. Black/African American only	43.5%	36.1%	32.4%	48.8%	**NA**
c. Asian only	na (n=14)	na (n=7)	na (n=14)	na (n=8)	**NA**
d. Hispanic/Latino	na (n=10)	23.1%	na (n=31)	na (n=28)	**NA**

Note: Not reported if < 50 students in the cohort for analysis

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	581	473	466	436	**706**
b. Career degrees	272	246	242	225	**NA**
c. Transfer degrees	154	139	120	102	**NA**
d. Certificates	155	88	104	109	**NA**
e. Unduplicated graduates	521	433	420	387	**NA**

	AY 20-21	AY 21-22	AY 22-23	AY 22-24	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	84.6%	78.8%	76.7%	81.0%	**90.3%**

	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	FY 2023 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year* (Transfer to four-year institutions)	48.5%	46.8%	50.4%	46.2%	**48.0%**

FY 2019 updated in 2022; FY 2022 updated in 2024.

Goal 3: Innovation

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Nursing - National Council	81.7%	78.0%	72.3%	88.5%	**90.0%**
Number of Candidates	71	41	47	26	
b. Licensed Practical Nurse - National Council	73.3%	66.7%	65.2%	100.0%	**90.0%**
Number of Candidates	15	12	23	16	
c. Physical Therapy - Assessment Systems	88.9%	66.7%	57.1%	100.0%	**90.0%**
Number of Candidates	9	6	7	1	
d. Dental Hygiene - National (Written) Board	Not Applicable*	92.9%	75.0%	50.0%	**90.0%**
Number of Candidates	0	14	16	10	
e. Respiratory Care - MD Entry Level Exam	100.0%	100.0%	100.0%	87.5%	**95.0%**
Number of Candidates	8	4	8	8	

* Due to COVID-19 related delays.

	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	FY 2023 Graduates	Benchmark Not Required
24 Graduates employed within one year	77.7%	77.7%	76.0%	78.3%	**NA**

	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	$20,040	$24,304	$24,792	$29,507	**NA**
b. Median annualized income three years after graduation	$39,536	$49,912	$54,036	$56,528	**NA**

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	1,337	1,284	914	1,224	**2,472**
b. Annual course enrollments	2,164	1,940	1,973	2,661	**3,296**

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	744	739	809	1,192	**2,472**
b. Annual course enrollments	1,254	1,246	1,382	2,357	**3,296**

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	506	392	262	181	**2,025**
b. Annual course enrollments	1,035	610	469	329	**2,700**

Baltimore City Community College Degree Progress Four Years after Initial Enrollment Fall 2020 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	637		299		141		197	
2	Number attempting fewer than 18 hours over first 2 years	267		128		17		122	
3	Cohort for analysis (Line 1 – Line 2)	370	100.0%	171	100.0%	124	100.0%	75	100.0%
4	Earned Associate degree from this community college	50	13.5%	30	17.5%	20	16.1%	0	0.0%
5	Earned certificate, but no degree, from this community college	1	0.3%	0	0.0%	1	0.8%	0	0.0%
6	Total associate and certificate graduates (Line 4 + Line 5)	51	13.8%	30	17.5%	21	16.9%	0	0.0%
7	Transferred to Maryland two-year/technical college	45	12.2%	21	12.3%	12	9.7%	12	16.0%
8	Transferred to Maryland public four-year college	70	18.9%	39	22.8%	26	21.0%	5	6.7%
9	Transferred to Maryland private four-year college or university	2	0.5%	2	1.2%	0	0.0%	0	0.0%
10	Transferred to out-of-state two-year/technical college	3	0.8%	2	1.2%	1	0.8%	0	0.0%
11	Transferred to out-of-state four-year college or university	35	9.5%	15	8.8%	13	10.5%	7	9.3%
12	Total transfers (sum of Lines 7 - 11)	155	41.9%	79	46.2%	52	41.9%	24	32.0%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	23	6.2%	17	9.9%	6	4.8%	0	0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	183	49.5%	92	53.8%	67	54.0%	24	32.0%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	46	12.4%	23	13.5%	22	17.7%	1	1.3%
16	Successful transition to higher ed (Line 14 + Line 15)	229	61.9%	115	67.3%	89	71.8%	25	33.3%
17	Enrolled at this community college last term of study period	7	1.9%	3	1.8%	2	1.6%	2	2.7%
18	Successful or persisting (Line 16 + Line 17)	236	63.8%	118	69.0%	91	73.4%	27	36.0%