Carroll Community College
Effectiveness, Integrity, and Accountability

Fall 2024 Credit Enrollment Analysis

Institutional Effectiveness Report
October 2024

ENROLLMENT HIGHLIGHTS

Fall 2024 enrollment is up over 5% from Fall 2023. This marks the third consecutive year with increases in both headcount and full-time-equivalent (FTEs).

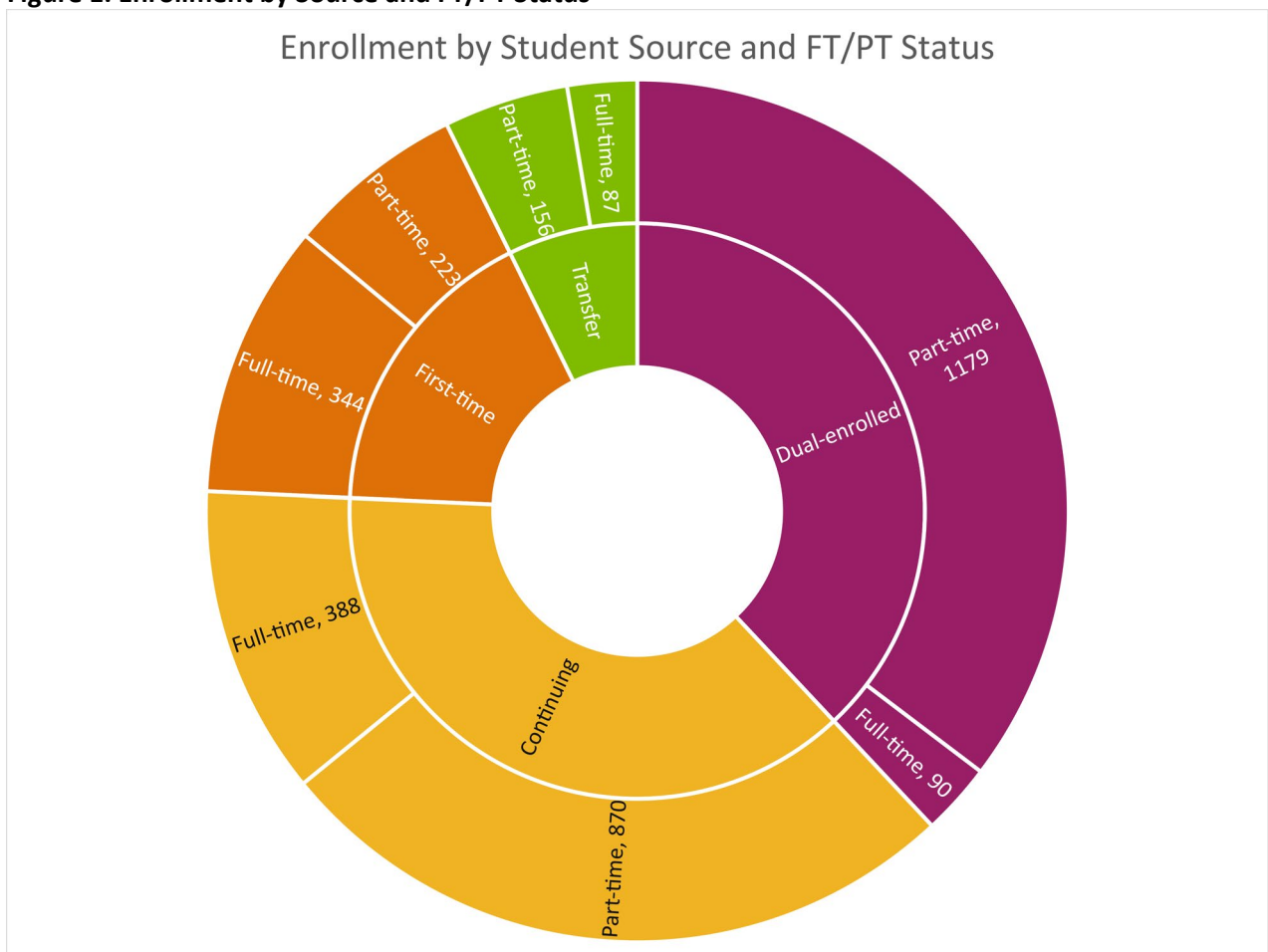**Figure 1. Enrollment by Source and FT/PT Status**

Enrollment by Student Source and FT/PT Status

Figure 2. Enrollment by FT/PT Status Fall Semesters 2020-2024
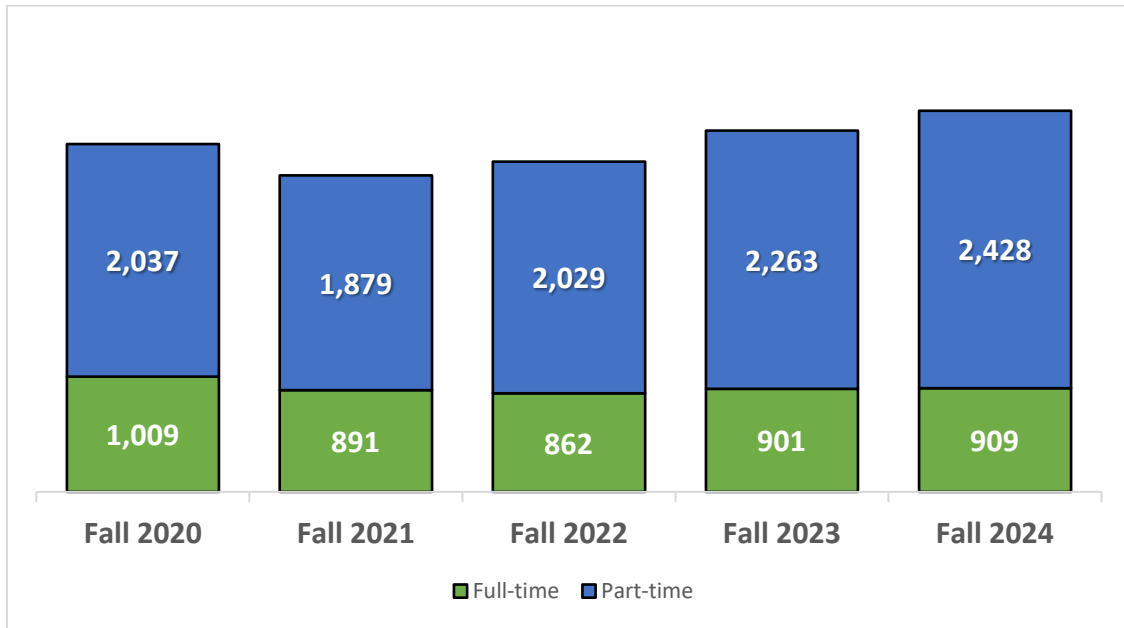
Table 1. Fall Credit Enrollment Trends, Fall 2020-2024

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Total headcount	3,060	2,770	2,891	3,164	3,337
Change from prior year	-2.1%	-9.5%	4.4%	9.4%	5.5%
Full-time students	1,009	891	862	901	909
Change from prior year	-7.3%	-11.7%	-3.3%	4.5%	0.9%
Part-time students	2,051	1,879	2,029	2,263	2,428
Change from prior year	0.7%	-8.4%	8.0%	11.5%	7.3%
Dual-enrolled students	685	617	807	1,022	1,269
Change from prior year	10.5%	-9.9%	30.8%	26.6%	24.2%
Full-time-equivalent (FTEs)	865	774	790	850	895
Change from prior year	-4.6%	-10.5%	2.1%	7.5%	5.3%
Total billable hours	25,944	23,230	23,715	25,496	26,848
Billable hours per student	8.47	8.39	8.20	8.06	8.05

SOURCE: Office of Institutional Research; official "third-week" census files. FTEs are those eligible and ineligible for state funding. Current fall FTEs are estimated and subject to audit adjustments.

Student Course Loads in Billable Hours

The effect of our large dual-enrolled population, most of whom take one course, is evident in the consistently high number of students enrolled in 3 credits. In a similar vein, the increase in the number of students enrolled in 6 and 7 credits is primarily due to dual-enrolled students taking two courses.
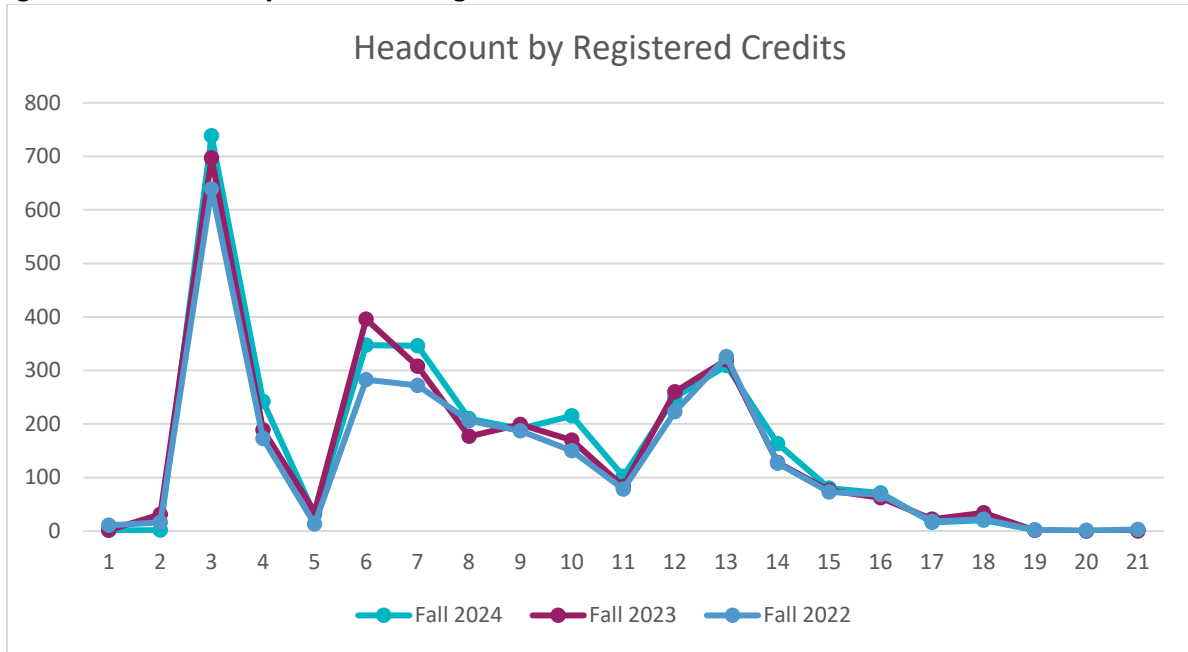
Figure 3. Headcount by Number of Registered Credits

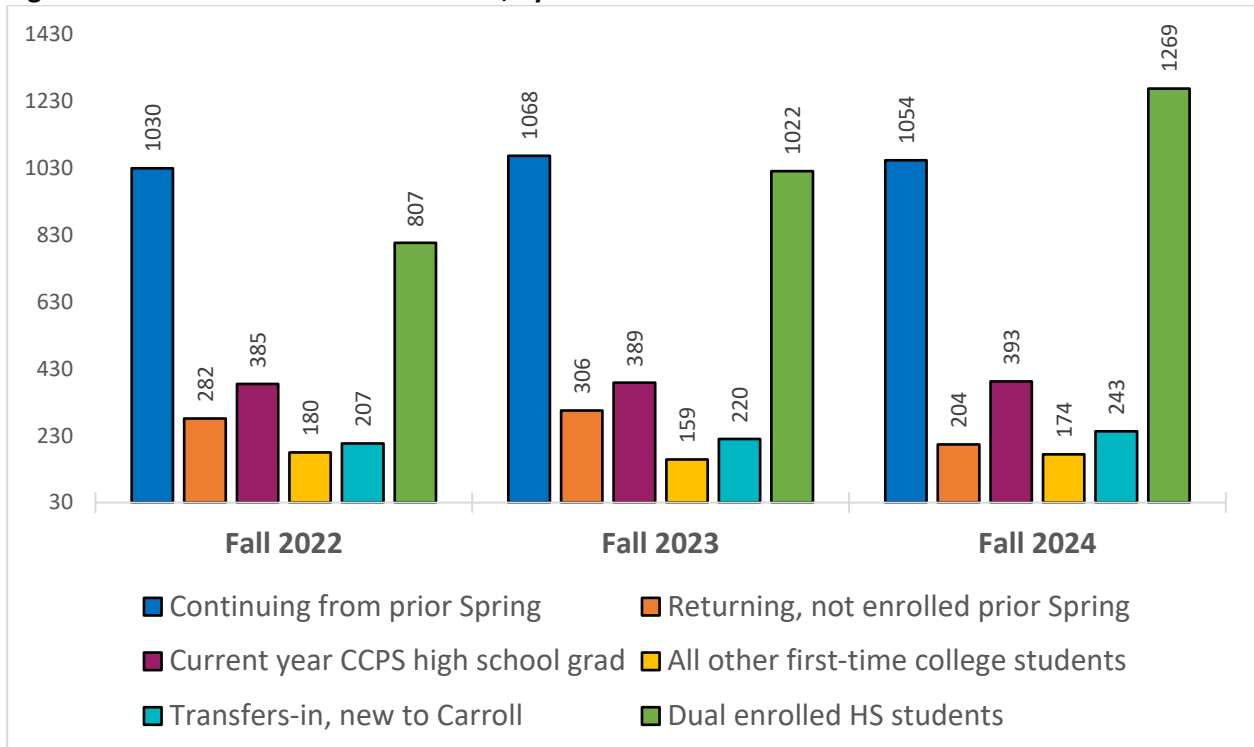**Figure 4. Fall Semester Credit Headcount, by Enrollment Source**

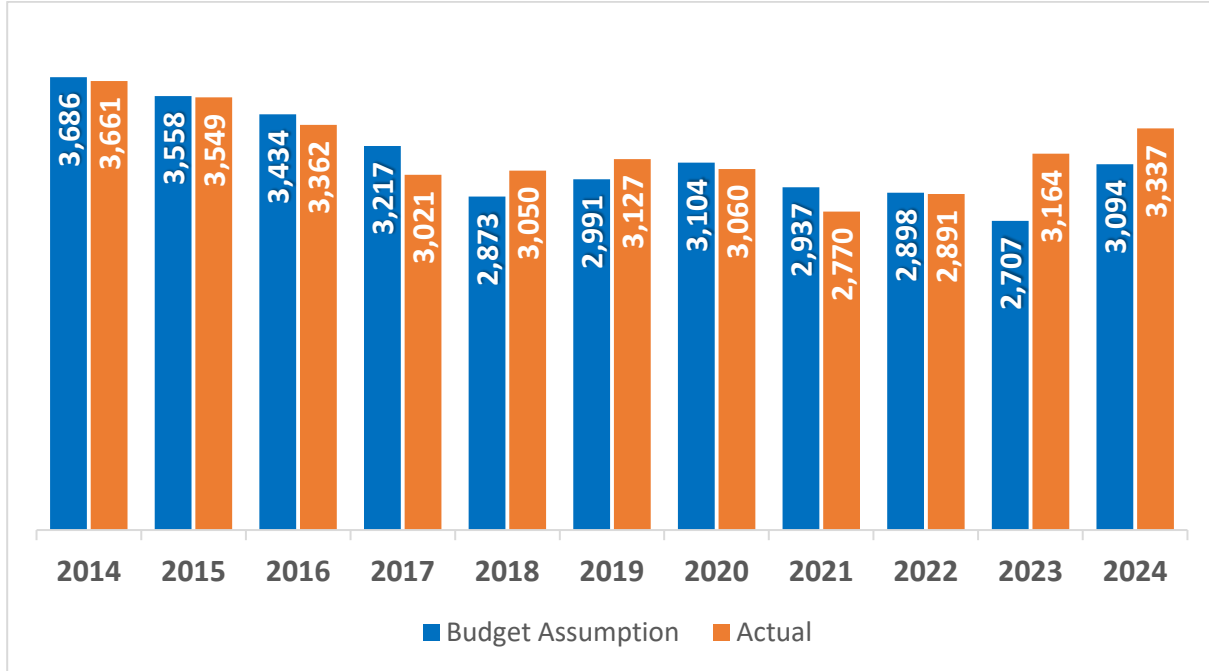**Figure 5. Projected/Budgeted Enrollment vs. Actual Enrollment, Fall Semesters**

Year	Budget Assumption	Actual
2014	3,686	3,661
2015	3,558	3,549
2016	3,434	3,362
2017	3,217	3,021
2018	2,873	3,050
2019	2,991	3,127
2020	3,104	3,060
2021	2,937	2,770
2022	2,898	2,891
2023	2,707	3,164
2024	3,094	3,337

Table 2. Enrollment Compared to Projections/Benchmarks

Enrollment Metric	Goal	Fall 2024	Actual/Goal
Fall headcount	3094	3337	1.08
Fall total FTEs	859	895	1.04
Fall CCPS HS graduate enrollment rate	25%	20%	.80
Retention – first-time, full-time	70%	69%	.99
Retention – first-time, part-time	50%	53%	1.06

Legend:
Green: Goal is met/exceeded
Yellow: Goal is approached (> .95)
Red: Gap between goal and actual is <.95)

STUDENT DEMOGRAPHICS

Carroll tends to have very stable demographics from year to year.

Table 3. Demographics, Fall Semesters 2020-2024

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	2023-2024 Change	
						Number	Percent
Under 20 years	1,625	1,479	1,653	1,876	2098	222	10.6%
20 – 24	786	702	723	709	707	-2	-0.3%
25 – 39	488	454	384	429	399	-30	-7.5%
40 and above	161	135	131	150	133	-17	-12.8%
Female	1,912	1,689	1,697	1,860	1985	125	6.3%
Male	1,148	1,081	1,194	1,304	1352	48	3.6%
White, non-Hispanic	2,492	2,226	2,259	2,374	2,505	131	5.2%
Hispanic	174	185	199	245	268	23	8.6%
Black, non-Hispanic	139	139	149	202	192	-10	-5.2%
Asian, non-Hispanic	89	78	110	124	145	21	14.5%
Native American	11	7	12	10	9	-1	-11.1%
Hawaiian/Pacific Isl.	5	3	1	2	7	5	71.4%
Multiple race, non-Hispanic	100	110	135	170	164	-6	-3.7%
Carroll County	2,760	2,493	2,658	2,857	3,084	227	7.4%
Baltimore County	131	105	80	99	102	3	2.9%
Other Maryland	102	117	102	132	85	-47	-55.3%
Pennsylvania	59	46	48	63	61	-2	-3.3%
Other states	8	9	4	12	5	-7	-140.0%

FIRST-TIME FRESHMEN

Figure 6. First Time Freshmen by Full-time/Part-time Status
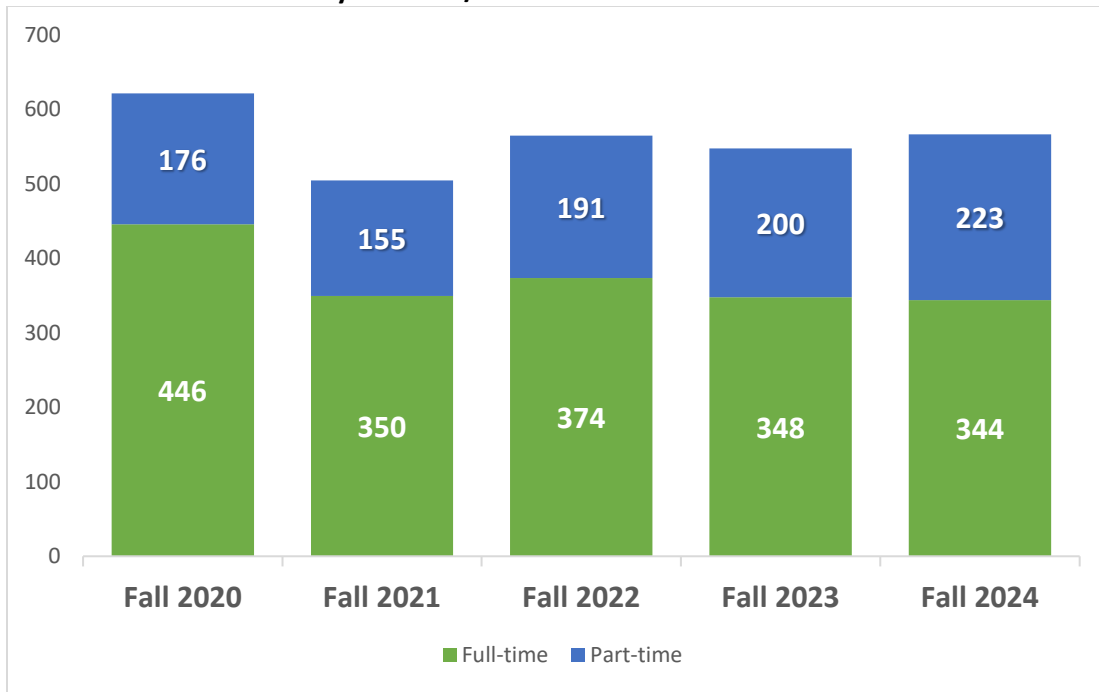
The College has introduced a multiple methods approach to placement, the most common of which is the use of cumulative, unweighted high school GPA, rather than only relying on standardized tests. For Fall 2024, thresholds for mathematics placement tests were lowered to align with curricular changes, and students had the option of enrolling in a version of Introduction to Statistical Methods with co-requisite (rather than pre-requisite) transitional instruction.

Table 4. Percentage of First-time Students Needing Transitional Education, Fall 2020-2024

Area of Need	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Mathematics	9.2%	26.0%	27.1%	24.1%	14.5%
English	3.9%	8.7%	7.8%	4.6%	4.2%

DUAL-ENROLLED HIGH SCHOOL STUDENTS

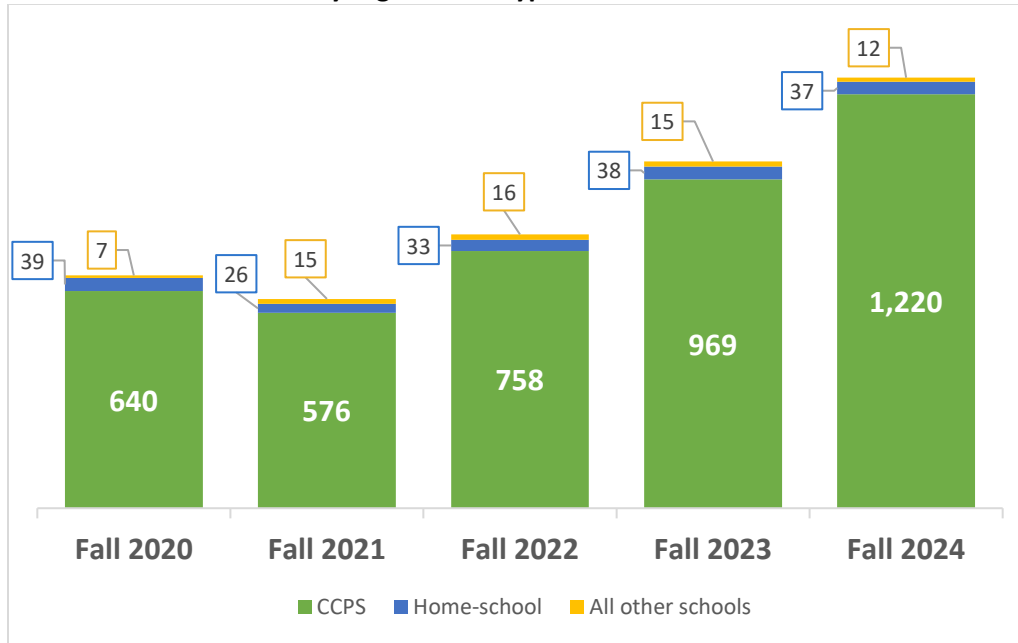**Figure 7. Dual-enrolled Students by High School Type**

Table 5. Dual-enrolled Students

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Carroll County Public Schools					
Number of students	640	576	758	969	1,220
Credit hours enrolled	3,027	2,586	3,019	4,903	6,590
Average load	4.7	4.5	4.4	5.1	5.4
Home-school students					
Number of students	39	26	33	38	37
Credit hours enrolled	282	177	267	255	293
Average load	7.2	6.8	8.1	6.7	7.9
All other schools					
Number of students	7	15	16	15	12
Credit hours enrolled	31	78	80	67	46
Average load	4.4	5.2	5.0	4.5	3.8
Total Dual-enrolled students					
Number of students	686	617	807	1,022	1,269
Credit hours enrolled	3,340	2,841	3,714	5,225	6,929
Average load	4.9	4.6	4.6	5.1	5.5

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Table 6. Enrollment by CCPS High School Graduates

High School	Annual Goal – 25%	2020	2021	2022	2023	2024
Century	Graduates	284	288	285	284	275
	Attended CCC in fall	59	48	49	43	47
	Percent attending CCC	21%	17%	17%	15%	17%
Francis Scott Key	Graduates	275	217	221	205	225
	Attended CCC in fall	59	36	44	48	44
	Percent attending CCC	22%	17%	20%	23%	20%
Liberty	Graduates	270	244	260	285	225
	Attended CCC in fall	56	69	50	43	23
	Percent attending CCC	21%	28%	19%	15%	10%
Manchester Valley	Graduates	338	285	345	291	339
	Attended CCC in fall	81	55	61	74	78
	Percent attending CCC	24%	19%	18%	25%	23%
South Carroll	Graduates	267	253	241	225	246
	Attended CCC in fall	67	54	30	35	50
	Percent attending CCC	25%	21%	12%	16%	20%
Westminster	Graduates	355	422	381	351	334
	Attended CCC in fall	77	83	96	82	75
	Percent attending CCC	22%	20%	25%	23%	22%
Winter's Mill	Graduates	243	251	282	278	287
	Attended CCC in fall	65	43	55	61	74
	Percent attending CCC	27%	17%	20%	22%	26%
CCPS Totals	**Total CCPS graduates**	2,032	1,960	2,015	1,984	1931
	Attended CCC in fall	464	388	385	389	393
	Percent attending CCC	23%	20%	19%	20%	20%
	Percent attending any college (12 months)	58%	58%	67%		
	Percent of college attendees to CCC	40%	35%	30%		

Legend:
Green: Goal is met/exceeded   **Yellow**: Goal is approached (within 3%)   **Red**: Gap is >3%

Table 7. Matriculation of CCPS Dual Enrollment Students

	Number Dual Enrolled During High School	Number Becoming First-time Students the Fall after Graduation	Percent Matriculating
Class of 2020	678	184	27.1%
Class of 2021	764	156	20.4%
Class of 2022	728	146	20.1%
Class of 2023	859	180	21.0%
Class of 2024	949	233	24.6%

Enrollment by Program of Study

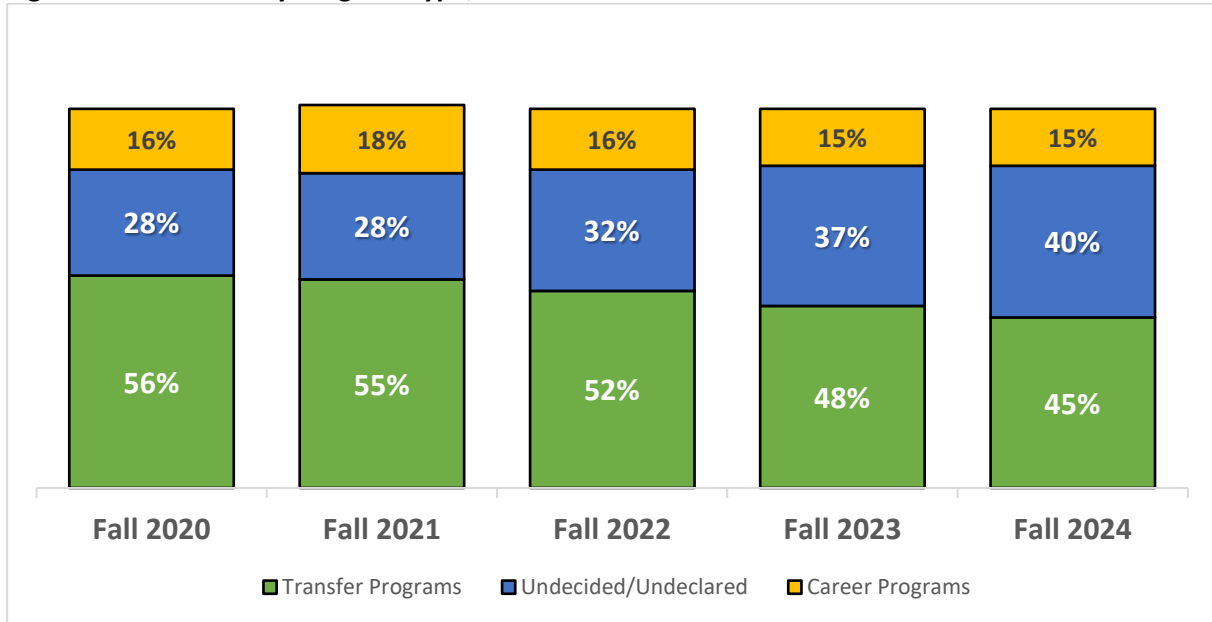**Figure 8. Enrollment by Program Type, Fall Semesters**

Table 8. Fall Enrollment by Program of Study

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Transfer Programs					
Arts & Sciences	857	759	778	759	687
Sports Medicine	1	1	1	1	
Physical & Natural Sciences AS	68	52	63	65	79
General Studies	351	284	287	319	300
Business Administration AA	203	200	194	197	210
Teaching--Early Childhood AAT	75	61	48	43	45
Teacher Education	29	35	38	25	20
Teaching--Elementary AAT	23	26	19	22	20
Teaching--Secondary AAT	10	12	7	6	8
Fine Art—Music	15	11	8	11	12
Engineering	71	72	71	71	71
Computer Science AA					40
Transfer Studies					1
Career Programs					
Nursing	158	150	136	122	131
Cybersecurity	111	93	79	83	88
Computer Information Systems	26	26	27	31	35
Physical Therapist Assistant	37	36	39	32	38
Data Science			3	14	11

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Computer Graphics	43	50	40	44	32
Early Childhood Education	30	23	24	27	23
Health Information Technology	8	5			
Accounting (Certificate)	5	3	3	7	6
National Registry Paramedic	24	29	22	19	20
Entertainment Technology	6	11	11	8	3
Business Management AAS	13	23	27	35	41
Office Technology (Certificate)	1	2	1	0	4
Bookkeeping (Certificate)	5	3	4	2	3
Digital Design & Fabrication	24	14	16	26	31
Small Unmanned Aircraft Systems		4	5	5	8
Law Enforcement	13	22	24	30	17
Computer Programming					1
Undecided/Undeclared					
Dual Enrolled - Undeclared	685	618	807	1022	1269
Undecided/Undeclared	172	143	108	136	78

COURSE ENROLLMENTS

Class Section Size

Average class size is one of the College's measures of institutional effectiveness. The goal is to balance the pedagogical benefit of smaller classes with the need for cost efficiency, while also offering the upper-level courses students need to complete programs.

Table 9. Class Section Size, Fall Semesters

Enrollments	Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	#	%	#	%	#	%	#	%	#	%
<10	74	16.4%	96	22.6%	82	19.5%	63	14.6%	68	14.9%
10-14	101	22.4%	91	21.5%	92	21.9%	94	21.7%	89	19.5%
15-19	88	19.5%	100	23.6%	97	23.1%	101	23.3%	106	23.2%
20-24	123	27.2%	91	21.5%	96	22.9%	105	24.3%	129	28.2%
25-29	57	12.4%	38	9.0%	44	10.5%	62	14.3%	58	12.7%
30-34	7	1.6%	4	0.9%	4	1.0%	3	0.7%	3	0.7%
35-39	0	0.0%	0	0.0%	1	0.2%	1	0.2%	0	0.0%
40+	3	0.7%	4	0.9%	4	1.0%	4	0.9%	4	0.9%
Total Sections	452		424		420		433		457	

Note: Internships, music lessons, developmental modules and sections, and independent study are excluded. Paired or cross-listed sections (different sections taught in same format by same instructor at same day and time) are combined and counted as one section.

Table 10. Enrollments per Section

Benchmark: <18	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Mean*	17.08	15.85	16.40	17.35	17.63
Median	17	16	16	18	18

*As defined by the National Community College Benchmark Project

Online Learning Instructional Methods

Registration in face-to-face course offerings appears to have stabilized. The number of asynchronous online offerings remains strong.

Figure 9. Enrollments by Instructional Methods
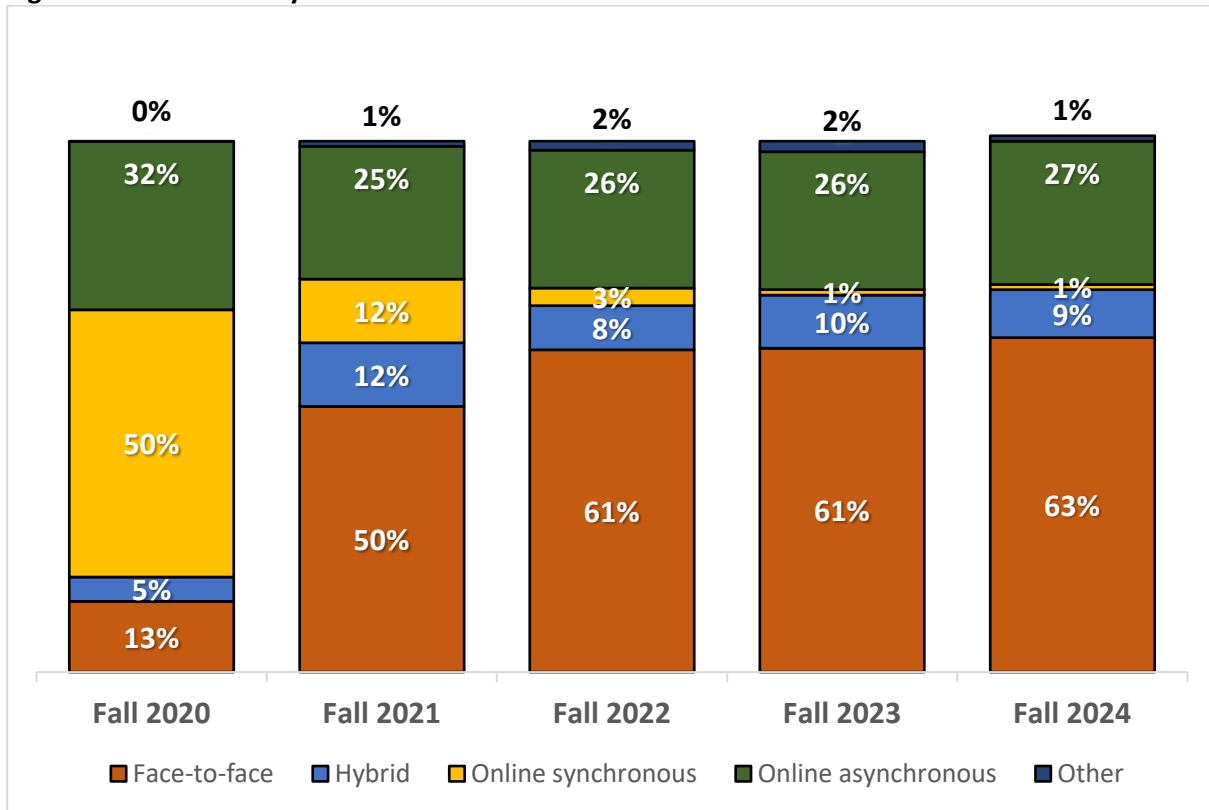
RETENTION

Table 11. Retention of First-time students

	Cohort #	Fall to Spring		Fall to Following Fall	
		Number	Percent	Number	Percent
First-time Students					
Fall 2019 cohort	612	435	71.1%	363	59.3%
Fall 2020 cohort	629	498	79.2%	397	63.1%
Fall 2021 cohort	504	388	77.0%	303	60.1%
Fall 2022 cohort	565	442	78.2%	351	62.1%
Fall 2023 cohort	548	429	78.3%	345	63.0%
First-time, Full-time	**FT Goal: Fall-to-fall retention of 70.0%**				
Fall 2019 cohort	435	375	86.2%	287	66.0%
Fall 2020 cohort	449	373	83.1%	304	67.7%
Fall 2021 cohort	350	283	80.9%	225	64.3%
Fall 2022 cohort	374	306	81.8%	250	66.8%
Fall 2023 cohort	348	292	83.9%	240	69.0%
First-time, Part-time	**PT Goal: Fall-to-fall retention of 50.0%**				
Fall 2019 cohort	177	113	63.8%	76	42.9%
Fall 2020 cohort	180	125	69.4%	93	51.7%
Fall 2021 cohort	154	105	68.2%	85	55.2%
Fall 2022 cohort	191	136	71.2%	101	52.9%
Fall 2023 cohort	200	137	68.5%	105	52.5%

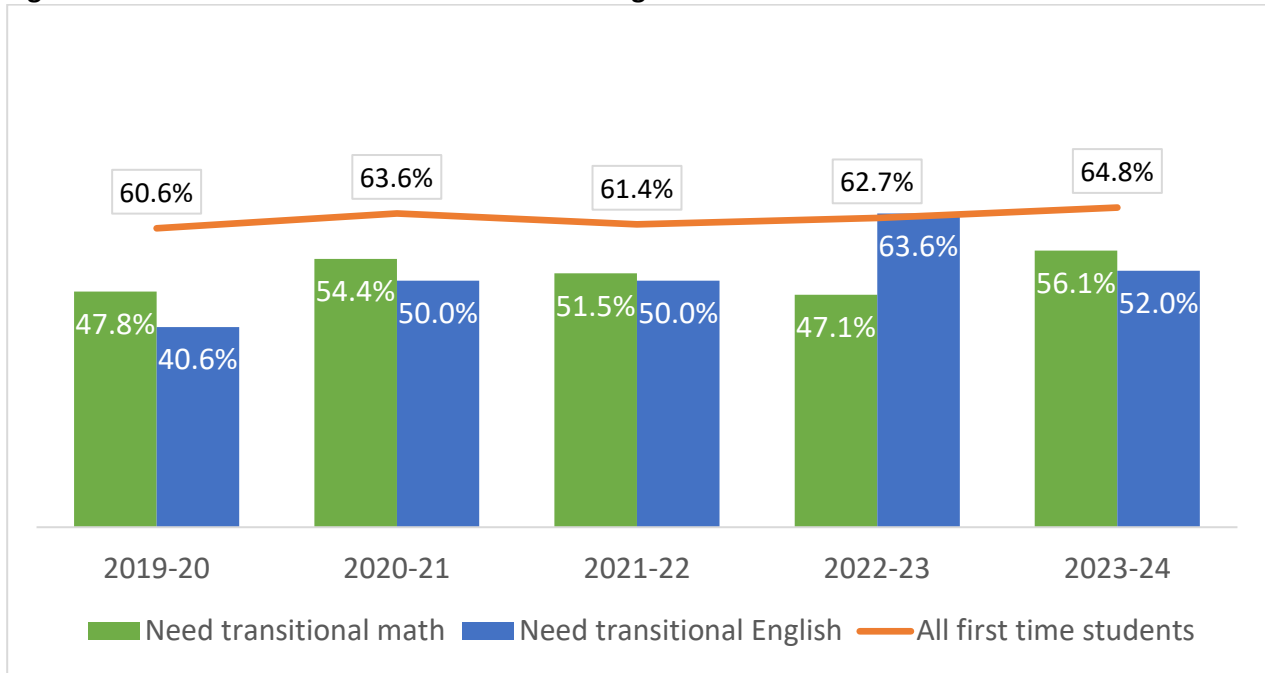Legend:

Green: Goal is met/exceeded   **Yellow:** Goal is approached (within 5%)   **Red:** Gap is >5%

**Figure 10. Retention of First-time Freshmen Needing Transitional Education**

Importantly, the number of students placed into transitional education has declined dramatically in recent years due to changes in our placement methods.

Table 12. Number and Retention of Students Placing in Transitional Coursework

	2019-20	2020-21	2021-22	2022-23	2023-24
Need transitional Math	210	72	163	189	169
Retained	*99*	*41*	*86*	*86*	*90*
Need transitional English	107	28	55	55	32
Retained	*46*	*14*	*25*	*30*	*15*

Students of color are retained at essentially the same rate as the student body as a whole.

Figure 11. Retention of Students of Color
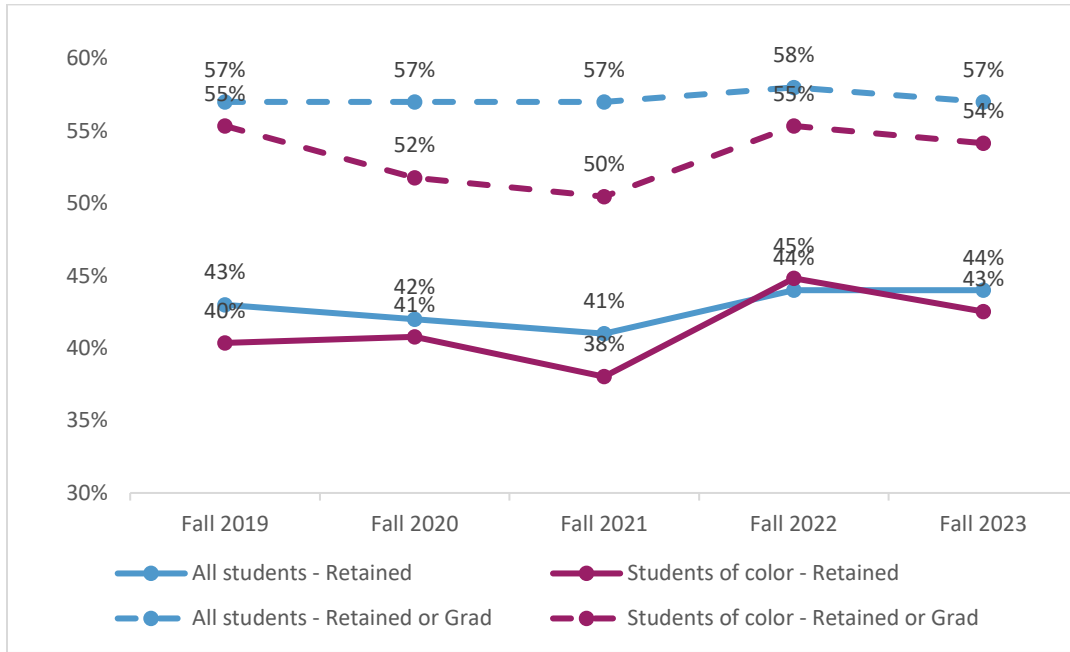
Pell grant recipients are retained at a better rate than other students.

Figure 12. Retention of Students Who Receive Pell Grants