

**Carroll Community College  
Westminster, Maryland**

# **Institutional Effectiveness Assessment Report**



**December 2011**

Key:

√	Meets or exceeds benchmark
	Below benchmark but improving
	Below benchmark and not improving

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# Institutional Effectiveness Assessment

## Mission-based Institutional Goals

One way the college assesses its overall institutional effectiveness is by monitoring the achievement of its long-term, mission-based institutional goals. The college has 12 such goals:

<b>College Mission Goals</b>		
• Access and Affordability	• Career/Job Skill Development	• Community Enrichment
• Core Competencies	• County Business Development	• Employee Development
• Student Achievement	• Educational Partnerships	• Effective Resource Use
• Baccalaureate Preparation	• Cultural Awareness	• Campus Community

## Institutional Effectiveness Assessment Measures

For ten of the college’s 12 mission-based goals, the college has quantitative measures to assess their accomplishment. (Core Competencies and Educational Partnerships do not lend themselves to benchmarked indicators.) The measures were developed by the Planning Advisory Council and approved by the President and Board in 1999; they were revised in 2003 and again in 2008. The Board of Trustees identified a subset of the indicators as “core measures of institutional effectiveness” in 2005 and receives a report on the complete set every December. The Planning Advisory Council reviews the measures every February to identify areas needing improvement strategies. The college community receives the report in the spring.

### Benchmarks

After reviews of national, state, and peer college data, examination of the college’s data trends, and discussions with the Planning Advisory Council and selected faculty and staff, the college president established benchmarks for each assessment measure. For measures that were also indicators in the state-mandated Performance Accountability Report, and for the core indicators, the Board of Trustees also approved the benchmarks. The measures, definitions, and benchmarks will be reviewed and revised in the spring of 2012.

### Strategic Initiatives and Area Plans

The President, Executive Team and the Planning Advisory Council review the college’s Institutional Effectiveness Assessment Measures twice annually. Measures that are below benchmark values and not improving are identified for further analysis (in yellow in the following charts). The analysis informs development of new institutional strategic initiatives and guides planning in a continuing assessment ↔ planning ↔ action ↔ assessment cycle.

## Access and Affordability

I. Ensure that all who may benefit from the learning experiences offered by the college are welcome, through appropriate admissions practices, affordable tuition and fees, financial aid, and a supportive environment.

### 1 Annual Unduplicated Headcount

Annual total unduplicated headcount of students enrolled in credit and noncredit courses, reported by fiscal year. **CORE INDICATOR**

Benchmark	FY2007	FY2008	FY2009	FY2010	FY2011
13,600	12,606	13,658	13,533	13,987	13,949
√ = Achieved		√		√	√

### 2 FTE Enrollment

Annual total, state-funded full-time-equivalent (FTE) student enrollment including credit and noncredit courses, reported by fiscal year. **CORE INDICATOR**

Benchmark	FY2007	FY2008	FY2009	FY2010	FY2011
2,650	2,517	2,867	2,921	3,138	3,347
√ = Achieved		√	√	√	√

### 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. **CORE INDICATOR**

Benchmark	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
50.0	47.4	50.0	50.8	54.6	51.1
√ = Achieved		√	√	√	√

### 4 Part-time Market Share

Percent of Carroll County residents attending Maryland colleges and universities as part-time undergraduates, attending Carroll Community College. **CORE INDICATOR**

Benchmark	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
70.0	67.1	69.5	69.0	71.6	73.3
√ = Achieved				√	√

### 5 Tuition and Fees

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. **CORE INDICATOR**

Benchmark	FY2007	FY2008	FY2009	FY2010	FY2011
≤50.0	47.0	48.6	47.8	49.0	48.1
√ = Achieved	√	√	√	√	√

<b>6 High School Graduate Enrollment Rate</b>					
Percent of Carroll County public high school graduates attending Carroll Community College in the fall semester following their high school graduation.					
Benchmark	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
25.0	25.6	23.9	27.1	27.5	23.7
√ = Achieved	√		√	√	

<b>7 Met Need of Pell Recipients</b>					
Percent of Pell Grant recipients who have 50 percent or more of their total need met by grants and scholarships.					
Benchmark	FY2007	FY2008	FY2009	FY2010	FY2011
50%	73.1	44.9	67.6	54.2	22.2
√ = Achieved	√		√	√	
Pell Recipients	360	379	417	640	1,044

<b>8 Met Need of Non-Pell Recipients</b>					
Percent of students with financial need, who did not receive Pell Grants, who have 50 percent or more of their total need met by grants and scholarships					
Benchmark	FY2007	FY2008	FY2009	FY2010	FY2011
30%	N/A	49.3	40.0	13.0	29.4
√ = Achieved		√	√		
Students	N/A	75	65	54	68

<b>9 Student Perception of Institutional Financial Support</b>					
Percent of students saying college provides financial support needed; CCSSE survey question; college benchmark established after review of 2004 CCSSE national percentage of 68 percent.					
Benchmark	N/A	2004	2006	2008	2010
68%		64%	68%	68%	69%
√ = Achieved			√	√	√

<b>10 Support for Learners</b>					
Community College Survey of Student Engagement (CCSSE) composite benchmark score of 7 survey items; standardized national sample mean=50.					
Benchmark	N/A	2004	2006	2008	2010
50.0		44.4	44.4	47.0	45.7
√ = Achieved					

## Student Achievement

III. Promote student learning and achievement through effective teaching, a supportive learning environment, data-based enrollment management strategies, and activities to encourage student engagement and responsibility.

### 11 Developmental Course Pass Rates

Percent of enrollees in Developmental English, Reading, and Mathematics earning grades C or above, reported separately for each discipline, fall terms. **CORE INDICATOR**

Benchmark	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
English = 70.0	67.7	74.1	77.2	71.5	76.1
√ = Achieved		√	√	√	√
Reading = 70.0	68.9	67.3	66.1	66.4	70.3
√ = Achieved					√
Math = 70.0	71.9	67.9	68.7	66.4	66.4
√ = Achieved	√				

### 12 Developmental Program Completion Rate

Percent of fall, first-time cohort needing developmental coursework who completed all recommended developmental courses within four years of entry; from MHEC Performance Accountability Report, Degree Progress Analysis. **CORE INDICATOR**

Benchmark	2002 Cohort	2003 Cohort	2004 Cohort	2005 Cohort	2006 Cohort
60.0	56.6	55.6	56.3	51.3	57.7
√ = Achieved					
<b>Statewide</b>	42.6	43.1	44.0	N/A	N/A

### 13 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. **CORE INDICATOR**

Benchmark	2006-07	2007-08	2008-09	2009-10	2010-11
Full-time = 80.0	83.0	80.8	79.8	82.3	85.0
√ = Achieved	√	√		√	√
Part-time = 55.5	52.4	59.2	58.3	59.4	62.8
√ = Achieved		√	√	√	√

### 14 Successful-Persister Rate

Percent of fall, first-time cohort attempting 18 hours during first two years, who graduated, transferred, earned at least 30 credit hours with a cumulative grade point average  $\geq 2.0$ , or were still enrolled four years after entry. **CORE INDICATOR**

Benchmark	2002 Cohort	2003 Cohort	2004 Cohort	2005 Cohort	2006 Cohort
75.0	74.8	80.0	74.5	75.3	75.1
√ = Achieved		√		√	√
<b>Statewide</b>	70.9	71.0	73.1	N/A	N/A

15 Graduation-Transfer Rate					
Percent of fall, first-time cohort attempting 18 hours during first two years, who graduated from Carroll or transferred, measured four years after entry; from MHEC Performance Accountability Report, Degree Progress Analysis. <b>CORE INDICATOR</b>					
Benchmark	2002 Cohort	2003 Cohort	2004 Cohort	2005 Cohort	2006 Cohort
60.0	58.1	59.9	55.9	58.6	57.9
√ = Achieved					
<b>Statewide</b>	47.4	47.9	50.8	N/A	N/A

16 Course Success Rate					
Percent of degree-credit course enrollees as of the official enrollment date who earn final course grades of C or above.					
Benchmark	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
75.0	76.8	76.6	77.0	77.7	77.7
√ = Achieved	√	√	√	√	√

17 Non-graduating Leavers Self-reported Goal Achievement					
Percent of non-graduating leavers indicating that their goal in attending Carroll was fully or mostly met, as reported in MHEC Performance Accountability Report.					
Benchmark	Spr-Fall 2006	Spr-Fall 2007	Spr-Fall 2008	Spr-Fall 2009	Spr-Fall 2010
75%	79%	71%	67%	65%	68%
√ = Achieved	√				
<b>NCCBP national</b>	64%	65%	66%	50%	50%

18 Academic Challenge					
Community College Survey of Student Engagement (CCSSE) composite benchmark score of 10 survey items; standardized national sample mean=50.					
Benchmark	N/A	2004	2006	2008	2010
50.0		45.8	47.4	48.6	51.7
√ = Achieved					√

19 Student Effort					
Community College Survey of Student Engagement (CCSSE) composite benchmark score of 8 survey items; standardized national sample mean=50.					
Benchmark	N/A	2004	2006	2008	2010
50.0		52.8	51.7	52.3	52.8
√ = Achieved		√	√	√	√

## Baccalaureate Preparation

IV. Prepare students for successful completion of the baccalaureate degree through rigorous transfer programs, appropriate advising, and effective articulation agreements.

### 20 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. **CORE INDICATOR**

Benchmark	AY05-06	AY06-07	AY07-08	AY08-09	AY09-10
85.0	82.5	79.0	84.4	87.7	83.6
√ = Achieved				√	
<b>Statewide</b>	79.9	78.9	79.3	82.3	82.2

### 21 Graduate Satisfaction with Transfer Preparation

Percent of Carroll transfers rating their preparation for transfer very good or good on a five-point scale, from graduate follow-up surveys; as reported in MHEC Performance Accountability Report.

Benchmark	Class of 1998	Class of 2000	Class of 2002	Class of 2005	Class of 2008
85%	74%	71%	79%	79%	73%
√ = Achieved					
<b>Statewide</b>	79%	78%	85%	82%	79%

### 22 Baccalaureate Attainment Rate

Percent of Carroll transfers to Maryland public four-year institutions earning baccalaureate degrees within five years of transfer, reported by academic year of transfer.

Benchmark	2000-01	2001-02	2002-03	2003-04	2004-05
60.0	60.5	53.1	62.4	58.7	58.9
√ = Achieved	√		√		
<b>Statewide</b>	52.2	54.0	56.1	59.0	54.8

## Career and Job Skill Development

V. Provide career preparation and job skill enhancement through credit programs, noncredit entry-level career training, continuing professional education leading to industry licensure and certifications, and career development and counseling services.

### 23 AAS/AS Graduate Employment and Continuing Education Rate

Percentage of A.A.S. and A.S. graduates reporting employment in a job related to their Carroll program or transfer to a four-year institution within a year of graduation. **CORE INDICATOR**

Benchmark	Class of 1998	Class of 2000	Class of 2002	Class of 2005	Class of 2008
90%	85%	77%	100%	90%	91%
√ = Achieved			√	√	√

<b>24 Licensure Examination Pass Rates</b>					
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. <b>CORE INDICATOR</b>					
Benchmark	2007	2008	2009	2010	2011
LPN = 90%	100%	100%	100%	100%	100%
√ = Achieved	√	√	√	√	√
RN = 90%	93%	92%	91%	90%	91%
√ = Achieved	√	√	√	√	√
PTA = 90%	75%	92%	91%	100%	100%
√ = Achieved		√	√	√	√

<b>25 Enrollment in Noncredit Workforce Development Courses</b>					
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. <b>CORE INDICATOR</b>					
Benchmark	FY2007	FY2008	FY2009	FY2010	FY2011
8,800	7,464	8,606	8,908	8,695	9,421
√ = Achieved			√		√

<b>26 Workforce Development Student Repeat Rate</b>					
Percent of Continuing Education and Training workforce development students in a fiscal year taking a CET course in the following fiscal year. <b>CORE INDICATOR</b>					
Benchmark	FY06-FY07	FY07-FY08	FY08-FY09	FY09-FY10	FY10-FY11
25.0	15.9	21.8	20.8	21.6	19.9
√ = Achieved					

<b>27 Career Program Graduate Satisfaction with Employment Preparation</b>					
Percent of A.A.S., A.S., and occupational certificate program completers rating their preparation for employment very good or good on a five-point scale, from graduate follow-up surveys; as reported in MHEC Performance Accountability Report.					
Benchmark	Class of 1998	Class of 2000	Class of 2002	Class of 2005	Class of 2008
90%	80%	100%	80%	89%	93%
√ = Achieved		√			√

<b>28 Continuing Professional Education Headcount</b>					
Annual unduplicated headcount in CET Continuing Professional Education classes, as reported in MHEC Performance Accountability Report.					
Benchmark	FY2006	FY2007	FY2008	FY2009	FY2010
4,500	4,293	3,523	4,036	3,786	3,554
√ = Achieved					

## 29 Career Counseling Services Use

Percent of students saying they used college's career counseling services; CCSSE survey question; college benchmark established after review of 2004 CCSSE national percentage of 38 percent.

Benchmark	N/A	2004	2006	2008	2010
38%		27%	25%	28%	28%
√ = Achieved					
<b>CCSSE national</b>		38%	37%	36%	36%

## 30 Career Goal Clarification

Percent of students saying college helped clarify career goals; CCSSE survey question; college benchmark established after review of 2004 CCSSE national percentage of 82 percent.

Benchmark	N/A	2004	2006	2008	2010
82%		83%	79%	81%	81%
√ = Achieved		√			
<b>CCSSE national</b>		82%	83%	85%	85%

## County Business Development

VI. Support County business development through provision of customized training and business services including assessment, consulting, training plan development, and performance improvement programs provided under contract.

## 31 Contract Training Clients

Number of business, government, and non-profit organizational units contracting with the college for customized training and services each year, as reported in MHEC Performance Accountability Report. **CORE INDICATOR**

Benchmark	FY2007	FY2008	FY2009	FY2010	FY2011
80	79	89	80	86	88
√ = Achieved		√	√	√	√

## 32 Contract Training Student Headcount

Annual unduplicated headcount of workforce development students served through contract training arrangements, as reported in MHEC Performance Accountability Report.

Benchmark	FY2007	FY2008	FY2009	FY2010	FY2011
3,800	2,739	3,003	3,397	2,991	3,165
√ = Achieved					

<b>33 Client Satisfaction with Contract Training</b>					
Employer satisfaction with contract training provided by Carroll Community College, as reported in MHEC Performance Accountability Report.					
Benchmark	FY2006	FY2007	FY2008	FY2009	FY2010
95%	99%	95%	100%	100%	100%
√ = Achieved	√	√	√	√	√

**Cultural Awareness**  
VIII. Embrace an increasingly diverse and changing world, encouraging students, faculty, and staff to value diversity, cultivate global awareness, promote social justice, and welcome new ways of working and learning.

<b>34 Cultural Understanding</b>					
Percent of students saying college contributed to understanding of people of other racial/ethnic backgrounds; CCSSE survey question.					
Benchmark	N/A	2004	2006	2008	2010
75%		65%	64%	65%	62%
√ = Achieved					
<b>CCSSE national</b>		75%	75%	77%	77%

<b>35 Employee Perception of College Commitment to Diversity</b>					
Percent of employees agreeing that college is committed to diversity; from campus employee satisfaction surveys conducted by Institutional Research; top 3 ratings on five-point scale.					
Benchmark	1999	2002	2007	2009	2011
90%	78%	86%	94%	85%	94%
√ = Achieved			√		√

**Community Enrichment**  
IX. Promote community enrichment through cultural programming, lifelong learning offerings, and accessible facilities.

<b>36 Lifelong Learning Course Enrollments</b>					
Number of course enrollments in Lifelong Learning courses offered by Continuing Education and Training, reported by fiscal year, as reported in MHEC Performance Accountability Report.					
<b>CORE INDICATOR</b>					
Benchmark	FY2007	FY2008	FY2009	FY2010	FY2011
5,000	5,695	5,774	5,468	5,721	5,424
√ = Achieved	√	√	√	√	√

37 Lifelong Learning Student Repeat Rate					
Percent of Continuing Education and Training lifelong learning students in a fiscal year taking a CET course in the following fiscal year. <b>CORE INDICATOR</b>					
Benchmark	FY06-FY07	FY07-FY08	FY08-FY09	FY09-FY10	FY10-FY11
25.0	29.6	31.7	29.5	32.9	30.5
√ = Achieved	√	√	√	√	√

38 College-sponsored Community Events					
Number of college-sponsored cultural events open to the public held at the college each year.					
Benchmark	FY2007	FY2008	FY2009	FY2010	FY2011
65	58	68	69	65	65
√ = Achieved		√	√	√	√

39 Community Groups Using College Facilities					
Unduplicated count of Carroll County organizations using college facilities each year.					
Benchmark	FY2007	FY2008	FY2009	FY2010	FY2011
20	19	28	10	20	32
√ = Achieved		√		√	√

**Employee Development**  
 X. Create an intellectually stimulating and professionally rewarding environment that encourages employees to grow as individuals and team members, to act with integrity at all times, to seek out and implement best practices, and to embrace the college's core commitment to be a student- and learning-centered institution.

40 Employee Job Satisfaction					
Percent of employees agreeing that their job meets their personal professional goals; from campus employee surveys; top 3 ratings on five-point scale.					
Benchmark	1999	2002	2007	2009	2011
90%	90%	92%	91%	96%	96%
√ = Achieved	√	√	√	√	√

41 College Support for Innovation					
Percent of employees agreeing that the college encourages innovation; from campus employee surveys conducted by Institutional Research; top 3 ratings on five-point scale.					
Benchmark	1999	2002	2007	2009	2011
90%	96%	93%	89%	83%	90%
√ = Achieved	√	√			√

42 College Learning Priority					
Percent of employees agreeing that student learning is high college priority; from campus employee surveys conducted by Institutional Research; top 3 ratings on five-point scale.					
Benchmark	1999	2002	2007	2009	2011
95%	95%	95%	99%	96%	97%
√ = Achieved	√	√	√	√	√

43 Employee Turnover Rate					
Percent of employees leaving institution annually, excluding retirees; from National Community College Benchmark Project; benchmark established after review of National Community College Benchmark Project (NCCBP) 2004-05 national median of 5.5 percent.					
Benchmark	2004-05	2005-06	2006-07	2007-08	2008-09
≤5.5	7.5	8.5	7.3	3.8	2.9
√ = Achieved				√	√

**Effective Resource Use**  
 XI. Employ financial, human, information, physical plant, and technological resources effectively and efficiently to fulfill the college's mission.

44 Enrollments per Section					
Mean credit course class size, excluding online, television, self-paced, internship, and independent study courses. <b>CORE INDICATOR</b>					
Benchmark	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
≤24	19.60	18.26	20.08	19.44	19.22
√ = Achieved	√	√	√	√	√

45 Teaching by Full-time Faculty					
Percent of total teaching load hours (TLH) taught by full-time faculty. <b>CORE INDICATOR</b>					
Benchmark	FY2007	FY2008	FY2009	FY2010	FY2011
60.0	50.6	47.3	51.0	48.5	46.3
√ = Achieved					

46 Expenditures per FTE Student					
Unrestricted current fund operating expenditures per full-time-equivalent student; benchmark is to be below statewide community college average. <b>CORE INDICATOR</b>					
Benchmark	FY2007	FY2008	FY2009	FY2010	FY2011
<state average	7,930	7,793	7,898	7,710	7,516
√ = Achieved	√	√	√	√	√

47 Expenditure on Instruction and Academic Support					
Percent of total educational and general operating expenditures expended on instruction and selected academic support; as reported in MHEC Performance Accountability Report.					
Benchmark	FY2006	FY2007	FY2008	FY2009	FY2010
52.0	51.4	52.2	53.9	54.4	52.6
√ = Achieved		√	√	√	√

<b>Campus Community</b> XII. Establish and nurture a sense of community among students, faculty, and staff.
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48 Active and Collaborative Learning					
Community College Survey of Student Engagement (CCSSE) composite benchmark score of 7 survey items; standardized national sample mean=50.					
Benchmark	N/A	2004	2006	2008	2010
50.0		47.3	46.8	48.0	50.0
√ = Achieved					√

49 Student-Faculty Interaction					
Community College Survey of Student Engagement (CCSSE) composite benchmark score of 6 survey items; standardized national sample mean=50.					
Benchmark	N/A	2004	2006	2008	2010
50.0		50.5	50.0	53.0	53.0
√ = Achieved		√	√	√	√

50 Campus Climate					
Percent of employees satisfied with overall campus climate; from campus employee satisfaction surveys conducted by Institutional Research; top 3 ratings on five-point scale.					
Benchmark	N/A	2002	2007	2009	2011
95%		98%	97%	97%	98%
√ = Achieved		√	√	√	√

**Key:**

√	Meets or exceeds benchmark
	Below benchmark but improving
	Below benchmark and not improving