Carroll Community College 2022 Performance Accountability Report

Mission

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

Institutional Assessment

Progress towards 2017-2021 State Plan for Postsecondary Education

Student Characteristics

A review of Carroll's FY2022 indicators reflects a fair level of stability within an unsettled and unpredictable pandemic environment. As shown in Indicator A, Carroll's Fall 2021 credit enrollment declined somewhat as compared to prior years to 2,770 students. Nearly 68% of those students were enrolled part-time. Just over 80% of Carroll's credit student body is white (indicator H), largely reflecting the racial/ethnic breakdown of the College's service area. Thirty-eight percent of Fall 2021 credit students were first-generation College students (indicator C), while 46% worked more than 20 hours per week (indicator G).

State Plan Goal 1: Access

Reflecting national trends in higher education and the overall impact of the COVID pandemic, enrollment indicators declined in FY2022 at Carroll, including unduplicated headcount (indicator 1) and market share of first-time, full-time freshmen (indicator 2) and part-time undergraduates (indicator 3). Headcount declined more sharply in continuing education as compared to credit enrollments (indicators 1b and c). Notably, the College realized increases in credit and non-credit enrollments of students of color relative to its service area population (indicators 11a, b, and c).

The College maintains a close watch on enrollment trends and continually seeks ways to maximize enrollment and strengthen retention. In line with Maryland State Plan efforts to boost early access to college, Carroll places strong emphasis on its dual enrollment offerings. Enrollment of dual credit students remained relatively strong in Fall 2021, with 619 dually enrolled students during that term, a modest decrease from the previous fall but on par with pre-pandemic numbers from fall 2019. Enrollment of dual credit students in Spring 2022 increased from Spring 2021. Overall, as shown in Table 1, the College has realized a five-year upward trend of dually enrolled students, with enrollment by and large holding steady since the onset of the pandemic:

Table 1. Dual-Enrolled Students by Headcount

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Dual-Enrolled Students	290	398	620	685	619
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Dual-Enrolled Students	370	408	567	525	556

Carroll concentrates efforts on specific student subpopulations as part of more global retention strategies. In support of the State Plan goal to focus on first-generation college students, the College provides robust support and programming for this substantial cohort of students: as noted above and in indicator C, fully 38% of Fall 2021 students were first-generation. Four or five specific programs are offered for this student cohort each semester, including presentations centered around study skills, financial aid, stress management, alleviating test anxiety, and time management.

The College also offers extensive support for military-affiliated families to promote belonging and retention of those students. These efforts were strengthened in FY2022 following the launch of a focused project aimed to enhance the experience of the College's military-affiliated students, develop the College's military community, and support recruitment of prospective military students. A dedicated cross-functional team of faculty and staff have initiated efforts such as creating a SALUTE Honor Society, communicating with military-affiliated students about college and community events and activities, expanding the Student Veteran Organization and publicly recognizing its members at commencement, updating the College's Veterans' Resource Room, and frequently engaging with the Carroll County veteran community.

State Plan Goal 2: Success

The College continues to realize increasing successful-persister rates. With 79% of all students in the Fall 2017 cohort persisting after 4 years (indicator 16d), the College is approaching its 80% benchmark. The College met its 60% benchmark in graduation-transfer rate (indicator 18d) and has exceeded its benchmark for first year GPA at a transfer institution, with nearly 92% of students earning a 2.0 or better (indicator 21).

Amidst these encouraging trends, student success remains a top priority for the College. Following the State Plan strategy to "review and consider current policies and practices around remediation coursework" (page 50), faculty in English and Mathematics continually examine curriculum and pedagogy surrounding transitional coursework with an eye towards ongoing improvement. In 2018, the College launched the co-requisite Accelerated Learning Program (ALP) for its College Composition (ENGL-101) course; beginning in Fall 2022, specific sections of ENGL-101 with ALP specifically geared towards English Language Learner (ELL) students will be offered in an effort to provide targeted supports for that subpopulation of Carroll students. Moreover, to expand overall enrollment of ELL students, partnerships between Academic Affairs, Carroll County Public School's ESOL department, and Carroll's Adult ESOL program have been reinforced.

Beyond efforts related to transitional courses, Carroll stresses the availability of tutoring and other academic supports for all students. In Fall 2021, the College launched dedicated tutoring in its Introduction to Statistical Methods (MATH-115) and Introduction to College Mathematics (MATH-121) courses. Based on the success of this initiative, dedicated tutoring will continue in FY2023. Carroll's Academic Center offered specific exam review sessions for these high-enrolled courses to bolster student achievement.

As evidence of efforts that support the State Plan goal for a continued focus on non-traditional students, in FY2022 Carroll created *New Start* Scholarships for students aged 25 and older. These scholarships cover tuition for these students' first course at the College. Following the successful implementation of *One Step Away* grants that supported the graduation of 141 near-completers between 2014-2021, Carroll has operationalized outreach to and support of this subpopulation of students. Students within 15 credits of degree completion receive special communication from the College inviting them to re-enroll.

Additionally, in FY2022, Carroll redoubled efforts to promote scholarships available for certain continuing education programs. Ninety-eight students were awarded $120,000 in GEER I and II funds. An additional 14 continuing education students received just over $15,000 through a combination of institutional funding.

State Plan Goal 3: Innovation

Carroll graduates have realized steady progress with income growth (indicator 25); FY2018 graduates earned a median income of $14,356 one year prior to graduation and $55,360 three years after graduation. Over 85% of Carroll graduates are employed within one year (indicator 24).

Indicators related to continuing education (26, 27, 28) are down as compared to previous years, reflecting the ongoing impact of the pandemic. Despite these declining numbers, Carroll's continuing education and training staff sustained efforts to develop partnerships with businesses to support workforce development and improve workforce readiness. In September 2021, the College offered Human Resources certification and preparation classes and management workshops, providing continuing education units (CEUs) as appropriate. During FY2022, plans were made to launch a manufacturing associate program as well as Health and Wellness coaching in Fall 2022, other avenues through which students might earn CEUs. To prepare workers for a post-COVID workplace, in FY2022, GEER funds were used to upgrade drone platforms and payloads, used by both continuing education and credit students in the Small Unmanned Aircraft Systems (sUAS) program. GEER funding was also used to purchase two robotics arms and fund professional development for faculty in the sUAS program.

Another success Carroll has experienced linked to strategies in the State Plan relates to its strong commitment to invest in the scholarship of teaching and learning of its faculty members. As one example, in FY2022, a cohort of faculty joined a new intensive professional development opportunity, a Faculty Learning Community (FLC) focused on *Teaching and Learning with Imagination and Innovation*. A second FLC has been created for FY2023, entitled *A Circle of Collaboration*. These FLCs provide an environment in which participating faculty may engage in deliberate and meaningful research, discussion, and sharing of ideas. Participants must produce deliverables specific to the annual FLC theme and receive a stipend. In a similar vein, ten faculty

and staff engaged in Carroll's Intercultural Teaching and Learning Fellows program in FY2022. This was the fourth cohort of fellows to commit to sustained learning and conversation surrounding diversity, equity, and inclusion in the classroom and across campus, bringing the total number of Fellows to 34 (for years 2018-2022).

Moreover, Carroll offered a robust program of professional development opportunities, open to all employees, focused on diversity, equity, inclusion, and belonging. In total, twenty-nine experiences were offered in FY2022, including in-person and web-based sessions on *Implicit Bias, Discovering Racism in the Teaching and Learning of History*, and *Is Race Real?*; virtual reality offerings such as *Traveling While Black* and *Nellie Bly*; and self-paced campus-wide learning challenges for awareness and history months.

Additionally, Carroll faculty routinely can join in-depth professional development opportunities centered around culturally responsive teaching pedagogy and practices. Nearly two dozen faculty, many of whom teach Carroll's General Education Diversity courses, participated in intensive training related to the Intercultural Development Inventory over multiple semesters (2020-2022). In Fall 2021, fifteen faculty and staff engaged in multiple workshops delivered by trained facilitators in Culturally Responsive Teaching and Learning from the Community College of Baltimore County. Stand-alone in-house sessions focused on *Creating an Equitable and Inclusive Syllabus, Universal Design for Learning*, and *Imposter Syndrome and Stereotype Threat*, were available throughout the past academic year and helped build faculty capacities in these critical areas.

Commission Question 1: What is the biggest challenge your institution faces as it attempts to equitably meet the goals, objectives, and performance measures in the 2017-2021 State Plan for Postsecondary Education?

Maintaining equilibrium within the so-called "iron triangle" of higher education -- cost, access, and quality -- remains a challenge for the College as it strives to ensure affordability and student success in a post-pandemic environment. Reflecting Carroll's vision to be "the community's first choice for learning," the College is constant in its focus on access. The College continues to serve approximately 40% of first-time, full-time freshmen from its service area; 69% of part-time undergraduates choose Carroll (indicators 2 and 3). While these numbers have been stable over past years, they are slightly below the benchmarks the College would like to achieve, and remain a principal focus in strategic planning and marketing. Preserving affordability is also a foremost consideration. Like colleges and universities nationwide, enrollment indicators at Carroll are trending downward, yet as evidenced in indicator 7, the College has held its tuition and fees steady; FY2022 figures are identical to those from FY2019.

Within the context of lower FTE and its corresponding financial impact, Carroll continues to emphasize instruction of the highest quality, including its distance education offerings. While some students returned to face-to-face instruction in FY2022, interest in fully asynchronous online courses continued to be strong at the College during this time. Prior to the pandemic, Carroll's total distance education enrollments were less than 20%; in Spring 2022, 36% of enrollments were asynchronous online, an increase from 2021. The percentage of students enrolled exclusively in distance education stood at nearly 37% in Fall 2021, a 27-point increase from Fall 2019. An additional 41% of Carroll students enrolled in some distance education

courses in Fall 2021. While it remains to be seen how distance education enrollments will fare in future terms, Carroll is invested in providing quality digital learning experiences. In FY2022, three Carroll courses earned the respected Quality Matters (QM) certification; the College plans to add to the number of QM certified courses in FY2023. Carroll continues to be a regional leader in offering virtual reality (VR) experiences to enhance instruction and extend student engagement. In FY2022, 350 students participated in educational VR experiences centered around homelessness, dementia, World War II battles, the dark net, "fantastic contraptions," and medical simulations in Psychology, History, Engineering, Cybersecurity, Nursing, and Composition courses. Providing valuable digital resources to students is also a priority for Carroll's continuing education department. In FY2022, an instructional systems designer was hired to develop a workforce training certificate shell in Canvas, the College's Learning Management System, to supplement instruction and enhance engagement. To make certain all students could experience the benefits and flexibility of digital learning experiences, Carroll continued its laptop loaner program, initially launched in spring 2020, throughout FY2022. Ensuring all students have the required technology and connectivity remains a primary point of consideration at the College.

Balancing the factors of cost, access, and quality while ensuring the success of every Carroll student is of utmost importance. As shown by the College's Degree Progress Analysis (Fall 2017 cohort), Carroll's overall rate of successful or persisting students (Line 18) is nearly 79%. Disaggregating this data reveals that Asian and White students meet or exceed this metric. However, that data also shows that the College's Hispanic and African American students persist or graduate at a lower rate (just under 77% and 67%, respectively). In the coming academic year, the College will specifically focus on enacting strategies to remediate these disparities.

Commission Question 2: Has your institution used disaggregated data to identify equity issues in students' educational opportunities and outcomes? If so, how has this disaggregation of data provided insight into your institution's educational equities and inequities? If not, what data has been used to understand student outcomes?

Aside from examining the disaggregated data that is part of Carroll's annual Performance Accountability Report and Degree Progress Analysis, the College currently disaggregates data in several ways.

1. Course success data: At the end of each term, academic leadership analyzes data showing course success rates by course, modality, and faculty member. Beginning in FY2022, this data can now be disaggregated by students' race/ethnicity, sex, age, academic load, and number of credits earned. Data is delivered through an interactive dashboard that allows for the comparison of data between courses, programs/divisions, and the institution. Chairs and Program Directors can use this disaggregated data to identify disparities in subpopulations of students. As one example, a review of success rates for Carroll's College Composition (ENGL-101) course in the 2020-2021 academic year showed that while 77% of White and Hispanic students earned an A, B, or C, 49% of Black students and 57% of Asian students fell into the same category. Identifying gaps such as these allow for the identification of action items for redress.

2. General Education Assessment data: Credit faculty at Carroll assess General Education learning goals every semester through an established process. Starting in FY2022, this longitudinal data was transferred from Excel spreadsheets to an interactive dashboard in Power BI which anonymously connects each assessed artifact to demographic information about the students who produced the artifact. Faculty now have the capability to filter institutional learning outcomes data by race/ethnicity, sex, age, academic load, and number of credits completed (including transitional courses completed). This has allowed for discussions about learning proficiencies among various student subpopulations.

3. Student Progress data: The College's Institutional Effectiveness Office tracks disaggregated enrollment and retention rates to identify trends and potential concerns. The retention rate for students of color from 2016-2021, for example, trended about the same or slightly lower than the overall retention rate. Sharing this information each term with the College's Planning Advisory Council foregrounds the data so conversations can occur. Based on an analysis of enrollment trends disaggregated by race/ethnicity, Carroll created a cross-functional team with staff from admissions, advising, financial aid, adult education, and the Academic Center to support Hispanic/Latinx (as well as other ELL) students as they transition to the College. Carroll's Advising and Retention Office uses disaggregated student data, analyzed through a Power BI dashboard, to identify trends with students on probation and suspension. By evaluating this data, targeted interventions can be developed with the aim of furthering the success of student subpopulations such as first-generation students, veterans, and pre-Nursing students.

In early 2022, the College retained the professional services firm BDO to conduct a Diversity Audit of the institution. BDO will evaluate College policies and procedures, metrics, and employee and student experiences, and recommend measures that will inform the institution's next steps in sustaining a campus climate marked by diversity, equity, inclusion, and belonging.

Community Outreach & Impact

Carroll continued its strong partnership with Carroll County Public Schools throughout FY2022, with a focus on supporting and expanding dual enrollment options for high school students and preliminary planning for the implementation of the Blueprint for Maryland's Future.

To support regional small businesses, Carroll's Miller and the county's Small Business Development Center launched a Pathways to Entrepreneurship program in May 2022, which offers training in business planning, market research, managing risk, and growth strategies and includes one-on-one consultation. Since 2021, the College's Advantage C has offered a Leadership Peer Advisory Group program for community professionals from government, nonprofit, and commercial businesses. The program is structured as a peer-to-peer forum in which participants share and brainstorm solutions to current challenges; program members also take part in one-on-one executive coaching. In FY2022, Advantage C hosted an all-day conference for local businesses focused on cybersecurity risks.

Carroll continued to engage its community in offering enriching events for the county. The College's Democracy Lab again served as a virtual gathering space for students, staff, and

community members to discuss difficult topics such as college and equity, communicating across political divides, democracy and the local news, and cancel culture in a safe space.

Student & Institutional Characteristics *(not Benchmarked)*

These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.

		Fall 2018	Fall 2019	Fall 2020	Fall 2021
A	Fall credit enrollment				
	a. Unduplicated headcount	3,050	3,126	3,060	2,770
	b. Percent of students enrolled part time	67.8%	65.2%	67.0%	67.8%

		Fall 2018	Fall 2019	Fall 2020	Fall 2021
B	First-time credit students with developmental education needs	62.7%	31.4%	11.6%	26.7%

		FY 2018	FY 2019	FY 2020	FY 2021
C	Credit students who are first-generation college students (neither parent attended college)	17.6%	21.9%	38.3%	38.3%

		FY 2018	FY 2019	FY 2020	FY 2021
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	202	215	247	158

		FY 2018	FY 2019	FY 2020	FY 2021
E	Credit students receiving financial aid				
	a. Receiving any financial aid	26.5%	28.3%	31.8%	34.2%
	b. Receiving Pell grants	15.5%	15.9%	17.0%	14.0%

		Fall 2018	Fall 2019	Fall 2020	Fall 2021
F	Students 25 years old or older				
	a. Credit students	23.9%	21.7%	21.2%	21.3%

		FY 2018	FY 2019	FY 2020	FY 2021
	b. Continuing education students	76.3%	76.0%	75.3%	78.3%

		FY 2017	FY 2018	FY 2019	FY 2021
G	Credit students employed more than 20 hours per week	57.4%	45.0%	47.7%	46.0%

		Fall 2018	Fall 2019	Fall 2020	Fall 2021
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	4.8%	4.6%	5.7%	6.5%
	b. Black/African American only	4.4%	4.4%	4.5%	5.0%
	c. American Indian or Alaskan native only	0.2%	0.2%	0.4%	0.3%
	d. Native Hawaiian or other Pacific Islander only	0.1%	0.0%	0.2%	0.1%
	e. Asian only	2.4%	2.8%	2.9%	2.8%
	f. White only	83.0%	82.8%	81.4%	80.4%
	g. Multiple races	2.1%	2.4%	3.3%	4.0%
	h. Foreign/Non-resident alien	0.4%	0.3%	0.2%	0.2%
	i. Unknown/Unreported	2.8%	2.6%	1.6%	0.8%

		Fall 2018	Fall 2019	Fall 2020	Fall 2021
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	9.6%	9.5%	53.5%	36.7%
	b. Enrolled in some, but not all, distance education	20.5%	19.6%	35.9%	41.2%
	c. Not enrolled in any distance education	69.8%	70.9%	10.6%	22.1%

CARROLL COMMUNITY COLLEGE
2022 ACCOUNTABILITY REPORT

		FY 2018	FY 2019	FY 2020	FY 2021
J	Unrestricted revenue by source				
	a. Tuition and fees	39.1%	38.0%	36.5%	32.7%
	b. State funding	28.0%	28.1%	28.2%	26.8%
	c. Local funding	32.4%	33.2%	34.9%	37.3%
	d. Other	0.5%	0.7%	0.5%	3.2%

		FY 2018	FY 2019	FY 2020	FY 2021
K	Expenditures by function				
	a. Instruction	43.7%	43.4%	44.8%	43.7%
	b. Academic support	12.5%	12.7%	12.5%	13.6%
	c. Student services	10.4%	10.3%	10.3%	10.8%
	d. Other	33.4%	33.5%	32.4%	31.9%

Goal 1: Access

		FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	11,288	10,756	9,177	7,183	**10,635**
	b. Credit students	4,314	4,256	4,304	4,145	**4,500**
	c. Continuing education students	7,309	6,785	5,098	3,230	**7,000**

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Benchmark Fall 2025
2	Market share of first-time, full-time freshmen	41.2%	44.6%	44.9%	40.0%	**45.0%**

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Benchmark Fall 2025
3	Market share of part-time undergraduates	66.7%	69.1%	69.3%	68.8%	**70.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2024
4	Market share of recent, college-bound high school graduates	51.1%	49.8%	50.6%	46.4%	**55.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Benchmark Fall 2025
5	High school student enrollment	398	620	685	619	**700**

		FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	2,019	2,031	2,786	6,089	**3,850**
	b. Continuing education, online	238	414	269	666	**450**
	c. Credit, hybrid	592	477	699	1,367	**650**
	d. Continuing education, hybrid	0	0	0	0	**150**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	$5,160	$5,100	$5,100	$5,160	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	54.5%	53.3%	52.8%	52.5%	**50.0%**
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

CARROLL COMMUNITY COLLEGE
2022 ACCOUNTABILITY REPORT

		FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	2,141	1,982	1,821	857	**1,975**
	b. Annual course enrollments	4,317	4,029	3,494	1,487	**4,000**

		FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	350	363	355	285	**350**
	b. Annual course enrollments	648	643	532	672	**650**

		FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
10	Adult education student achievement of:					
	a. At least one ABE educational functioning level	19.6%	24.5%	13.8%	36.4%	**20.0%**
	b. At least one ESL educational functioning level	30.8%	28.1%	14.5%	30.8%	**30.0%**
	Note: Not reported if < 50 students in the cohort					

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Benchmark Fall 2025
11	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	14.4%	17.4%	16.9%	18.8%	**17.0%**

		FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
	b. Percent nonwhite continuing education enrollment	13.8%	15.2%	19.4%	23.7%	**17.0%**

		July 2018	July 2019	July 2020	July 2021	Benchmark Not Required
	c. Percent nonwhite service area population, 15 or older	10.0%	11.7%	11.0%	11.5%	**NA**

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Benchmark Fall 2025
12	Percent minorities (nonwhite) of full-time faculty	9.2%	14.9%	13.8%	12.8%	**17.0%**

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Benchmark Fall 2025
13	Percent minorities (nonwhite) of full-time administrative and professional staff	8.0%	6.4%	7.5%	9.9%	**9.0%**

Goal 2: Success

		Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2024 Cohort
14	Fall-to-fall retention [1]					
	a. All students	66.0%	62.8%	61.3%	65.3%	**60.0%**
	b. Pell grant recipients	67.3%	59.0%	57.8%	65.8%	**65.0%**
	c. Developmental students	66.6%	58.9%	49.7%	54.3%	**55.0%**
	d. College-ready students	65.3%	69.2%	66.7%	66.9%	**75.0%**

[1] Corrections have been made to the data and Benchmarks due previous report errors.

CARROLL COMMUNITY COLLEGE
2022 ACCOUNTABILITY REPORT

	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	56.9%	51.0%	50.6%	69.2%	**55.0%**

	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	89.3%	82.9%	86.7%	89.0%	**90.0%**
b. Developmental completers	85.6%	88.1%	83.9%	89.4%	**90.0%**
c. Developmental non-completers	31.7%	44.5%	32.2%	29.8%	**NA**
d. All students in cohort	74.9%	76.5%	73.8%	78.9%	**80.0%**

	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	74.5%	77.1%	74.2%	78.7%	**NA**
b. Black/African American only	N<50	N<50	N<50	N<50	**NA**
c. Asian only	N<50	N<50	N<50	N<50	**NA**
d. Hispanic/Latino	N<50	N<50	N<50	N<50	**NA**

Note: Not reported if < 50 students in the cohort for analysis

	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	79.2%	75.4%	76.9%	76.7%	**80.0%**
b. Developmental completers	69.7%	68.3%	69.0%	63.5%	**70.0%**
c. Developmental non-completers	21.7%	22.6%	19.1%	16.7%	**NA**
d. All students in cohort	61.8%	60.3%	61.0%[2]	61.1%	**60.0%**

[2] Data corrected

	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	61.5%	60.9%	60.7%	60.6%	**NA**
b. Black/African American only	N<50	N<50	N<50	N<50	**NA**
c. Asian only	N<50	N<50	N<50	N<50	**NA**
d. Hispanic/Latino	N<50	N<50	N<50	N<50	**NA**

Note: Not reported if < 50 students in the cohort for analysis

	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	532	520	548	579	**650**
b. Career degrees	135	156	162	135	**NA**
c. Transfer degrees	372	343	330	406	**NA**
d. Certificates	25	21	56	38	**NA**
e. Unduplicated graduates	519	507	514	566	**NA**

	AY 17-18	AY 18-19	AY 19-20	AY 20-21	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	90.9%	88.0%	93.0%	91.6%	**90%**

	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	47.1%	64.0%	63.0%	60.6%	**65.0%**

Goal 3: Innovation

	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Physical Therapist Assistant	100.0%	96.0%	100.0%	100.0%	**90.0%**
Number of Candidates		26	17	12	
b. LPN	100.0%	91.7%	100.0%	90.9%	**90.0%**
Number of Candidates		12	13	11	
c. RN	90.7%	92.4%	96.9%	83.0%	**90.0%**
Number of Candidates		66	65	53	
d. NRP/EMS	69.0%	71.0%	85.7%	80.0%	**80.0%**
Number of Candidates		7	7	5	
Note: Not reported if <5 candidates in a year					

	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	Benchmark Not Required
24 Graduates employed within one year	86.1%	86.9%	85.7%	85.7%	**NA**

	FY 2015 Graduates	FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	$ 16,696	$ 13,140	$ 14,728	$ 14,356	**NA**
b. Median annualized income three years after graduation	$ 49,288	$ 52,784	$ 50,616	$ 55,360	**NA**

	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	4,886	4,495	2,889	2,428	**4,500**
b. Annual course enrollments	7,543	7,038	4,830	3,912	**7,500**

	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	2,522	2,287	1,709	1,385	**2,500**
b. Annual course enrollments	3,655	3,572	2,632	2,040	**3,600**

	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	2,990	2,721	1,849	906	**2,750**
b. Annual course enrollments	4,443	4,020	2,934	1,505	**4,500**

Note: NA designates not applicable
   * designates data not available

Carroll Community College Degree Progress Four Years after Initial Enrollment Fall 2017 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	593		248		194		151	
2	Number attempting fewer than 18 hours over first 2 years	110		38		5		67	
3	Cohort for analysis (Line 1 – Line 2)	483	100.0%	210	100.0%	189	100.0%	84	100.0%
4	Earned Associate degree from this community college	210	43.5%	121	57.6%	89	47.1%	0	0.0%
5	Earned certificate, but no degree, from this community college	1	0.2%	1	0.5%	0	0.0%	0	0.0%
6	Total associate and certificate graduates (Line 4 + Line 5)	211	43.7%	122	58.1%	89	47.1%	0	0.0%
7	Transferred to Maryland two-year/technical college	15	3.1%	3	1.4%	8	4.2%	4	4.8%
8	Transferred to Maryland public four-year college	145	30.0%	85	40.5%	54	28.6%	6	7.1%
9	Transferred to Maryland private four-year college or university	31	6.4%	18	8.6%	13	6.9%	0	0.0%
10	Transferred to out-of-state two-year/technical college	4	0.8%	1	0.5%	2	1.1%	1	1.2%
11	Transferred to out-of-state four-year college or university	41	8.5%	25	11.9%	13	6.9%	3	3.6%
12	Total transfers (sum of Lines 7 - 11)	236	48.9%	132	62.9%	90	47.6%	14	16.7%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	152	31.5%	93	44.3%	59	31.2%	0	0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	295	61.1%	161	76.7%	120	63.5%	14	16.7%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	78	16.1%	25	11.9%	47	24.9%	6	7.1%
16	Successful transition to higher ed (Line 14 + Line 15)	373	77.2%	186	88.6%	167	88.4%	20	23.8%
17	Enrolled at this community college last term of study period	8	1.7%	1	0.5%	2	1.1%	5	6.0%
18	Successful or persisting (Line 16 + Line 17)	381	78.9%	187	89.0%	169	89.4%	25	29.8%

Carroll Community College Degree Progress Four Years after Initial Enrollment Fall 2017 Entering Cohort

		African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1	First-time full- and part-time fall headcount	15		15		32		495	
2	Number attempting fewer than 18 hours over first 2 years	3		4		6		91	
3	Cohort for analysis (Line 1 – Line 2)	12	100.0%	11	100.0%	26	100.0%	404	100.0%
4	Earned Associate degree from this community college	3	25.0%	2	18.2%	13	50.0%	180	44.6%
5	Earned certificate, but no degree, from this community college	0	0.0%	0	0.0%	0	0.0%	1	0.2%
6	Total associate and certificate graduates (Line 4 + Line 5)	3	25.0%	2	18.2%	13	50.0%	181	44.8%
7	Transferred to Maryland two-year/technical college	1	8.3%	0	0.0%	0	0.0%	10	2.5%
8	Transferred to Maryland public four-year college	2	16.7%	7	63.6%	9	34.6%	120	29.7%
9	Transferred to Maryland private four-year college or university	0	0.0%	0	0.0%	1	3.8%	30	7.4%
10	Transferred to out-of-state two-year/technical college	0	0.0%	1	9.1%	1	3.8%	2	0.5%
11	Transferred to out-of-state four-year college or university	1	8.3%	0	0.0%	2	7.7%	35	8.7%
12	Total transfers (sum of Lines 7 - 11)	4	33.3%	8	72.7%	13	50.0%	197	48.8%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	2	16.7%	1	9.1%	9	34.6%	133	32.9%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	5	41.7%	9	81.8%	17	65.4%	245	60.6%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	1	8.3%	2	18.2%	2	7.7%	68	16.8%
16	Successful transition to higher ed (Line 14 + Line 15)	6	50.0%	11	100.0%	19	73.1%	313	77.5%
17	Enrolled at this community college last term of study period	2	16.7%	0	0.0%	1	3.8%	5	1.2%
18	Successful or persisting (Line 16 + Line 17)	8	66.7%	11	100.0%	20	76.9%	318	78.7%