

Fall 2025 Credit Enrollment Analysis

Institutional Effectiveness Report
October 2025

ENROLLMENT HIGHLIGHTS

Fall 2025 enrollment headcount is down by 1.6% from Fall 2024. However, it is 3.8% higher than Fall 2023 and up 18.6% from fall 2021, maintaining an overall positive trend. A similar pattern exists for Full-time-equivalent (FTE) enrollment. FTE is down by 1.9% from Fall 2024, but up 3.3% from Fall 2023 and up 13.4% from Fall 2021.

Figure 1. Enrollment by Source and FT/PT Status

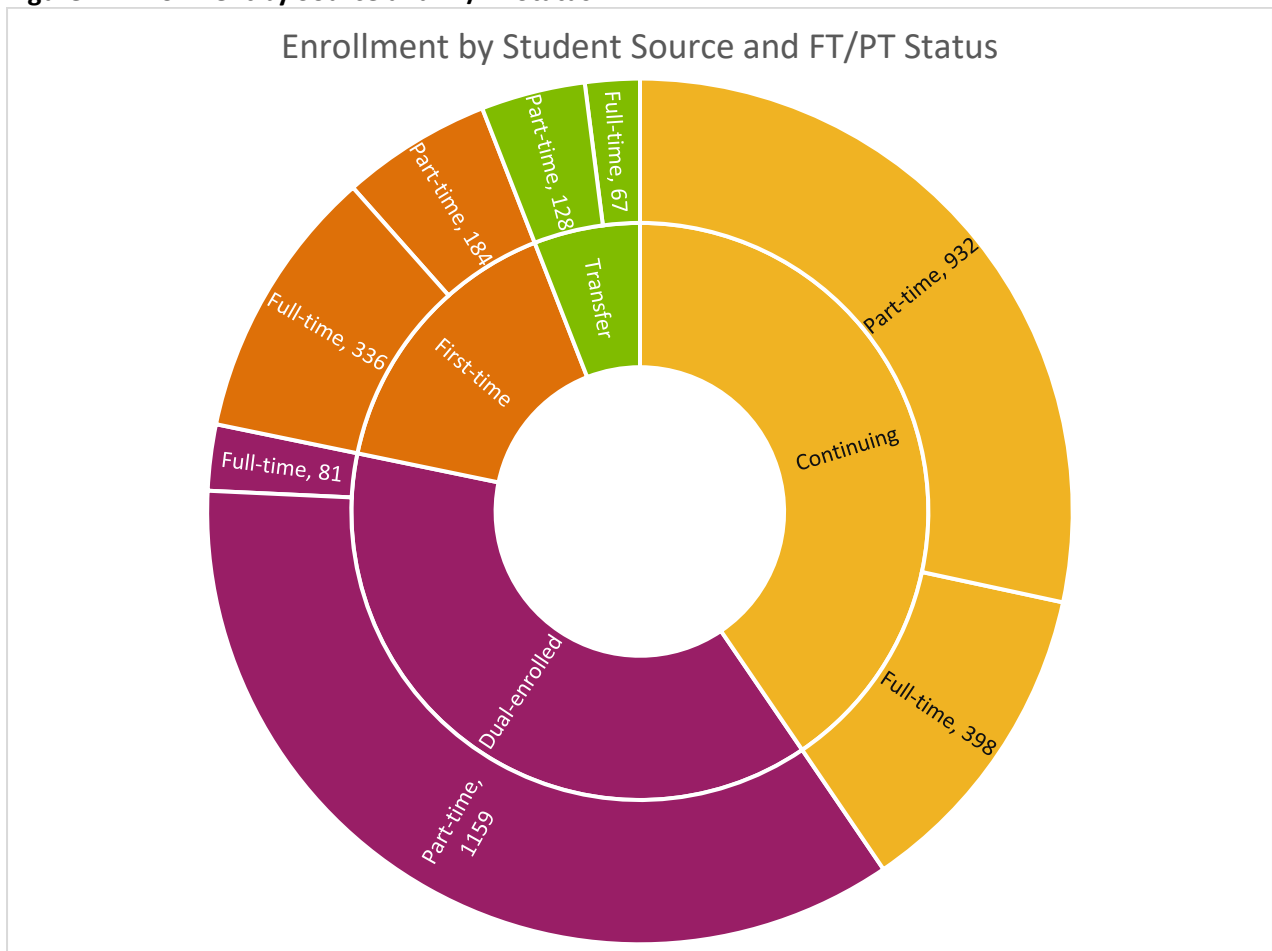


Figure 2. Enrollment by FT/PT Status Fall Semesters 2021-2025

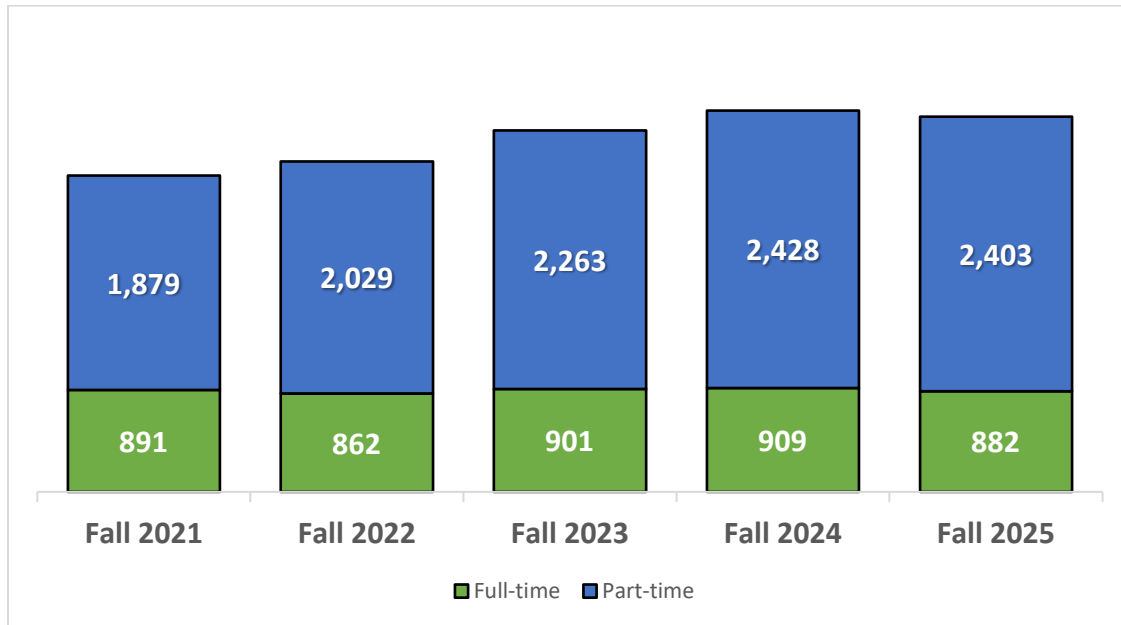


Table 1. Fall Credit Enrollment Trends, Fall 2021-2025

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Total headcount	2,770	2,891	3,164	3,337	3,285
Change from prior year	-9.5%	4.4%	9.4%	5.5%	-1.6%
Full-time students	891	862	901	909	882
Change from prior year	-11.7%	-3.3%	4.5%	0.9%	-3.0%
Part-time students	1,879	2,029	2,263	2,428	2,403
Change from prior year	-8.4%	8.0%	11.5%	7.3%	-1.0%
Dual-enrolled students	617	807	1,022	1,269	1,240
Change from prior year	-9.9%	30.8%	26.6%	24.2%	-2.2%
Full-time-equivalent (FTEs)	774	790	850	895	878
Change from prior year	-10.5%	2.1%	7.5%	5.3%	-1.9%
Total billable hours	23,230	23,715	25,496	26,848	26,342
Billable hours per student	8.39	8.20	8.06	8.05	8.02

SOURCE: Office of Institutional Research; official “third-week” census files. FTEs are those eligible and ineligible for state funding. Current fall FTEs are estimated and subject to audit adjustments.

Student Course Loads in Billable Hours

The effect of our large dual-enrolled population, many of whom take one course, is evident in the consistently high number of students enrolled in 3 credits (538 in Fall 2025). While Figure 3 below shows the registered credits for all students, outside of dual-enrolled students, 12-13 credits have the largest headcount.

Figure 3. Headcount by Number of Registered Credits

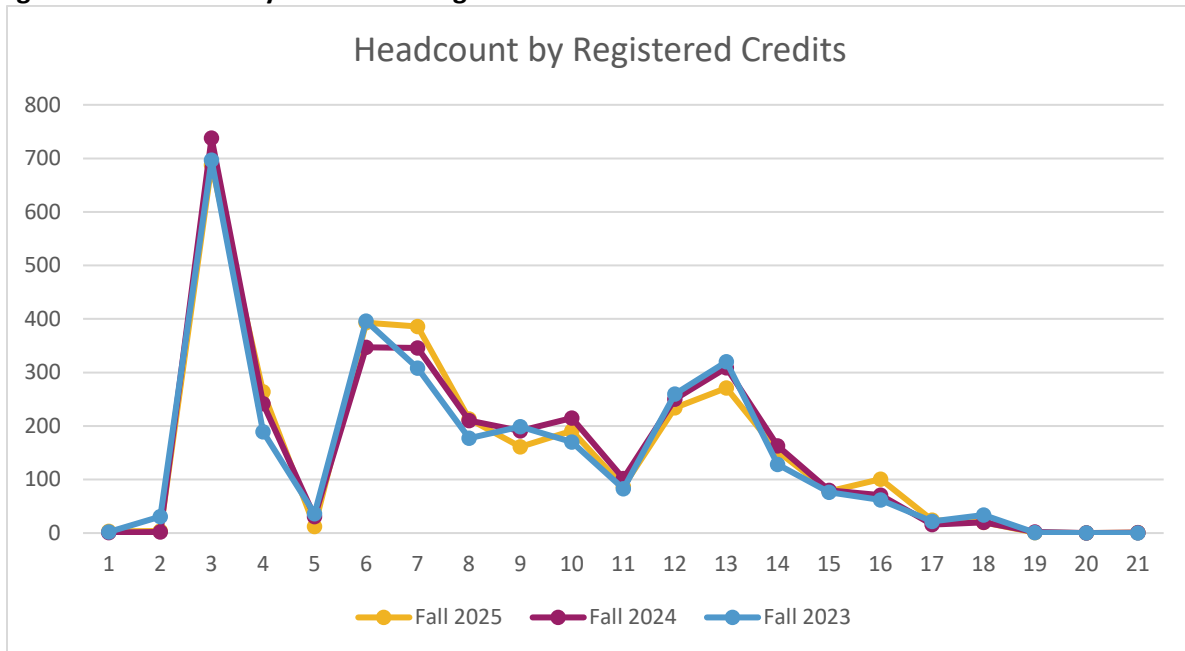


Figure 4. Fall Semester Credit Headcount, by Enrollment Source

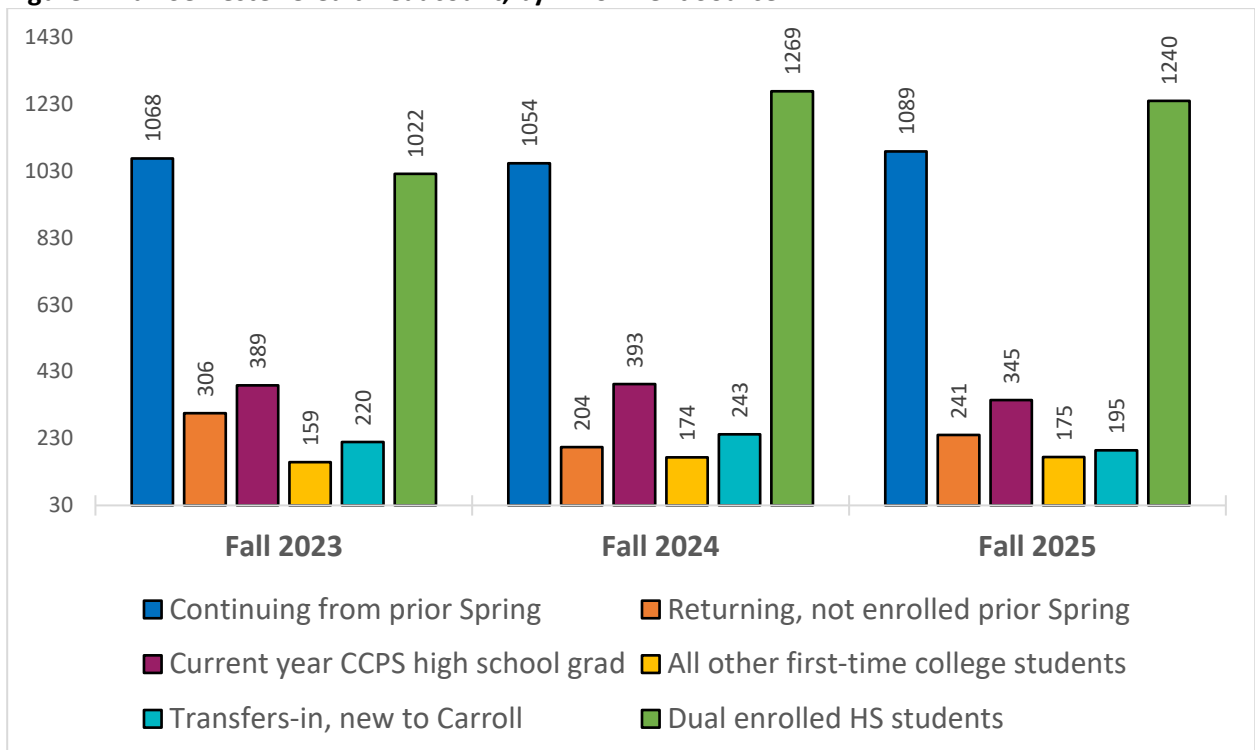


Figure 5. Projected/Budgeted Enrollment vs. Actual Enrollment, Fall Semesters

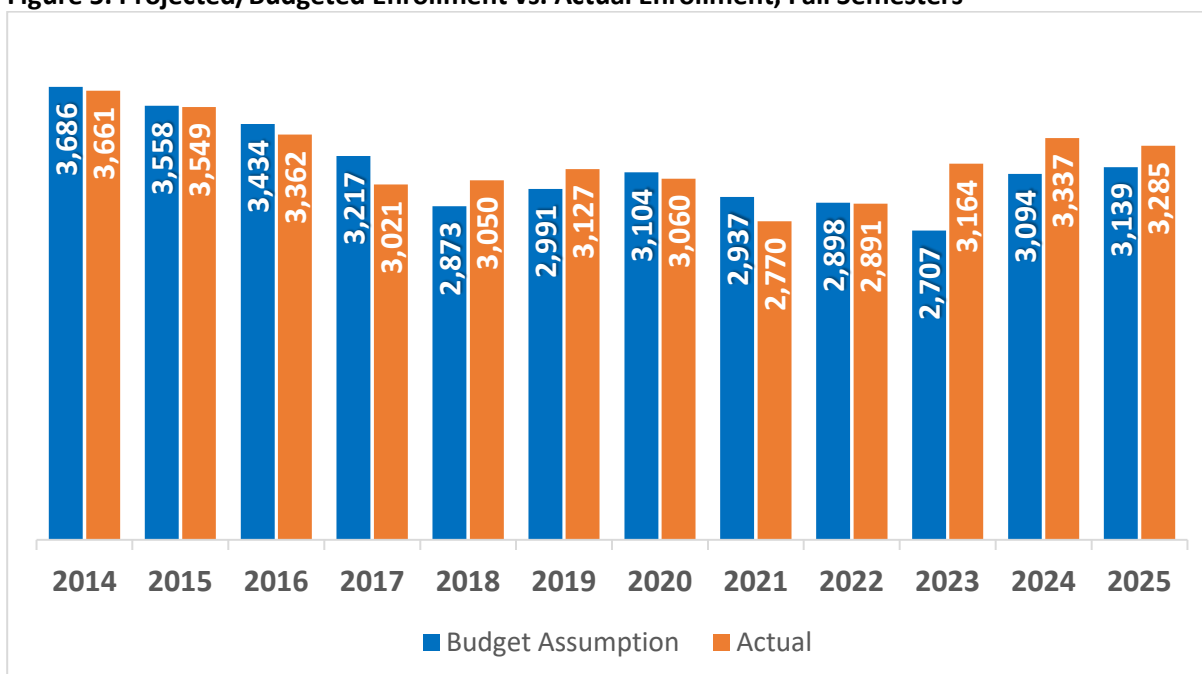


Table 2. Enrollment Compared to Projections/Benchmarks

Enrollment Metric	Goal	Fall 2025	Actual/Goal
Fall headcount	3,139	3,285	1.047
Fall total FTEs	846	878	1.039
Fall CCPS HS graduate enrollment rate	25%	17%	.680
Retention – first-time, full-time	70%	69.7%	.996
Retention – first-time, part-time	50%	56%	1.120S

Legend:

Green: Goal is met/exceeded
Yellow: Goal is approached (> .95)
Red: Gap between goal and actual is (<.95)

STUDENT DEMOGRAPHICS

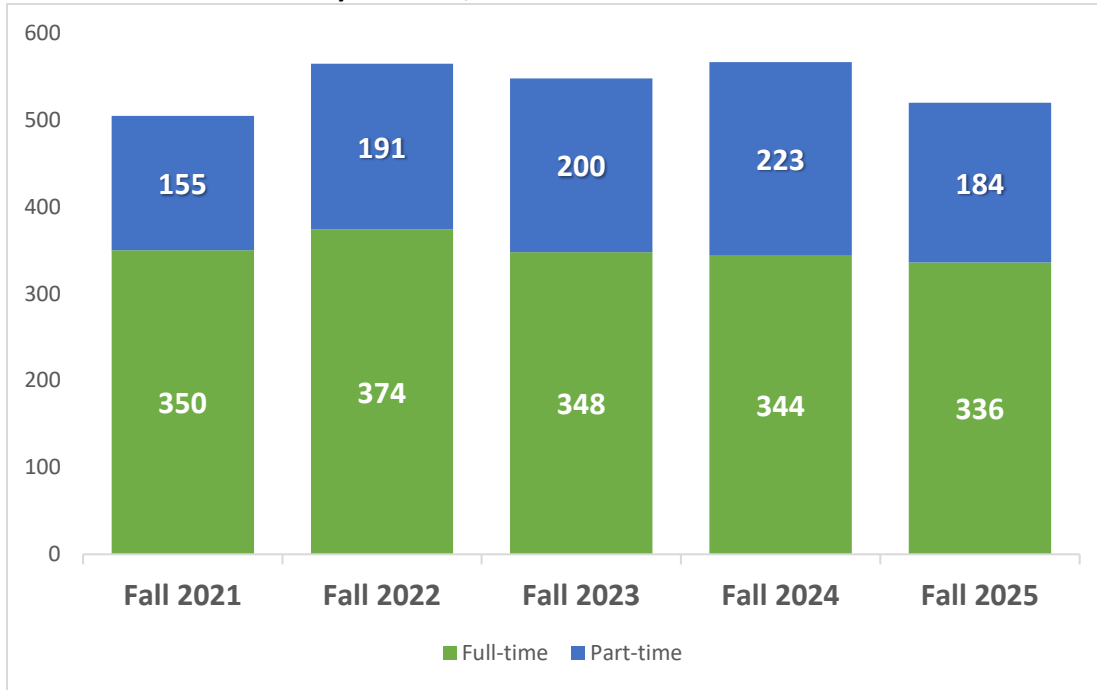
Carroll tends to have very stable demographics from year to year.

Table 3. Demographics, Fall Semesters 2021-2025

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	2024-2025 Change	
						Number	Percent
Under 20 years	1,479	1,653	1,876	2,098	2,051	-47	-2.2%
20 – 24	702	723	709	707	711	4	0.6%
25 – 39	454	384	429	399	384	-15	-3.8%
40 and above	135	131	150	133	139	6	4.5%
Female	1,689	1,697	1,860	1,985	1,945	-40	-2.0%
Male	1,081	1,194	1,304	1,352	1,340	-12	-0.9%
White, non-Hispanic	2,226	2,259	2,374	2,505	2,420	-85	-3.4%
Hispanic	185	199	245	268	290	22	8.2%
Black, non-Hispanic	139	149	202	192	193	1	0.5%
Asian, non-Hispanic	78	110	124	145	146	1	0.7%
Native American	7	12	10	9	9	0	0.0%
Hawaiian/Pacific Isl.	3	1	2	7	2	-5	-71.4%
Multiple race, non-Hispanic	110	135	170	164	168	4	2.4%
Carroll County	2,493	2,658	2,857	3,084	3,043	-41	-1.3%
Baltimore County	105	80	99	102	94	-8	-7.8%
Other Maryland	117	102	132	85	89	4	4.7%
Pennsylvania	46	48	63	61	54	-7	-11.5%
Other states	9	4	12	5	5	0	0.0%

FIRST-TIME FRESHMEN

Figure 6. First Time Freshmen by Full-time/Part-time Status



The College uses a multiple methods approach to placement, the most common of which is the use of cumulative, unweighted high school GPA, rather than only relying on standardized tests. Directed self-placement was an option for English courses starting in Fall 2022. Beginning in Fall 2024, thresholds for mathematics placement tests were lowered to align with curricular changes, and students had the option of enrolling in a version of Introduction to Statistical Methods with co-requisite (rather than pre-requisite) transitional instruction.

Table 4. Percentage of First-time Students Needing Transitional Education

Area of Need	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Mathematics	26.0%	27.1%	24.1%	14.5%	9.4%
English	8.7%	7.8%	4.6%	4.2%	3.1%

DUAL-ENROLLED HIGH SCHOOL STUDENTS

Figure 7. Dual-enrolled Students by High School Type

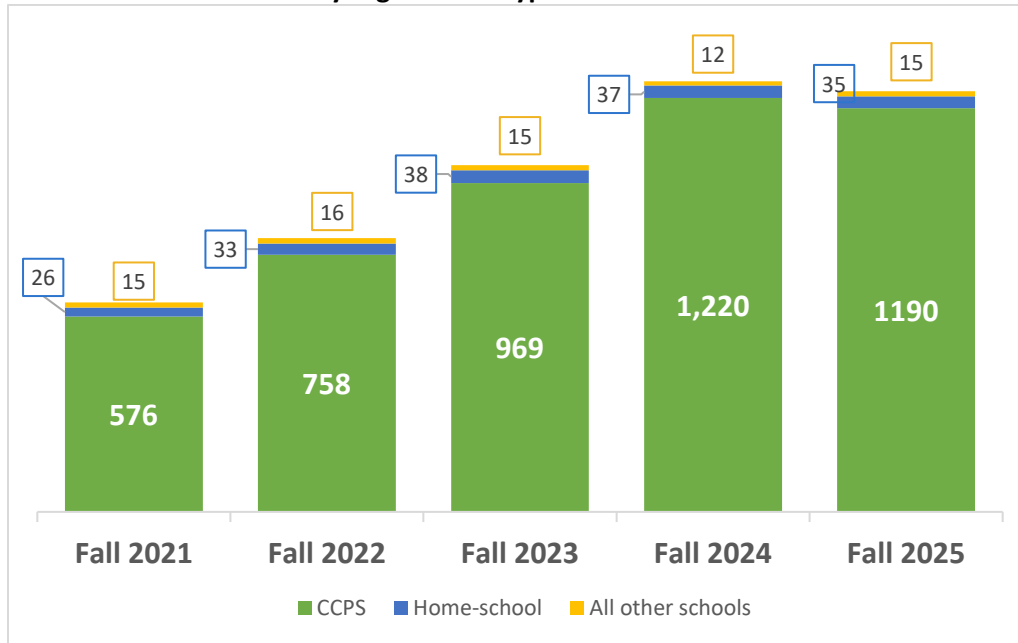


Table 5. Dual-enrolled Students

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Carroll County Public Schools					
Number of students	576	758	969	1,220	1,190
Credit hours enrolled	2,586	3,019	4,903	6,590	6,363
Average load	4.5	4.4	5.1	5.4	5.3
Home-school students					
Number of students	26	33	38	37	35
Credit hours enrolled	177	267	255	293	274
Average load	6.8	8.1	6.7	7.9	7.8
All other schools					
Number of students	15	16	15	13	15
Credit hours enrolled	78	80	67	54	67
Average load	5.2	5.0	4.5	4.2	4.5
Total Dual-enrolled students					
Number of students	617	807	1,022	1,269	1,240
Credit hours enrolled	2,841	3,714	5,225	6,929	6,704
Average load	4.6	4.6	5.1	5.5	5.4

Table 6. Enrollment by CCPS High School Graduates

High School	Annual Goal – 25%	2021	2022	2023	2024	2025
Century	Graduates	288	285	284	275	301
	Attended CCC in fall	48	49	43	47	40
	Percent attending CCC	17%	17%	15%	17%	13%
Francis Scott Key	Graduates	217	221	205	225	256
	Attended CCC in fall	36	44	48	44	40
	Percent attending CCC	17%	20%	23%	20%	16%
Liberty	Graduates	244	260	285	225	256
	Attended CCC in fall	69	50	43	23	31
	Percent attending CCC	28%	19%	15%	10%	12%
Manchester Valley	Graduates	285	345	291	339	348
	Attended CCC in fall	55	61	74	78	72
	Percent attending CCC	19%	18%	25%	23%	21%
South Carroll	Graduates	253	241	225	246	202
	Attended CCC in fall	54	30	35	50	35
	Percent attending CCC	21%	12%	16%	20%	17%
Westminster	Graduates	422	381	351	334	359
	Attended CCC in fall	83	96	82	75	68
	Percent attending CCC	20%	25%	23%	22%	19%
Winter's Mill	Graduates	251	282	278	287	283
	Attended CCC in fall	43	55	61	74	56
	Percent attending CCC	17%	20%	22%	26%	20%
CCPS Totals	Total CCPS graduates	1,960	2,015	1,984	1931	2005
	Attended CCC in fall	388	385	389	393	345
	Percent attending CCC	20%	19%	20%	20%	17%
	Percent attending any college (12 months)	58%	67%	68%		
	Percent of college attendees to CCC	35%	30%	28%		

Legend:

Green: Goal is met/exceeded

Yellow: Goal is approached (within 3%)

Red: Gap is >3%

Table 7. Matriculation of CCPS Dual Enrollment Students

	Number Dual Enrolled During High School	Number Becoming First-time Students the Fall after Graduation	Percent Matriculating
Class of 2021	764	156	20.4%
Class of 2022	728	146	20.1%
Class of 2023	859	180	21.0%
Class of 2024	949	233	24.6%
Class of 2025	1,099	227	20.7%

ENROLLMENT BY PROGRAM OF STUDY

Figure 8. Enrollment by Program Type, Fall Semesters

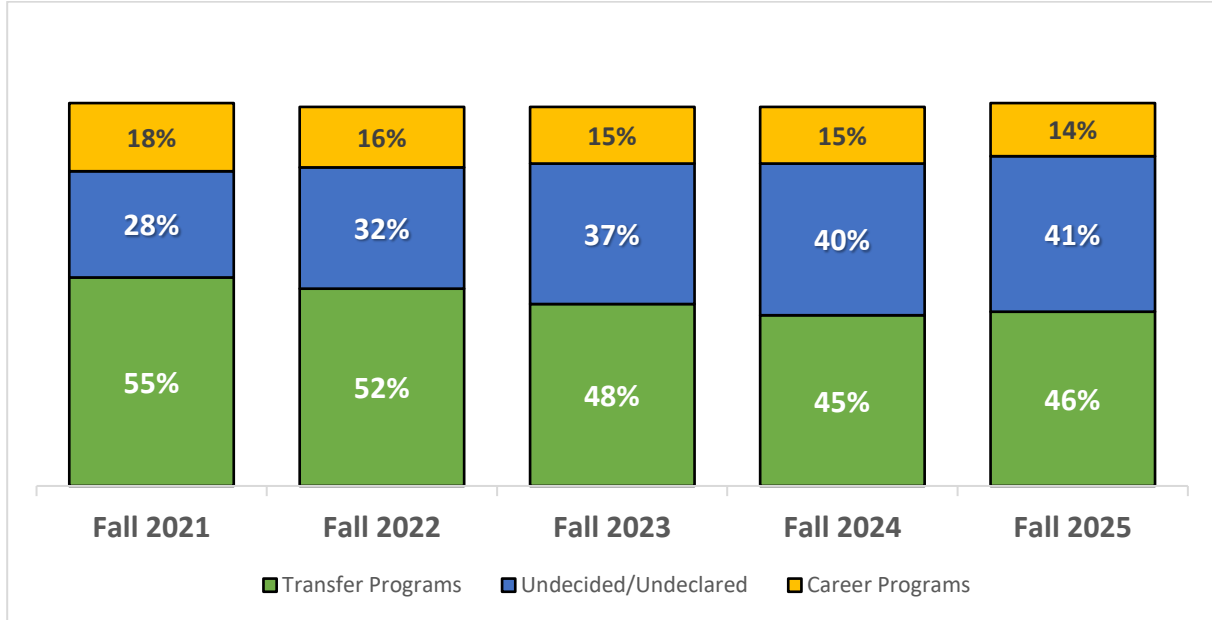


Table 8. Fall Enrollment by Program of Study

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Transfer Programs					
Arts & Sciences	760	778	759	687	639
Arts & Sciences - Early College					17
Biology AS	43	45	50	63	83
Business Administration AA	200	194	197	210	218
Computer Science				40	41
Engineering	72	71	71	71	69
General Studies	284	287	319	300	294
Music	11	8	11	12	10
Physical Sciences AS	9	18	15	16	24
Teacher Education	35	38	25	20	34
Teaching - Early Childhood AAT	61	48	43	45	40
Teaching - Elementary AAT	26	19	22	20	23
Teaching - Secondary AAT	13	7	6	8	1
Transfer Certificate				1	2
Career Programs					
Accounting	3	3	7	6	6
Bookkeeping	3	4	2	3	7
Business Management AAS	23	27	35	41	24
Computer Graphics	50	40	44	32	34

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Computer Information Systems	26	27	31	35	25
Computer Programming				1	2
Cybersecurity	93	79	83	88	83
Data Science		3	14	14	8
Digital Design & Fabrication	14	16	26	31	22
Early Childhood Education	23	24	27	23	23
Health Science		1	2	2	1
Law Enforcement/Corrections	22	24	30	17	16
National Registry Paramedic	29	22	19	20	18
Nursing	150	136	122	131	126
Office Technology	2	1		4	
Physical Therapist Assistant	36	39	32	38	45
Small Unmanned Aircraft Systems	4	5	5	8	8
Technical and Professional Studies					3
Undecided/Undeclared					
Dual Enrolled - Not Early College	618	807	1,022	1,269	1,223
All Others	143	108	136	78	116

COURSE ENROLLMENTS

Class Section Size

Average class size is one of the College's measures of institutional effectiveness. The goal is to balance the pedagogical benefit of smaller classes with the need for cost efficiency, while also offering the upper-level courses students need to complete programs.

Table 9. Class Section Size, Fall Semesters

Enrollments	Fall 2021		Fall 2022		Fall 2023		Fall 2024		Fall 2025	
	#	%	#	%	#	%	#	%	#	%
<10	96	22.6%	82	19.5%	63	14.6%	68	15.0%	74	16.6%
10-14	91	21.5%	92	21.9%	94	21.7%	87	19.3%	83	18.7%
15-19	100	23.6%	97	23.1%	101	23.3%	104	23.0%	88	19.8%
20-24	91	21.5%	96	22.9%	105	24.3%	128	28.3%	135	30.3%
25-29	38	9.0%	44	10.5%	62	14.3%	58	12.8%	58	13.0%
30-34	4	0.9%	4	1.0%	3	0.7%	3	0.7%	2	0.5%
35-39	0	0.0%	1	0.2%	1	0.2%	0	0.0%	0	0.0%
40+	4	0.9%	4	1.0%	4	0.9%	4	0.9%	5	1.1%
Total Sections	424		420		433		452		445	

Note: Internships, music lessons, developmental modules and sections, and independent study are excluded. Paired or cross-listed sections (different sections taught in same format by same instructor at same day and time) are combined and counted as one section.

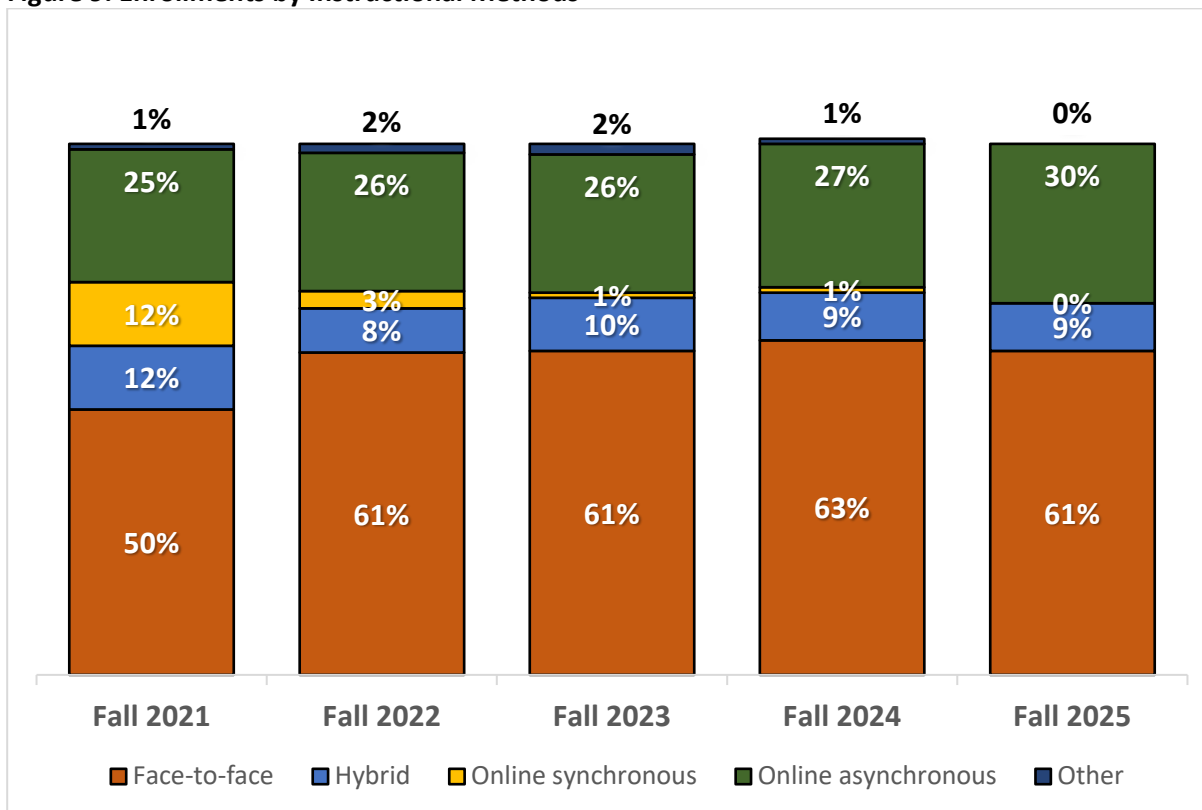
Table 10. Enrollments per Section

Benchmark: <18	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Mean*	15.85	16.40	17.35	17.63	17.50
Median	16	16	18	18	18

*As defined by the National Community College Benchmark Project

Online Learning Instructional Methods

Fall 2021, the outlier with regard to the number of online synchronous classes, was still affected by the COVID pandemic.

Figure 9. Enrollments by Instructional Methods

RETENTION

Table 11. Retention of First-time students

		Fall to Spring		Fall to Following Fall	
	Cohort #	Number	Percent	Number	Percent
First-time Students					
Fall 2020 cohort	629	498	79.2%	397	63.1%
Fall 2021 cohort	504	388	77.0%	303	60.1%
Fall 2022 cohort	565	442	78.2%	351	62.1%
Fall 2023 cohort	548	429	78.3%	345	63.0%
Fall 2024 cohort	544	436	80.1%	351	64.5%
First-time, Full-time	FT Goal: Fall-to-fall retention of 70.0%				
Fall 2020 cohort	449	373	83.1%	304	67.7%
Fall 2021 cohort	350	283	80.9%	225	64.3%
Fall 2022 cohort	374	306	81.8%	250	66.8%
Fall 2023 cohort	348	292	83.9%	240	69.0%
Fall 2024 cohort	343	292	85.1%	351	69.7%
First-time, Part-time	PT Goal: Fall-to-fall retention of 50.0%				
Fall 2020 cohort	180	125	69.4%	93	51.7%
Fall 2021 cohort	154	105	68.2%	85	55.2%
Fall 2022 cohort	191	136	71.2%	101	52.9%
Fall 2023 cohort	200	137	68.5%	105	52.5%
Fall 2024 cohort	201	144	71.6%	112	55.7%

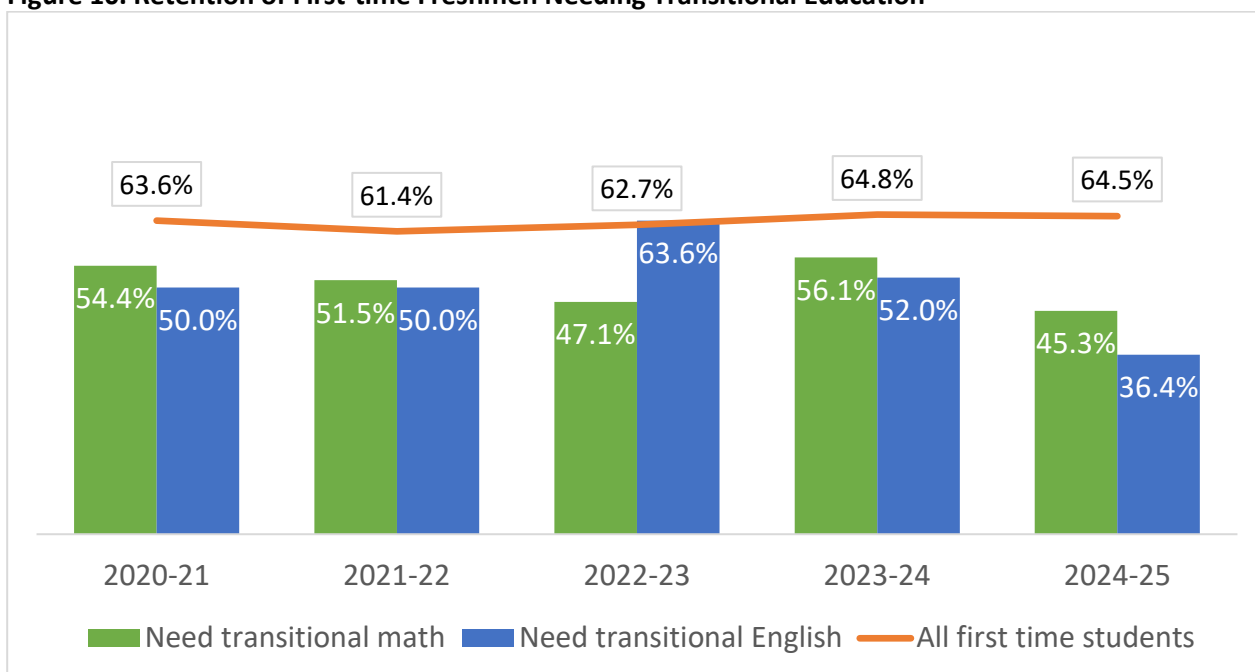
Legend:

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Yellow: Goal is approached (within 5%)

Red: Gap is >5%

Figure 10. Retention of First-time Freshmen Needing Transitional Education



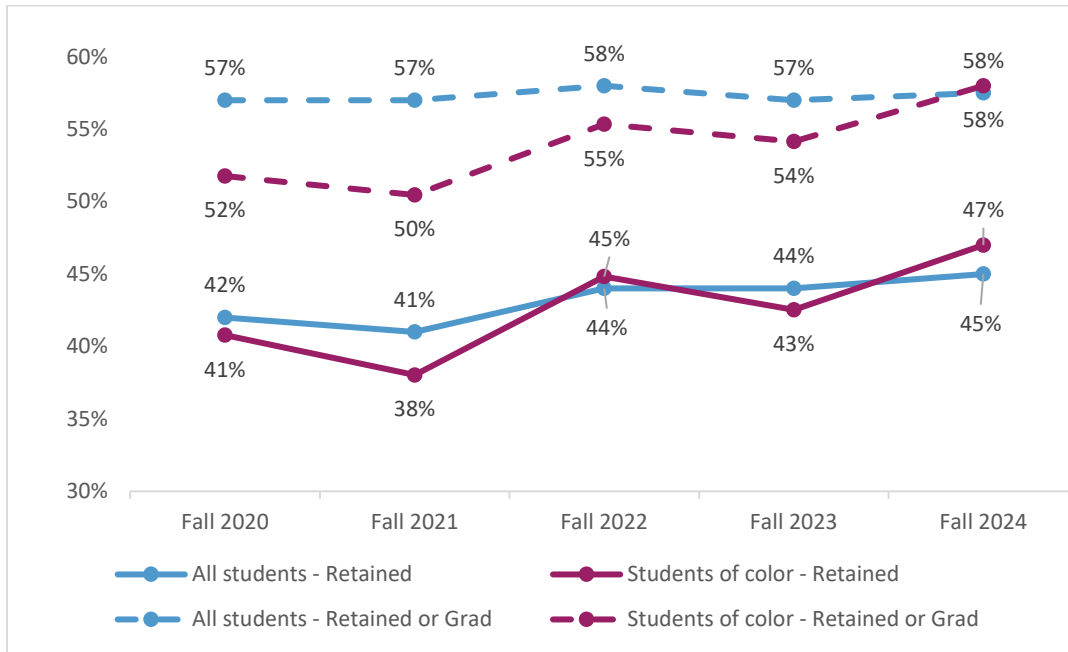
It is important to note, the number of students placed into transitional education has declined dramatically in recent years due to changes in our placement methods. Given this, it was anticipated that the retention rates of students placed in traditional courses would decline.

Table 12. Number and Retention of Students Placing in Transitional Coursework

	2020-21	2021-22	2022-23	2023-24	2024-25
Need transitional Math	72	163	189	169	76
<i>Retained</i>	41	86	86	90	37
Need transitional English	28	55	55	32	25
<i>Retained</i>	14	25	30	15	9

Students of color are retained at the same rate as the student body as a whole.

Figure 11. Retention of Students of Color



Pell grant recipients are retained at a higher rate than other students.

Figure 12. Retention of Students Who Receive Pell Grants

