

Carroll Community College 2024 Performance Accountability Report

Mission

Empowering learners. Changing lives. Building community. Carroll Community College provides accessible, high-quality educational opportunities to advance careers, enrich lives, and strengthen the community we serve.

Institutional Assessment

Student Characteristics

Carroll Community College's FY2024 unduplicated headcount for fall credit students continued its upward trajectory from the prior two years. In alignment with national trends, the percentage of students enrolled part-time increased as well (indicator A). The College continued to see modest increases in enrollment for Hispanic/Latino and Black students, as well as students of multiple races (indicator H); the credit student population is somewhat more diverse than Carroll's service area, which is approximately 86% White. Reflecting the College's concentrated outreach and support efforts, the unduplicated headcount of learners in English for Speakers of Other Languages (ESOL) courses increased in FY2023 and has more than doubled since FY2021 (indicator D). Just over half of Carroll's credit students enrolled exclusively in face-to-face courses in Fall 2023, while a little less than 20% enrolled exclusively in distance education courses (indicator I).

State Plan Goal 1: Access

Enrollment is a key focus for the College each year. Credit student enrollment increased in FY2023 (indicator 1b), and again in FY2024, with a credit student headcount of just under 4,200. Carroll expects to keep inching towards the credit student headcount of 4,500 by FY2025. The annual unduplicated headcount for continuing education students (indicator 1c) continues to rebound following the pandemic, exceeding pre-COVID numbers in FY2023. While Carroll's continuing education student enrollment continues to improve, it is not expected that the College will meet the benchmark by the end of FY2025. A major challenge that impedes progress is the county's low unemployment rate and individuals not needing non-credit training to secure employment. The College plans to improve performance by implementing new industry-relevant programs, including security guard training, which will be required for employment in the State starting in January 2025. The College also just launched a Millwright Registered Apprenticeship Program in partnership with Heidelberg Materials, LLC. Moreover, the College has entered into an MOU with justice partners including the Carroll County State's Attorney's Office, the Carroll County Courts, the Carroll County Sheriff's Office, Maryland Department of Human Services, Carroll County Workforce Development, and numerous employers to create an ecosystem that provides greater access to reentry training at Carroll and also leverage Carroll's short term training credentials as a tool in divergence programming. Additionally, the College has

developed and is in the second year of implementing a marketing plan to promote short-term training.

Enrollment in lifelong learning (indicator 8) has recovered to pre-pandemic levels, and with both unduplicated headcount and annual course enrollments doubling from FY2022 to FY2023, Carroll will likely meet or exceed established benchmarks for this indicator by FY2025.

Less clear is whether the College will meet its FY2025 benchmark of 45% for Indicator 2, market share of first-time, full-time freshmen. Fall 2023 numbers for this indicator continued to lag, sustaining a four-year downward trajectory and reflective of national trends away from full-time post-secondary enrollment. Conversely, at 73.5%, Carroll's market share for part-time undergraduates remained above the 70% benchmark (indicator 3). The College also met its goal for high school enrollment (indicator 5), at 150% of the FY2025 benchmark in FY2023. Other indicators exceeding the FY2025 benchmarks related to online and hybrid learning in credit and continuing education (indicator 6), with the single exception of indicator 6d related to hybrid continuing education. Carroll no longer offers hybrid continuing education courses as there is little to no demand for the modality.

The College strives to make tuition and fees as affordable as possible, and, at 50.2% of the tuition and fees of Maryland public four-year institutions in FY2024, has achieved steadily declining charges year-over-year and has nearly met the FY2025 benchmark of 50% (indicator 7).

Carroll has far exceeded established FY2025 benchmarks related to indicator 9, which centers on enrollment in continuing education basic skills and literacy courses. The College has also outpaced benchmarks related to adult basic education and English as a second language (indicator 10). As noted earlier in this report, enrollments for credit and non-credit students of color (indicator 11) have trended upwards in recent years, exceeding benchmarks. The College fell short, however, in hiring faculty and administrative and professional staff of color. Carroll continues to emphasize equitable hiring practices and outreach to a diverse applicant pool, and will be developing a Diversity, Equity, Inclusion and Belonging plan in FY2025 that includes goals and metrics related to hiring, with the expectation that the College will meet its FY2025 benchmarks.

State Plan Goal 2: Success

At nearly 64%, fall-to-fall retention rates for all students is above the College's benchmark (indicator 14a), although the retention of specific student populations are not quite at their respective benchmarks (14b-d). Like other Maryland community colleges, Carroll continues to expand options for students who need developmental coursework, including directed self-placement and co-requisite instruction. As a result, the raw number of students still placing into traditional developmental courses (indicator 14c) has decreased over past years, which may partially account for the downward trajectory of the retention of this student population between the Fall 2020 and Fall 2022 cohorts, and the corresponding decline of the graduation-transfer rate of developmental completers (indicator 18b). Support and resources for students taking

developmental courses remain robust at Carroll. Should a faculty member raise any concern in the College's retention software system about a student taking one or more developmental courses, the student is immediately contacted for intervention and assistance. This consistent focus on the population of students registered for developmental courses has resulted in the College meeting its benchmark for developmental completers after four years (indicator 15). Fall-to-fall retention of college-ready students has steadily increased over the past four years (indicator 14d), and although the College has not quite hit the 75% benchmark at this time, it continues rigorous efforts in wraparound supports, tutoring, dedicated advising, and mental health services. Recognizing the national crisis surrounding mental health, particularly for college-aged students, in FY2024 Carroll invested in a new third-party counseling service, *Timely Care*. In the 2023-2024 academic year, the College saw a 20% increase in student participation in counseling services, with the majority categorized as scheduled counseling to address anxiety, stress, depression, relationships, and substance abuse. The College also partners with Transform Mid-Atlantic to host an Americorps Volunteers in Service to America (VISTA). Carroll's 2023-2024 VISTA assisted with Carroll's wellbeing and student support efforts, including maintaining a comprehensive database of resources available to the College population; developing and facilitating programming focused on wellbeing and mindfulness, such as meditation; managing Carroll's Relaxation Station; and conducting preliminary outreach to students who submit a request for assistance with study skills, food insecurity, technology, and mental health.

Carroll's successful-persister rates are approaching the benchmark for all students (indicator 16d) and college-ready students (Indicator 16a) but continue to reflect the effects of the COVID pandemic on the Fall 2019 cohort. While Carroll's overall graduation-transfer rate (indicator 18d) is above the benchmark, other indicators related to graduation, transfer, and number of degrees and certificates awarded (indicators 18a, 18b, and 20a) also show the lingering effects of the pandemic. On a positive note, 92.5% of students who transfer from Carroll to another higher education institution boast first-year GPAs above 2.0 (indicator 21), exceeding the College's benchmark, and the College also was above its benchmark for Carroll graduates enrolling at a baccalaureate institution within one year (indicator 22).

State Plan Goal 3: Innovation

The College continues to make progress with indicators related to continuing education. Although indicators remain below the benchmark, there have been notable increases in enrollment in workforce development courses (indicator 26), certification and licensure courses (indicator 27), and contract training courses (indicator 28). While indicators are improving, it is not anticipated that the College will reach these benchmarks. The College is undertaking numerous initiatives to ensure that completers leave with employable skills. Most importantly, the College has received a \$2.85 million grant that will enable it to establish a trades center and provide scholarships, stipends, and tools to reduce barriers to trades education and cover the cost of industry certification tests. The grant will enable the College to expand its capacity in welding, advanced manufacturing, and entrepreneurship, and create new carpentry and plumbing apprenticeship programs, along with a new animal grooming program.

The College also received an Employment Advancement Right Now (EARN) grant that will enable it to develop and deliver three high-tech and electric vehicle repair and maintenance pathways that map to numerous Automotive Service Excellence (ASE) certifications. This grant will provide scholarships, stipends, and equipment, and cover the cost of ASE certification exams. For the programs covered by each of these grants, the College will employ the Integrated Education and Training Model (IET) to provide contextualized language instruction to English Language Learners, enabling them to access and successfully complete training programs.

The College projects the following enrollments as a result of these grants over the next three years:

Program	Year 1	Year 2	Year 3	Total Served
Welding	40	60	60	160
High-Tech Automotive/EV	26	35	35	96
Carpentry	10	15	18	43
Plumbing	10	15	18	43
Manufacturing	7	9	11	27
Animal grooming	8	10	15	33
Entrepreneurship	12	18	24	54
TOTAL	113	162	181	456

Commission Questions:

In reviewing your institutional metrics regarding completion, what specific initiatives is your institution implementing to increase completion rates? Please provide a brief narrative on their impact of those initiatives on completion rates.

During FY 2024, Carroll implemented a comprehensive enrollment management plan that ensures access, diverse representation, academic success, and affordability for all student groups throughout the enrollment life cycle—from prospect to graduate. The plan provided multiple initiatives directly related to completion.

For example, to encourage CLEP testing, Carroll offered ten tests free of charge to eligible students. Eligible students were given information about the format and content of the CLEP test prior to their test date. All ten free tests resulted in 12 credits for each test taker for a total of 120 credits earned towards degree completion. Additionally, Carroll regularly contacts former students who have earned 45 or more credits but have not graduated. The communication reminds them they can apply for graduation and informs them about the Reverse Transfer opportunity. Communication is sent to both their Carroll and personal email addresses. Furthermore, during the registration period for each term, Carroll contacts students not enrolled within the last year and alerts them that it is registration time and to consider returning. As a result of these and other initiatives, Carroll graduation-transfer rates after four years continue to improve. This improvement can be seen across student groups.

Does your institution have specific goals regarding the success of transfer students? How have those goals been identified and how are they measured?

Carroll's goal related to transfer student success is the same as what is measured in the Performance Accountability Report – a Grade Point Average (GPA) of 2.0 or above at transfer institution after one year at Maryland public four-year institutions. The data are reported for transfer students who earned at least 12 credits at the community college and attended within two years prior to transfer. These data are provided annually by the Maryland Higher Education Commission.

Carroll's Planning Advisory Council established the AY2024-2025 benchmark for PAR indicator 21 after reviewing trend data and factoring in relevant contextual knowledge. During the process, the benchmark for the percentage of students meeting the criteria was set at 90%, a five-percentage point increase over the benchmark for the previous reporting cycle, signifying the College's confidence in the preparedness of students who transfer to baccalaureate institutions.

Carroll has recently established dual admissions transfer partnerships with several four-year colleges and universities. The partnership offers Carroll students guaranteed admission and transfer of all their credits to the partner school after they graduate from Carroll with their associate degree. Partnerships currently exist with McDaniel College, University of Baltimore, University of Maryland Global Campus (UMGC), Towson University, and University of Maryland, Baltimore County (UMBC). As the program develops, Carroll is gathering baseline data to support the development of outcome goals for students participating in the program.

In reviewing your institutional metrics regarding equity gaps (in either access or completion), what is the biggest challenge your institution faces as it attempts to eliminate those gaps?

Carroll monitors multiple key metrics related to equity gaps. The biggest challenge Carroll faces in attempting to eliminate gaps is the limited size of many student groups. In many student groups, a single outlier or two can significantly impact student results. This leads to volatility in the data, making it difficult to interpret the data because of the statistical significance and ability to generalize findings based on the analysis. Moreover, the intersectionality of the smaller student groups requires nuanced approaches to the disparate and discrete needs of students.

Based on 49 recommendations to advance and sustain diversity, equity, inclusion, and belonging at Carroll provided by external partner BDO in FY2023, Carroll is developing a long-term Diversity, Equity, Inclusion, and Belonging Plan.

How does your institution ensure that graduates leave with employable skills? What kind of opportunities do you provide (i.e., internships, co-op programs, practicums, professional development workshops, industry partnerships and advisory boards, and career counseling and advising services)?

Under the Blueprint for Maryland's Future, the College has entered into an MOU with Carroll County Public schools to provide free to the student dual enrollment training in Dental Technician, Pharmacy Technician, Automotive and Welding, with each of these programs

leading up to an industry recognized credential or licensure. Carroll provides the related technical instruction for three registered apprenticeship programs (Electrical, HVAC, and Millwright) in which a student will earn journeyman status upon completion. Additionally, Allied Health and Animal Science programs require clinical experience to ensure students gain in-demand skills and real-world experience.

Carroll's workforce programs are supported by experienced industry advisory boards that help the College ensure that the educational pathway sufficiently prepares students with the knowledge, skills, and abilities to commence employment immediately upon completion.

Moreover, in the past academic year, Carroll's Career Development Office had just over 1,500 interactions with credit students. Career-focused programming included nine *Lunch and Learns*, which connect students to professionals in a career as part of a specific course; five *Lynx Level Ups*, workshops focused on career and self-exploration, workforce readiness, and employment; numerous career counseling sessions; a panel presentation focused on employment in the Social Sciences; *Employers on Campus* events; and a Department of Natural Resources Career symposium. Career Development hosted a successful Career Fair with 52 companies present, along with two more intimate Area of Study career fairs to meet the growing needs of employers and students. Nine credit students completed for-credit internships, securing positions relevant to their majors. Students in Carroll's highest-enrolled associates-to-career credit programs were provided with resume, interview, and professionalism workshops, followed by one-on-one meetings. Moreover, since Career Development is a part of Student Engagement, the widely recognized career competencies developed by the National Association of Colleges and Employers (NACE) have been engrained into other facets of student life such as Honors programs, service-learning, and leadership training, encouraging students to consider their future throughout many aspects of their college experience.

Community Outreach and Impact

As in previous years, Carroll maintained a strong partnership with Carroll County Public Schools in FY2024. Nearly 1,400 dually enrolled CCPS students completed credit courses at Carroll in FY2024. As noted above, Carroll continued to cement partnerships with state baccalaureate institutions. In Spring 2024, the College signed a new dual admissions agreement with the University of Maryland Baltimore County that allows students to transfer up to 70 credits and includes comprehensive pre-transfer advising to support a seamless student progression from Carroll to UMBC.

The College is intentional in partnering with our local agencies to enhance career connections with youth. The College has entered into a Workforce MOU with its local education agency and local workforce agency to increase career counseling and career awareness among middle and high school students. Carroll also offered summer camp sessions that align to credit and workforce programs to enhance camper to credit transitions. One example of a camp offered this year is *Camp Scrubs*, where campers explore the world of medicine and learn real-life medical skills.

The College also partnered with Carroll County Workforce Development to bring their Summer Youth Employment Program to campus. Approximately 45 youth came to campus for a hands-on tour of Carroll's credit and non-credit programs, attending sessions focused on topics such as resume writing, career exploration, and mock interviews. The program also included a job fair that was open to the public. Additionally, the College has established an MOU with the Literacy Council of Carroll County to better support adult basic education students in accessing necessary supports throughout the community.

The College will be hosting *TedX Westminster* in March with the theme of coming together as a community. Representatives from community partners and the College will deliver Ted Talks on topics relevant to Westminster and the Carroll County region.

Throughout the year, Carroll continued to host community-building, enriching events for the county. The inaugural Winter Market, a festive marketplace for community members to shop, eat, and experience the College's facilities held in December 2023, received an enthusiastic response. Sixty vendors sold their wares to more than one thousand shoppers. The College's Democracy Lab continued to provide a forum for the community to discuss complex topics such as artificial intelligence, gender identity, and climate change. Carroll also sponsored and hosted the annual Carroll Citizens for Racial Equity Spring 2024 conference and the community Juneteenth celebration. Finally, the second annual Family Fun Fest took place in April 2024, offering myriad activities such as a scavenger hunt, drone demonstrations, fire safety instruction, and free books for youth attendees.

5. Please use the template below and provide a comprehensive list of current and forthcoming **federal grants** awarded to your institution that are **specifically focused on student success**. For example, grants that allow for specialized scholarships (e.g., S-STEM), grants that support initiatives to enhance the curriculum (e.g., Ideas Lab), grants that support faculty development in pedagogy (e.g., Institutes for Higher Education Faculty), grants that improve academic achievement, grants that address achievement gaps, etc. In the list please include the funder, the grant name, the name of the project, the award amount, and the start/end dates of the project.

Funder Name (e.g. National Science Foundation, Institute of Education Science)	Grant Name	Funded Project Name	Award Amount	Start Date	End Date
US Department of Education	College Work Study		49,093		9/30/2024
US Department of Education	S.E.O.G.		172,393		9/30/2024
US Department of Education	Pell Grants		2,067,135		9/30/2024
US Department of Education	Direct Lending Program		839,028		9/30/2024
MD Department of Labor	Consolidated Adult Education and Literacy Services Program	AEFLA Adult Basic Education (ABE/ESL)	154,266	7/1/2023	6/30/2024
MD Department of Labor	Consolidated Adult Education and Literacy Services Program	AEFLA Adult Secondary Education (ASE)	38,943	7/1/2023	6/30/2024
MD Department of Labor	Consolidated Adult Education and Literacy Services Program	AEFLA Family Literacy (FL)	23,047	7/1/2023	6/30/2024
MSDE	Child Care Career and Professional Development		135,599	7/1/2023	6/30/2024
MHEC	GEER II		254,584	3/1/2021	9/30/2023
MD Department of Labor	State Apprenticeship Expansion Grant, Hospitality Management	Hospitality Management Apprenticeship Program	319,274	11/16/2023	3/30/2026
University of Maryland	Small Business Development Center	Small Business Development Center	176,666	1/1/2024	12/31/2024
University of Maryland	Small Business Development Center	Small Business Development Center	176,666	1/1/2023	12/31/2023
University of Maryland	Maryland Economic Opportunity Center	Maryland Economic Opportunity Center	172,583	9/1/2022	6/30/2024

CARROLL COMMUNITY COLLEGE

2024 ACCOUNTABILITY REPORT

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.

	Fall 2020	Fall 2021	Fall 2022	Fall 2023
A Fall credit enrollment				
a. Unduplicated headcount	3,060	2,770	2,891	3,164
b. Percent of students enrolled part time	67.0%	67.8%	70.2%	71.5%
	Fall 2020	Fall 2021	Fall 2022	Fall 2023
B First-time credit students with developmental education needs	11.6%	26.7%	27.8%	24.8%
	FY 2020	FY 2021	FY 2022	FY 2023
C Credit students who are first-generation college students (neither parent attended college)	38.3%	38.3%	21.3%	21.3%
	FY 2020	FY 2021	FY2022	FY 2023
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	247	158	239	346
	FY 2020	FY 2021	FY 2022	FY 2023
E Credit students receiving financial aid				
a. Receiving any financial aid	31.8%	34.2%	56.2%	55.9%
b. Receiving Pell grants (excluding high school students)	19.3%	18.0%	17.1%	18.3%
Note: Methodology for (b) has changed from prior reports.				
	Fall 2020	Fall 2021	Fall 2022	Fall 2023
F Students 25 years old or older				
a. Credit students	21.2%	21.3%	17.8%	18.3%
	FY 2020	FY 2021	FY2022	FY 2023
b. Continuing education students	75.3%	78.3%	75.4%	76.0%
	FY 2017	FY 2019	FY 2021	FY2023
G Credit students employed more than 20 hours per week	57.4%	47.7%	46.0%	39.3%
	Fall 2020	Fall 2021	Fall 2022	Fall 2023
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	5.7%	6.5%	6.6%	7.5%
b. Black/African American only	4.5%	5.0%	5.1%	6.3%
c. American Indian or Alaskan native only	0.4%	0.3%	0.4%	0.3%
d. Native Hawaiian or other Pacific Islander only	0.2%	0.1%	0.1%	0.1%
e. Asian only	2.9%	2.8%	3.7%	3.8%
f. White only	81.4%	80.4%	78.1%	75.0%
g. Multiple races	3.3%	4.0%	4.7%	5.3%
h. Foreign/Non-resident alien	0.2%	0.2%	0.4%	0.5%
i. Unknown/Unreported	1.6%	0.8%	0.9%	1.2%
	Fall 2020	Fall 2021	Fall 2022	Fall 2023
I Credit student distance education enrollment				
a. Enrolled exclusively in distance education	53.5%	22.1%	14.5%	18.0%
b. Enrolled in some, but not all, distance education	35.9%	36.7%	33.6%	26.8%
c. Not enrolled in any distance education	10.6%	41.2%	51.8%	55.2%

**CARROLL COMMUNITY COLLEGE
2024 ACCOUNTABILITY REPORT**

	FY 2020	FY 2021	FY 2022	FY 2023
J Unrestricted revenue by source				
a. Tuition and fees	36.5%	32.7%	29.6%	28.0%
b. State funding	28.2%	26.8%	29.4%	34.2%
c. Local funding	34.9%	37.3%	36.9%	37.0%
d. Other	0.5%	3.2%	4.1%	0.8%

	FY 2020	FY 2021	FY 2022	FY 2023
K Expenditures by function				
a. Instruction	44.8%	43.7%	42.1%	42.6%
b. Academic support	12.5%	13.6%	13.1%	13.3%
c. Student services	10.3%	10.8%	10.5%	10.4%
d. Other	32.4%	31.9%	34.3%	33.7%

Goal 1: Access

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
1 Annual unduplicated headcount					
a. Total	9,177	7,183	8,199	9,391	10,635
b. Credit students	4,304	4,145	3,806	3,998	4,500
c. Continuing education students	5,098	3,230	4,602	5,676	7,000

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
2 Market share of first-time, full-time freshmen	47.9%	40.0%	42.4%	39.3%	45.0%

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
3 Market share of part-time undergraduates	69.4%	68.8%	72.5%	73.5%	70.0%
Note: Methodology changed starting in Fall 2019.					

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2024
4 Market share of recent, college-bound high school graduates	50.6%	46.4%	39.7%	41.6%	55.0%
Note: Methodology changed starting in Fall 2019.					

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
5 High school student enrollment	685	619	807	1,022	700

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
6 Annual enrollment in online/hybrid courses					
a. Credit, online	2,786	6,089	6,152	4,915	3,850
b. Continuing education, online	269	666	565	1,981	450
c. Credit, hybrid	699	1,367	1,180	1,204	650
d. Continuing education, hybrid	0	0	0	0	150

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2026
7 Tuition and mandatory fees					
a. Annual tuition and fees for full-time students	\$5,100	\$5,160	\$5,160	\$5,160	NA
b. Percent of tuition/fees at Md public four-year	52.8%	52.5%	51.4%	50.2%	50.0%
Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

CARROLL COMMUNITY COLLEGE 2024 ACCOUNTABILITY REPORT

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	1,821	857	928	1,871	1,975
b. Annual course enrollments	3,494	1,487	1,644	3,392	4,000

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	355	285	396	504	350
b. Annual course enrollments	532	672	854	1,029	650

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	13.8%	36.4%	34.9%	39.8%	20.0%
b. At least one ESL educational functioning level	14.5%	30.8%	41.1%	40.2%	30.0%
Note: Not reported if < 50 students in the cohort					

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
11 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	16.9%	18.8%	20.8%	23.8%	17.0%

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
b. Percent nonwhite continuing education enrollment	19.4%	23.7%	25.5%	28.3%	17.0%

	July 2020	July 2021	July 2022	July 2023	Benchmark Not Required
c. Percent nonwhite service area population, 15 or older	11.0%	11.5%	12.3%	13.3%	NA

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
12 Percent minorities (nonwhite) of full-time faculty	13.8%	12.8%	11.7%	12.0%	17.0%

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
13 Percent minorities (nonwhite) of full-time administrative	7.5%	9.9%	8.3%	8.4%	9.0%

Goal 2: Success

	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Benchmark Fall 2024 Cohort
14 Fall-to-fall retention					
a. All students	61.3%	65.3%	61.0%	63.6%	60.0%
b. Pell grant recipients	57.8%	65.8%	64.0%	63.6%	65.0%
c. Developmental students	49.7%	54.3%	51.1%	47.7%	55.0%
d. College-ready students	66.7%	66.9%	64.6%	69.8%	75.0%

**CARROLL COMMUNITY COLLEGE
2024 ACCOUNTABILITY REPORT**

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark
	Cohort	Cohort	Cohort	Cohort	Fall 2021
	<hr/>				
15 Developmental completers after four years	50.6%	69.2%	56.2%	55.4%	55.0%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark
	Cohort	Cohort	Cohort	Cohort	Fall 2021
	<hr/>				
16 Successful-persister rate after four years					
a. College-ready students	86.7%	89.0%	89.6%	84.6%	90.0%
b. Developmental completers	83.9%	89.4%	87.0%	68.5%	90.0%
c. Developmental non-completers	32.2%	29.8%	27.8%	23.5%	NA
d. All students in cohort	73.8%	78.9%	76.3%	76.8%	80.0%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark
	Cohort	Cohort	Cohort	Cohort	Not Required
	<hr/>				
17 Successful-persister rate after four years					
a. White only	74.2%	78.7%	76.3%	76.5%	NA
b. Black/African American only	N<50	N<50	N<50	N<50	NA
c. Asian only	N<50	N<50	N<50	N<50	NA
d. Hispanic/Latino	N<50	N<50	N<50	N<50	NA
Note: Not reported if < 50 students in the cohort for					
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark
	Cohort	Cohort	Cohort	Cohort	Fall 2021
	<hr/>				
18 Graduation-transfer rate after four years					
a. College-ready students	76.9%	76.7%	81.8%	74.9%	80.0%
b. Developmental completers	69.0%	63.5%	67.4%	46.7%	70.0%
c. Developmental non-completers	19.1%	16.7%	18.9%	20.6%	NA
d. All students in cohort	61.0%	61.1%	62.7%	65.2%	60.0%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark
	Cohort	Cohort	Cohort	Cohort	Not Required
	<hr/>				
19 Graduation-transfer rate after four years					
a. White only	60.7%	60.6%	62.7%	64.9%	NA
b. Black/African American only	N<50	N<50	N<50	N<50	NA
c. Asian only	N<50	N<50	N<50	N<50	NA
d. Hispanic/Latino	N<50	N<50	N<50	N<50	NA
Note: Not reported if < 50 students in the cohort for					
	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark
	<hr/>				
20 Associate degrees and credit certificates awarded					
a. Total awards	548	579	533	513	650
b. Career degrees	162	135	124	133	NA
c. Transfer degrees	330	406	352	338	NA
d. Certificates	56	38	57	42	NA
e. Unduplicated graduates	514	566	510	486	NA

**CARROLL COMMUNITY COLLEGE
2024 ACCOUNTABILITY REPORT**

	AY 19-20	AY 20-21	AY 21-22	AY 22-23	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	93.0%	91.6%	88.3%	92.5%	90.0%

	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	60.9%*	59.1%*	63.3%*	65.3%	65.0%
* Data corrected.					

Goal 3: Innovation

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Physical Therapist Assistant	100.0%	100.0%	88.9%	100.0%	90.0%
Number of Candidates	17	12	18	18	
b. LPN	100.0%	90.9%	100.0%	94.1%	90.0%
Number of Candidates	13	11	16	17	
c. RN	96.9%	83.0%	89.1%	92.9%	90.0%
Number of Candidates	65	53	46	42	
d. NRP/EMS	85.7%	80.0%	80.0%	80.0%	80.0%
Number of Candidates	7	5	5	5	
Note: Not reported if <5 candidates in a year					

	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	Benchmark Not Required
24 Graduates employed within one year	85.7%	85.5%	88.1%	89.8%	NA

	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to	\$ 14,728	\$ 14,356	\$ 15,404	\$ 14,116	NA
b. Median annualized income three years after	\$ 50,616	\$ 55,360	\$ 56,196	\$ 66,096	NA

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	2,889	2,428	2,915	3,365	4,500
b. Annual course enrollments	4,830	3,912	4,728	5,236	7,500

**CARROLL COMMUNITY COLLEGE
2024 ACCOUNTABILITY REPORT**

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or					
a. Unduplicated annual headcount	1,709	1,385	1,564	1,773	2,500
b. Annual course enrollments	2,632	2,040	2,438	2,544	3,600

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	1,849	906	1,355	1,877	2,750
b. Annual course enrollments	2,934	1,505	2,058	2,947	4,500

Note: NA designates not applicable
* designates data not available

Carroll Community College Degree Progress Four Years after Initial Enrollment Fall 2019 Entering Cohort

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers			
1	First-time full- and part-time fall headcount		583	100%	399	68%	102	17%	82	14%
2	Number attempting fewer than 18 hours over first 2 years		126		68		10		48	
3	Cohort for analysis (Line 1 – Line 2)		457	100.0%	331	100.0%	92	100.0%	34	100.0%
4	Earned Associate degree from this community college		220	48.1%	192	58.0%	28	30.4%	0	0.0%
5	Earned certificate, but no degree, from this community college		9	2.0%	7	2.1%	1	1.1%	1	2.9%
6	Total associate and certificate graduates (Line 4 + Line 5)		229	50.1%	199	60.1%	29	31.5%	1	2.9%
7	Transferred to Maryland two-year/technical college		11	2.4%	5	1.5%	2	2.2%	4	11.8%
8	Transferred to Maryland public four-year college		136	29.8%	117	35.3%	17	18.5%	2	5.9%
9	Transferred to Maryland private four-year college or university		44	9.6%	34	10.3%	10	10.9%	0	0.0%
10	Transferred to out-of-state two-year/technical college		3	0.7%	1	0.3%	2	2.2%	0	0.0%
11	Transferred to out-of-state four-year college or university		37	8.1%	31	9.4%	6	6.5%	0	0.0%
12	Total transfers (sum of Lines 7 - 11)		231	50.5%	188	56.8%	37	40.2%	6	17.6%
13	Graduated from this college and transferred (Line 6 ∩ Line 12)		162	35.4%	139	42.0%	23	25.0%	0	0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		298	65.2%	248	74.9%	43	46.7%	7	20.6%
15	No award or transfer, but 30 credits with GPA ≥ 2.00		45	9.8%	31	9.4%	14	15.2%	0	0.0%
16	Successful transition to higher ed (Line 14 + Line 15)		343	75.1%	279	84.3%	57	62.0%	7	20.6%
17	Enrolled at this community college last term of study period		8	1.8%	1	0.3%	6	6.5%	1	2.9%
18	Successful or persisting (Line 16 + Line 17)		351	76.8%	280	84.6%	63	68.5%	8	23.5%

Carroll Community College Degree Progress Four Years after Initial Enrollment Fall 2019 Entering Cohort

	African American Students	Asian Students	Hispanic Students	White Students (optional data)
1 First-time full- and part-time fall headcount	18	13	31	489
2 Number attempting fewer than 18 hours over first 2 years	6	3	7	101
3 Cohort for analysis (Line 1 – Line 2)	12 100.0%	10 100.0%	24 100.0%	388 100.0%
4 Earned Associate degree from this community college	4 33.3%	3 30.0%	13 54.2%	187 48.2%
5 Earned certificate, but no degree, from this community college	1 8.3%	0 0.0%	0 0.0%	6 1.5%
6 Total associate and certificate graduates (Line 4 + Line 5)	5 41.7%	3 30.0%	13 54.2%	193 49.7%
7 Transferred to Maryland two-year/technical college	1 8.3%	0 0.0%	0 0.0%	9 2.3%
8 Transferred to Maryland public four-year college	4 33.3%	2 20.0%	6 25.0%	115 29.6%
9 Transferred to Maryland private four-year college or university	2 16.7%	0 0.0%	4 16.7%	36 9.3%
10 Transferred to out-of-state two-year/technical college	0 0.0%	0 0.0%	0 0.0%	3 0.8%
11 Transferred to out-of-state four-year college or university	0 0.0%	1 10.0%	2 8.3%	33 8.5%
12 Total transfers (sum of Lines 7 - 11)	7 58.3%	3 30.0%	12 50.0%	196 50.5%
13 Graduated from this college and transferred (Line 6 [] Line 12)	3 25.0%	2 20.0%	9 37.5%	137 35.3%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	9 75.0%	4 40.0%	16 66.7%	252 64.9%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	0 0.0%	4 40.0%	2 8.3%	38 9.8%
16 Successful transition to higher ed (Line 14 + Line 15)	9 75.0%	8 80.0%	18 75.0%	290 74.7%
17 Enrolled at this community college last term of study period	1 8.3%	0 0.0%	0 0.0%	7 1.8%
18 Successful or persisting (Line 16 + Line 17)	10 83.3%	8 80.0%	18 75.0%	297 76.5%