Carroll Community College
Westminster, Maryland

Institutional Effectiveness Assessment Report

Board of Trustees

December 18, 2024

KEY:

√	**Meets or exceeds benchmark**
	Below benchmark and not improving
↑	**Below benchmark, but improving**

Institutional Effectiveness Measures – 2024

Snapshot of Benchmark Attainment

Thirty-nine institutional effectiveness measures indicate the College's progress with its Mission Goals. For 2024, all or part of 26 of 38 benchmarked measures were met (68%). Two measures (29 and 33b) showed improvement over the previous year. Two measures (12 and 31) met their benchmarks in the 2023 report, but did not meet benchmarks in this year's report.

Institutional Effectiveness Measures											
Overall	1	2	3	4	5	6					
Mission Goal 1	7	8a	8b	8c	8d	9	10a	10b	11	12	13
Mission Goal 2	14	15	16	17							
Mission Goal 3	18	19a	19b								
Mission Goal 4	20a	20b	21a	21c	22a	22b	22c	23a	↑23b		
Mission Goal 5	24a	24b	25	26	27	28					
Mission Goal 6	↑29a	↑29b	30a	30b	31	32	33a	↑33b	33c		
Mission Goal 7	↑34a	34b	35	36	37	38	39				

Meets or exceeds benchmark	↑ Below benchmark, but improving	Below benchmark and not improving	No Benchmark Set

Data for three measures (14, 15, 34) are disaggregated to indicate progress within various student populations relative to the established benchmark. Disaggregated data in this year's measures show Pell grant recipients just below the benchmark for four-year graduation rates (15), and fall-to-spring retention rates for both full- and part-time male students, as well as part-time Hispanic students, below the benchmark (34).

Table of Contents

Mission Goal 6: Personal and Community Enrichment............................ 10

Mission Goal 7: Assessment and Improvement 12

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College Mission

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Empowering learners. Changing lives. Building community.

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

Mission Goals

One way the College assesses its overall institutional effectiveness is by monitoring the achievement of the mission goals in its Mission Statement.

Institutional Effectiveness Assessment Measures

For each of the mission goals, the College has identified quantitative measures to assess their accomplishment. Institutional Effectiveness Assessment Measures were initially developed by the Planning Advisory Council and approved by the President and Board of Trustees in 1999; they were revised in 2003, 2008, 2012, 2015, 2016, 2017, 2018, 2019, 2021, and 2023.

In February 2023, the Planning Advisory Council (PAC) reviewed the measures in relation to the mission goals. Each measure was assessed based on its meaningfulness, understandability, and alignment to the goals. Based on the assessment, PAC endorsed a plan to remove some measures that scored poorly in all three areas, to revise the calculation of several measures, and to add a new measure. Additionally, some measures were moved to new mission goals where they were better aligned.

The Board of Trustees reviews a report on the measures every December. The report is shared with the Board of County Commissioners and posted to the College website for public access.

Benchmarks

Benchmarks were established for each assessment measure after reviews of national, state, and peer college data, examination of data trends, discussions with PAC and the College president. For measures that are also indicators in the state-mandated Performance Accountability Report, the Board of Trustees also approved the benchmarks.

Application of Assessment Findings

The Planning Advisory Council reviews the Institutional Effectiveness Assessment Report in February. Measures that are below benchmark values and not improving are identified for further analysis (in gold in the following charts). The analysis informs planning in a continuing assessment → planning → action → assessment cycle.

1	**Annual Unduplicated Headcount**				
Annual total unduplicated headcount of students enrolled in credit and noncredit courses, reported by fiscal year.					
Benchmark	**FY2020**	**FY2021**	**FY2022**	**FY2023**	**FY2024**
10,635	9,177	7,183	8,199	9,391	9,305
√ = Achieved			↑	↑	

2	**FTE Enrollment**				
Annual total full-time-equivalent (FTE) student enrollment including credit and noncredit courses, reported by fiscal year. Benchmark is enrollment assumption of operating budget.					
Benchmark	**FY2020**	**FY2021**	**FY2022**	**FY2023**	**FY2024**
Actual FTE	2,361	2,201	2,102	2,246	2,358
√ = Achieved			↑	√	√
Budgeted FTE	2,410	2,521	2,392	2,106	2,116

3	**First-time Full-time Market Share**				
Percent of Carroll County residents attending Maryland colleges and universities as first-time full-time undergraduates, attending Carroll Community College.					
Benchmark	**Fall 2019**	**Fall 2020**	**Fall 2021**	**Fall 2022**	**Fall 2023**
45%	45%	48%	40%	42%	39%
√ = Achieved	√	√		↑	

4	**Part-time Market Share**				
Percent of Carroll County residents attending Maryland colleges and universities as part-time undergraduates, attending Carroll Community College.					
Benchmark	**Fall 2019**	**Fall 2020**	**Fall 2021**	**Fall 2022**	**Fall 2023**
70%	69%	69%	69%	73%	74%
√ = Achieved	↑			√	√

5	**High School Graduate Enrollment Rate**				
Percent of Carroll County public high school graduates attending Carroll Community College in the fall semester following their high school graduation.					
Benchmark	**Fall 2020**	**Fall 2021**	**Fall 2022**	**Fall 2023**	**Fall 2024**
23%	23%	20%	19%	20%	20%
√ = Achieved	√			↑	

6	Tuition and Fees Compared to USM Average				
In-county, credit student tuition and fees as a percent of the average for the University System of Maryland; as reported in MHEC Performance Accountability Report.					
Benchmark	**FY2020**	**FY2021**	**FY2022**	**FY2023**	**FY2024**
≤50%	53%	53%	53%	51%	50%
√ = Achieved	↑			↑	√

Mission Goal 1: Career Education

Provides associate degree programs, career and credentialing preparation, job skill enhancement, continuing professional education, and career resources and support to strengthen the regional workforce.

7	Career Program Graduate Employment Within 1 Year				
Percentage of credit career program associate degree and certificate Maryland residential graduates who were employed in Maryland in the year after graduation. (Provided by the Maryland Longitudinal Data System and reported on the Performance Accountability Indicators)					
Benchmark	**FY2018 Grads**	**FY2019 Grads**	**FY2020 Grads**	**FY2021 Grads**	**FY2022 Grads**
88%	87%	86%	86%	88%	90%
√ = Achieved	↑			√	√

8	Licensure Examination Pass Rates				
Percent of Carroll program completers passing licensure examinations on their first attempt, separately reported for each exam: Licensed Practical Nursing, Registered Nursing, Physical Therapist Assistant, Emergency Medical Services.					
Benchmark	**FY2019**	**FY2020**	**FY2021**	**FY2022**	**FY2023**
LPN = 90%	92%	100%	91%	100%	94%
√ = Achieved	√	√	√	√	√
RN = 90%	92%	97%	83%	89%	93%
√ = Achieved	√	√		↑	√
PTA = 90%	96%	100%	100%	89%	100%
√ = Achieved	√	√	√		√
NRP/EMS = 80%	71%	86%	80%	80%	80%
√ = Achieved		↑	√	√	√

9	Enrollment in Noncredit Workforce Development Courses				
Course enrollments in Continuing Education and Training noncredit open-enrollment workforce development and contract training courses each fiscal year, as reported in MHEC Performance Accountability Report.					
Benchmark	FY2020	FY2021	FY2022	FY2023	FY2024
7,500	4,830	3,912	4,728	5,236	4,902
√ = Achieved			↑	↑	

10	Continuing Education Licensure/Certification Enrollment				
Annual unduplicated headcount and course enrollments in CET Continuing Education Licensure and Certification classes, as reported in MHEC Performance Accountability Report.					
Benchmark	FY2020	FY2021	FY2022	FY2023	FY2024
Headcount = 2,500	1,709	1,385	1,564	1,773	1,615
√ = Achieved			↑	↑	
Enrolled = 3,600	2,632	2,040	2,438	2,544	2,311
√ = Achieved			↑	↑	

11	Continuing Education Completers				
Number of students successfully completing Continuing Education Completer programs comprised of a course or a series of courses leading to licensure or certification, employment, or both, and reported according to MCCACET guidelines and best practices.					
Benchmark	FY2020	FY2021	FY2022	FY2023	FY2024
400	225	237	312	392	379
√ = Achieved			↑	↑	

12	Continuing Education Workforce Certificate Completion Rate				
Percent of students successfully completing CET structured workforce training certificate programs (with a required sequence of courses and capstone assessment) within two years.					
Benchmark	FY2019	FY2020	FY2021	FY2022	FY2023
80%	86%	73%	73%	80%	79%
√ = Achieved	√			√	

13	Career Counseling Services Use				
Number of career planning and development services engagements during the fiscal year; from data collected by the Career Development Center; includes students meeting with a career counselor, attending a workshop, attending a career fair or event, and/or participating in a career exploration or planning classroom activity.					
Benchmark	FY2020	FY2021	FY2022	FY2023	FY2024
1,000	1,020	558	1,121	1,463	1,524
√ = Achieved	√		√	√	√

Mission Goal 2: Academic Proficiency and Transfer Preparation
Supports student attainment of essential skills in general education and prepares students for transfer to earn degrees beyond the associate.

14	Credit Course Success Rate				
Percent of fall credit course final grades at C or above. Source is National Community College Benchmark Project (NCCBP) Form 7.					
Benchmark	**Fall 2019**	**Fall 2020**	**Fall 2021**	**Fall 2022**	**Fall 2023**
75%	81%	80%	81%	80%	81%
√ = Achieved	√	√	√	√	√
NCCBP Median	79%	78%	79%	79%	N/A*
NCCBP Percentile	68%	75%	71%	59%	N/A*

*NCCBP median and percentile are not yet available.

Fall 2023 Student Group Performance:

Student Group	Achieved	Population Size[1]
American Indian	44%	11
Asian	90%	120
Black or African American	77%	232
Hawaiian/Pacific Islander		< 10
Hispanic	78%	236
Two or More Races	75%	167
White	82%	2,341
Female	83%	1,841
Male	80%	1,277
Non-Pell	82%	2,705
Pell	80%	443

[1] Data for groups with fewer than 10 students are not reported.

15	**Four-year Graduation Rate**				
Percent of first-time, full-time students who graduated with an Associate Degree or Certificate in four years. (IPEDS Graduation Rate 200%)					
Benchmark	**2015 Cohort**	**2016 Cohort**	**2017 Cohort**	**2018 Cohort**	**2019 Cohort**
40%	36%	40%	44%	47%	48%
√ = Achieved		√	√	√	√
Cohort	538	474	387	393	422

2019 Cohort Student Group Performance:

Student Group	Achieved	Population Size[1]
American Indian		< 10
Asian	30%	10
Black or African American	50%	10
Hawaiian/Pacific Islander		< 10
Hispanic	50%	24
Two or More Races	47%	15
White	48%	351
Female	51%	226
Male	44%	196
Non-Pell	52%	314
Pell	37%	108

[1] Data for groups with fewer than 10 students are not reported.

16	**Graduation-Transfer Rate**				
Percent of first-time, full-time students who graduated or transferred within two years after entry (MHEC Retention, Graduation, and Transfer at MD Community Colleges Report)					
Benchmark	**2016 Cohort**	**2017 Cohort**	**2018 Cohort**	**2019 Cohort**	**2020 Cohort**
30%	22%	25%	29%	31%	32%
√ = Achieved		↑	↑	√	√
Statewide	20%	22%	20%	20%	23%

17	**First-year Transfers in Good Standing**				
Percent of Carroll transfers with cumulative grade point averages of 2.0 and above after one year at Maryland public four-year institutions.					
Benchmark	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
90%*	88%	93%	92%	88%	93%
√ = Achieved	√	√	√		√
Statewide	85%	88%	88%	87%	87%

*Benchmark was 85% prior to 2019-20.

Mission Goal 3: Business and Economic Development

Delivers training and essential services to businesses and entrepreneurs and creates and sustains strategic community partnerships to support business and economic development.

18	Contract Training Student Headcount				
Annual unduplicated headcount of workforce development students served through contract training arrangements, as reported in MHEC Performance Accountability Report.					
Benchmark	**FY2020**	**FY2021**	**FY2022**	**FY2023**	**FY2024**
2,750	1,549	911	1,355	1,877	1,524
√ = Achieved			↑	↑	

19	MILLER Resources for Entrepreneurs				
Fiscal year enrollments in courses and conferences offered by MILLER Resources for Entrepreneurs; number of client sessions; number of new business start-ups.					
Benchmark	**FY2020**	**FY2021**	**FY2022**	**FY2023**	**FY2024**
Enrolled = 200	293	247	302	394	354
√ = Achieved	√	√	√	√	√
Startups = 15	35	34	39	43	48
√ = Achieved	√	√	√	√	√

Mission Goal 4: Student Learning Support

Empowers students to define and achieve their educational and career goals, while offering individualized academic support services to enhance academic progress, educational transitions and program completion.

20	Adult Education Unduplicated Student Headcounts				
Annual number of students served through the College's Adult Education program, including GED seekers and English for Speakers of Other Languages (ESOL) students.					
Benchmark	**FY2020**	**FY2021**	**FY2022**	**FY2023**	**FY2024**
GED = 150	107	123	161	120	107
√ = Achieved		↑	√		
ESOL = 200	222	158	239	341	387
√ = Achieved	√		√	√	√

21	**Transitional Course Success Rates**				
Percent of fall enrollees in Transitional English and Mathematics earning grades C or above.					
Benchmark	**Fall 2019**	**Fall 2020**	**Fall 2021**	**Fall 2022**	**Fall 2023**
Reading/Writing = 70%	80%	71%	73%	71%	75%
√ = Achieved	√	√	√	√	√
English ALP = 70%	69%	68%	77%	44%	N/A
√ = Achieved			√		
Mathematics = 60%	64%	58%	59%	64%	63%
√ = Achieved	√		↑	√	√

22	**Successful Transition to Credit Courses**				
Percent of fall students successfully completing the highest-level transitional Reading/Writing and/or Math course who pass (grade C or above) the aligned college-level course within one year (through the following fall term).					
Benchmark	**Fall 2018**	**Fall 2019**	**Fall 2020**	**Fall 2021**	**Fall 2022**
MAT-095 to Credit Course					
Mathematics = 40%	38%	36%	34%	42%	47%
√ = Achieved				√	√
Completers/Cohort	114/304	55/155	19/56	39/94	54/116
MAT-099 to Credit Course					
Mathematics = 50%	60%	66%	46%	48%	51%
√ = Achieved	√	√		↑	√
Completers/Cohort	69/115	50/76	32/69	40/83	24/47
ENG-002 to Credit Course					
Reading/Writing = 50%	*	42%	*	33%	53%
√ = Achieved		↑			√
Completers/Cohort	*	5/12	*	9/27	10/19

* Data for groups with fewer than 10 students are not reported.

23	**Successful Completion of College-Level English and Math Courses**				
Percent of first-time fall students completing ENGL-101 and/or a college-level Math course by the start of the following fall term. (ENGL and MATH reported separately)					
Benchmark	**FA2019 Cohort**	**FA2020 Cohort**	**FA2021 Cohort**	**FA2022 Cohort**	**FA2023 Cohort**
English = 70%	66%	73%	68%	63%	63%
√ = Achieved	↑	√			
Mathematics = 40%	31%	36%	35%	34%	38%
√ = Achieved	↑	↑			↑

Mission Goal 5: Diversity, Equity, and Inclusion

Fosters campus and civic engagement and a sense of belonging, by providing a safe learning environment that models respect, acceptance, inclusion, and empathy towards diverse ways of thinking and being.

24	Student Perception of College Commitment to Diversity				
Percent of students agreeing that the College provides opportunities to learn about multicultural perspectives and issues; from College's student satisfaction surveys; top 3 ratings on five-point scale.					
Benchmark	N/A	N/A	Spring 2019	Spring 2021	Spring 2023
In class = 85%			84%	95%	95%
√ = Achieved				√	√
Out-of-class = 85%			83%	95%	95%
√ = Achieved				√	√

25	Student Perception of Climate of Inclusion on Campus				
Percent of students agreeing that the College creates an atmosphere of inclusion for all members of the College community; from student satisfaction surveys; top 3 ratings on five-point scale.					
Benchmark	Spring 2015	Spring 2017	Spring 2019	Spring 2021	Spring 2023
90%	95%	94%	95%	97%	97%
√ = Achieved	√	√	√	√	√

26	Employee Perception of College Commitment to Diversity				
Percent of employees agreeing that the College provides the resources and personnel necessary to support its commitment to diversity; from employee satisfaction surveys conducted by Institutional Effectiveness; top 3 ratings on five-point scale.					
Benchmark	Spring 2015	Spring 2017	Spring 2019	Spring 2021	Spring 2023
90%	95%	91%	N/A	97%	96%
√ = Achieved	√	√		√	√

In 2019, the Employee Survey administered was the Great Colleges to Work For national survey, therefore there is not a 2019 survey result to compare on this measure.

27	Employee Perception of Climate of Inclusion on Campus				
Percent of employees agreeing that the College creates an atmosphere of inclusion for all members of the College community; from employee satisfaction surveys.					
Benchmark	Spring 2015	Spring 2017	Spring 2019	Spring 2021	Spring 2023
90%	93%	93%	N/A	93%	92%
√ = Achieved	√	√		√	√

In 2019, the Employee Survey administered was the Great Colleges to Work For national survey, therefore there is not a 2019 survey result to compare on this measure.

28	Campus Safety				

Campus crime statistics as reported in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. Number reflects crimes committed on campus. Disciplinary actions and larceny are not included in this measure.

Benchmark	2019	2020	2021	2022	2023
0	0	0	1	1	2
√ = Achieved	√	√			

Mission Goal 6: Personal and Community Enrichment

Provides personal and community enrichment through lifelong learning opportunities, creative and cultural arts, athletics, student organizations, and special events.

29	Summer Youth Course Enrollment				

Number of enrollments in courses offered by Continuing Education and Training for youth, including Summer Kids@Carroll and Teen College; reported for calendar year.

Benchmark	2020	2021	2022	2023	2024
Headcount = 725	78	382	523	475	606
√ = Achieved		↑	↑		↑
Enrolled = 1,500	120	564	906	906	1,280
√ = Achieved		↑	↑		↑

30	Adult Personal Enrichment Enrollment				

Number of enrollments and unduplicated annual headcount in Adult Personal Enrichment courses offered by Continuing Education and Training. Includes enrollments in senior centers; excludes Adult Education Program and enrollments in youth-targeted programs.

Benchmark	FY2020	FY2021	FY2022	FY2023	FY2024
Headcount = 1,250	824	421	1,126	1,326	1,386
√ = Achieved			↑	√	√
Enrolled = 2,500	2,117	626	1,848	2,292	2,689
√ = Achieved			↑	↑	√

31	Adult Personal Enrichment Student Repeat Rate				

Percent of CET Adult Personal Enrichment students in a fiscal year taking a course in the following fiscal year.

Benchmark	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
30%	23%	16%	8%	31%	27%
√ = Achieved				√	

32	Participation in Intercollegiate Athletics				
Number of students participating in Carroll Lynx intercollegiate athletics.					
Benchmarks TBD	2019-20	2020-21	2021-22	2022-23	2023-24
X Country - Men	7	3	2	3	2
X Country - Women	1	1	1	0	1
Golf - Men				8	7
Soccer - Men	20	18	17	20	22
Soccer - Women				9	0
Track - Men		2	3	2	3
Track - Women		3	5	4	6
Volleyball - Women					12
Total Athletes	**28**	**27**	**28**	**46**	**53**

33	Learning Beyond the Classroom				
Percent of students participating in learning activities outside the classroom, including Areas of Study activities; Service; and Clubs, or Off-campus Non-academic Trips. Benchmarks are percent of **unduplicated** annual credit headcount enrollment.					
Benchmarks	**FY2020**	**FY2021**	**FY2022**	**FY2023**	**FY2024**
Area of Study activities **15% of headcount**	17%	12%	44%	71%	63%
√ = Achieved	**√**		**√**	**√**	**√**
Number of participants *(Duplicated count)*	732	507	1,671	2,838	2,634
Service hours completed	2,670.5	871.5	1,410.8	1,704.8	2,838.5
Service **15% of headcount**	11%	2%	5%	6%	9%
√ = Achieved			↑	↑	↑
Number of participants *(Unduplicated count as of FY2023)*	462	84	197	228	389
Club membership and off-campus non-academic trips **15% of headcount** *(Unduplicated count by activity as of FY2023)*	Clubs: 229 Trips: 165 9%	Clubs: 118 Trips: n/a 3%	Clubs: 184 Trips: 298 13%	Clubs: 167 Trips: 188 9%	Clubs: 315 Trips: 278 14%
√ = Achieved			↑		
FY Unduplicated Credit Headcount	4,304	4,145	3,806	3,998	4,193

Mission Goal 7: Assessment and Improvement

Assesses college programs and services to continuously improve student outcomes and the efficient use of college financial, human, physical, and technological resources.

34	**Fall-to-Spring Retention Rates**				

Percent of first-time fall cohort enrolling in subsequent spring term; reported separately for full-time and part-time students.

Benchmark	2019-20	2020-21	2021-22	2022-23	2023-24
Full-time = 85%	86%	83%	81%	82%	84%
√ = Achieved	√			↑	↑
Part-time = 65%	64%	69%	68%	71%	69%
√ = Achieved		√	√	√	√

2023-24 Student Group Performance:

Student Group	Full-time	Part-time	Population Size[1]
American Indian			< 10
Asian	90%	100%	20
Black or African American	93%	75%	26
Hawaiian/Pacific Islander			< 10
Hispanic	89%	31%	50
Two or More Races	81%	73%	25
White	82%	71%	412
Female	88%	74%	283
Male	81%	60%	250
Non-Pell	83%	68%	413
Pell	88%	69%	135

[1] Data for groups with fewer than 10 students are not reported.

35	**Enrollments per Section**				

Mean fall term credit course class size, excluding self-paced, internship, and independent study courses with five or fewer students. Measured at the end of term. Source is National Community College Benchmark Project (NCCBP) Form 16.

Benchmark	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
≤18	18	17	16	17	17
√ = Achieved	√	√	√	√	√
Sections w/6+ students	420	450	403	413	423
NCCBP Median	17	16	17	17	N/A*
NCCBP Percentile	64%	61%	46%	39%	N/A*

*NCCBP median and percentile are not yet available. A lower NCCBP percentile is a positive and is a reflection that Carroll has a lower class size median compared to other colleges.

36	Teaching by Full-time Faculty				

Percent of total credit hours taught by full-time faculty in fall. Source is National Community College Benchmark Project (NCCBP) form 16.

Benchmark	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
50%	56%	62%	61%	59%	59%
√ = Achieved	√	√	√	√	√
NCCBP Median	59%	61%	61%	63%	N/A*
NCCBP Percentile	42%	54%	52%	31%	N/A*

*NCCBP median and percentile are not yet available

37	Employee Job Satisfaction				

Percent of employees agreeing that their job meets their personal professional goals; top 3 ratings on five-point scale.

Benchmark	2015	2017	2019	2021	2023
90%	87%	94%	N/A	98%	96%
√ = Achieved		√		√	√

In 2019, the Employee Survey conducted was the Great Colleges to Work For national survey, therefore there is not a 2019 survey result to compare on this measure.

38	College Investment in Employee Professional Development				

Total annual faculty/staff development expenditures including conference attendance and job skill training, but excluding tuition reimbursement/waivers per FTE employee. Source is National Community College Benchmark (NCCBP) Project Form 20B.

Benchmark	FY2020	FY2021	FY2022	2023	2024
$500	$460	$211	$661	$843	$822
√ = Achieved			√	√	√
Expenditures	$162,989	$71,884*	$234,110	$302,848	$306,925
NCCBP Median	$348	$184	$283	$418	N/A**
NCCBP Percentile	65%	60%	72%	79%	N/A**

*The cost of professional development was greatly reduced due to a wide variety of conferences moving to virtual with no or low-cost registration and no associated travel costs.
**NCCBP median and percentile are not yet available.

39	Expenditure on Instruction and Academic Support				

Percent of available funds spent on instruction and academic support.

Benchmark	FY2020	FY2021	FY2022	FY2023	FY2024
55%	57%	57%	55%	56%	55%
√ = Achieved	√	√	√	√	√