Carroll Community College
Westminster, Maryland

Institutional Effectiveness Assessment Report

Board of Trustees

December 13, 2023

KEY:

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

Institutional Effectiveness Measures Highlights – 2023

Summary by Benchmark Attainment

Below the Benchmark

Given the delay in reporting several Institutional Effectiveness Measures and the progression of student cohorts over time, the effects of COVID continue to be reflected in some of the data. Measures related to enrollment in Credit and Continuing Education have improved but remain below pre-COVID numbers.

In addition, first-year transfers in good standing (IE Measure 17), the successful transition to credit courses (IE Measure 22), and licensure examination pass rates (IE Measure 8) all reflect student cohorts that entered the College during the pandemic.

The high school graduate enrollment rate (IE Measure 5) remains below the benchmark. Given the changing dual enrollment patterns resulting from the Blueprint for Maryland's Future legislation, it may be necessary to revisit the benchmark.

The successful completion of college-level English and math courses (IE Measure 23) is a new measure this year. The benchmarks were established to provide a target for growth.

Exceeds the Benchmark

For the past several years, enrollment has been a priority focus in the President's Annual Strategic Initiatives. The College has exceeded the benchmark in several areas related to enrollment. These areas include:

- FTE enrollment (credit and noncredit)
- Part-time market share
- Adult education unduplicated student headcount (ESOL)
- Adult personal enrichment headcount

Several measures related to student outcomes also met or exceeded the benchmark including:

- Graduation-transfer rate
- Continuing education workforce certificate completion rate
- Career program graduate employment within one year

Table of Contents

College 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.

Mission Goals

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

Institutional Effectiveness Assessment Measures

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

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

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

Benchmarks

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

Application of Assessment Findings

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

1	Annual Unduplicated Headcount				
Annual total unduplicated headcount of students enrolled in credit and noncredit courses, reported by fiscal year.					
Benchmark	**FY2019**	**FY2020**	**FY2021**	**FY2022**	**FY2023**
10,635	10,756	9,177	7,183	8,199	8,879
√ = Achieved	√			↑	↑

2	FTE Enrollment				
Annual total full-time-equivalent (FTE) student enrollment including credit and noncredit courses, reported by fiscal year. Benchmark is enrollment assumption of operating budget.					
Benchmark	**FY2019**	**FY2020**	**FY2021**	**FY2022**	**FY2023**
Budget amount	2,472	2,361	2,201	2,102	2,249
√ = Achieved	√			↑	√
Budgeted FTE	2,399	2,410	2,815	2,126	2,116

3	First-time Full-time Market Share				
Percent of Carroll County residents attending Maryland colleges and universities as first-time full-time undergraduates, attending Carroll Community College.					
Benchmark	**Fall 2018**	**Fall 2019**	**Fall 2020**	**Fall 2021**	**Fall 2022**
45%	41%	45%	48%	40%	42%
√ = 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 2018**	**Fall 2019**	**Fall 2020**	**Fall 2021**	**Fall 2022**
70%	67%	69%	69%	69%	73%
√ = 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 2019**	**Fall 2020**	**Fall 2021**	**Fall 2022**	**Fall 2023**
23%	22%	23%	20%	19%	20%
√ = Achieved		√			↑

6	Tuition and Fees Compared to USM Average				
In-county, credit student tuition and fees as a percent of the average for the University System of Maryland; as reported in MHEC Performance Accountability Report.					
Benchmark	**FY2019**	**FY2020**	**FY2021**	**FY2022**	**FY2023**
≤50%	55%	53%	53%	53%	51%
√ = Achieved		↑			↑

Mission Goal 1: Career Education

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

7	Career Program Graduate Employment Within 1 Year				
Percentage of credit career program associate degree and certificate Maryland residential graduates who were employed in Maryland in the year after graduation. (Provided by the Maryland Longitudinal Data System and reported on the Performance Accountability Indicators)					
Benchmark	**FY2017 Grads**	**FY2018 Grads**	**FY2019 Grads**	**FY2020 Grads**	**FY2021 Grads**
88%	86%	87%	86%	86%	88%
√ = Achieved		↑			√

8	Licensure Examination Pass Rates				
Percent of Carroll program completers passing licensure examinations on their first attempt, separately reported for each exam: Licensed Practical Nursing, Registered Nursing, Physical Therapist Assistant, Emergency Medical Services.					
Benchmark	**FY2018**	**FY2019**	**FY2020**	**FY2021**	**FY2022**
LPN = 90%	100%	92%	100%	91%	100%
√ = Achieved	√	√	√	√	√
RN = 90%	91%	92%	97%	83%	89%
√ = Achieved	√	√	√		↑
PTA = 90%	100%	96%	100%	100%	89%
√ = Achieved	√	√	√	√	
NRP/EMS = 80%	69%	71%	86%	80%	80%
√ = Achieved		↑	√	√	√

9	Enrollment in Noncredit Workforce Development Courses				
Course enrollments in Continuing Education and Training noncredit open-enrollment workforce development and contract training courses each fiscal year, as reported in MHEC Performance Accountability Report.					
Benchmark	**FY2019**	**FY2020**	**FY2021**	**FY2022**	**FY2023**
7,500	7,038	4,830	3,912	4,728	5,236
√ = Achieved				↑	↑

10	Continuing Education Licensure/Certification Enrollment				
Annual unduplicated headcount and course enrollments in CET Continuing Education Licensure and Certification classes, as reported in MHEC Performance Accountability Report.					
Benchmark	**FY2019**	**FY2020**	**FY2021**	**FY2022**	**FY2023**
Headcount = 2,500	2,287	1,709	1,385	1,564	1,773
√ = Achieved				↑	↑
Enrolled = 3,600	3,572	2,632	2,040	2,438	2,544
√ = Achieved				↑	↑

11	Continuing Education Completers				
Number of students successfully completing Continuing Education Completer programs comprised of a course or a series of courses leading to licensure or certification, employment, or both, and reported according to MCCACET guidelines and best practices.					
Benchmark	**FY2018**	**FY2019**	**FY2020**	**FY2021**	**FY2022**
400	344	225	237	312	393
√ = Achieved				↑	↑

12	Continuing Education Workforce Certificate Completion Rate				
Percent of students successfully completing CET structured workforce training certificate programs (with a required sequence of courses and capstone assessment) within two years.					
Benchmark	**FY2018**	**FY2019**	**FY2020**	**FY2021**	**FY2022**
80%	86%	86%	73%	73%	80%
√ = Achieved	√	√			√

13	Career Counseling Services Use				
Number of career planning and development services engagements during the fiscal year; from data collected by the Career Development Center; includes students meeting with a career counselor, attending a workshop, attending a career fair or event, and/or participating in a career exploration or planning classroom activity.					
Benchmark	**FY2019**	**FY2020**	**FY2021**	**FY2022**	**FY2023**
1,000	1,136	1,020	558	1,121	1,463
√ = *Achieved*	√	√		√	√

14	Credit Course Success Rate				

Percent of fall credit course final grades at C or above. Source is National Community College Benchmark Project (NCCBP) Form 7.

Benchmark	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
75%	80%	81%	80%	81%	80%
√ = Achieved	√	√	√	√	√
NCCBP Median	79%	79%	78%	79%	N/A*
NCCBP Percentile	59%	68%	75%	71%	N/A*

*NCCBP median and percentile are not yet available

Fall 2022 Student Group Performance:

Student Group	Achieved	Population Size[1]
American Indian		11
Asian	√	109
Black or African American		168
Hawaiian/Pacific Islander		< 10
Hispanic		193
Two or More Races	√	137
White	√	2227
Female	√	1693
Male	√	1167
Non-Pell	√	2458
Pell	√	413

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

15	Four-year Graduation Rate				
Percent of first-time, full-time students who graduated with an Associate Degree or Certificate in four years. (IPEDS Graduation Rate 200%)					
Benchmark	**2014 Cohort**	**2015 Cohort**	**2016 Cohort**	**2017 Cohort**	**2018 Cohort**
40%	41%	36%	40%	44%	47%
√ = Achieved	√		√	√	√
Cohort	497	538	474	387	393

2018 Cohort Student Group Performance:

Student Group	Achieved	Population Size[1]
American Indian		**< 10**
Asian	√	**11**
Black or African American		**< 10**
Hawaiian/Pacific Islander		**< 10**
Hispanic	√	**19**
Two or More Races		**< 10**
White	√	**329**
Female	√	**189**
Male	√	**204**
Non-Pell	√	**282**
Pell	√	**111**

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

16	Graduation-Transfer Rate				
Percent of first-time, full-time students who graduated or transferred within two years after entry (MHEC Retention, Graduation, and Transfer at MD Community Colleges Report)					
Benchmark	**2015 Cohort**	**2016 Cohort**	**2017 Cohort**	**2018 Cohort**	**2019 Cohort**
30%	24%	22%	25%	29%	31%
√ = Achieved			↑	↑	√
Statewide	19%	20%	22%	20%	20%

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	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
90%*	91%	88%	93%	92%	88%
√ = Achieved	√	√	√	√	
Statewide	85%	85%	88%	88%	87%

*Benchmark was 85% prior to 2019-20

Mission Goal 3: Business and Economic Development

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

18	Contract Training Student Headcount				
Annual unduplicated headcount of workforce development students served through contract training arrangements, as reported in MHEC Performance Accountability Report.					
Benchmark	**FY2019**	**FY2020**	**FY2021**	**FY2022**	**FY2023**
2,750	2,721	1,849	906	1,355	1,877
√ = Achieved				↑	↑

19	MILLER Resources for Entrepreneurs				
Fiscal year enrollments in courses and conferences offered by MILLER Resources for Entrepreneurs; number of client sessions; number of new business start-ups.					
Benchmark	**FY2019**	**FY2020**	**FY2021**	**FY2022**	**FY2023**
Enrolled = 200	238	293	247	302	394
√ = Achieved	√	√	√	√	√
Startups = 15	33	35	34	39	43
√ = Achieved	√	√	√	√	√

Mission Goal 4: Student Learning Support

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

20	Adult Education Unduplicated Student Headcounts				
Annual number of students served through the College's Adult Education program, including GED seekers and English for Speakers of Other Languages (ESOL) students.					
Benchmark	**FY2019**	**FY2020**	**FY2021**	**FY2022**	**FY2023**
GED = 150	133	107	123	161	120
√ = Achieved			↑	√	
ESOL = 200	209	222	158	239	341
√ = Achieved	√	√		√	√

21	Transitional Course Success Rates				
Percent of fall enrollees in Transitional English and Mathematics earning grades C or above.					
Benchmark	**Fall 2018**	**Fall 2019**	**Fall 2020**	**Fall 2021**	**Fall 2022**
Reading/Writing = 70%	62%	80%	71%	73%	71%
√ = Achieved		√	√	√	√
English ALP = 70%	71%	69%	68%	77%	44%
√ = Achieved	√			√	
Mathematics = 60%	62%	64%	58%	59%	64%
√ = Achieved	√	√		↑	√

22	Successful Transition to Credit Courses				
Percent of fall students successfully completing the highest-level transitional Reading/Writing and/or Math course who pass (grade C or above) the aligned college-level course within one year (through the following fall term).					
Benchmark	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**	**Fall 2021**
MAT-095 to Credit Course					
Mathematics = 40%	N/A	38%	36%	34%	42%
√ = Achieved					√
Completers/Cohort	N/A	114/304	55/155	19/56	39/94
MAT-099 to Credit Course					
Mathematics = 50%	45%	60%	66%	46%	48%
√ = Achieved		√	√		↑
Completers/Cohort	116/256	69/115	50/76	32/69	40/83
ENG-002 to Credit Course					
Reading/Writing = 50%	N/A	0%	42%	50%	33%
√ = Achieved			↑	√	
Completers/Cohort	N/A	*	5/12	*	9/27

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

23	Successful Completion of College-Level English and Math Courses				
Percent of first-time fall students completing ENGL-101 and/or a college-level Math course by the start of the following fall term. (ENGL and MATH reported separately)					
Benchmark	**FA2018 Cohort**	**FA2019 Cohort**	**FA2020 Cohort**	**FA2021 Cohort**	**FA2022 Cohort**
English = 70%	60%	66%	73%	68%	63%
√ = Achieved		↑	√		
Mathematics = 40%	20%	31%	36%	35%	34%
√ = Achieved		↑	↑		

Mission Goal 5: Diversity, Equity, and Inclusion

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

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

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

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

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

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

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

28	**Campus Safety**				

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

Benchmark	2018	2019	2020	2021	2022
0	0	0	0	0	0
√ = Achieved	√	√	√	√	√

Mission Goal 6: Personal and Community Enrichment

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

29	**Summer Youth Course Enrollment**				

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

Benchmark	2019	2020	2021	2022	2023
Headcount = 725	732	78	382	523	475
√ = Achieved	√		↑	↑	
Enrolled = 1,500	2,234	120	564	906	906
√ = Achieved	√		↑	↑	

30	**Adult Personal Enrichment Enrollment**				

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

Benchmark	FY2019	FY2020	FY2021	FY2022	FY2023
Headcount = 1,250	1,151	824	421	1,126	1,326
√ = Achieved				↑	√
Enrolled = 2,500	2,289	2,117	626	1,848	2,292
√ = Achieved				↑	↑

31	**Adult Personal Enrichment Student Repeat Rate**				

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

Benchmark	FY18-19	FY19-20	FY20-21	FY21-22	FY21-22
30%	34%	23%	16%	8%	31%
√ = Achieved	√				√

32		Participation in Intercollegiate Athletics			
Number of students participating in Carroll Lynx intercollegiate athletics.					
Benchmarks TBD	N/A	2019-20	2020-21	2021-22	2022-23
X Country - Men		7	3	2	3
X Country - Women		1	1	1	0
Golf - Men					8
Soccer - Men		20	18	17	20
Soccer - Women			0	0	9
Track – Men			2	3	2
Track – Women			3	5	4
Lacrosse - Men			18	20	15
Lacrosse - Women				10	9
Total Athletes		**28**	**45**	**58**	**70**

33		Learning Beyond the Classroom			
Percent of students participating in learning activities outside the classroom, including Areas of Study activities; Service; and Clubs, or Off-campus Non-academic Trips. Benchmarks are percent of **unduplicated** annual credit headcount enrollment.					
Benchmarks	FY2019	FY2020	FY2021	FY2022	FY2023
Area of Study activities **15% of headcount**	20%	17%	12%	44%	71%
√ = Achieved	√	√		√	√
Number of participants *(Duplicated count)*	853	732	507	1,671	2,838
Service **15% of headcount**	19%	11%	2%	5%	6%
√ = Achieved	√			↑	↑
Number of participants *(Unduplicated count as of FY2023)*	802	462	84	197	228
Club membership and off-campus non-academic trips **15% of headcount** *(Unduplicated count by activity as of FY2023)*	Clubs: 257 Trips: 378 15%	Clubs: 229 Trips: 165 9%	Clubs: 118 Trips: n/a 3%	Clubs: 184 Trips: 298 13%	Clubs: 167 Trips: 188 9%
√ = Achieved	√			↑	
FY Unduplicated Credit Headcount	4,256	4,304	4,145	3,806	3,998

Mission Goal 7: Assessment and Improvement

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

34	Fall-to-Spring Retention Rates				

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

Benchmark	2018-19	2019-20	2020-21	2021-22	2022-23
Full-time = 85%	86%	86%	83%	81%	82%
√ = Achieved	√	√			↑
Part-time = 65%	66%	64%	69%	68%	71%
√ = Achieved	√		√	√	√

2022-23 Student Group Performance:

Student Group	Full-time	Part-time	Population Size[1]
American Indian			**< 10**
Asian	√	√	**16**
Black or African American	√	√	**19**
Hawaiian/Pacific Islander			**< 10**
Hispanic	√		**40**
Two or More Races		√	**24**
White		√	**459**
Female		√	**286**
Male			**276**
Non-Pell		√	**446**
Pell		√	**119**

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

35	Enrollments per Section				

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

Benchmark	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
≤18	18	18	17	16	17
√ = Achieved	√	√	√	√	√
Sections w/6+ students	459	420	450	403	413
NCCBP Median	17	17	16	17	N/A*
NCCBP Percentile	65%	64%	61%	46%	N/A*

*NCCBP median and percentile are not yet available

12

36	Teaching by Full-time Faculty				

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

Benchmark	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
50%	56%	56%	62%	61%	59%
√ = Achieved	√	√	√	√	√
NCCBP Median	58%	59%	61%	61%	N/A*
NCCBP Percentile	44%	42%	54%	52%	N/A*

*NCCBP median and percentile are not yet available

37	Employee Job Satisfaction				

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

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

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

38	College Investment in Employee Professional Development				

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

Benchmark	FY2019	FY2020	FY2021	FY2022	2023
$500	$809	$460	$211	$661	$843
√ = Achieved	√			√	√
Expenditures	$291,124	$162,989	$71,884*	$234,110	$302,848
NCCBP Median	$409	$348	$184	$283	N/A**
NCCBP Percentile	86%	65%	60%	72%	N/A**

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

39	Expenditure on Instruction and Academic Support				

Percent of available funds spent on instruction and academic support.

Benchmark	FY2018	FY2019	FY2020	FY2021	FY2022
55%	56%	56%	57%	57%	56%
√ = Achieved	√	√	√	√	√