

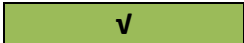


**Carroll Community College  
Westminster, Maryland**

# **Institutional Effectiveness Assessment Report**



**Presented to the Board of Trustees  
December 17, 2014**

Key:

	<b>Meets or exceeds benchmark</b>
	<b>Below benchmark but improving</b>
	<b>Below benchmark and not improving</b>

# 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 in 1999; they were revised in 2003, 2008, and again in 2012. 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 in the spring 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 2012.

## 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.

## 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	FY2010	FY2011	FY2012	FY2013	FY2014
13,600	13,987	13,949	13,881	13,191	12,062
√ = Achieved	√	√	√		

### 2 FTE Enrollment

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

Benchmark	FY2010	FY2011	FY2012	FY2013	FY2014
3,000	3,138	3,347	3,173	3,167	2,920
√ = 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 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
50.0	54.6	51.1	47.0	49.0	46.4
√ = 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 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
70.0	71.6	73.3	72.9	73.4	71.5
√ = 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 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
25.0	27.5	23.7	25.9	23.8	22.2
√ = Achieved	√		√		

<b>6 Applicant Yield Rate: <i>MEASURE UNDERGOING REVISION</i></b>					
Percent of fall applicants enrolled in credit classes as of the official third week census date.					
<b>Benchmark</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>
NA%					
<b>√ = Achieved</b>					
Applicants					

<b>7 Tuition and Fees Compared to USM Average</b>					
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.					
<b>Benchmark</b>	<b>FY2010</b>	<b>FY2011</b>	<b>FY2012</b>	<b>FY2013</b>	<b>FY2014</b>
≤50.0	49.0	48.1	47.3	48.5	49.9
<b>√ = Achieved</b>	<b>√</b>	<b>√</b>	<b>√</b>	<b>√</b>	<b>√</b>

<b>8 Tuition and Fees Compared to Median Household Income</b>					
Annual, in-county, full-time credit student tuition and fees as a percent of the median household income in Carroll County.					
<b>Benchmark</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
≤4.50	4.33	4.42	4.42	4.39	4.89
<b>√ = Achieved</b>	<b>√</b>	<b>√</b>	<b>√</b>	<b>√</b>	
Annual tuition	3,407	3,505	3,624	3,696	3,912
Median income	78,653	79,227	82,077	84,117	80,028

<b>9 Tuition and Fee Costs of Pell Grant Recipients</b>					
<b><i>MEASURE UNDER DEVELOPMENT</i></b>					
Percent of Pell Grant recipients who have 100 percent of their tuition and fees paid by grants and scholarships.					
<b>Benchmark</b>	<b>FY2009</b>	<b>FY2010</b>	<b>FY2011</b>	<b>FY2012</b>	<b>FY2013</b>
90%					
<b>√ = Achieved</b>					
Pell Recipients	417	640	1,044	1,091	

<b>10 Tuition and Fee Costs of Non-Pell Recipients with Financial Need</b>					
<b><i>MEASURE UNDER DEVELOPMENT</i></b>					
Percent of students with financial need, who did not receive Pell Grants, who have 50 percent or more of their tuition and fees paid by grants and scholarships.					
<b>Benchmark</b>	<b>FY2009</b>	<b>FY2010</b>	<b>FY2011</b>	<b>FY2012</b>	<b>FY2013</b>
30%					
<b>√ = Achieved</b>					
Students	65	54	68	68	

<b>11 Student Perception of Institutional Financial Support</b>					
Community College Survey of Student Engagement (CCSSE) item 9f: 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	2006	2008	2010	2012	2014
50%	37.5	38.1	38.1	46.8	43.0
✓ = Achieved					
<b>CCSSE national</b>	43.9	45.1	48.2	52.3	53.5

<b>12 Student Perception of Institutional Learning Support</b>					
Community College Survey of Student Engagement (CCSSE) item 9b: 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	2006	2008	2010	2012	2014
80%	73.3	75.4	78.7	78.1	77.0
✓ = Achieved					
<b>CCSSE national</b>	69.5	71.2	72.3	72.9	74.1

<b>13 Student Satisfaction with Academic and Student Services</b>					
A composite rating of selected college academic and student services by students who indicate they have used the services from responses to the college's credit student satisfaction survey.					
Benchmark	N/A	N/A	N/A	N/A	2013
85%					87.4
✓ = Achieved					✓

<b>14 Developmental Course Enrollment within First Year</b>					
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	N/A	Fall 2010	Fall 2011	Fall 2012	Fall 2013
90%					
English		80.9	84.5	84.9	81.4
✓ = Achieved					
Reading		89.4	90.8	93.1	93.8
✓ = Achieved			✓	✓	✓
Mathematics		85.4	84.4	84.4	88.0
✓ = Achieved					

15 Learning Beyond the Classroom					
Number of students participating in learning activities outside the classroom, including service learning projects, Academic Communities, and clubs (may be duplicated across categories).					
Benchmark TBD	N/A	N/A	N/A	FY2013	FY2014
AC field trips				217	256 (Est.)
Clubs				310	300 (Est.)
Service Learning				780	710
<b>v</b> = 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.

16 Core Competencies Proficiency					
Percent of students scoring satisfactory or proficient across all dimensions of each core competency learning goal.					
Benchmark TBD	N/A	FY2010	FY2011	FY2012	FY2013
<b>Written Communication</b>					
			73%		
<b>v</b> = Achieved					
<b>Oral Communication</b>					
			70%		
<b>v</b> = Achieved					
<b>Creativity</b>					
					68%
<b>v</b> = Achieved					
<b>Critical Thinking</b>					
				57%	
<b>v</b> = Achieved					
<b>Global Awareness</b>					
			50%		
<b>v</b> = Achieved					
<b>Information and Technology Literacy</b>					
		65%			
<b>v</b> = Achieved					
<b>Personal Development</b>					
					67%
<b>v</b> = Achieved					
<b>Quantitative and Scientific Reasoning</b>					
				94%	
<b>v</b> = Achieved					

## Baccalaureate Preparation

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

### 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	AY07-08	AY08-09	AY09-10	AY10-11	AY11-12
85.0	84.4	87.7	83.6	88.4	87.1
√ = Achieved		√		√	√
<b>Statewide</b>	79.3	82.3	82.2	82.4	82.3

### 18 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 2000	Class of 2002	Class of 2005	Class of 2008	Class of 2011
80%	71%	79%	79%	73%	77%
√ = Achieved					
<b>Statewide</b>	78%	85%	82%	79%	82%

### 19 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	2003-04	2004-05	2005-06	2006-07	2007-08
60.0	58.7	58.9	62.7	67.1	71.3
√ = Achieved			√	√	√
<b>Statewide</b>	59.0	54.8	53.5	61.3	62.1

## Career Education and Development

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

### 20 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	FY2009	FY2010	FY2011	FY2012	FY2013
55	65	54	58	57	65
√ = Achieved	√		√	√	√

### 21 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 2000	Class of 2002	Class of 2005	Class of 2008	Class of 2011
90%	77%	100%	90%	91%	98%
√ = Achieved		√	√	√	√

### 22 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.

Benchmark	2010	2011	2012	2013	2014
LPN = 90%	100%	100%	100%	100%	93%
√ = Achieved	√	√	√	√	√
RN = 90%	90%	91%	96%	88%	85%
√ = Achieved	√	√	√		
PTA = 90%	100%	100%	96%	96%	100%
√ = Achieved	√	√	√	√	√
EMS = TBD				50%	50%
√ = Achieved					

### 23 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	FY2010	FY2011	FY2012	FY2013	FY2014
8,800	8,695	9,421	8,803	8,221	7,647
√ = Achieved		√	√		



<b>24 Continuing Education Licensure/Certification Enrollment</b>					
Annual unduplicated headcount and course enrollments in CET Continuing Education Licensure and Certification classes, as reported in MHEC Performance Accountability Report.					
Benchmark	FY2009	FY2010	FY2011	FY2012	FY2013
HC = 4,000	3,786	3,554	3,623	3,370	3,061
√ = Achieved					
ENR = 5,500	5,797	4,516	5,101	4,290	4,365
√ = Achieved	√				

<b>25 Continuing Education Completers <i>MEASURE UNDER DEVELOPMENT</i></b>					
Number of students successfully completing CET workforce training courses, and number of students successfully completing Continuing Education Certificate programs comprised of multiple courses, reported according to MCCACET guidelines and best practices.					
Benchmark	N/A	N/A	N/A	N/A	FY2013
Courses					N/A
√ = Achieved					
Certificates					N/A
√ = Achieved					

<b>26 Career Counseling Services Use</b>					
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	FY2010	FY2011	FY2012	FY2013	FY2014
1,000	884	1,415	1,045	1,818	1,395
√ = 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.

### 27 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.

Benchmark	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
English = 70.0	71.5	76.1	75.4	69.4	70.0%
√ = Achieved	√	√	√		√
Reading = 70.0	66.4	70.1	71.5	75.1	75.8%
√ = Achieved		√	√	√	√
Math = 70.0	66.4	66.4	61.4	62.9	60.4%
√ = Achieved					

### 28 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	2005 Cohort	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort
60.0	51.3	57.7	56.8	58.6	57.5
√ = Achieved					
Statewide	43.2	38.3	N/A	N/A	N/A

### 29 Successful Transition to Credit Courses

Percent of fall students successfully completing a highest-level developmental course who attempt and pass a college-level course in the same discipline within one year. Reported for English (ENG-097) and mathematics (MAT-099).

Benchmark 60%	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
English	57.9	58.4	64.0	62.3	54.5
√ = Achieved			√	√	
Math	57.8	56.1	58.3	60.5	61.5
√ = Achieved				√	√

### 30 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 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
75.0	77.7	77.5	78.5	78.1	79.2
√ = Achieved	√	√	√	√	√

<b>31 Fall-to-spring Retention Rates</b>					
Percent of first-time fall cohort enrolling in subsequent spring term; reported separately for full-time and part-time students.					
Benchmark	2009-10	2010-11	2011-12	2012-13	2013-14
Full-time = 80.0	82.3	85.0	84.3	83.7	84.5
√ = Achieved	√	√	√	√	√
Part-time = 60.0	59.4	62.8	64.2	61.6	74.7
√ = Achieved		√	√	√	√

<b>32 Graduation-Transfer Rate</b>					
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	2005 Cohort	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort
60.0	58.6	57.9	58.8	56.5	58.6
√ = Achieved					
<b>Statewide</b>	50.1	51.4	N/A	N/A	N/A

<b>33 Associate Degree Completion Rate</b>					
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	2005 Cohort	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort
31%	28.2	31.2	29.4	34.4	37.7
√ = Achieved		√		√	√
<b>Statewide</b>	18.6	19.6	N/A	N/A	N/A

<b>34 Successful-Persister Rate</b>					
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.					
Benchmark	2005 Cohort	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort
80.0	75.3	75.1	79.3	76.4	76.4
√ = Achieved					
<b>Statewide</b>	71.2	71.9	N/A	N/A	N/A

<b>35 Non-graduating Leavers Self-reported Goal Achievement</b>					
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 2009	Spr-Fall 2010	Spr-Fall 2011	Spr-Fall 2012	Spr-Fall 2013
70%	65%	68%	66%	71%	69%
√ = Achieved				√	
<b>NCCBP national</b>	50%	50%	N/A	N/A	N/A

<b>36 Program Learning Goals Achievement</b>					
Percent of courses with students achieving 75 percent or higher on identified program content outcomes related to program learning goals.					
Benchmark	N/A	N/A	FY2011	FY2012	FY2013
TBD			85%	100%	82%
√ = Achieved				√	

<b>37 Courses Meeting General Education Benchmarks</b>					
Percent of courses in programs which met learning outcomes benchmarks for general education competencies.					
Benchmark	N/A	N/A	FY2011	FY2012	FY2013
TBD			78%	92%	NA
√ = Achieved					

<b>38 Active and Collaborative Learning</b>					
Community College Survey of Student Engagement (CCSSE) composite benchmark score of 7 survey items; standardized national sample mean=50.					
Benchmark	2006	2008	2010	2012	2014
50.0	46.8	48.0	50.0	46.7	49.9
√ = Achieved			√		

<b>39 Student-Faculty Interaction</b>					
Community College Survey of Student Engagement (CCSSE) composite benchmark score of 6 survey items; standardized national sample mean=50.					
Benchmark	2006	2008	2010	2012	2014
50.0	50.0	53.0	53.0	50.6	50.0
√ = Achieved	√	√	√	√	√

<b>40 Academic Challenge</b>					
Community College Survey of Student Engagement (CCSSE) composite benchmark score of 10 survey items; standardized national sample mean=50.					
Benchmark	2006	2008	2010	2012	2014
50.0	47.4	48.6	51.7	47.3	51.5
√ = Achieved			√		√

<b>41 Student Effort</b>					
Community College Survey of Student Engagement (CCSSE) composite benchmark score of 8 survey items; standardized national sample mean=50.					
Benchmark	2006	2008	2010	2012	2014
50.0	51.7	52.3	52.8	48.8	47.1
√ = 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.

### 42 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	FY2010	FY2011	FY2012	FY2013	FY2014
80	86	88	85	79	88
√ = Achieved	√	√	√		√

### 43 Contract Training Student Headcount

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

Benchmark	FY2010	FY2011	FY2012	FY2013	FY2014
3,200	2,991	3,165	3,181	2,597	2,454
√ = Achieved					

### 44 Client Satisfaction with Contract Training

Employer satisfaction with contract training provided by Carroll Community College, as reported in MHEC Performance Accountability Report.

Benchmark	FY2010	FY2011	FY2012	FY2013	FY2014
95%	100%	100%	94%	98%	100%
√ = Achieved	√	√		√	√

### 45 Miller Center for Small Business Enrollment

Fiscal year enrollment in courses offered by the Miller Center for Small Business.

Benchmark	FY2010	FY2011	FY2012	FY2013	FY2014
HC = TBD				749	214
√ = Achieved					
ENR = 1,000	906	1,067	904	940	312
√ = 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.

### 46 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	N/A	N/A	Spring 2013
90.0%					95.4%
√ = Achieved					√

### 47 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	N/A	N/A	Spring 2013
90.0%					96.9%
√ = Achieved					√

### 48 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	N/A	N/A	Spring 2013
90.0%					94.0%
√ = Achieved					√

### 49 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	N/A	N/A	Spring 2013
90.0%					94.0%
√ = Achieved					√

## Community Enrichment

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

### 50 Youth Course Enrollment

Number of enrollments in courses offered by Continuing Education and Training for youth, including Summer Kids@Carroll, Teen College, and Career Pathways; annual unduplicated headcount; reported for calendar summer, not by fiscal year.

Benchmark	2010	2011	2012	2013	2014
ENR = 1,800	1,447	1,518	1,817	1,895	1,950
√ = Achieved			√	√	√
HC= 980	823	791	955	901	1,003
√ = Achieved					√

### 51 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	FY2010	FY2011	FY2012	FY2013	FY2014
ENR = 4,000	4,145	4,189	3,959	4,025	3,538
√ = Achieved	√	√		√	
HC= 2,200	2,285	2,237	2,127	2,141	1,800
√ = Achieved	√	√			

### 52 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	FY09-FY10	FY10-FY11	FY11-FY12	FY12-FY13	FY13-14
30.0	32.5	31.5	30.6	32.8	32.9
√ = Achieved	√	√	√	√	√

### 53 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	FY2010	FY2011	FY2012	FY2013	FY2014
60	65	65	66	61	62
= 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.

### 54 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	2002	2007	2009	2011	2013
90%	92%	91%	96%	96%	91%
√ = Achieved	√	√	√	√	√

### 55 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	2002	2007	2009	2011	2013
90%	93%	89%	83%	90%	83%
√ = Achieved	√			√	



<b>56 Employee Perceptions of Overall Campus Climate</b>					
Percent of employees rating overall campus climate with top 3 ratings on five-point scale; from employee surveys conducted by Institutional Research.					
Benchmark	2002	2007	2009	2011	2013
95%	98%	97%	97%	98%	97%
√ = Achieved	√	√	√	√	√

<b>57 College Investment in Employee Professional Development</b>					
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	2009	2010	2011	2012	2013
\$400	\$554	\$628	\$431	\$585	\$603
√ = Achieved	√	√	√	√	√
Expenditures	\$194,575	\$221,041	\$164,451	\$231,690	\$242,561
NCCBP Median	\$270	\$287	\$300	\$295	\$329
NCCBP Rank	82%	85%	68%	80%	81%

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

<b>58 Enrollments per Section</b>					
Mean credit course class size, excluding online, television, self-paced, internship, and independent study courses.					
Benchmark	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
≤20.0-24.0	19.44	19.22	18.79	19.14	18.24
√ = Achieved					

<b>59 Teaching by Full-time Faculty</b>					
Percent of total teaching load hours (TLH) taught by full-time faculty in fall and spring terms.					
Benchmark	FY2010	FY2011	FY2012	FY2013	FY2014
50.0	48.5	46.3	43.4	46.9	49.7
√ = Achieved					

<b>60 Expenditures per FTE Student</b>					
Unrestricted current fund operating expenditures per full-time-equivalent student; benchmark is to be below statewide community college average.					
Benchmark	FY2009	FY2010	FY2011	FY2012	FY2013
<state average	7,900	7,711	7,495	8,205	8,655
√ = Achieved	√	√	√	√	
Statewide	8,522	7,994	8,131	8,334	8,575

<b>61 Expenditure on Instruction and Academic Support</b>					
Percent of total educational and general operating expenditures expended on instruction and selected academic support.					
Benchmark	FY2010	FY2011*	FY2012*	FY2013	FY2014
52.0	52.6	57.1	57.2	58.7	57.3
√ = Achieved	√	√	√	√	√

CET administrative salaries were moved from Academic Support function to Instructional function in FY2013.

<b>62 Campus Security</b>					
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	2009	2010	2011	2012	2013
0	3	0	0	1	0
√ = Achieved		√	√		√