

Community College of Baltimore County 2025 Institutional Performance Accountability Report

The Community College of Baltimore County (CCBC) transforms lives by providing an accessible, affordable, and high-quality education that prepares students for transfer and career success, strengthens the regional workforce, and enriches our community.

INSTITUTIONAL ASSESSMENT

The 2025 Performance Accountability Report (PAR) represents the final submission in the current five-year reporting cycle. This report addresses three key goals outlined by the State of Maryland for postsecondary education: Student Access, Student Success, and Innovation. Each goal is supported by a set of performance indicators, most of which include benchmark targets used to monitor annual progress. While the majority of these indicators focus on credit-bearing students, the report also highlights broader institutional efforts. This year's PAR presents an analysis of both achievements and ongoing challenges in meeting the goals, objectives, and performance measures aligned with the 2022 Maryland State Plan for Postsecondary Education.

Student Characteristics

The Community College of Baltimore County (CCBC) offers a wide range of educational services to a diverse population of credit and continuing education students. Performance Accountability Report (PAR) Indicators A through I provide insight into student demographics and characteristics through metrics such as headcount, developmental education status, financial aid status, age, race/ethnicity, English for Speakers of Other Languages (ESOL) status, and distance education participation.

Several metrics showed year-over-year increases, including a 4% rise in fall credit headcount, a 17% increase in annual ESOL course enrollment, and an 8-percentage-point increase in the proportion of credit students receiving any form of financial aid.

Other metrics remained relatively stable compared to the previous year. These include the percentage of credit students enrolled part-time, those requiring developmental education, recipients of Pell Grants, students aged 25 and older, the racial/ethnic composition of the student body, and the distribution of students across various modes of distance education (exclusive, partial, or none).

The only metric that declined was the percentage of students who identified as first-generation college students.

State Plan Goal 1: Access

CCBC is committed to providing an accessible, affordable, and high-quality education preparing our students for transfer and career success. Although some programs have a selective admissions process, CCBC is an open access institution with a 100% acceptance rate for applicants. Through a pay-per-credit tuition model, rolling admissions, multiple term lengths,

and multiple instructional modalities, CCBC makes higher education more affordable and convenient for a variety of students with different needs and goals.

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

CCBC has met or exceeded the benchmarks for the following indicators: High school student enrollment (Ind. 5), annual enrollment in credit and continuing education online and hybrid courses (Ind. 6a, b, c), cost of tuition/fees relative to MD public four-year institutions (Ind. 7b), minority student enrollment for credit and continuing education students (Ind. 11a, b) and percent minority of full-time administrative and professional staff (Ind. 13).

CCBC has demonstrated strong performance in expanding access for high school students through its Early College Access Programs (ECAP), which offer significant tuition discounts and flexible course delivery options. The college's partnership with Baltimore County Public Schools (BCPS) has enabled students to earn both high school and college credit simultaneously.

CCBC's sustained success in credit and continuing education online and hybrid course enrollment is driven by its expansive portfolio of more than 70 fully online degree and certificate programs, along with a broad array of continuing education offerings. The college's commitment to flexible learning is reflected in its diverse instructional formats—including asynchronous, synchronous, and hybrid modalities—which accommodate the varied needs of traditional and nontraditional learners. These efforts are further supported by comprehensive wraparound services, including academic advising, tutoring, and technical support, ensuring equitable access and student success across all learning environments.

CCBC continues to address challenges in meeting or exceeding benchmarks for several performance indicators under the Access goal. These include annual unduplicated headcount of credit and continuing education students; market share of first-time, full-time and part-time students; market share of recent, college-bound high school graduates; enrollment in continuing education hybrid courses, community service/lifelong learning courses, and basic skills/literacy courses; adult education student attainment of at least one ABE or ESL functioning level; and the percentage of minorities among full-time faculty. In response, the college has implemented a range of strategic initiatives and targeted interventions aimed at improving performance in these areas. These efforts are expected to yield measurable progress in the next Performance Accountability Report cycle.

One of CCBC's key strategic initiatives to improve performance on several Access indicators in the next PAR cycle is the development and implementation of the New Journey for Students. This initiative is designed to enhance the student experience by fostering a culture of care, support, and career development; reducing barriers to entry and access; and providing proactive, integrated support throughout the student lifecycle. The goal is to ensure that students are equipped to achieve their academic and career objectives.

The New Journey for Students includes a coordinated communication strategy that delivers timely, relevant information to prospective and current students, guiding them through each stage of their enrollment and academic progression. This approach is expected to contribute to increased unduplicated headcount in both credit and continuing education programs by improving onboarding and engagement.

Complementing this initiative is the implementation of a new Customer Relationship Management (CRM) system, which facilitates seamless communication between students and their assigned success teams. The CRM enables targeted outreach, personalized messaging, and coordinated support, helping students remain on track toward their goals.

Together, the New Journey for Students and CRM system provide a structured framework to increase CCBC's market share of first-time, full-time students (Indicator 2), part-time students (Indicator 3), and recent, college-bound high school graduates (Indicator 4). Through CRM-driven communications, prospective students receive timely information about financial aid, scholarship opportunities, and enrollment steps, reducing friction in the decision-making process.

In addition, the Baltimore County and Maryland Community College Promise Scholarships, along with the Blueprint for Maryland's Future, continue to play a critical role in expanding access. Promise Scholarships are available to both full-time and part-time students enrolled in credit-bearing programs, as well as those pursuing eligible workforce development programs through Continuing Education. These last-dollar scholarships help reduce financial barriers and increase affordability.

The Blueprint for Maryland's Future supports long-term access goals by improving college readiness among K–12 students, particularly through expanded early college access and dual enrollment opportunities. Together, these initiatives are expected to strengthen the pipeline to CCBC and reduce obstacles to postsecondary participation for Maryland residents.

State Plan Goal 2: Success

CCBC is committed to fostering student success through holistic, intersectional, and collaborative approaches. The college offers comprehensive support services designed to promote academic achievement and persistence. These services include academic advising, tutoring, transfer counseling, and a range of additional resources that empower students to reach their educational goals.

To further support student success, CCBC employs coaches and Success Navigators who assess both academic and non-academic needs. These professionals connect students with appropriate academic and non-cognitive resources and referrals, ensuring timely and effective support. By providing interventions early in the student experience, CCBC aims to remove barriers and enhance outcomes.

Performance Accountability Report (PAR) Indicators 14 through 22 encompass 28 metrics that reflect students' academic progress and successful completion of postsecondary education. These metrics include retention rates, completion of developmental education, graduation and transfer

rates, and academic performance at transfer institutions. Of these 28 metrics, 14 are benchmarked to facilitate ongoing evaluation and continuous improvement.

CCBC has surpassed the benchmark for the percentage of students earning a first-year GPA of 2.0 or higher at their transfer institution (Indicator 21). This achievement reflects the college's strong commitment to transfer student success, supported by strategic partnerships, structured support systems, and participation in statewide initiatives. CCBC maintains formal articulation agreements with numerous Maryland four-year institutions, facilitating seamless credit transfer and uninterrupted academic progression.

Despite this success, CCBC continues to face challenges in meeting certain benchmarks associated with the Success goal of the Maryland State Plan during this reporting cycle. The college remains focused on identifying and addressing these gaps to ensure continuous improvement in student outcomes.

Retention rates for three of the four student groups identified in Indicator 14 (first-time students, Pell Grant recipients, and students placed in developmental education) are currently at their highest levels within this PAR reporting cycle. Although these groups have not yet reached the target benchmark of 53%, the gap between their current retention rates and the benchmark has narrowed (Ind. 14a,b,c). For first-time, college-ready students, the retention rate remains 15 percentage points below the established benchmark of 50% (Indicator 14d). While the percentage of developmental completers in the Fall 2020 cohort who successfully persisted after four years is only three percentage points below the target (Indicator 16b), persistence among college-ready students is approximately 12 percentage points below the benchmark (Indicator 16a), and eight percentage points below the target for all students in the cohort (Indicator 16d). In response, the Community College of Baltimore County (CCBC) has reaffirmed its commitment to improving student retention and persistence across all populations. Beginning in Spring 2023, CCBC implemented a proactive advising model that ensures each new student cohort is connected early to academic and support services designed to promote continuous enrollment and progress toward degree completion. CCBC anticipates measurable improvements in these Success indicators in the next cycle of the Performance Accountability Report.

The rate at which students complete developmental education within four years has remained relatively stable, ranging from 38% to 40% (Indicator 15). Despite this consistency, the completion rate remains approximately 12 percentage points below the statewide benchmark of 50% as of the Fall 2020 cohort. To enhance developmental education outcomes and promote success in gateway English and mathematics courses, CCBC has implemented significant curricular reforms. These include transitioning to a corequisite-only model for English and eliminating the lowest-level mathematics placement while expanding corequisite options in mathematics. Institutional data indicate that students enrolled in corequisite models demonstrate higher success rates in both the developmental and associated credit-bearing courses compared to those who complete the courses sequentially. CCBC anticipates that these reforms will lead to measurable improvements in developmental education completion rates in the next reporting cycle.

The percentage of students graduating or transferring within four years has fluctuated across the four cohort years included in this reporting cycle. For the Fall 2020 cohort, the graduation or transfer rate for all students is only two percentage points below the established benchmark (Indicator 18d). The Community College of Baltimore County (CCBC) remains firmly committed to supporting students in achieving their academic and transfer goals. To this end, CCBC has implemented a range of strategic initiatives designed to increase graduation and promote more seamless transfer, including encouraging transfer after degree completion.

All incoming degree, certificate, and workforce-training-seeking students are placed into one of nine academic Pathways based on their declared major or primary area of interest. These Pathways provide structured guidance in course selection, along with targeted student success services and activities that promote timely degree and certificate completion, successful transfer, and career readiness.

Additionally, CCBC has partnered with eight four-year institutions through the Degrees to Succeed initiative. This dual-admission program encourages students to complete their associate degrees prior to transfer and offers coordinated support from both CCBC and the partner institution. The program is designed to enhance retention, academic progress, and timely transfer, while also providing a cost-effective and streamlined route to bachelor's degree attainment.

CCBC has also recently joined the Maryland Transfer Intensive project, led by the Aspen Institute's College Excellence Program. This multi-year initiative aims to improve transfer outcomes and bachelor's degree attainment for Maryland community college students. The project seeks to ensure that all Maryland community college students pursuing a bachelor's degree have access to affordable, timely, and seamless transfer pathways.

CCBC anticipates that these initiatives will yield measurable improvements across all Success indicators in the next cycle of the Performance Accountability Report.

State Plan Goal 3: Innovation

PAR Indicators 23 through 28 include 22 metrics related to workforce development. These metrics encompass areas such as enrollment in continuing education workforce development, contract training, and programs leading to certification or licensure, as well as pass rates on associated exams. Of these 22 metrics, 19 have established benchmark targets.

CCBC has exceeded the benchmarks for both annual headcount and course enrollments in continuing professional education programs that lead to government- or industry-required certification or licensure (Indicators 27a and 27b). However, the college did not meet the benchmarks for headcount and course enrollments in workforce development and contract training courses (Indicators 26a, 26b, 28a, and 28b). CCBC continues to evaluate and refine its workforce development strategies to better align with regional labor market demands and to expand access to high-impact training opportunities.

CCBC offers a diverse portfolio of Workforce Training Certificate programs designed to equip students with the knowledge and competencies necessary for job entry, attainment of industry-recognized credentials, and career advancement. Following the disruptions caused by the COVID-19 pandemic, enrollment in continuing education has rebounded significantly, positioning the college to meet or exceed relevant benchmarks in the upcoming Performance Accountability Report cycle.

In the area of credit-bearing programs, CCBC has encountered challenges related to pass rates on licensure and certification examinations required for employment. Of the 13 credit academic programs that culminate in external licensure or certification, five currently meet or exceed established performance benchmarks (Indicators 23a, 23d, 23f, 23h, and 23i). The School of Health Professions remains committed to ensuring that all students are well-prepared for licensure examinations upon program completion. To support this goal, the college provides comprehensive advising, mentoring, and career counseling services tailored to students in these programs. These efforts are designed to enhance licensure pass rates and promote long-term occupational success. CCBC continues to implement targeted strategies to improve outcomes across additional programs and anticipates further progress in the next reporting cycle.

Response to Commission's Prompts

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

Commission Prompt 1: 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 reimaged to support long-term degree completion goals?

Response 1: CCBC has deployed cross-functional teams and leveraged new technologies such as a Customer Relationship Management (CRM) system and Power BI Reporting to implement multiple stand-alone and integrated supports related to placement evaluation, developmental education, advising, first-year experiences, academic support, and support for personal and financial wellness. The most impactful innovations include:

- To ensure that financial pressure would not inhibit students' attendance at CCBC, the college has fully implemented a Tuition Free Program which now enables roughly 95% of all CCBC students to attend CCBC tuition free -- in full or in part.
- The college's Student Integrated Financial Team (SIFT) proactively uses all financial sources (federal, state, county, and college) to do two important things: ensure free tuition to as many students as possible as well as provide students funding sources who owe a balance or have a financial hold. They reach out to students to promote awareness of funding opportunities, Pell, Maryland and Baltimore County College Promise scholarships, and college funds along with a menu of private and public options.
- Academic Coaches to connect students to resources such as tutoring, and help students stay engaged and act in their own best interest when facing academic struggles
- Retention outreach by faculty and staff to encourage timely registration for the next term

- Success Navigators who partner with external partners and agencies to provide mental health and basic needs services related to housing, food, transportation, or other emergencies
- Our Title III-funded guided pathways redesign that realigned majors with pathways and enhanced curriculum maps
- First-Year experiences such as New Student Orientation (NSO) and the Academic Development 101 Course for new, first-time students (ACDV 101) that introduce students to CCBC's processes and resources and support services
- Accelerated Developmental Education that allows students to take fewer developmental courses and begin taking credit courses in their first term
- Holistic Advising that helps students set goals, proactively monitors student progress, and connects students to resources
- Early alerts and enhanced academic support in critical courses (e.g., English 101), highly enrolled general education courses, and courses with lower pass rates

Together, these and other initiatives comprise the New Journey for Students that has helped students achieve greater success at overcoming academic and non-cognitive obstacles to college entry and retention, selecting the right program of study and courses, passing courses and fulfilling program requirements, completing their program more quickly, and transferring to a four-year institution.

Commission Prompt 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?

Response 2: CCBC implemented a cross-functional Student Achievement and Success Steering Committee that operated from 2020 to 2024. The committee's primary objective was to ensure that the new technology was aligned with student-focused interventions informed by the faculty and staff who interact with students daily. This culminated in the launch of CCBC's "New Journey for Students" in the Fall of 2024, accompanied by project managed workstreams to implement a student journey that will increase degree, certificate and credential completion rates. This work has amplified our efforts to more seamlessly integrate credit and Continuing Education programs by better serving all students along their trajectories at CCBC.

Our work on the New Journey for Students is guided by two Vice-Presidents who serve as the Executive Sponsors. Together they are responsible for selecting the key work for each semester ('workstreams') and with the assistance of a dedicated project manager, ensuring the timely completion of each workstream. Several concurrent workstreams are initiated, dedicated to building a new student experience for our students, with the focus being increasing retention and completion.

CCBC's institutional culture increasingly features outcome-oriented initiatives, coordinated project planning, data-informed decision making, a collaborative and proactive approach to meeting student needs, and an empathetic, service-oriented mindset.

Community Outreach and Impact

CCBC is committed to fostering long-term, strategic partnerships with businesses, community leaders, civic organizations, and key county institutions, including hospitals, government agencies, and public-school systems. The college prioritizes community engagement and actively supports the diverse populations it serves throughout the greater Baltimore region. CCBC's leadership—including the president, executive team, and directors of campuses and extension centers—enhances the college's visibility and influence through active participation on local and regional boards, chambers of commerce, committees, and professional associations. With three main campuses and three extension centers strategically located across Baltimore County, CCBC plays a vital role in advancing the county's cultural and economic development.

Key community engagement initiatives and outcomes include:

Workforce Development through EARN Maryland: With funding from the Maryland Department of Labor, CCBC developed specialized training for over 150 incumbent workers in Health IT and Population Health. Courses focused on emerging industry trends, including Data Management & Security and Social Determinants of Health.

Support for Small Businesses Post-Key Bridge Collapse: With funding from the PNC Foundation, CCBC launched an initiative to support small businesses in Dundalk and surrounding areas affected by the Key Bridge collapse. Services include a business accelerator program and individualized coaching.

Annual Business Plan Competition: Now in its 12th year, this competition supports student and alumni entrepreneurs, awarding seed funding to help launch or grow small businesses.

The Collective at CCBC Owings Mills: This innovative retail and service space showcases over 60 small businesses, providing a platform for local entrepreneurs to connect with the community and grow their ventures.

Youth STEM Engagement: A grant from the PNC Foundation enabled 61 students to participate in no-cost Summer Youth STEM courses, including Algebra, Anatomy, CPR, Electronics, and financial literacy through the Young Investors Club.

BWI Business Partnership Summer Youth Initiative: Held at the Catonsville campus, this program introduced youth to careers in logistics, aviation, and transportation through hands-on sessions in CDL, drones, flight simulation, and more.

Inclusive Performing Arts: CCBC's ASL and Interpreting Program presented *Milan 1880*, a bilingual ASL-English production featuring Deaf and hearing performers, as part of its biennial initiative to promote inclusive arts.

Kids Smile-tacular: CCBC's Dental Hygiene program offered free preventive dental services to children ages 5–17, delivered by students under licensed supervision, promoting both community health and clinical education.