

Community College of Baltimore County 2021 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 2021 Performance Accountability Report (PAR) represents the beginning of a new five-year reporting cycle. This performance accountability report includes 39 indicators, some with multiple parts, addressing the three state goals included in the “2017-2021 State Plan for Postsecondary Education, Student Success with Less Debt” and includes content as prescribed in the *Guidelines for the 2021 Performance Accountability Report* issued by the Maryland Higher Education Commission (MHEC) in May 2021.

This narrative begins by introducing the audience to CCBC’s students and provides characteristics helpful to understand CCBC’s student population. The contextual information is not benchmarked (Indicators A to K). Through the narrative, CCBC addresses each indicator and discusses progress towards the established benchmarks, which are to be met by 2025. The discussion is framed under the State Goals: Access, Success, and Innovation. A discussion of CCBC’s response to COVID-19 and a discussion of Community Outreach and Impact conclude the report.

Student Characteristics

CCBC provides a multitude of educational services to a diverse student body. Understanding the unique characteristics of CCBC’s student body is vital to the college mission. The awareness of our students’ needs aids CCBC in working toward its benchmark goals and successfully meeting them by fiscal year 2025.

As shown in Indicator A, the majority of CCBC’s student population attends part time (72.2%). Approximately 60 percent (60.4%) of first-time credit students required at least one developmental education course in Fall 2020 (Ind. B). At the time of entrance into the college, degree and certificate-seeking students are required to have their skills assessed in reading, writing and mathematics. Students assessed below college level in academic literacy (English and reading) and mathematics are required to complete developmental courses. The developmental courses build skills and prepare students for college-level courses. Students required to take developmental courses may need additional time to complete their degree program because academic/college credits are not earned for developmental course completion. This is somewhat ameliorated by the opportunity to complete developmental courses in accelerated formats that follow a corequisite model.

Thirty-five percent (35.1%) of CCBC credit students are first-generation college students (defined here as neither parent having attended college) (Ind. C). CCBC offers programs to provide full-service student support, including academic advising, transfer counseling, tutoring

and other resources. College efforts are enhanced by two federally funded programs for first-generation, low-income students, and individuals with disabilities. The federally funded Student Support Services grants help students successfully complete and attain a certificate, associate degree, and/or transfer to a four-year institution to attain a bachelor's degree. Upward Bound (another federally funded program) provides support to participants in their preparation for college entrance and serves as an intensive enrichment program designed to enhance the academic and personal growth of low-income and first-generation college students prior to high school completion.

In FY 2020, 2,386 students enrolled in credit and Continuing Education English for Speakers of Other Languages (ESOL) courses (Ind. D). The academic ESOL program opens doors to opportunities such as improved language skills, associate degrees, professional certificates, transfer opportunities, and career advancement. CCBC also offers a federally funded Continuing Education community-based ESOL program for beginning students and learners not interested in pursuing academic classes.

The percentage of students receiving loans, scholarships and/or need-based financial aid remained stable from FY 2019 (Ind. Ea). The percentage of students receiving Pell Grants stayed relatively stable from FY 2019 (Ind. Eb). Pell Grants are awarded to undergraduate students displaying exceptional financial need and do not need to be repaid. The amount of the award depends on the student's course load and financial need. During the 2019-2020 aid year the maximum award was \$6,195. CCBC had 7,588 Pell Grant recipients; the average student award was \$3,172.

In Fall 2020, 39.2% of credit students were 25 years old or older, compared to 86.3% of Continuing Education program students (Ind. F). At CCBC, as well as other community colleges in Maryland and nationwide, it is common for students taking Continuing Education courses to be older than students enrolled in credit courses and programs. The Community College Survey of Student Engagement (CCSSE) was used in previous PAR cycles as the source for the percentage of credit students employed more than 20 hours per week (Ind. G). Since CCBC now conducts CCSSE on a three-year schedule, the Office of Planning, Research and Evaluation (PRE) added this question to the Student Satisfaction Survey so the data will be available every other year. This question was first added to the Student Satisfaction Survey in Fall 2020 and will be reported in next year's PAR cycle that will include FY 2021 data. The racial and ethnic distribution of the student population continues to show increases in the percentage of students of color, while the percentage of white students decreased in Fall 2020 (Ind. H).

Due to the COVID-19 pandemic, the percentage of credit students enrolled exclusively in distance education increased from 14.7% to 73.9% in Fall 2020 (Ind. Ia). The majority of courses were taught in a remote format after the onset of the pandemic in March 2020. Credit courses were quickly switched to remote formats and the majority of courses for Summer 2020 and Fall 2020 were offered as online or remote online with a scheduled time. Per requirements put forth by the Maryland Higher Education Commission, institutions counted courses based on where they were taught as opposed to where they would have been taught if there was not a pandemic. For Fall 2020, only 7.9% of CCBC credit students were not enrolled in any distance education classes (Ind. Ic). During the height of the pandemic, CCBC put a lot of effort and time into

continuing to support our students with on-site courses and other resources. During this time, CCBC courses were taught on-site to 27% of our student body.

The majority of CCBC's unrestricted revenue comes from tuition and fees (Ind. Ja). CCBC continues to focus the majority of its expenditure dollars in the instructional area (Ind. Ka).

State Plan Goal 1: Access

CCBC has experienced a decline in student enrollment over the past several fiscal years. The decline from FY 2019 to FY 2020 was 8.0% for total CCBC unduplicated headcount (Ind. 1a). Credit unduplicated headcount decreased 6.2% in FY 2020 and has declined in each of the last four years (Ind. 1b). Continuing Education unduplicated headcount decreased by 9.4% in FY 2020 (Ind. 1c). Community college enrollments are generally counter-cyclical to the economy. As the local and national economy has improved, CCBC's credit enrollment declined, mirroring national and state trends. In Spring 2020, the COVID-19 pandemic occurred and has negatively impacted local, regional and national economies. The full impact of the pandemic is not known at this time. However, CCBC was able to disperse \$35 million in aid to students who qualified for tuition-free classes in Fall 2020 and develop a robust set of courses and a course schedule designed to meet the needs of students while ensuring a safe learning environment. Given the present state of the economy, it is likely that enrollment at community colleges will begin to increase in the near future.

CCBC's market share of first-time, full-time freshmen decreased 1.5 percentage points to 37.3% (Ind. 2). This indicator will likely increase as more first-time, full-time freshmen attending CCBC take advantage of the Baltimore County and Maryland Promise programs. These programs are "last-dollar-in scholarships" and cover tuition and mandatory fees for eligible students. One requirement for these scholarships is that the student attends full time. CCBC's market share of part-time undergraduates increased in Fall 2020 by 0.7 percentage points (Ind. 3). The market share of recent college-bound high school graduates increased 4.3 percentage points to 49.3% (Ind. 4). CCBC is committed to attracting more recent high school graduates and is increasing marketing campaigns and outreach to this population. It is financially advantageous for students to complete their first two years of a bachelor's degree program at a community college.

CCBC continues to have great success enrolling concurrent high school students and has increased concurrent high school student enrollment by 8.5% from Fall 2019 to Fall 2020 (Ind. 5). Prior to Fall 2015, the number of concurrent high school students was fewer than 1,000 students. Close collaboration with Baltimore County Public Schools has created new learning opportunities for high school students to get a head start on their college education, including tuition-free, the Early College Access Program, and P-TECH (Pathways in Technology). Through this strong partnership, CCBC will continue to be a valuable asset to high school students. CCBC classes can be a great option for juniors and seniors who have completed the majority of their high school requirements.

Enrollment in credit courses taught online increased by 3.5% in FY 2020 (Ind. 6a). The enrollment in Continuing Education online courses and Continuing Education hybrid courses is

highly skewed in FY 2020 due to the pandemic and the switch to online course delivery. These increases are also attributable to those courses that started out as face-to-face and switched as a result of the pandemic (Ind. 6b,d). Enrollment in hybrid credit courses increased by 6.7%. CCBC offers a wide range of online courses and programs with rolling admissions and multiple start dates, making it an attractive option for prospective students. It is anticipated that CCBC online will continue to grow.

CCBC's annual tuition and fees for full-time students was \$5,016 in FY 2021 (Ind. 7a). CCBC tuition and fees, as a percentage of Maryland public four-year institution tuition and fees, increased slightly from 51.5% to 51.9% (Ind. 7b). CCBC is committed to providing an affordable and high-quality education for our students.

Continuing Education headcount and course enrollment in community service and lifelong learning increased in FY 2020 (Ind. 8a,b). Continuing Education head count and course enrollments in basic skills and literacy courses decreased in FY 2020 (Ind. 9a, b). CCBC is committed to broad, diverse course offerings in our Continuing Education programs.

A new indicator for this cycle is the percentage of Adult Basic Education (ABE) and English as a Second Language (ESL) students who achieve at least one educational functioning level during the year reported. In FY 2020, 20% of ABE and 29% of ESL students achieved at least one functioning level (Ind. 10a, b). The decrease in the percentage from FY 2019 to FY 2020 for these students can be at least partially attributed to students not being able to test at the end of the spring semester due to the COVID-19 pandemic.

CCBC remains committed to providing educational and workforce development opportunities to a diverse group of students. The number of non-white credit enrollments increased 1.9 percentage points in Fall 2020 and the number of non-white Continuing Education enrollments increased by 1.7 percentage points (Ind. 11a, b). In Baltimore County, the percentage of non-white service population who are 15 years of age and older is 42.4% (Ind. 11c). This population has been increasing in Baltimore County every year from 2010 census estimates to 2020 census estimates.

The percentage of full-time minority faculty members has increased marginally since Fall 2017, from 26.2% to 27.9% (Ind. 12). Data for full-time administrative and professional staff has also increased during this period from 32.5% in Fall 2017 to 33.6% in Fall 2020 (Ind. 13). CCBC is committed to equity and diversity. In Fall 2020, CCBC's president formed the Diversity, Equity and Inclusion Advisory Council. The college has renewed its commitment to advancing opportunity, ensuring equity, and respecting all faculty, staff and students.

State Plan Goal 2: Success

Student retention is an important measure of engagement and strongly linked to success and graduation. The fall-to-fall retention for all CCBC students increased by 2.1 percentage points from the previous cohort (Ind. 14a). Fall-to-fall retention for students with a Pell Grant increased 3.3 percentage points from the Fall 2018 cohort (Ind. 14b). The fall-to-fall retention for students identified as needing developmental work increased by 3.8 percentage points and the retention

for college-ready students decreased by 2.9 percentage points from the previous cohort (Ind. 14c,d). It is notable that retention rates are higher for developmental students and Pell grant recipients when compared to college-ready students. CCBC is striving to increase retention for all students.

Developmental completers after four years (Ind. 15) is a measure of the percentage of entering first-time college students who completed required developmental coursework within a four-year period. To address high attrition rates, CCBC designed and launched accelerated developmental courses in academic literacy (ALP) and mathematics (AMP). Research has shown that multiple-semester developmental/remediation programs often lose students to other commitments, while the accelerated models help students finish remediation quickly and move into college-level work. CCBC's accelerated model has been adopted and implemented by hundreds of colleges throughout the nation. For the Fall 2016 cohort, 39.6% of developmental students completed within four years of their entry (Ind. 15).

The percentage of students successfully persisting after four years increased for college-ready students from 75.8% to 77.3% (Ind. 16a) and the successful persister rate for all students in the cohort increased slightly from the previous cohort (Ind. 16d). Successful persister rates for developmental completers decreased by 1.0 percentage point and developmental non-completers increased by 3.3 percentage points in the Fall 2016 cohort (Ind. 16b, c). CCBC has committed to implementing measures that help students complete their educational goals successfully.

The rate of white students successfully persisting has decreased 2.0 percentage points from the previous cohort (Ind. 17a). The successful-persister rate for African-Americans for the Fall 2016 cohort is 59.0%, which is an increase from the previous cohort's successful-persister rate of 56.2% (Ind. 17b). The successful-persister rate for Asians continues to be higher than for other groups at 77.2% (Ind.17c). Hispanic/Latino students experienced an increase from 64.1% to 66.5% for the Fall 2016 cohort (Ind. 17d).

The percentage of college-ready students who graduated and/or transferred after four years is 64.0% for the Fall 2016 cohort, an increase of 2.3 percentage points from the previous cohort (Ind. 18a). The number of developmental completers graduating or transferring after four years increased by 1.3 percentage points from the 2015 cohort while developmental non-completers increased by 4.1 percentage points from the previous cohort (Ind. 18b,c). The graduation-transfer percentage of all students in the Fall 2016 cohort increased from the previous cohort by 2.5 percentage points (Ind.18d). The college is committed to assisting students on their path to graduation and transfer and has established goals and initiatives to help us increase the number of students who graduate and/or transfer. CCBC groups incoming CCBC degree, certificate, and workforce training students into one of nine Pathways, based on the student's declared major or main area of interest. Students receive assistance in course selection as well as student success supports and activities geared toward successful degree and certificate completion, transfer and career success.

The graduation-transfer rates increased from the Fall 2015 cohort for white students (0.8 percentage points), African-American students (2.8 percentage points), Asian students (7.1 percentage points), and Hispanic/Latino students (8.8 percentage points) (Ind. 19a, b, c, d). The

volatility of graduation-transfer rates for Asian and Hispanic/Latino students may, in part, be driven by the small size of their respective cohorts; both cohorts have fewer than 100 students each. CCBC continues to expand services to ensure completion and transfer opportunities for all CCBC students.

In FY 2020, CCBC granted 2,668 credit awards to 2,555 graduates (Ind. 20a, d). Career degrees decreased from FY 2019 (Ind. 20b) and transfer degrees also decreased (Ind. 20c). CCBC issued fewer credit certificates in FY 2020 than the number of credit certificates awarded in FY 2019 (Ind. 20d). CCBC is committed to increasing student completion through various initiatives.

For AY 2019-2020, the percentage of CCBC students who transferred to a Maryland public four-year college/university and earned a GPA of 2.0 or above was 86.6% (Ind. 21). The mean first year GPA for these students was 2.94. These calculations are based on students who earned at least 12 credits at CCBC and attended CCBC within two years prior to transfer.

The percentage of transfer program associate degree and certificate graduates who enrolled in a four-year college or university within a year after graduation from CCBC was 59.5%, an increase of 1.0 percentage point from the previous fiscal year graduates (Ind. 22).

State Plan Goal 3: Innovation

CCBC offers 14 credit academic programs requiring external licensing and/or certification upon completion of the program. Two of the 14 programs require graduates to take and pass two separate exams to obtain licensure or certification. Program completers continue to perform well on the external testing as evident in Indicator 23. Five programs reported 100% of first-time test takers passing the exam on their initial attempt in FY 2020 (Ind. 23a, d, e, g, j). Eight of the 14 programs reported 90% or more of first-time test takers passing the exams on their first attempt in FY 2020 (Ind. 23a, d, e, f, g, h, j, k). Eight programs reported either an increase or no change in their pass rate from FY 2019 to FY 2020 (Ind. 3a, b, d, e, f, g, h, j). The programs within the School of Health Professions strive to ensure all students are prepared to take required licensure examinations following completion of the program. Advising, mentoring and career counseling services are provided to students in the School of Health Professions to ensure high licensure pass rates and occupational success.

A new indicator for this PAR cycle accounts for the percentage of career program associate degree and certificate graduates who were employed in Maryland in the year after graduation. Per data reported by the Maryland Longitudinal Data System (MLDS) Center, 87.8% of CCBC's FY 2019 graduates were employed in Maryland in the year after their graduation (Ind. 24). Another new PAR indicator shows the median annualized income of career program associate degree and certificate graduates who were employed in Maryland one year prior to graduation and three years after graduation. FY 2017 graduates from CCBC were earning a median income of \$24,108 one year prior to graduation and a median income of \$56,792 three years after graduation (Ind.25a,b).

The unduplicated number of students enrolled in workforce development courses decreased by 2.7% in Fall 2020 and annual course enrollments decreased by 13.1% (Ind. 26a, b). CCBC offers

a variety of Workforce Training Certificate programs that allow students to develop the knowledge and competencies that lead to job entry, industry credentials, and career advancement. CCBC will continue to promote these workforce development courses and programs. Head count increased over the past year by 8.2% while course registrations decreased over the past year for continuing professional education leading to government or industry-required certification or licensure (Ind. 27a, b). The unduplicated annual head count and annual course enrollments in contract training courses decreased in FY 2020 (Ind. 28a, b). The college will continue to seek innovative ways to engage businesses and provide contract training programs and services.

Response to Commission's Prompts

Commission Prompt: What are three COVID-related initiatives/programs your institution implemented that your institution will be adopting permanently?

During the COVID-19 pandemic, CCBC implemented several initiatives. Three initiatives that will be adopted permanently are enhanced remote collaboration via Microsoft Teams and Virtual Desktop Infrastructure (VDI), expanded teaching modalities, and expanding telework.

Prior to the pandemic, CCBC used dedicated video conferencing rooms to host distributed meetings for the college's six geographic campuses and centers. These rooms were centrally scheduled and were often used for college meetings that required participation across the college's locations. Prior to the pandemic, the college began transitioning the legacy Nortel telephone system to Microsoft's Skype for Business conferencing system. Skype introduced the college to the benefits of unified communications and desktop conferencing. When the COVID-19 pandemic struck, the college was forced into a remote work model and the existing Skype system was quickly overloaded. Needing a compatible solution quickly, the college immediately transitioned to a Microsoft Teams environment, where Microsoft's Cloud technology allowed the college to scale the use of Teams beyond the current installed Skype for Business system. With Teams, the college was able to scale meeting number and capacity of online meetings beyond the limitations of the college's installed Skype system, providing practically unlimited use.

During the first six months of the pandemic, CCBC provided Teams training to more than 1,500 employees. Adoption by our newly remote workforce was exceptional. Employees working from home embraced the online conferencing and collaboration technology, keeping the college running and providing educational opportunities to those who otherwise would have been denied. Soon, use of the technology became second nature and college employees were using more and more features found in the system. Teams quickly became a popular way for work groups, teams, and committees to conduct day-to-day operations.

As the pandemic draws to an end, Teams usage is not slowing down. Employees find using Teams more efficient than using a telephone or even meeting in person. On a Teams call, employees can share their computer screen and other visual documents without having to print them out. Teams Chat messaging is a much quicker and efficient way to ask a question or share a file with a co-worker. Teams libraries provide organized file storage for work groups, making it easier to find documents and collaborate on the original, thus reducing the number of draft copies

circulating. Overall, Teams has transformed the college's business processes and employee interactions. Even as remote work goes away, employees will continue to use Teams collaboration for the efficiency and improvement it provides to our day-to-day work.

With remote instruction and work brought on by the pandemic, the college needed a technically feasible and affordable way to deliver secure access to college computing resources to remote students and employees. Virtual Desktop Infrastructure (VDI) provided just that solution. VDI gives a remote student or employee the ability to attach to a college desktop computer from their home computer. The student can use their local computer keyboard and screen to remotely operate a desktop computer at the college, on the college network, connected to college resources, without having to be on the college network themselves. This technology solved many computer lab access problems as the student or employee could access and use college software on college machines remotely from their personal computer.

As the pandemic wanes, faculty are seeing new benefits to VDI technology. Whereas in the past, software may have only been available in a particular lab or classroom, today with VDI any college computer lab can be used to gain access to a specific software installation, whether it is installed in that lab or not. This greatly facilitates access to software and provides flexibility in room scheduling. For many software packages, the college is no longer constrained by which desktop the software is actually installed on as remote access by VDI enables one to operate that machine remotely. This allows the college to control software license costs while providing secure access remotely. Many Information Technology (IT) faculty see this as a boon to offering courses at multiple locations around the county and state without having to create multiple iterations of these specialized software labs.

Prior to March 2020, CCBC delivered instruction in three modalities: face-to-face, asynchronous online, and blended online. For the Fall 2020 semester, the academic leadership expanded the instructional formats to include eight modalities: face-to-face, on-site, asynchronous online, blended online, synchronous online, simulcast, remote lecture with on-site lab, lab course on-site, and arranged.

Open access, affordability, and student success are central tenets of CCBC's educational mission and philosophy. Leveraging the benefits of varied instructional modalities helps strengthen teaching and learning practices that are both student- and mission-centric. CCBC serves thousands of students who bring varying comfort levels, technical skills, learning styles, and personal circumstances to the way they connect to instruction. Offering them a rich array of instructional approaches helps meet their needs while also maximizing access, affordability, and success outcomes.

During the 2020-2021 academic year, we discovered that each of these modalities has strengths. The primary strength a variety of instructional modalities provides is the ability to impact teaching and learning on all three fronts: access, affordability and success (or some combination of the three). Therefore, CCBC aims to establish a broad spectrum of modalities ranging from fully face-to-face, synchronous learning to fully online, asynchronous learning, with a variety of combinations in between. This level of flexibility allows students to determine the learning modality that best fits their personal preferences, learning styles, technical skills, and personal

circumstances (e.g., work schedules, access to transportation, considerations around child care or family obligations, etc.).

In the end, remaining attentive to access, affordability, and student success through a rich and varied approach to teaching and learning has allowed CCBC to meet the teaching and learning needs of the students. The modalities offer lessons along the way that allow faculty and staff to make iterative enhancements in each of the modalities. This provides opportunities for continuous improvements and warrants CCBC continuing to offer all of the modalities in the future.

Prior to March 2020, CCBC's telework policy allowed minimal (three days per year in most cases) telework opportunities for exempt employees.

In March 2020, due to the "stay at home" order during the pandemic, CCBC temporarily expanded the telework policy to allow 100% telework to exempt and non-exempt employees who could perform 90% of their job online. CCBC also provided equipment to many employees to use while teleworking. The more liberal telework policy, which was to end Dec. 31, 2020, was extended to June 6, 2021, and then again extended to Aug. 1, 2021.

On Aug. 1, 2021, CCBC returned to the original, more limited telework policy. However, after reviewing the successes of the 2020-2021 telework program with regard to efficiencies, fewer commuting miles, reduced CCBC resources used, and increased employee satisfaction, CCBC has committed to reviewing the telework policy with the hopes of expanding the availability of telework.

To that end, there is a current proposal to senior management to revise and expand the telework policy, formally including part- and full-time non-exempt employees. The intention is to greatly expand the number of days that employees may telework over the year. With expanded telework opportunities, CCBC will be better able to respond to requests for reasonable accommodations under the Americans with Disabilities Act Amendments Act (ADAAA). Expanded telework opportunities will also assist in creating more diverse recruitment pools and attracting new employees to CCBC. The expanded policy will include a telework agreement, ensuring employees and supervisors have a clear understanding of their duties and responsibilities. A draft Human Resources directive is in the hands of senior leadership and is being reviewed.

In addition to the CCBC telework policy, the Maryland legislature recently proposed establishing the Office of Telework Assistance in the Department of Commerce. The office will establish the Business Telework and Assistance Grant to be used to purchase certain equipment or services related to telework. If the grant is approved by the legislature, CCBC intends to apply for this grant by reviewing best practices and developing a telework policy and telework guidelines. To comply with the grant, CCBC will designate certain positions for which employees are eligible to telework, and maximize, to the extent practicable, the number of telework-eligible employees. CCBC will also establish guidelines for security and protection of information systems, and Family Educational Rights and Privacy (FERPA) and Health Insurance Portability and Accountability Act (HIPAA)-protected student and employee information. If funding is available,

CCBC will consider re-implementing the computer loan agreement to support those employees who do not have a computer available for telework.

Community Outreach and Impact

CCBC places a strong emphasis on supporting and engaging with the communities it serves, as well as establishing partnerships within the greater Baltimore region. CCBC has a significant impact within each of the local communities it serves and within Baltimore County as a whole. The college president and members of the leadership team at CCBC, as well as campus and extension center directors, promote CCBC's presence within Baltimore County and surrounding areas from their positions on local and regional boards, chambers of commerce, committees and associations.

From late February 2021 through May 2021, CCBC Essex partnered with Baltimore County Government to host a COVID-19 Vaccine Clinic in the campus Wellness and Athletics Center. Under primary direction from the county's Health Department, the clinic operated weekly on Fridays and, at its peak, administered vaccines to approximately 1,500 patients per day, primarily serving residents of eastern Baltimore County.

The CCBC Essex campus supported the Baltimore County Fire Department by providing space for weeklong recruiting interviews in both the winter and spring of 2021. Fire Department personnel used classrooms in CCBC's new Carol Diane Eustis Center for Health Professions to interview and assess candidates seeking entry to the county's Fire Academy.

Baltimore County citizens and those from the surrounding region benefit from the variety of events hosted on CCBC campuses and the college's participation in community events. Over the past year, due to the COVID-19 pandemic, community events at all three main campuses and extension centers were extremely limited and for the most part took place outside. At the CCBC Catonsville campus, Catonsville Fit held eight weeks of outdoor exercise classes for its members with social distancing in place. The solar-paneled parking lots provided shelter from inclement weather and proved to be viable locations. Two local film companies successfully used the Catonsville campus track and automotive labs for filming marketing videos. The Patapsco Heritage group began its orienteering and mountain biking classes from the campus fields.

Though COVID-19 came with many challenges, personal protective equipment (PPE) for the college was made available to employees and students. CCBC exercised a great number of COVID-19 protocols as we continued to educate using various formats including face-to-face. The college provided each visitor and all staff with branded reusable face masks. Other PPE was provided as needed for staff and students.

The Dental Hygiene program on the CCBC Dundalk campus hosted their annual Sealant Saturday for children ages 6-17 to help to prevent tooth decay. Baltimore County Police and Baltimore County Fire Departments both conducted their promotional exams and interviews on the Dundalk campus.

CCBC Hunt Valley hosted all 2,000 Baltimore County police officers attending their *Fair and Impartial Policing* training. During a year when we have collectively taken inventory of our Diversity, Equity, and Inclusion goals as a college and greater community, we were proud to accommodate the training. This was an especially impressive feat during a year filled with pandemic-related restrictions, but with appropriate precautions in place, the trainings were a success.

In summer 2020, CCBC assisted the Baltimore County Police Department (BCPD) by providing indoor and outdoor space for *Civil Disturbance Training*. For approximately six weeks, BCPD utilized classrooms and parking lots at multiple CCBC locations.

While many organizations struggled through this time, CCBC continued to support the area Chamber of Commerce organizations by sponsoring virtual or other format events for their Outstanding Teacher Awards.

Cost Containment Effort

CCBC remains committed to improving efficiency throughout the college and aggressively pursues cost savings through rigorous management reviews and a college-wide commitment to improving and automating business processes. For FY 2021, CCBC continued to search for new cost-saving measures and efficiencies through careful consideration of past successes, while also looking for new ways to increase cost containment.

To contain expenditures, CCBC reduced computer leasing, renegotiated the Hunt Valley extension center lease, removed salary step increases and cost of living salary increases, reduced hiring and part-time hourly budgets, enacted a travel ban to out-of-state conferences, reduced supply budgets, and reduced utilities. Although these reductions were difficult for CCBC organization managers, CCBC successfully navigated FY 2021 and was able to grant employees a bonus at the end of the year for all their hard work during the coronavirus pandemic.