

Carroll Community College

2025 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

Student Characteristics

In Fall 2024, Carroll Community College's unduplicated headcount for credit enrollment rose, capping four years of moderate but steady enrollment increases. In a similar upward trajectory, the percentage of student enrolled part time increased (Indicator A). As an open-access institution, Carroll welcomes enrollment from all prospective student populations; in FY2024, the College realized modest growth in Hispanic/Latino and Asian students, sustained enrollment of White students (Indicator H), and continued increases in the headcount in English for Speakers of Other Languages (ESOL) courses (Indicator D). The College sustained its strong efforts to ensure students receive adequate financial support to pursue their educational goals, with a 2.5% increase in credit students receiving any type of aid and a slight uptick in students receiving Pell grants (Indicator E). Nearly half of credit students enrolled in distance education courses to some extent (Indicator I).

State Plan Goal 1: Access

Carroll remains focused on meeting enrollment benchmarks each year. The College adopted a comprehensive Enrollment Management Plan in FY2024, which prioritized strategic marketing practices, streamlined enrollment processes, and emphasized outreach to key student populations such as dual enrolled learners, learners aged twenty-five or older, and student athletes. Moreover, the College continually enhances its examination of data and key indicators to make strategic decisions related to admissions, advising, student support, course success, and completion. Carroll will maintain its comprehensive, informed approach to increasing enrollment going forward. While the College did not attain its benchmarks for annual unduplicated headcount (indicators 1a-1c), it did realize strong numbers related to the market share of first-time, full-time freshmen and part-time undergraduates (indicators 2 and 3). The latter reflects ongoing national trends related to postsecondary enrollment patterns. Similarly, upward trends related to enrollments in credit online and hybrid courses, which exceed the institutional benchmarks, align with broader enrollment behaviors (indicator 6).

The number of high school students dually enrolled at Carroll continued to rise, resulting in a nearly 100% increase in dual enrollment students during this five-year PAR cycle (indicator 5, FY2020-2024). The College continues to seek out enrollment of college-bound county high

school graduates each year (indicator 4); however, we believe a number of external factors are influencing whether this population enrolls at Carroll, including the sharp increase in dual enrollment, which positions high school graduates to move directly from high school to a baccalaureate institution with a sizable number of college credits.

Unduplicated annual headcount and annual course enrollments in continuing education community service and lifelong learning courses (indicator 8) remained below benchmark levels; however, both experienced year-over-year growth compared to FY2023. Personal enrichment (PE) at Carroll experienced an enrollment decline due to the loss of a longstanding contract with the Sykesville retirement community Fairhaven for a Drawing and Painting class. This contract is unlikely to be renewed due to funding cuts at Fairhaven. Motorcycle safety classes realized lower registrations as well. The College's Workforce, Business, and Community Education (WBCE) division elected not to print its Spring/Summer 2025 program catalog, resulting in decreased enrollments across several additional PE offerings including craft and wellness classes. Targeted marketing initiatives implemented for motorcycle courses launched in Summer 2025 have shown positive early results and are supporting a rebound. These successful strategies will now be applied to all mid- to late-spring 2026 PE courses to mitigate the impact of catalog elimination next year.

Adult Basic Education (ABE) continued enrollment expansion during FY2024, with headcount up approximately 9.5% and enrollments up 30.5% over FY2023 (indicator 9). The rise in ABE achievements (10a) was due to both an increase in educational functioning level completions and a technical change in reporting which includes as completers those students who passed at least one GED subtest. Carroll's Adult Education programs exceed state averages at all levels of ABE and overall ESOL completions met state targets.

State Plan Goal 2: Success

For measures aligned to the State Plan's success goal, Carroll's Fall 2020 cohort has met all or parts of seven of the nine benchmarked indicators. Fall-to-fall retention rates are above the College's benchmark for all students, Pell grant recipients, and developmental students (indicators 14a-c). Each of these measures were also the highest they had been during the reporting period. The retention of college-ready students (indicator 14d), at nearly 70%, is the only measure that falls short of the benchmark. Despite not meeting the benchmark, the group's retention has improved during the reporting period, reflecting the College's ongoing efforts to identify and implement appropriate strategies for improvement.

At almost 87%, Carroll's successful-persister rates for all students (indicator 16d) met the benchmark for the first time, with a 10-point increase from the Fall 2019 to Fall 2020 cohorts. The other groups benchmarked in indicator 16—college-ready students and development completers—did not meet the benchmarks. These results are mirrored in the graduation-transfer rates (indicator 18) with all students meeting the benchmark and college-ready students and development completers failing to do so. Because of the multiple means by which students can enroll directly into credit-bearing courses, bypassing developmental classes, the College's cohort of developmental students has shrunk considerably over the reporting period. There were forty-one students comprising the Fall 2020 cohort, with just thirteen transferring. Generally speaking,

those in a developmental completers cohort tend to have a number of factors putting them at risk for non-completion; of note, however, is that the indicator related to developmental completion at Carroll (indicator 15) exceeds the benchmark.

Developmental completers after four years (indicator 15), remained above the benchmark for a fourth consecutive year. This, along with corresponding fall-to-fall retention rates, indicates the College is having some immediate success in meeting the needs of this group of students even though the successful-persister rates and graduation-transfer rates lag.

The total number of associate degrees and credit certificates awarded by the College (indicator 20) rose to 526 for FY2024. This does not meet the benchmark established at the onset of the plan. The limited increase in the number of awards granted should be viewed in the context of the declining number of degree-seeking students enrolled at the College. The lack of growth in total number of awards reflects the dynamic that the percentage of first-time, full-time students at Carroll who graduate with an associate degree or certificate in four years (IPEDS Graduation Rate 200%) has continued to rise while the headcount of degree-seeking students has been in a steady decline.

Of the final two success indicators, related to Carroll student's performance after transfer to another higher education institution, first-year GPAs above 2.0 (indicator 21) exceeded the 90% benchmark, while Carroll graduates enrolling at a baccalaureate institution within one year (indicator 22), at 62%, did not meet the benchmark. The College invests considerable resources in supporting student transfer, including dedicated advising and hosting college fairs and consultations with baccalaureate institutions for students. In the past year, Carroll joined the Maryland Transfer Intensive to further strengthen its transfer outcomes.

State Plan Goal 3: Innovation

Carroll faced challenges meeting benchmarked indicators aligned to the State Plan's innovation goal. Still, the College continued to show strong numbers of nearly 90% for graduates employed within one year (indicator 24). Pass rates for credit programs leading to licensure or certification (indicator 23) by and large met established benchmarks, with the sole exception of the College's National Registered Paramedic (NRP) program, which experienced pass rates dipping below the 80% mark in FY2024. In January 2024, Carroll hired a new Program Director to revise the NRP program and address lagging pass rates and enrollment decline. Since then, the program has seen encouraging progress, with improved pass rates and increased enrollment.

The decrease in both unduplicated annual headcount and enrollments in continuing education workforce development courses (indicators 26 and 27) reflects lower enrollment numbers within licensure and certification Nursing and Allied Health programs. Over the past three fiscal years, the number of cohorts offered within the Certified Nursing Assistant program has fallen from six to nine per fiscal year, to three in total in FY2025. The same level of persistence exists in the Veterinary Assistant program, where pre- and immediate post-COVID registrations were double the FY2024 and 2025 enrollments. In FY2026, the department is offering the Veterinary Assistant program in a more condensed version and is also moving from a night to a day

schedule. Additionally, a health care programmatic review is underway to determine an appropriate portfolio of classes and the program's overall economic viability.

Declines in the annual unduplicated headcount and course enrollments in contract training courses (indicator 28) in FY2024 were due to several factors. The College concluded contracts with two agencies, the Department of Juvenile Services and the Carroll County Realtors Association. Additionally, some training courses moved from being contract-based to open enrollment, such as Commercial Driver's License.

Commission Questions:

Given the complex needs of today's students, what innovative supports (academic, financial, mental health, basic needs) has your college found most effective in boosting student success? How might these be expanded or reimaged to support long-term degree completion goals?

Carroll has identified several key supports that have proven effective in promoting student success, including emergency assistance funding, academic assistance, and access to basic needs such as the College Food Locker. The College understands that students must have their basic needs met to be successful. Its Food Locker program was designed to provide grocery assistance and resources to current students and employees. Individuals who sign up for the Food Locker receive a welcome folder with resources available at the College and in the community that may be helpful. Inventory includes nonperishable items, shelf-stable foods, and frozen meats, as well as limited supplies of fresh produce, diapers, and hygiene products. The College has a partnership with the Maryland Food Bank, which provides deliveries of 1,500 pounds of food per month at 50% of the cost, with some food being 100% donated. In 2024, Carroll entered into a partnership with the Westminster Rescue Mission, a local nonprofit and downstream partner of the Maryland Food Bank, to receive more products on a weekly basis to keep inventory stocked in between larger deliveries each month.

During the 2024-2025 academic year, the Food Locker served a total of 189 unduplicated members.

Number of Food Locker Members and Family Members Served (Duplicated counts)

Semester	Food Locker Members	Family Members Served
Summer 2024	75	235
Fall 2024	123	415
Winter 2025	53	162
Spring 2025	129	446

Finding external partnerships and grants will allow the College to expand its Food Locker inventory and ensure further success for students. Carroll is currently exploring a partnership with a local farm to provide access to more fresh produce for Food Locker members, which will be essential for promoting healthy nutrition. Lastly, the College is exploring other grant opportunities to purchase additional groceries and products to have a greater variety of foods available to members to ensure all needs are met.

Academic Services offers various supports to all Carroll credit students to help them be more successful. Extensive hours for drop-in math, writing, and science tutoring coupled with intensive collaboration with faculty to offer math and science review sessions are two ways that students are supported. The drop-in writing room is new this past academic year to allow students a space to develop their writing. Tutoring is offered online and in-person. In Fall 2024, Academic Services served 1,068 students (32% of enrolled students) in 5,993 visits tutoring 102 courses. In Spring 2025, Academic Services served 752 students (24.3% of enrolled students) in 4,865 visits tutoring ninety-five courses. In addition, the College's use of the mathematics placement assessment software ALEKS has been adjusted for students wishing to retake an assessment. This modification has allowed the review pathways to be a better fit with the cut scores needed for specific courses. Students are encouraged to take the assessment early, choose the correct path, and reassess as needed. For those students taking the placement assessment one to three times, the overall course success rate increased in accord with the number of placement assessments completed. Doing more math review, which ALEKS requires for retesting, increased success rates for their enrolled courses. To support long-term degree completion goals, Academic Services will continue to collaborate with college faculty regarding review session offerings and other course specific initiatives. Intrusive advising related to the use of ALEKS as an effective placement tool will be continued.

Carroll's Student Emergency Assistance Fund (SEAF) covers unanticipated emergencies that may prevent a student from being successful in a class, all courses, or progressing to and enrolling in the next academic semester of their academic plan. Life emergencies can present great challenges and obstacles on the road to academic success for some of our students. The SEAF helps currently enrolled students cover evidenced, unforeseen, emergency expenses related, but not limited to, housing and living, technology and education supplies, transportation, medical care, or childcare. During academic year FY2025, the SEAF, generously supported by the College Foundation, helped over two dozen students reach their educational goals. Individual SEAF award amounts ranged from \$153 to over \$1,500.

To further enhance outcomes and degree completion, the College would like to explore the expansion of wraparound services to include additional resources for transportation, which can be an obstacle for Carroll students given the county's lack of public transit. Additionally, fostering a campus-wide culture of care through innovative, student-centered approaches can further strengthen the overall support system and ensure that all students feel valued, supported, and empowered to succeed.

In what ways has your institution changed (e.g., structures, policies, practices, or culture) as a result of pursuing the 55% completion goal? What lessons have you learned about sustaining institutional change over time?

Carroll's pursuit of the state's 55% completion goal has reshaped institutional policies and practices, including:

- Expanded advising and coaching strategies, including proactive and personalized outreach and cross-office scheduling support

- New targeted programs such as *First in My Family* (for first-generation students) and *New Start* (for returning adults)
- Revised placement practices using multiple measures and corequisite models in place of traditional developmental education
- Enhanced support for multilingual learners through designated English courses
- Policies supporting persistence, such as GPA Amnesty and acceptance of D grades in transitional math for Satisfactory Academic Progress compliance

As these changes were piloted, assessed, and moved to full scale implementation, the College remained focused on making data-informed decisions, reinforcing a commitment to continuous improvement. Tracking the impact of institutional change provided motivation to continue efforts or validation that further adjustments should be made.

Community Outreach and Impact

As in previous years, Carroll maintained a strong partnership with Carroll County Public Schools (CCPS) in FY2025. Nearly 1,772 dually enrolled CCPS students completed credit courses through Carroll in FY2025, a 27% increase from the previous fiscal year. Throughout FY2025, Carroll partnered with CCPS' ESOL program to help English language learners see a bridge to college. Bilingual Carroll staff visited high schools to educate the high school students about the programs and opportunities at Carroll. Students were invited to the College for a Preview Day where they spent time on campus, met student ambassadors, and attended classes. Carroll also offered Spanish language financial aid sessions, admissions information, Open House sessions, and New Student Orientation sessions.

Carroll welcomed a cohort of Department of Juvenile Services (DJS) clients to campus for an immersive experience designed to help justice-involved youth explore educational and career opportunities in a supportive, real-world environment. The Justice System to Careers Initiative for Juveniles is a partnership between the College and DJS and serves youth from Carroll and Frederick counties. Participants experienced a hands-on tour, received an introduction to various credentials of value, and attended a Lunch and Learn session.

In March 2025, the College hosted *TEDx Westminster* with the theme of “What Now, Neighbor?” The event featured ten speakers who addressed the core question of how we can build connected communities across points of physical, philosophical, and cultural divisions. A second *TEDx Westminster* event is scheduled for January 2026.

Throughout the year, Carroll continued to host community-building, enriching events for the county. The second annual Winter Market, a festive marketplace with local artisans and merchants held in December 2024, was again a popular occasion. Additionally, the third annual Family Fun Fest took place in April 2025, offering myriad activities such as a scavenger hunt, drone demonstrations, and visits with county first responders. The College partners with local businesses to support key community events; Penguin Random House, for example, donates thousands of books each year as a sponsor of Family Fun Fest, which are distributed to families free of charge at the event.

Carroll Community College Degree Progress Four Years after Initial Enrollment Fall 2020 Entering Cohort

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	100%		88%		7%		5%	
1	578		508		41		29	
2	120		94		4		22	
3	458 100.0%		414 100.0%		37 100.0%		7 100.0%	
3	Cohort for analysis (Line 1 – Line 2)							
4	251 54.8%		239 57.7%		12 32.4%		0 0.0%	
4	Earned Associate degree from this community college							
5	3 0.7%		2 0.5%		1 2.7%		0 0.0%	
5	Earned certificate, but no degree, from this community college							
6	254 55.5%		241 58.2%		13 35.1%		0 0.0%	
6	Total associate and certificate graduates (Line 4 + Line 5)							
7	16 3.5%		14 3.4%		2 5.4%		0 0.0%	
7	Transferred to Maryland two-year/technical college							
8	148 32.3%		141 34.1%		7 18.9%		0 0.0%	
8	Transferred to Maryland public four-year college							
9	39 8.5%		37 8.9%		2 5.4%		0 0.0%	
9	Transferred to Maryland private four-year college or university							
10	9 2.0%		8 1.9%		1 2.7%		0 0.0%	
10	Transferred to out-of-state two-year/technical college							
11	62 13.5%		59 14.3%		1 2.7%		2 28.6%	
11	Transferred to out-of-state four-year college or university							
12	274 59.8%		259 62.6%		13 35.1%		2 28.6%	
12	Total transfers (sum of Lines 7 - 11)							
13	190 41.5%		184 44.4%		6 16.2%		0 0.0%	
13	Graduated from this college and transferred (Line 6 □ Line 12)							
14	338 73.8%		316 76.3%		20 54.1%		2 28.6%	
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}							
15	54 11.8%		48 11.6%		6 16.2%		0 0.0%	
15	No award or transfer, but 30 credits with GPA ≥ 2.00							
16	392 85.6%		364 87.9%		26 70.3%		2 28.6%	
16	Successful transition to higher ed (Line 14 + Line 15)							
17	5 1.1%		4 1.0%		1 2.7%		0 0.0%	
17	Enrolled at this community college last term of study period							
18	397 86.7%		368 88.9%		27 73.0%		2 28.6%	
18	Successful or persisting (Line 16 + Line 17)							

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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 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
A Fall credit enrollment					
a. Unduplicated headcount	3,060	2,770	2,891	3,164	3,337
b. Percent of students enrolled part time	67.0%	67.8%	70.2%	71.5%	72.8%
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
B First-time credit students with developmental education needs	11.6%	26.7%	27.8%	24.8%	10.5%
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
C Credit students who are first-generation college students (neither parent attended college)	38.3%	38.3%	21.3%	21.3%	17.2%
	FY 2020	FY 2021	FY2022	FY 2023	FY 2024
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	247	158	239	346	387
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
E Credit students receiving financial aid					
a. Receiving any financial aid	31.8%	34.2%	56.2%	55.9%	58.4%
b. Receiving Pell grants (excluding high school students)	19.3%	18.0%	17.1%	18.3%	19.4%
Note: Methodology for (b) has changed from prior reports.					
F Students 25 years old or older					
a. Credit students	21.2%	21.3%	17.8%	18.3%	15.9%
	FY 2020	FY 2021	FY2022	FY 2023	FY 2024
b. Continuing education students	75.3%	78.3%	75.4%	76.0%	76.1%
	FY 2017	FY 2019	FY 2021	FY2023	FY 2025
G Credit students employed more than 20 hours per week	57.4%	47.7%	46.0%	39.3%	34.6%
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
H Credit student racial/ethnic distribution					
a. Hispanic/Latino	5.7%	6.5%	6.6%	7.5%	7.8%
b. Black/African American only	4.5%	5.0%	5.1%	6.3%	5.6%
c. American Indian or Alaskan native only	0.4%	0.3%	0.4%	0.3%	0.3%
d. Native Hawaiian or other Pacific Islander only	0.2%	0.1%	0.1%	0.1%	0.2%
e. Asian only	2.9%	2.8%	3.7%	3.8%	4.2%
f. White only	81.4%	80.4%	78.1%	75.0%	75.0%
g. Multiple races	3.3%	4.0%	4.7%	5.3%	4.9%
h. Foreign/Non-resident alien	0.2%	0.2%	0.4%	0.5%	0.6%
i. Unknown/Unreported	1.6%	0.8%	0.9%	1.2%	1.4%
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
I Credit student distance education enrollment					
a. Enrolled exclusively in distance education	53.5%	22.1%	14.5%	18.0%	19.7%
b. Enrolled in some, but not all, distance education	35.9%	36.7%	33.6%	26.8%	28.2%
c. Not enrolled in any distance education	10.6%	41.2%	51.8%	55.2%	52.0%

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	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
J Unrestricted revenue by source					
a. Tuition and fees	36.5%	32.7%	29.6%	28.0%	27.6%
b. State funding	28.2%	26.8%	29.4%	34.2%	35.5%
c. Local funding	34.9%	37.3%	36.9%	37.0%	35.6%
d. Other	0.5%	3.2%	4.1%	0.8%	1.3%
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
K Expenditures by function					
a. Instruction	44.8%	43.7%	42.1%	42.6%	41.7%
b. Academic support	12.5%	13.6%	13.1%	13.3%	13.3%
c. Student services	10.3%	10.8%	10.5%	10.4%	10.3%
d. Other	32.4%	31.9%	34.3%	33.7%	34.7%

Goal 1: Access

	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
1 Annual unduplicated headcount						
a. Total	9,177	7,183	8,199	9,391	9,305	10,635
b. Credit students	4,304	4,145	3,806	3,998	4,193	4,500
c. Continuing education students	5,098	3,230	4,602	5,676	5,368	7,000
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
2 Market share of first-time, full-time freshmen	47.9%	40.0%	42.4%	39.3%	42.8%	45.0%
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
3 Market share of part-time undergraduates	69.4%	68.8%	72.5%	73.5%	74.0%	70.0%
Note: Methodology changed starting in Fall 2019.						
	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2024
4 Market share of recent, college-bound high school graduates	50.6%	46.4%	39.7%	41.6%	38.3%	55.0%
Note: Methodology changed starting in Fall 2019.						
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
5 High school student enrollment	685	619	807	1,022	1,268	700
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
6 Annual enrollment in online/hybrid courses						
a. Credit, online	2,786	6,089	6,152	4,915	5,661	3,850
b. Continuing education, online	269	666	565	1,981	256	450
c. Credit, hybrid	699	1,367	1,180	1,204	1,258	650
d. Continuing education, hybrid	0	0	0	0	19	150
	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Benchmark FY 2026
7 Tuition and mandatory fees						
a. Annual tuition and fees for full-time students	\$5,100	\$5,160	\$5,160	\$5,160	\$5,385	NA
b. Percent of tuition/fees at Md public four-year institutions	52.8%	52.5%	51.4%	50.2%	51.3%	50.0%
Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.						

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	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
8 Enrollment in continuing education community service and lifelong learning courses						
a. Unduplicated annual headcount	1,821	857	928	1,871	1,898	1,975
b. Annual course enrollments	3,494	1,487	1,644	3,392	3,489	4,000
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
9 Enrollment in continuing education basic skills and literacy courses						
a. Unduplicated annual headcount	355	285	396	504	532	350
b. Annual course enrollments	532	672	854	1,029	1,343	650
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
10 Adult education student achievement of:						
a. At least one ABE educational functioning level	13.8%	36.4%	34.9%	39.8%	58.6%	20.0%
b. At least one ESL educational functioning level	14.5%	30.8%	41.1%	40.2%	41.3%	30.0%
Note: Not reported if < 50 students in the cohort						
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
11 Minority student enrollment compared to service area population						
a. Percent nonwhite credit enrollment	16.9%	18.8%	20.8%	23.8%	23.5%	17.0%
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
b. Percent nonwhite continuing education enrollment	19.4%	23.7%	25.5%	28.3%	26.4%	17.0%
	July 2020	July 2021	July 2022	July 2023	July 2024	Benchmark Not Required
c. Percent nonwhite service area population, 15 or older	11.0%	11.5%	12.3%	13.3%	14.2%	NA
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
12 Percent minorities (nonwhite) of full-time faculty	13.8%	12.8%	11.7%	12.0%	14.1%	17.0%
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
13 Percent minorities (nonwhite) of full-time administrative and professional staff	7.5%	9.9%	8.3%	8.4%	9.8%	9.0%

Goal 2: Success

	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Fall 2023 Cohort	Benchmark Fall 2024 Cohort
14 Fall-to-fall retention						
a. All students	61.3%	65.3%	61.0%	63.6%	66.0%	60.0%
b. Pell grant recipients	57.8%	65.8%	64.0%	63.6%	67.6%	65.0%
c. Developmental students	49.7%	54.3%	51.1%	47.7%	55.6%	55.0%
d. College-ready students	66.7%	66.9%	64.6%	69.8%	69.5%	75.0%

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	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	50.6%	69.2%	56.2%	55.4%	58.6%	55.0%
	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years						
a. College-ready students	86.7%	89.0%	89.6%	84.6%	88.9%	90.0%
b. Developmental completers	83.9%	89.4%	87.0%	68.5%	73.0%	90.0%
c. Developmental non-completers	32.2%	29.8%	27.8%	23.5%	28.6%	NA
d. All students in cohort	73.8%	78.9%	76.3%	76.8%	86.7%	80.0%
	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Not Required
17 Successful-persister rate after four years						
a. White only	74.2%	78.7%	76.3%	76.5%	86.9%	NA
b. Black/African American only	N<50	N<50	N<50	N<50	N<50	NA
c. Asian only	N<50	N<50	N<50	N<50	N<50	NA
d. Hispanic/Latino	N<50	N<50	N<50	N<50	N<50	NA
Note: Not reported if < 50 students in the cohort for analysis						
	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years						
a. College-ready students	76.9%	76.7%	81.8%	74.9%	76.3%	80.0%
b. Developmental completers	69.0%	63.5%	67.4%	46.7%	54.1%	70.0%
c. Developmental non-completers	19.1%	16.7%	18.9%	20.6%	28.6%	NA
d. All students in cohort	61.0%	61.1%	62.7%	65.2%	73.8%	60.0%
	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years						
a. White only	60.7%	60.6%	62.7%	64.9%	73.7%	NA
b. Black/African American only	N<50	N<50	N<50	N<50	N<50	NA
c. Asian only	N<50	N<50	N<50	N<50	N<50	NA
d. Hispanic/Latino	N<50	N<50	N<50	N<50	N<50	NA
Note: Not reported if < 50 students in the cohort for analysis						
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
20 Associate degrees and credit certificates awarded						
a. Total awards	548	579	533	513	526	650
b. Career degrees	162	135	124	133	136	NA
c. Transfer degrees	330	406	352	338	319	NA
d. Certificates	56	38	57	42	71	NA
e. Unduplicated graduates	514	566	510	486	482	NA

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	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	93.0%	91.6%	88.3%	92.5%	90.4%	90.0%

	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	FY 2023 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	60.9%*	59.1%*	63.3%*	65.3%	62.0%	65.0%
* Data corrected.						

Goal 3: Innovation

	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment						
a. Physical Therapist Assistant	100.0%	100.0%	88.9%	100.0%	91.7%	90.0%
Number of Candidates	17	12	18	18	12	
b. LPN	100.0%	90.9%	100.0%	94.1%	100.0%	90.0%
Number of Candidates	13	11	16	17	14	
c. RN	96.9%	83.0%	89.1%	92.9%	93.9%	90.0%
Number of Candidates	65	53	46	42	65	
d. NRP/EMS	85.7%	80.0%	80.0%	80.0%	72.2%	80.0%
Number of Candidates	7	5	5	5	11	
Note: Not reported if <5 candidates in a year						

	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	FY 2023 Graduates	Benchmark Not Required
24 Graduates employed within one year	85.7%	85.5%	88.1%	89.8%	89.8%	NA

	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	Benchmark Not Required
25 Income growth of career program graduates						
a. Median annualized income one year prior to graduation	\$ 14,728	\$ 14,356	\$ 15,404	\$ 14,116	\$ 17,092	NA
b. Median annualized income three years after graduation	\$ 50,616	\$ 55,360	\$ 56,196	\$ 66,096	\$ 64,528	NA

	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses						
a. Unduplicated annual headcount	2,889	2,428	2,915	3,365	3,015	4,500
b. Annual course enrollments	4,830	3,912	4,728	5,236	4,902	7,500

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	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure						
a. Unduplicated annual headcount	1,709	1,385	1,564	1,773	1,615	2,500
b. Annual course enrollments	2,632	2,040	2,438	2,544	2,311	3,600
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
28 Enrollment in contract training courses						
a. Unduplicated annual headcount	1,849	906	1,355	1,877	1,524	2,750
b. Annual course enrollments	2,934	1,505	2,058	2,947	2,574	4,500

Note: NA designates not applicable

* designates data not available