Baltimore City Community College
2026 Institutional 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

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

In fall 2023 and fall 2024, BCCC saw year-over-year increases of 11% in its credit headcount. In addition, credit, non-credit, and total annual unduplicated headcounts increased in fiscal year (FY) 2024 and FY 2025 (Indicator 1). Following these two years of growth after the lingering impact of the COVID-19 pandemic, the fall 2025 credit headcount saw a slight decline of 4.1% (Characteristic A). BCCC anticipates that fall 2026 enrollment will be stable with a slight increase despite increases in the high school drop-out rate for Baltimore City Public Schools (City Schools). The drop-out rate reached 20.8% for 2025, an increase of nearly 8 percentage points since 2021 and the highest in over 10 years. In addition, the City Schools began sunsetting the Pathways in Technology Early College High School (P-TECH) program at Paul Laurence Dunbar High School (Dunbar), one of the three participating high schools. Existing Dunbar participants may finish the program; however, in academic year (AY) 2025-26 acceptance of new participants stopped. These shifts may impact the College's overall dual enrollment population (including P-TECH), which remained stable in Fall 2025 (Indicator 5) as well as the Mayor's Scholars Program (MSP) participants. MSP is designed for recent high school graduates and is a key component of the College's market share of recent, college-bound high school graduates, which increased slightly to 22.6% in fall 2024 (Indicator 4). The fall 2025 market share of the City's full-time undergraduate students increased by nearly 2 percentage points (Indicator 2). While the market share of part-time students fell slightly for fall 2025, BCCC serves more part-time City residents than any other Maryland institution of higher education (Indicator 3)

BCCC will implement focused recruitment strategies to align with the College's draft Strategic Plan and its commitment to expanding access, student success, workforce development, and community engagement. Key initiatives will focus on transitioning students in Adult Basic Education (ABE) and General Educational Development (GED) programs into pathways for credit programs and workforce training options. High school recruitment will include targeted East Baltimore schools, including Patterson High School, one of the largest City high schools in with over 1,300 students where over 50% identify as Hispanic/Latino. The College plans to expand its bilingual outreach and family engagement initiatives through culturally responsive engagement strategies and partnerships with the City Schools. In addition, BCCC plans to strengthen collaborations with local veterans' service offices, military education representatives, and community organizations to increase awareness of educational benefits, workforce training opportunities, and academic programs available to military affiliated individuals.

The unique demographic and socio-economic characteristics of the College's primary service population call for a focus on accessibility and support. U.S. Census Bureau data show that 17.7% of Baltimore City residents are living in poverty, which is nearly double the rate of 9.1% for Maryland. BCCC has intentionally held its in-State tuition at $110 per credit since fall 2017 to make higher education financially accessible to the City's population of learners. The tuition rate is the lowest in Baltimore and is among the lowest in the State. In addition, there is no application fee, all Maryland residents pay in-State tuition (regardless of their county of residence), and students pay the same tuition and fees for 12 to 18 credits. The College's annual tuition and fees cost of $3,314 continues to remain less than a third of the tuition and fees at Maryland public four-year institutions (Indicator 7).

The College's Workforce Development & Continuing Education (WDCE) Division remains committed to responding to the needs of the City's citizens and business community, including supporting tens of thousands of City residents over the age of 25 who do not have a high school diploma or equivalent (12.3%) or speak a first language other than English (4.5%). In addition to the total annual unduplicated headcount in continuing education students increasing by over 1,000 students in FY 2025 (Indicator 1c.), continuing education basic skills and literacy courses saw increases in headcount and course enrollments in FY 2025 (Indicator 9). The annual unduplicated headcount in English for Speakers of Other Languages remained stable in FY 2025 at 1,635 (Characteristic D). In FY 2025, the percentage of students achieving at least one educational functional level increased for ABE by 6.3 percentage points (Indicate 10a). While the percentage for English as a Second Language (ESL) students achieving at least one educational functional level declined slightly in FY 2025 to 22.3%, it increased to 31.0% in FY 2026.

BCCC's percentage of minority student enrollment has always exceeded the corresponding percentage in its service area; 93.6% of fall 2025 credit students and 91.9% of FY 2025 continuing education students were minorities compared to 72.0% of the City's population age 15 or over (Indicator 11). In fall 2025, 87.4% of full-time faculty and 76.9% of full-time administrative/professional staff were minorities (Indicators 12 and 13). The Human Resources (HR) Office is committed to advancing the College's mission by attracting, developing, engaging, and retaining a qualified, diverse, and high-performing workforce of faculty and staff by improving the employee experience, supporting institutional stability, and delivering strong outcomes for students and the community we serve. Through a recruitment-to-retention workforce model, the College seeks to reduce vacancies; increase the quality and diversity of applicant pools; ensure consistent College-wide and department-specific onboarding and training; improve retention; provide meaningful professional and leadership development; expand employee recognition and engagement; strengthen succession planning; and utilize analytics to inform continuous improvement in employee recruitment, engagement, and retention. Methods used in FY 2026 to attract diverse and qualified candidates include posting employment opportunities on the BCCC website, LinkedIn, Talent.com, and other higher education and niche employment sites. The College participated in several job fairs and employment events including Moms Connect Job Fair. In addition, HR collaborated with WDCE for the Turnaround Tuesday Job Fair, Radio One Job Fair, and Fort Meade Community Job Fair.

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

Support for developmental coursework remains key to improving student success. While the fall-to-fall retention rates for Pell grant recipients and all first-time credit students declined for the fall 2024 cohort, the retention rate for developmental students increased by 8 percentage points (Indicator 14). The college-ready cohort declined but represents a cohort less than a quarter of the size of the developmental student cohort, as reflected in the percentage of first-time students assessed to need developmental coursework (Characteristic B). The College provides a wide array of services to support students outside of the classroom. The Center for Academic Achievement offers free academic support to all students as well as study spaces, textbooks, Better Student Workshops, in-person and online tutoring, and online resources. The Center is seeking feedback from its tutors via surveys conducted in collaboration with the Office of Institutional Research to ensure they have the training, support, and resources they need to provide the best support to the students. The Student Support & Wellness Services Center offers individual and groups counseling services as well as workshops to support students throughout the year. Workshops include Mental Health 101 and Turning Life's Lemons into Lemonade. Student Life & Engagement expanded its food pantry open to all students.

The four-year developmental completer rate increased for the fourth year to 43.3% with the fall 2021 cohort (Indicator 15). The number in the cohort fell slightly as this was the second fall during the pandemic period. Support services increased including virtual and embedded tutoring; this coupled with the streamlined developmental math requirements based on academic program made led to the increased rate. Developmental math placement recommendations are based on scores from the multiple measures tool utilized to assess college-level readiness in addition to their major. Programs outside of Science, Technology, Engineering, and Math (STEM) require only one of two levels of developmental math, and STEM majors require both levels.

BCCC's long-standing federally funded TRIO Student Support Services (SSS) Program supports 230 first-generation, low-income, or disabled students each year 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 2025 annual performance report showed that SSS met or exceeded all objectives including enrollment, eligibility and disability criteria, academic standing, persistence, degree/certificate attainment, and transfer rates. With 230 students, SSS had a persistence rate of 87% and a good academic standing rate of 83% (per TRIO definitions). For the 2021-22 cohort, 27% graduated with a degree or certificate, and 9% graduated as well as transferred to a four-year institution. FY 2025 activities focused on workforce preparation and increasing financial literacy. At orientation, participants completed assessments to identify career goals followed by action plans with targeted training, services, and resources recommended by staff. SSS facilitated internships with local businesses for experiential learning and networking opportunities. Through one-on-one meetings, staff provided ongoing financial coaching to help participants track financial goals, reinforce key financial literacy concepts, and address financial challenges. Each semester, interactive workshops such as Understanding Money and Credit engaged participants in activities focused on budgeting, goal setting, and strategies to pay for college. Participants utilized StudentLingo online workshops including Financial Fitness, Smart Money Skills for College and Beyond, and Navigating the Financial Aid Process as well as curated Canvas modules on budgeting, credit management, and working while enrolled.

The total number of degrees and certificates awarded decreased in FY 2025 (Indicator 20), but FY 2026 shows an increase of 18.6% to 421 awards. Programs with the highest numbers of degrees and certificates awarded to FY 2026 graduates include Cyber Security & Assurance, Nursing, Addiction Counseling, and Dental Hygiene. According to the Department of Labor's 2024-2034 Maryland Occupational Projections, these professions are projected to have hundreds or thousands (Registered Nurses) of annual openings.

The percentage of FY 2024 transfer program graduates who transferred to four-year institutions within one year increased to 65.7%, an increase of nearly 20 percentage points (Indicator 22). The percentage of students with a cumulative GPA of 2.0 or above after the first year has increased steadily since AY 2021-22, reaching 84.1% for AY 2024-25 (Indicator 21). The four-year graduation-transfer rate for all students increased for the second year to 50.2% (Indicator 18). All four successful-persister rates increased for all the fall 2021 cohorts. The developmental completers rate increased by 1.6 percentage points, the rate for African American students increased by over 3 percentage points, and the rate for the total cohort increasing by over 2 percentage points (Indicators 16 and 17). The College and the University of Baltimore (UBalt) are partners for the Maryland Transfer Intensive, a partnership between the Aspen Institute, MHEC, and Maryland's community colleges and four-year colleges and universities. The BCCC and UBalt teams have been meeting regularly over the course of the past year to develop the Strategic Transfer Excellence Plan (STEP) as well as the Strategy & Task Action Plan (STAP) to provide a framework for institutional collaboration to advance the STEP. Through this process, the "Baltimore Bridge Program" (BBP) was formed with BCCC's Business Administration Transfer Associate degree program selected as the first program under the BBP umbrella with the goal of expanding the framework to include all BCCC transfer programs. The BCCC team includes representatives from Cabinet, Institutional Research, Records & Registration, Admissions, Academic Advising, Marketing, Finance, and faculty and staff from the Business & Technology Department. The three core strategies with action items and timelines are seamless dual admission, student centered curricular experience, and holistic advising model. Fall 2026 is the soft launch for existing Business Administration students. The transfer rate after six years is a new indicator provided by MHEC to support the Maryland Transfer Intensive assessment. While the four years reflect a trend, it is important to note that all four cohorts were impacted by the pandemic during which time there was a decrease nationally across the country in transfer activity. The College looks forward to seeing the impact of the Baltimore Bridge Program on future cohorts.

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

In FY 2025, Nursing and Respiratory Care programs' graduates achieved 100% pass rates in the licensure/certification examinations for first-time test-takers and Dental Hygiene saw an increase of 22.2 percentage points. While the rate for Licensed Practical Nursing declined, the program increased its number of test-takers, as did the Physical Therapist Assistant program. The Nursing program has implemented a variety of preparation and support sessions to guide students from admission through completion and licensure including Program Pre-entry Sessions, Program Early Entry Sessions, and a Nursing Transition Day. Surveys are administered for all the events and responses reflect appreciation for the information regarding services and resources, insights

from graduates, and feeling better prepared and supported. The Physical Therapist Assistant is developing a new simulation laboratory to provide students with more hands-on experience in a clinical-like setting. The College plans to enhance its on-campus dental clinic to expand and improve clinical learning experiences for Dental Hygiene students.

Students in many programs utilize experiential learning placements for students to obtain hands-on skills and training to support graduation and employment goals. In addition to the Nursing and Health Professions programs' clinical experiences, 400 students in the Allied Human Services and Addiction Counseling programs in 2025 had on-site learning opportunities across the City and region including Crossroads Wellness, Above it All, Future Care, Grace Medical Center New Hope Treatment Facility, Self-Determined Recovery, and the Maryland Psychiatric Research Center affiliated with the University of Maryland School of Medicine. Early Childhood Education and Elementary Education/Generic Special Education/PreK-12 students had opportunities at elementary schools and childcare facilities including Coppin State University Child Development Center, Easter Family Resource Center, Cecil Elementary School, Milbrook Elementary Center, Goddard School, and the Harry and Jeannette Weinberg Early Childhood Center. Biotechnology students had opportunities at the Institute of Marine and Environmental Technology and the Institute of Genome Sciences at the University of Maryland, Baltimore.

BCCC is committed to preparing students for their chosen career paths through its associate degrees and lower division certificates as well as through short-term training programs through WDCE. While the percent of career program graduates employed within one year declined, the median annualized income three years after graduation increased by over $8,000 for FY 2022 career program graduates compared to FY 2019 graduates (Indicators 25 and 26). The median annualized income three years after graduation for FY 2022 graduates reflects an increase of over 200% from the median annualized income one year prior to graduation. Continuing education workforce development and continuing profession education courses leading to government or industry-required certification or licensure increased in headcount and enrollments in FY 2025 (Indicators 27 and 28). The number of continuing education workforce training completions and completers increased for the third year in FY 2025 (Indicator 30). The percentage of workforce training completers employed within one year remained high at 85.4% (Indicator 31). The median annualized income for workforce training completers three years after completion increased by nearly $3,000 for the FY 2022 completers and is 120% more than their annualized income one year prior to completion (Indicator 32). The College’s Office of Career Development & Employment Services holds workshops for all students for resume review and development, assists with internships and job placements, mock interview sessions, and opportunities to receive free proper interview attire. Faculty-led career readiness events for Allied Human Services and Addition Counseling students paired resume and portfolio review with professional networking. A follow-up webinar extended the event to all students.

In addition to students pursuing their education and training opportunities on their own, the College continued long-standing relationships with contract training partners as well as entered into new agreements. This is reflected in the headcount and enrollments in contract training courses, which more than doubled in FY 2025 (Indicator 29). The headcount and enrollment continued to grow in FY 2026 with the Maryland Department of Corrections employee in-service courses; this agreement led to serving over 800 students throughout the year.

Prompts from the Commission

1. How were the benchmarks for your institution's Performance Accountability Report (PAR) metrics established for the current cycle? Please describe the process used to set targets, including the role of institutional data, historical trends, peer comparisons, or strategic priorities.

The College reviewed its trend data, current year progress, and anticipated initiatives in addition to external factors including trends in Baltimore City Public Schools enrollment and high school dropout rates. BCCC has drafted its 2026-29 Strategic Plan based on three goals established in 2026: Delivering Our Promise, Aligning Our Strengths, and Expanding Our Reach. In addition, the Enrollment and Academic Master Plans will be in development over FY 2027 to further assess internal and external resources, analyze enrollment trends and market opportunities, evaluate BCCC's competitive position, and identify short- and long-term strategies to increase enrollment, retention, and completion. The Marketing Master Plan will serve as an extension of the Strategic Plan, Academic Master Plan, and Enrollment Master Plan to provide a coordinated approach to increase awareness, outreach, recruitment, retention, communications, and brand positioning. By establishing a consistent institutional brand, promoting student and workforce success stories, strengthening digital and community engagement, and increasing awareness, academic and workforce program enrollment is expected to increase consistently over time.

Due to its unique position as the only Maryland community college that is a quasi-State agency, BCCC must complete the annual Managing for Results (MFR) requirement for the Department of Budget and Management (DBM). The MFR calls for five years of trend data and two years of estimates for a series of performance measures as part of DBM's strategic planning, performance measurement, and budgeting process. Unlike the Performance Accountability Report (PAR), the performance measures reported via the MFR are unique to each organization. BCCC has collaborated with DBM to align many of its MFR measures with those required for the PAR. Therefore, in many instances, the estimates established for the MFR serve as incremental targets for the five-year PAR benchmarks.

2. Based on your institution's experience in the current accountability cycle, what lessons have been learned about setting realistic and meaningful benchmarks? How might those lessons inform benchmark-setting for the next cycle?

BCCC realized the institutional impact of decentralized data collection and analysis and the gain achieved by centralizing efforts related to measuring institutional effectiveness in a participatory systematic process. The College is implementing Strategic Planning Online (SPOL), a platform designed to support higher education institutions through planning processes including budgeting, assessment, program review, faculty credentialing, and accreditation. The PAR indicators and MFR measures will serve as the core key performance indicators and become the cornerstone for developing additional institutional and unit level key performance indicators. The Office of Institutional Effectiveness, Research, and Planning will be supporting the College community in developing unit-level metrics. Accessible and transparent semesterly and/or annual tracking of the indicators will guide planning efforts throughout the year(s) and inform the benchmarking process for the next PAR cycle.

III. Community Outreach and Impact

BCCC's sustained and expanded efforts to build strong, collaborative relationships across governmental, community, and corporate sectors to advance its mission of providing quality, affordable, and accessible education.

Civic Engagement

The College recognizes the need to provide health and wellness support to its community and is leveraging successful alumni to promote wellness and self-care. Dr. Chinyere Obi (Founder of Jay Care Mental Health Center), a BCCC alumna, joined a fall 2025 event featuring author Kevin Shird to promote mental health awareness and the launch of the new BCCC Bookstore and BCCC First Complete Program. Alumni-owned Harp Vision Skin Care has partnered with BCCC to promote student wellness and self-care initiatives, enhancing alumni engagement.

BCCC continues to host and support organizations like the Greater Mondawmin Coordinating Council and is exploring collaboration with the United Way of Central Maryland's Young Men United program to foster student success pathways. BCCC continues its outreach to the Baltimore City Fire Department, providing meeting and training space. WBJC, BCCC's classical music radio station, serves as a significant extension of BCCC into the regional cultural and corporate landscape. WBJC has established numerous partnerships with cultural and educational organizations, including the Baltimore Symphony Orchestra (BSO), Johns Hopkins University, Kennedy Center, and Peabody Institute. The station successfully developed underwriting partnerships with a broad base of returning clients, including major entities like the University of Maryland Medical System, PNC Bank, CFG Bank, and BSO. WBJC featured live performances from Maryland ensembles, including the BSO, made possible by a generous grant from the Maryland State Arts Council. M&T Bank hosts a monthly event on campus to share credit building and financial awareness guidance with students. Various other community associations hold their monthly meetings on campus.

Senator Hayes hosts his annual district legislative update to his constituents and the Baltimore community at the Liberty campus. In addition to the week in November designated as "early voting," the primary election voting has been hosted at the College's South Pavilion location.

Student Service to the Community

In addition to the high proportion (17.7%) of Baltimore City residents living in poverty, U.S. Census data reports that 20.9% of residents 18 years of age and over do not have health insurance. Further, the Maryland Department of Health reports that residents in Baltimore City and rural areas do not have the same access to oral health care as people in other regions of the State. BCCC's preventative dental clinic helps to fulfill that need in the community while providing Dental Hygiene program students with on-site clinical experience supervised by a dentist. The clinic is open to all community members ages three and up. Services offered free of charge to students and at low or no cost to the community include dental evaluations, dental x-rays, oral cancer and periodontal screenings, tobacco risk assessment and counseling, basic cleanings, sealants, and fluoride treatments. Senior citizens are eligible for specific services at no

cost. The College administers a survey of the patients of the dental clinic and 100% of respondents indicated that they were satisfied with their treatment as an individual and as a patient at the clinic. In addition, 100% of respondents rated the dentist, dental hygienists, and dental hygiene students as professional or very professional.

Advisory Committees

Through such initiatives as the Maryland Transfer Intensive and accreditation process for the Accreditation Council for Business Schools and Programs, BCCC has reinvigorated relationships with local senior institutions and businesses with refreshed or newly created advisory committees. The Business Administration program's advisory committee includes UBalt's Assistant Dean of the Merrick School of Business as well as alumni representatives, local business members, and community members. The Accounting program's advisory committee includes representatives from local senior institutions, students, and the accounting industry.

Hosting Community Events

The College hosted its 13th annual STEM Symposium on campus which drew about 50 area high school students alongside 180 BCCC students, featured 30 student research posters, and a nuclear reactor demonstration from Morgan State University's Environmental Science team. Guest presentations from faculty at Morgan State University and a University of Maryland School of Medicine PhD student extended university-level exposure to BCCC students and connected them to regional research and graduate-pathway opportunities. The Symposium is a featured event in the Maryland STEM Festival. The Visual and Performing Arts end-of-semester production included Baltimore Design School students in its fashion show.

The Student Government Association (SGA) coordinates with various organizations to host events for students and the community including the annual Juneteenth Celebration, National Alzheimer's Disease Awareness Day, National Voter Registration Day, National Overdose Awareness, Constitution Day Celebration, and Panther Closet Days (clothes and shoes giveaways). The Pride Center Maryland joined SGA's "Celebrating Pride Month" event providing information as well as refreshments. For Black History Month, the College hosted the Reginald F. Lewis Museum's "Beyond the Scoreboard: The Baltimore Black Sox and Negro Leagues' Civil Rights Legacy" panel discussion, genealogy workshop, and celebration of community traditions. Other on-campus events included "Black Cinema Tuesday" nights as well as "Mind & Motion Mondays: African Music Experience." Maryland Physicians Care hosted a community event on campus to share information, resources, and giveaways.

BCCC hosted events during Hunger and Homeless Awareness Week which engaged over 150 students and 200 community members. In FY 2026, BCCC received a Hunger-Free Campus grant to combat food insecurity. The grant funded expansion and renovation of the campus food pantry to offer fresh, healthy food and meal options with support from the College community.

The College is proud of its long-standing community relationships and works to maintain a safe environment for learning and community engagement. The annual Clery Report reflects BCCC's commitment to ensuring a welcoming, safe campus for all visitors, employees, and students.

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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 2022**	**Fall 2023**	**Fall 2024**	**Fall 2025**
	a. Unduplicated headcount	3,538	3,939	4,375	4,196
	b. Percent of students enrolled part time	76.1%	75.0%	80.8%	78.4%
	c. Percent of students enrolled in high school	12.3%	5.9%	8.4%	8.7%

B	First-time credit students with developmental education needs	**Fall 2022**	**Fall 2023**	**Fall 2024**	**Fall 2025**
		83.5%	75.3%	80.7%	70.8%

C	Credit students who are first-generation college students (neither parent attended college)	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**
		59.7%	CCSSE Not Admin	CCSSE Not Admin	45.1%

D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**
		1,333	1,353	1,691	1,635

E	Credit students receiving financial aid	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**
	a. Unduplicated headcount for all credit students	5,761	4,924	5,697	6,149
	b. Percent of (a) receiving any financial aid	52.4%	61.3%	68.7%	48.1%
	c. Unduplicated headcount excluding high school students	5,110	4,339	5,385	5,550
	d. Percent of (c) receiving Pell grants	39.0%	44.5%	44.8%	48.4%
	Note: High school students are not eligible for Pell grants.				

F	Students 25 years old or older	**Fall 2022**	**Fall 2023**	**Fall 2024**	**Fall 2025**
	a. Credit students	45.7%	53.6%	52.0%	48.7%

		FY 2022	**FY 2023**	**FY 2024**	**FY 2025**
	b. Continuing education students	77.1%	91.2%	76.1%	78.2%

G	Credit students employed more than 20 hours per week	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**
		46.1%	CCSSE Not Admin	CCSSE Not Admin	50.6%

H	Credit student racial/ethnic distribution	**Fall 2022**	**Fall 2023**	**Fall 2024**	**Fall 2025**
	a. American Indian/Alaska native only	0.3%	0.2%	0.3%	0.2%
	b. Asian only	1.0%	0.7%	0.6%	0.7%
	c. Black/African American only	64.6%	68.7%	64.9%	65.8%
	d. Hispanic/Latino	3.3%	3.5%	4.7%	4.9%
	e. Native Hawaiian/other Pacific Islander only	0.0%	0.1%	0.1%	0.1%
	f. White only	3.8%	4.1%	9.4%	5.8%
	g. Multiple races	2.2%	2.2%	2.6%	2.9%
	h. U.S. Nonresident	21.0%	16.3%	13.4%	14.5%
	i. Unknown	3.8%	4.2%	4.0%	5.1%

I	Credit student distance education enrollment	**Fall 2022**	**Fall 2023**	**Fall 2024**	**Fall 2025**
	a. Enrolled exclusively in distance education	12.7%	12.1%	13.9%	14.1%
	b. Enrolled in some, but not all, distance education	27.8%	25.2%	26.3%	30.3%
	c. Not enrolled in any distance education	59.5%	62.7%	59.8%	55.6%

J	Unrestricted revenue by source	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**
	a. Tuition and fees	18.1%	15.9%	17.3%	19.2%
	b. State funding	73.3%	74.0%	66.4%	68.7%
	c. Local funding	1.1%	1.0%	0.8%	0.9%
	d. Other	7.5%	9.1%	15.5%	11.3%

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K Expenditures by function	FY 2022	FY 2023	FY 2024	FY 2025
a. Instruction	40.1%	35.5%	34.7%	36.4%
b. Academic support	10.3%	8.7%	10.2%	9.1%
c. Student services	8.6%	7.5%	9.2%	10.4%
d. Other	41.0%	48.3%	46.0%	44.2%

Goal 1: Student Access

1 Annual unduplicated headcount	FY 2022	FY 2023	FY 2024	FY 2025	Benchmark FY 2030
a. Total students	8,848	7,586	9,143	10,656	**11,279**
b. Credit students	5,761	4,924	5,697	6,149	**6,216**
c. Continuing education students	3,126	2,710	3,547	4,651	**5,163**

2 Market share of full-time credit students	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Benchmark Fall 2030
	12.3%	12.4%	5.7%	7.5%	**15.0%**

3 Market share of part-time credit students	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Benchmark Fall 2030
	32.5%	26.3%	35.6%	32.7%	**37.7%**

4 Market share of recent, college-bound high school graduates Note: Data for this indicator lags one year behind #2 and #3	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2029
	22.0%	21.0%	20.7%	22.6%	**27.6%**

5 High school student enrollment * May not include all PTECH	Fall 2022*	Fall 2023	Fall 2024	Fall 2025	Benchmark Fall 2030
	436	234	367	364	**408**

6 Annual enrollment in online/hybrid courses	FY 2022	FY 2023	FY 2024	FY 2025	Benchmark FY 2030
a. Credit, online	18,573	8,928	8,969	11,526	**11,624**
b. Continuing education, online	5,672	2,558	3,411	3,422	**3,821**
c. Credit, hybrid	47	0	45	92	**342**
d. Continuing education, hybrid	0	0	87	174	**374**

7 Tuition and mandatory fees	FY 2023	FY 2024	FY 2025	FY 2026	Benchmark FY 2031
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 Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	33.0%	32.3%	31.6%	30.7%	**30.7%**

8 Enrollment in continuing education community service and lifelong learning courses	FY 2022	FY 2023	FY 2024	FY 2025	Benchmark FY 2030
a. Unduplicated annual headcount	0	7	0	0	**274**
b. Annual course enrollments	0	7	0	0	**332**

9 Enrollment in continuing education basic skills and literacy courses	FY 2022	FY 2023	FY 2024	FY 2025	Benchmark FY 2030
a. Unduplicated annual headcount	2,258	1,825	2,359	2,569	**3,269**
b. Annual course enrollments	4,179	3,340	3,956	4,897	**6,365**

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10 Adult education student achievement of:	FY 2022	FY 2023	FY 2024	FY 2025	Benchmark FY 2030
a. At least one ABE educational functioning level	26.5%	17.0%	24.4%	30.7%	**32.5%**
b. At least one ESL educational functioning level	22.5%	19.7%	23.9%	22.3%	**33.0%**

Note: Not reported if < 50 students in the cohort

11 Enrollment by race/ethnicity compared to service area a. Credit enrollment	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Benchmark Fall 2030
a1. All nonwhite	95.5%	95.2%	90.2%	93.6%	94.5%

Note: U.S. nonresident and unknown are excluded

b. Continuing education enrollment	FY 2022	FY 2023	FY 2024	FY 2025	Benchmark FY 2030
b1. All nonwhite	89.2%	88.6%	97.2%	91.9%	92.0%

c. Service area population, 15 or older	July 2022	July 2023	July 2024	July 2025	Benchmark Not Required
c1. All nonwhite	71.2%	71.5%	71.7%	72.0%	NA

12 Full-time faculty by race/ethnicity	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Benchmark Fall 2030
a. All nonwhite	80.0%	81.8%	75.0%	87.4%	BCCC does not benchmark.

Note: U.S. nonresident and unknown are excluded

13 Full-time administrators and professionals by race/ethnicity	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Benchmark Fall 2030
a. All nonwhite	68.8%	71.6%	76.2%	76.9%	BCCC does not benchmark.

Note: U.S. nonresident and unknown are excluded

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Goal 2: Success

14 Fall-to-fall retention of first-time credit students	Fall 2021 Cohort	Fall 2022 Cohort	Fall 2023 Cohort	Fall 2024 Cohort	Benchmark Fall 2029 Cohort
a. First-time credit students	37.5%	43.1%	35.7%	31.6%	**37.8%**
b. Pell grant recipients	44.7%	55.1%	43.4%	39.4%	**45.7%**
c. Developmental students	36.6%	48.2%	37.0%	45.0%	**51.2%**
d. College-ready students	56.1%	48.0%	55.2%	45.0%	**51.3%**

15 Developmental completers after four years	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Benchmark Fall 2026 Cohort
	38.8%	39.6%	41.7%	43.3%	**49.5%**
	384/990	426/1076	141/338	129/298	

16 Successful-persister rate after four years	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Benchmark Fall 2026 Cohort
a. College-ready students	na (n=10)	na (n=33)	69.0%	69.2%	**74.2%**
b. Developmental completers	67.7%	66.1%	73.4%	75.0%	**80.0%**
c. Developmental non-completers	30.3%	19.6%	36.0%	na (n=49)	**NA**
d. All students in cohort	53.0%	50.9%	63.8%	66.1%	**71.1%**

17 Successful-persister rate after four years	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Benchmark Not Required
a. White only	na (n=19)	na (n=19)	na (n=15)	na (n=11)	**NA**
b. Black/African American only	53.0%	49.9%	63.0%	66.3%	**NA**
c. Asian only	na (n=7)	na (n=14)	na (n=8)	na (n=12)	**NA**
d. Hispanic/Latino	40.4%	na (n=31)	na (n=28)	na (n=28)	**NA**

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

18 Graduation-transfer rate after four years	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Benchmark Fall 2026 Cohort
a. College-ready students	na (n=10)	na (n=33)	53.8%	54.2%	**59.2%**
b. Developmental completers	41.6%	45.0%	54.0%	55.6%	**60.6%**
c. Developmental non-completers	26.1%	12.3%	32.0%	na (n=49)	**NA**
d. All students in cohort	35.9%	34.8%	49.5%	50.2%	**55.2%**

19 Graduation-transfer rate after four years	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Benchmark Not Required
a. White only	na (n=19)	na (n=19)	na (n=15)	na (n=11)	**NA**
b. Black/African American only	36.1%	32.4%	48.8%	48.3%	**NA**
c. Asian only	na (n=7)	na (n=14)	na (n=8)	na (n=12)	**NA**
d. Hispanic/Latino	23.1%	na (n=31)	na (n=28)	na (n=28)	**NA**

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

20 Associate degrees and credit certificates awarded	FY 2022	FY 2023	FY 2024	FY 2025	Benchmark FY 2030
a. Total awards	473	466	436	355	**583**
b. Career degrees	246	242	225	183	**NA**
c. Transfer degrees	139	120	102	86	**NA**
d. Certificates	88	104	109	86	**NA**
e. Unduplicated graduates	433	420	387	315	**NA**

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	AY 21-22	AY 22-23	AY 23-24	AY 24-25	Benchmark AY 2029-30
21 First-year GPA of 2.0 or above at transfer institution	78.8%	80.0%	82.1%	84.1%	**92.1%**

	FY 2021 Graduates	FY 2022 Graduates	FY 2023 Graduates	FY 2024 Graduates	Benchmark FY 2029 Graduates
22 Transfer program graduates who transfer within one year	46.8%	50.4%	46.2%	65.7%	**70.7%%**

23 Transfer rate after six years	AY 16-17 Cohort	AY 17-18 Cohort	AY 18-19 Cohort	AY 19-20 Cohort	Benchmark AY 24-25 Cohort
a. Students who transferred	14.5%	15.1%	11.3%	10.5%	**18.0%**
b. Students who transferred with an associate degree	7.5%	8.0%	6.2%	4.5%	**12.0%**
c. Total students in cohort	724	650	1,011	1,450	**NA**

Note: Cohort includes first-time, associate degree-seeking students; transfers are to MD four-year institutions

Goal 3: Innovation

24 Credit program pass rates in licensure/certification examinations required for employment	FY 2022	FY 2023	FY 2024	FY 2025	Benchmark FY 2030
a. Nursing - National Council	78.0%	72.3%	88.5%	100.0%	**90.0%**
Number of Candidates	41	47	26	25	**NA**
b. Licensed Practical Nurse - National Council	66.7%	65.2%	100.0%	85.0%	**90.0%**
Number of Candidates	12	23	16	20	**NA**
c. Physical Therapy - Assessment Systems	66.7%	57.1%	100.0%	71.4%	**90.0%**
Number of Candidates	6	7	1	7	**NA**
d. Dental Hygiene - National (Written) Board	92.9%	75.0%	50.0%	72.2%	**90.0%**
Number of Candidates	14	16	10	18	**NA**
e. Respiratory Care - MD Entry Level Exam	100.0%	100.0%	87.5%	100.0%	**100.0%**
Number of Candidates	4	8	8	4	**NA**

* Due to COVID-19 related delays.

Note: Not reported if <5 candidates in a year

	FY 2021 Graduates	FY 2022 Graduates	FY 2023 Graduates	FY 2024 Graduates	Benchmark Not Required
25 Career program graduates employed within one year	77.7%	76.6%	78.5%	73.4%	**NA**

26 Income growth of career program graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	Benchmark Not Required
a. Median annualized income one year prior to graduation	$24,304	$24,792	$30,964	$28,760	**NA**
b. Median annualized income three years after graduation	$49,912	$54,036	$53,652	$62,368	**NA**

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27 Enrollment in continuing education workforce development courses

	FY 2022	FY 2023	FY 2024	FY 2025	Benchmark FY 2030
a. Unduplicated annual headcount	1,284	914	1,224	2,187	**3,324**
b. Annual course enrollments	1,940	1,973	2,661	4,949	**6,042**

28 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure

	FY 2022	FY 2023	FY 2024	FY 2025	Benchmark FY 2030
a. Unduplicated annual headcount	739	809	1,192	2,103	**2,173**
b. Annual course enrollments	1,246	1,382	2,357	4,116	**4,252**

29 Enrollment in contract training courses

	FY 2022	FY 2023	FY 2024	FY 2025	Benchmark FY 2030
a. Unduplicated annual headcount	392	262	181	435	**1,303**
b. Annual course enrollments	610	469	329	759	**1,798**

30 Continuing education workforce training completions

	FY 2022	FY 2023	FY 2024	FY 2025	Benchmark FY 2030
a. Total completions	289	283	479	663	**846**
b. Unduplicated completers	288	281	450	643	**821**

31 Continuing education workforce training completers employed within one year
Note: This data collection began with FY 2021 completers

FY 2021 Completers	FY 2022 Completers	FY 2023 Completers	FY 2024 Completers	Benchmark Not Required
79.6%	86.2%	86.6%	85.4%	**NA**

32 Income growth of continuing education workforce training completers

	FY 2019 Completers	FY 2020 Completers	FY 2021 Completers	FY 2022 Completers	Benchmark Not Required
a. Median annualized income one year prior to completion					
b. Median annualized income three years after completion	*	*	$23,912	$34,780	**NA**
Note: This data collection began with FY 2022 completers	*	*	$38,932	$41,836	**NA**

Note: NA designates not applicable
* designates data not available