

Baltimore City Community College

MISSION

Baltimore City Community College (BCCC) provides outstanding educational, cultural, and social experiences to the residents of Baltimore, the State of Maryland, and surrounding areas. The College's accessible, affordable, comprehensive programs include college transfer and career preparation, technical training, and life skills training. The College provides a variety of student services that meet and support the learning needs of an increasingly diverse student population. BCCC is a dynamic higher education institution that is responsive to the changing needs of its stakeholders: individuals, businesses, government, and educational institutions of the community at large.

VISION

BCCC strives to be the leader in providing quality education that responds to and meets the needs of a diverse population of learners, adding value to lives and the community.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Increase Student Retention and Success.

- Obj. 1.1** Increase 3-year graduation-transfer-retention rates of first-time, full-time entrants seeking degree or certificate.
- Obj. 1.2** Increase fall-to-fall retention rates of full-time entrants to 54 percent for first-time, full-time fall 2017 entrants and 35 percent for first-time, part-time entrants.
- Obj. 1.3** Increase number of degrees and certificates awarded.
- Obj. 1.4** Ensure tuition and fees for Maryland residents remain one of the lowest.

Performance Measures	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Percent of students who graduated within 3 years	5%	4%	9%	10%	13%	14%	15%
Percent of students who transferred out to 4-year institutions within 3 years	10%	7%	12%	14%	10%	11%	12%
Percent of students who transferred out to 2-year institutions within 3 years	12%	12%	14%	6%	9%	10%	11%
Percent of students who were retained at the end of 3 years	14%	15%	15%	14%	13%	14%	15%
Combined Graduation-Transfer-Out Rate	27%	23%	36%	30%	36%	37%	38%
Graduation-transfer rate of entering study cohort 4 years later	36%	34%	29%	41%	33%	35%	37%
Retention rate of first-time full-time entrants	46%	42%	44%	45%	45%	46%	47%
Retention rate of first-time part-time entrants	28%	28%	27%	26%	29%	30%	31%
Number of degrees awarded	442	405	425	380	443	468	493
Number of certificates awarded	150	104	113	108	213	223	233
Percent of credit students receiving Pell Grants	58%	52%	54%	44%	41%	41%	41%
Percent of credit students receiving any financial aid	65%	61%	62%	53%	51%	51%	51%
Average tuition and fees per credit hour for all Maryland community colleges	\$127	\$130	\$137	\$142	\$146	\$142	\$145
Average tuition and fees per credit hour for BCCC	\$104	\$110	\$110	\$123	\$133	\$133	\$134

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Goal 2. Increase relationships with business and education partnerships.

Obj. 2.1 Develop new programs to meet business and industry needs.

Obj. 2.2 Increase enrollment in non-credit Workforce Development contract training courses (measured in full-time equivalent).

Obj. 2.3 Increase the percent of Career Program Graduates employed or enrolled at senior institutions within one year of graduation.

Obj. 2.4 Increase the Nursing (RN) licensure exam pass rate and Dental Hygiene licensure exam pass rate.

Performance Measures	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Enrollment (seats taken) in contract training courses	1,522	2,460	2,863	4,385	3,032	3,100	3,100
Percent of career program graduates employed full-time in related or somewhat related field	N/A	N/A	N/A	75%	N/A	100%	N/A
Percent of organizations reporting satisfaction with training	100%	100%	100%	100%	100%	100%	100%
¹ Nursing (RN) licensure exam pass rate	70%	57%	79%	84%	N/A	85%	90%
¹ Dental Hygiene licensure exam pass rate	100%	100%	100%	100%	N/A	100%	100%

Goal 3. Measure institutional effectiveness and sustainability

Obj. 3.1 First-time entrants needing English/Reading remediation who complete remediation within 4 years.

Obj. 3.2 Increase credit and non-credit enrollment of Maryland residents.

Performance Measures	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Percent of tested fall entrants requiring remediation in math	90%	92%	96%	97%	98%	97%	97%
Percent of tested fall entrants requiring remediation in English/Reading	76%	74%	77%	93%	86%	86%	86%
Of first-time entrants who needed any developmental courses, the percent who completed remediation within 4 years	17%	25%	18%	30%	27%	28%	29%
Credit enrollment of Maryland residents	5,096	5,010	4,439	4,079	3,813	4,156	4,530
Non-credit enrollment of Maryland residents	4,362	4,036	4,214	4,393	4,672	4,700	4,750

NOTES

¹ FY 2018 data not available at time of publication.