

**Carroll Community College
Westminster, Maryland**

Institutional Effectiveness Assessment Report



**Presented to the Board of Trustees
December 13, 2017**

Key:

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

Institutional Effectiveness Assessment

Mission Goals

One way the college assesses its overall institutional effectiveness is by monitoring the achievement of the mission goals in its Mission Statement. The college has 10 such goals:

- | | |
|--|--|
| • Access, Affordability, and Learner Support | • Business and Community Development |
| • Core Competencies | • World View, Diversity, and Citizenship |
| • Baccalaureate Preparation | • Community Enrichment |
| • Career Education and Development | • Organizational Culture |
| • Learning Outcomes and Assessment | • Effective Resource Use |

Institutional Effectiveness Assessment Measures

For each of the ten 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, and again in 2016. The Board of Trustees reviews a report on the measures every December. The Planning Advisory Council reviews the measures every February to identify areas needing improvement strategies. The report is shared with the Board of County Commissioners and posted to the college website for public access.

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 are also indicators in the state-mandated Performance Accountability Report the Board of Trustees also approved the benchmarks. The measures, definitions, and benchmarks were revised or confirmed in 2016.

Application of Assessment Findings

The Planning Advisory Council reviews the college's Institutional Effectiveness Assessment Report in February. Measures that are below benchmark values and not improving are identified for further analysis (in orange in the following charts). The analysis informs development of new institutional strategic initiatives and guides planning in a continuing assessment → planning → action → assessment cycle. This process received commendation from the Middle States Evaluation Team after their visit in April 2011, and from the PRR reviewers in 2016.

Access, Affordability, and Learner Support

I. Provide an affordable center of learning with supportive and caring faculty and staff, appropriate admissions practices, effective learner support services, relevant programs, and a variety of teaching and learning strategies.

1 Annual Unduplicated Headcount

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

Benchmark	FY2013	FY2014	FY2015	FY2016	FY2017
12,000	13,191	12,062	12,345	12,194	11,842
✓ = Achieved	✓	✓	✓	✓	

2 FTE Enrollment

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

Benchmark	FY2013	FY2014	FY2015	FY2016	FY2017
2,750	3,386	3,149	3,069	2,869	2,724
✓ = 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.

Benchmark	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
50.0	49.0	46.4	46.4	51.3	45.7
✓ = 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 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
70.0	73.4	71.5	69.1	69.1	68.5
✓ = 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 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
25.0	23.8	22.2	26.2	25.3	21.4
✓ = Achieved			✓	✓	

6 Applicant Yield Rate					
Percent of fall applicants enrolled in credit classes as reported in the Applicant-to-Enrollment Yield Rate Report prepared by Student Affairs.					
Benchmark	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
65.0	64.9	61.0	63.5	61.2	54.7
✓ = Achieved			↑		
Applicants	1,584	1,637	1,671	1,635	1,544

7 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	FY2013	FY2014	FY2015	FY2016	FY2017
≤50.0	48.5	49.9	50.6	51.2	53.2
✓ = Achieved	✓	✓			

8 Annual Percent Change in Tuition and Fees					
Annual percent change in tuition and fee costs. Indicator includes mandatory fees. Source is MACC Databook tuition and fee costs for full-time students.					
Benchmark	FY2014	FY2015	FY2016	FY2017	FY2018
≤5.0%	5.6	4.4	5.1	6.5	1.5
✓ = Achieved		✓			✓
Tuition/hour	\$113	\$118	\$124	\$132	\$134
Consolidated fee	20%	20%	20%	20%	20%

9 Participation in Tuition Payment Management Plan					
Percent of fall credit students participating in the FACTS deferred tuition management plan, measured as of the third week.					
Benchmark	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
20.0%	27.3%	23.5%	24.8%	26.4%	24.3%
✓ = Achieved	✓	✓	✓	✓	✓
Participants	1,036	861	880	888	733
Fall headcount	3,794	3,661	3,549	3,362	3,021

10 Participation in Federal Student Loan Program					
Percent of fiscal year credit students participating in the Federal Student Loan Program (Plus, Sub, Unsub) as reported in the MHEC Financial Aid Information System (FAIS).					
Benchmark	FY2013	FY2014	FY2015	FY2016	FY2017
<10.0%		6.8%	9.0%	9.2%	8.5%
✓ = Achieved		✓	✓	✓	✓
Participants		352	452	439	394
FY headcount	5,476	5,186	4,999	4,780	4,659

11 Student Perception of Institutional Financial Support					
How much does the college provide the financial support you need to afford your education? Measure is percent responding very much or quite a bit (top two choices on four-point scale).					
Benchmark	2008	2010	2012	2014	2017
45.0%	38.1	38.1	46.8	43.0	58.6
✓ = Achieved	↑		✓		✓

12 Student Perception of Institutional Learning Support					
How much does the college provide the learning support you need to succeed at this college? Measure is percent responding very much or quite a bit (top two choices on four-point scale).					
Benchmark	2008	2010	2012	2014	2017
80.0%	75.4	78.7	78.1	77.0	84.4
✓ = Achieved	↑	↑			✓

13 Student Satisfaction with Academic and Student Services					
A composite rating of 20 selected college academic and student services, by students who indicated they have used the services, from responses to the college's credit student satisfaction survey. Indicator is percent rating Very Satisfied or Satisfied on five-point scale.					
Benchmark	N/A	N/A	2013	2015	2017
85.0%			87.4	83.4	82.3
✓ = Achieved			✓		

14 Developmental Course Enrollment within First Year					
Percent of first-time fall students beginning prescribed developmental coursework within one year. (Carroll Community College catalog recommends completion of developmental courses within first 12 credit hours and states that English and mathematics sequences must be begun by completion of first 24 credit hours or registration will be blocked.)					
Benchmark 90.0%	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
English	84.9	81.4	85.3	85.4	84.3
✓ = Achieved	↑		↑	↑	
Reading	93.1	93.8	95.6	98.8	93.7
✓ = Achieved	✓	✓	✓	✓	✓
Mathematics	84.4	88.0	87.0	87.5	88.6
✓ = Achieved		↑		↑	↑

Transitional Course Enrollment with First Year				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Benchmark: 90.0%	Percent Attempted Within One Year			
Transitional English	81.4%	85.3%	85.4%	84.3%
Cohort Subgroups				
Full-time fall and spring	96.9%	98.6%	96.3%	100.0%
Part-time fall and spring	70.2%	68.8%	80.0%	86.0%
Full-time not retained to spring	83.9%	96.2%	100.0%	94.1%
Part-time not retained to spring	46.7%	52.0%	25.9%	46.9%
Mixed attendance status fall and spring	92.6%	93.6%	96.1%	85.4%
Transitional Reading	93.8%	95.6%	98.8%	93.7%
Cohort Subgroups				
Full-time fall and spring	89.7%	96.7%	100.0%	94.7%
Part-time fall and spring	95.3%	97.1%	90.5%	100.0%
Full-time not retained to spring	100.0%	90.5%	100.0%	84.6%
Part-time not retained to spring	84.0%	90.5%	100.0%	82.6%
Mixed attendance status fall and spring	98.0%	97.7%	100.0%	96.3%
Transitional Mathematics	88.0%	87.0%	87.5%	88.6%
Cohort Subgroups				
Full-time fall and spring	93.4%	96.1%	94.8%	97.6%
Part-time fall and spring	84.8%	71.6%	71.4%	77.4%
Full-time not retained to spring	82.8%	93.7%	96.5%	89.1%
Part-time not retained to spring	51.0%	53.7%	52.7%	60.4%
Mixed attendance status fall and spring	99.1%	93.2%	95.2%	97.8%

15 Learning Beyond the Classroom					
Number of students participating in learning activities outside the classroom, including service learning projects, Areas of Study activities, and clubs (duplicated within categories).					
Benchmarks	FY2013	FY2014	FY2015	FY2016	FY2017
Club Partic. 300	310	300	313	302	307
✓ = Achieved	✓	✓	✓	✓	✓
Field Trips 230	217	256	722	834	678
✓ = Achieved	↑	✓	✓	✓	✓
Service Learn 700	780	710	799	731	647
✓ = Achieved	✓	✓	✓	✓	
Workshops 400	N/A	N/A	408	443	401
✓ = Achieved			✓	✓	✓

Core Competencies

II. Provide opportunities for all learners to develop competencies in communications skills, critical thinking, quantitative and scientific reasoning, information and technological literacy, creativity, global awareness, and personal development.

Measures under development by Academic Affairs.

Baccalaureate Preparation

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

16 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	AY09-10	AY10-11	AY11-12	AY12-13	AY15-16
85.0	83.6	88.4	87.1	87.8	90.4
✓ = Achieved		✓	✓	✓	✓
Statewide	82.2	82.4	82.3	82.4	85.7

MHEC did not provide these data in AY13-14 and AY14-15

17 Graduate Satisfaction with Transfer Preparation

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

Benchmark	Class of 2005	Class of 2008	Class of 2011	Class of 2014	Class of 2016
80%	79%	73%	77%	80%	85%
✓ = Achieved	↑		↑	✓	✓
Statewide	82%	79%	82%	79%	N/A

18 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	2004-05	2005-06	2006-07	2007-08	2008-09
60.0	58.9	62.7	67.1	71.3	61.1
✓ = Achieved	↑	✓	✓	✓	✓
Statewide	54.8	53.5	61.3	62.1	60.4

Career Education and Development

IV. Provide career preparation, job skill enhancement, continuing professional education, and career development services through credit and noncredit programs.

19 Adult Education High School Diploma Graduates

Annual number of graduates completing their high school diploma through the college's Adult Education program, including GED and National External Diploma completers, as reported to the Maryland Department of Labor, Licensing, and Regulation.

Benchmark	FY2012	FY2013	FY2014	FY2015	FY2016
55	57	65	59	40	37
✓ = Achieved	✓	✓	✓		

20 AAS/AS Graduate Employment/Continuing Education

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.

Benchmark	Class of 2005	Class of 2008	Class of 2011	Class of 2014	Class of 2016
90%	90%	91%	98%	96%	98%
✓ = Achieved	✓	✓	✓	✓	✓

21 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	2013	2014	2015	2016	2017
LPN = 90%	100%	93%	100%	100%	100%
✓ = Achieved	✓	✓	✓	✓	✓
RN = 90%	88%	85%	92%	84%	84%
✓ = Achieved			✓		
PTA = 90%	96%	100%	100%	93%	100%
✓ = Achieved	✓	✓	✓	✓	✓
EMS = 80%	50%	50%	75%	0%	80%
✓ = Achieved			↑		✓

22 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	FY2013	FY2014	FY2015	FY2016	FY2017
8,200	8,221	7,647	7,503	7,072	6,690
✓ = Achieved	✓				

23 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	FY2013	FY2014	FY2015	FY2016	FY2017
HC = 3,000	3,061	2,857	2,872	2,564	2,573
✓ = Achieved	✓		↑		↑
ENR = 4,500	4,365	4,546	4,001	4,072	3,783
✓ = Achieved	↑	✓		↑	

24 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	N/A	N/A	FY2015	FY2016	FY2017
400			397	413	356
✓ = Achieved				✓	
Programs			31	28	33

25 Career Counseling Services Use					
Number of students receiving career planning and development services during the fiscal year; from data collected by the Career Development Center. Count includes students meeting with a career counselor, attending a workshop, attending a career fair or event, or participating in a career exploration or planning classroom activity.					
Benchmark	FY2013	FY2014	FY2015	FY2016	FY2017
1,000	1,818	1,395	1,394	1,578	1,424
✓ = Achieved	✓	✓	✓	✓	✓

Learning Outcomes Assessment and Program Evaluation

V. Ensure learning through ongoing assessment of student progress and achievement, and evaluation of the effectiveness of instructional programs and support services.

26 Developmental Course Pass Rates					
Percent of enrollees in Developmental English, Reading, and Mathematics earning grades S or C or above, reported separately for each discipline, fall terms.					
Benchmark	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
English = 70.0	69.4	70.0	73.2	70.4	67.2
✓ = Achieved		✓	✓	✓	
Reading = 70.0	75.1	75.8	70.1	77.7	78.5
✓ = Achieved	✓	✓	✓	✓	✓
Math = 70.0	62.9	60.4	58.6	54.3	51.5
✓ = Achieved	↑				

27 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.					
Benchmark	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort
60.0	58.6	57.5	59.4	59.2	59.3
✓ = Achieved	↑		↑		↑
Cohort	695	825	780	672	648

28 Successful Transition to Credit Courses					
Percent of fall students successfully completing a highest-level developmental course who attempt and pass (grade C or above) a college-level course in the same discipline within one year. Reported for English (ENG-E/ENG-097) and mathematics (MAT-099).					
Benchmark 60%	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
English	62.3	54.5	58.9	66.2%	74.0%
✓ = Achieved	✓		↑	✓	✓
Math	60.5	61.5	63.5	67.0%	63.4%
✓ = Achieved	✓	✓	✓	✓	✓

29 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 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
75.0	78.1	79.2	78.1	78.5	79.7
✓ = Achieved	✓	✓	✓	✓	✓

30 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	2012-13	2013-14	2014-15	2015-16	2016-17
Full-time = 80.0	83.7	84.5	83.9	86.5	84.6
✓ = Achieved	✓	✓	✓	✓	✓
Part-time = 60.0	61.6	74.7	67.2	67.3	67.1
✓ = Achieved	✓	✓	✓	✓	✓

31 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.					
Benchmark	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort
60.0	56.5	58.6	57.7	57.0	55.3
✓ = Achieved	↑	↑			
Statewide	50.8	49.2	51.0	N/A	N/A

32 Four-year Associate Degree Completion Rate					
Percent of fall, first-time cohort attempting 18 hours during first two years, who graduated from Carroll with an Associate Degree within four years.					
Benchmark	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort
35.0	34.4	37.7	36.6	41.1	40.1
✓ = Achieved	↑	✓	✓	✓	✓
Cohort	627	759	737	626	646

33 Six-year Completion Rate					
Percent of first-time, degree-seeking fall cohorts completing degree or certificate programs within six years of entry. Source is the Student Tracker Postsecondary Completions Institutional Benchmark Reports prepared and distributed by the National Student Clearinghouse Research Center. Completions are at any institution, including two-year and four-year institutions.					
All Students	N/A	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort
Benchmark = 50.0		51.5	52.8	53.4	54.7
✓ = Achieved		✓	✓	✓	✓
National average		39.9	39.1	38.1	39.3
Always Full-time	N/A	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort
Benchmark = 65.0		66.6	70.0	74.2	77.3
✓ = Achieved		✓	✓	✓	✓
National average		57.6	57.0	54.6	54.5

34 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 ≥ 2.0 , or were still enrolled four years after entry.					
Benchmark	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort
80.0	76.4	76.4	73.1	75.2	75.5
✓ = Achieved				↑	↑
Statewide	71.4	69.3	68.8	N/A	N/A

35 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 2012	Spr-Fall 2013	Spr-Fall 2014	Spr-Fall 2015	Spr-Fall 2017
70%	71%	69%	66%	68%	N/A
✓ = Achieved	✓			↑	

Survey not done in 2016

36 Student Effort—Hours per Week Preparing for Class					
Student survey question: "How many hours do you spend in a typical week preparing for class?" Indicator reports percent of students responding more than 10 hours per week; reported separately for full- and part-time students.					
Benchmark	2008	2010	2012	2014	2017
Full-time 40.0	32.0	29.7	30.1	42.6	49.2
✓ = Achieved			↑	✓	✓
Part-time 25.0	18.8	22.0	17.5	32.6	37.2
✓ = Achieved	↑	↑		✓	✓

Business and Community Development

VI. Support County business growth by providing training and services directly to businesses, and by partnering with industry, community organizations, Carroll County schools, higher education institutions, and government entities to advance economic and community development.

37 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.					
Benchmark	FY2013	FY2014	FY2015	FY2016	FY2017
80	79	88	88	82	57
✓ = Achieved		✓	✓	✓	

38 Contract Training Student Headcount					
Annual unduplicated headcount of workforce development students served through contract training arrangements, as reported in MHEC Performance Accountability Report.					
Benchmark	FY2013	FY2014	FY2015	FY2016	FY2017
3,000	2,597	2,454	2,796	2,482	2,420
✓ = Achieved			↑		

39 Client Satisfaction with Contract Training					
Employer satisfaction with contract training provided by Carroll Community College, as reported in MHEC Performance Accountability Report.					
Benchmark	FY2013	FY2014	FY2015	FY2016	FY2017
95%	98%	100%	98%	97%	N/A
✓ = Achieved	✓	✓	✓	✓	

40 Miller Center for Small Business Enrollment					
Fiscal year enrollments in courses offered by the Miller Resources for Entrepreneurs; number of individuals accessing resources and services in the Center.					
Benchmark	FY2013	FY2014	FY2015	FY2016	FY2017
ENR = 300		312	348	276	227
✓ = Achieved		✓	✓		
CLIENTS=125					125
✓ = Achieved					✓
STARTUPS=10					10
✓ = Achieved					✓

World View, Diversity, and Citizenship

VII. Embrace an increasingly diverse and changing world by encouraging students, faculty, and staff to value diversity, cultivate global awareness, and practice responsible citizenship.

41 Student Perception of College Commitment to Diversity					
Percent of students agreeing that the college provides the education, resources, training, and personnel necessary to support its commitment to diversity ; from college's student satisfaction surveys; top 3 ratings on five-point scale.					
Benchmark	N/A	N/A	Spring 2013	Spring 2015	Spring 2017
90.0%			95%	91%	91%
✓ = Achieved			✓	✓	✓

42 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	N/A	N/A	Spring 2013	Spring 2015	Spring 2017
90.0%			97%	95%	94%
✓ = Achieved			✓	✓	✓

43 Employee Perception of College Commitment to Diversity					
Percent of employees agreeing that the college provides the education, resources, training, and personnel necessary to support its commitment to diversity; from employee satisfaction surveys conducted by Institutional Research; top 3 ratings on five-point scale.					
Benchmark	N/A	N/A	Spring 2013	Spring 2015	Spring 2017
90.0%			94%	95%	91%
✓ = Achieved			✓	✓	✓

44 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; top 3 ratings on five-point scale.					
Benchmark	N/A	N/A	Spring 2013	Spring 2015	Spring 2017
90.0%			94%	93%	93%
✓ = Achieved			✓	✓	✓

Community Enrichment

VIII. Provide cultural and community enrichment through lifelong learning opportunities, creative arts activities, and special events that educate and entertain.

45 Youth Course Enrollment					
Number of enrollments in courses offered by Continuing Education and Training for youth, including Summer Kids@Carroll, Teen College, Career Pathways, and Second Saturdays; reported for calendar year, not by fiscal year.					
Benchmark	2013	2014	2015	2016	2017
HC= 900	901	1,003	986	888	912
✓ = Achieved	✓	✓	✓		✓
ENR = 1,800	1,895	1,950	1,929	1,925	1,910
✓ = Achieved	✓	✓	✓	✓	✓

46 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	FY2013	FY2014	FY2015	FY2016	FY2017
HC= 1,800	2,141	1,800	1,825	1,953	1,684
✓ = Achieved	✓	✓	✓	✓	
ENR = 3,000	4,025	3,538	3,369	3,093	2,950
✓ = Achieved	✓	✓	✓	✓	

47 Adult Personal Enrichment Student Repeat Rate					
Percent of CET Adult Personal Enrichment students in a fiscal year taking a CET course in the following fiscal year.					
Benchmark	FY12-FY13	FY13-14	FY14-FY15	FY15-16	FY16-17
30.0	32.8	32.9	33.8	35.6	31.0
✓ = Achieved	✓	✓	✓	✓	✓

48 College-sponsored Community Enrichment Events					
Number of college-sponsored cultural events open to the public, including theater and music productions, art exhibitions, movies, lectures, and special events; includes performances staged in county schools and other off-campus locations as well as on-campus events.					
Benchmark	FY2013	FY2014	FY2015	FY2016	FY2017
40	61	62	53	45	40
= Achieved	✓	✓	✓	✓	✓

Organizational Culture

IX. Nurture a learning-centered, inclusive, and collaborative organizational culture that fosters personal and professional growth, leadership skills, and the development and implementation of best practices.

49 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	2009	2011	2013	2015	2017
90%	96%	96%	91%	87%	94%
✓ = Achieved	✓	✓	✓		✓

50 Employee Perceptions of Overall Campus Climate					
Percent of employees rating overall campus climate with top 3 ratings on five-point scale; from employee surveys conducted by Institutional Research.					
Benchmark	2009	2011	2013	2015	2017
95%	97%	98%	97%	95%	95%
✓ = Achieved	✓	✓	✓	✓	✓

51 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 (National Community College Benchmark Project)					
Benchmark	2012	2013	2014	2015	2016
\$400	\$585	\$603	\$578	\$665	\$682
✓ = Achieved	✓	✓	✓	✓	✓
Expenditures	\$231,690	\$242,561	\$227,078	\$267,400	\$258,545
NCCBP Median	\$295	\$329	\$315	\$367	\$364
NCCBP Percentile	80%	81%	82%	78%	75%

Effective Resource Use

X. Employ the college's financial, physical, and technological resources effectively and efficiently to fulfill the college's mission.

52 Enrollments per Section					
Mean fall term credit course class size, excluding online, television, self-paced, internship, and independent study courses.					
Benchmark	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
≤20.0-24.0	16.89	16.69	17.08	17.55	17.68
✓ = Achieved			↑	↑	↑
Sections	526	500	490	474	415

53 Teaching by Full-time Faculty					
Percent of total teaching load hours (TLH) taught by full-time faculty in fall and spring terms.					
Benchmark	FY2013	FY2014	FY2015	FY2016	FY2017
50.0	46.9	49.7	47.3	49.9	50.5
✓ = Achieved	↑	↑		↑	✓

54 Expenditures per FTE Student					
Unrestricted current fund operating expenditures per full-time-equivalent student; benchmark is to be below statewide community college average.					
Benchmark	FY2012	FY2013	FY2014	FY2015	FY2016
<state average	8,205	8,655	9,396	9,817	10,419
✓ = Achieved	✓				
Statewide	8,334	8,575	9,217	9,792	10,197
Small MD CCs	8,134	8,986	9,806	10,311	10,190

55 Expenditure on Instruction and Academic Support					
Percent of total educational and general operating expenditures expended on instruction and academic support.					
Benchmark	FY2013	FY2014	FY2015	FY2016	FY2017
55.0	58.7	57.3	57.3	60.3	58.5
√ = Achieved	√	√	√	√	√

56 Campus Security					
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	2012	2013	2014	2015	2016
0	1	0	0	3	0
√ = Achieved		√	√		√