

## **Institutional Effectiveness Measures Highlights – 2022**

### **Summary by Benchmark Attainment**

#### **Below the Benchmark**

Due to the lag time for reporting on many of the Institutional Effectiveness Measures, the effects of COVID continue to be reflected in the data. In many cases, measures have improved, but remain below pre-COVID levels. These include:

- Indicators related to enrollment in Credit, Continuing Education and Training, and Personal Enrichment
- Full-time and part-time student market share
- College investment in employee professional development

Additional measures show continued improvement:

- Tuition and fees compared to USM average are closer to the benchmark this year
- Transitional Program completion rates

#### **Exceeds the Benchmark**

Results from past Student Satisfaction Survey administrations have exceeded the benchmark for student perception of institutional learning support and student effort. These measures corroborate improvements in other areas where benchmarks were exceeded. These areas include:

- Increased student use of career counselling services
- High percentage of students who complete their first year in good standing after transferring to four-year institutions
- Increases in the percentage of students who graduated, transferred, and persisted at four-year institutions
- Increases in the credit course success rate and four-year Associate Degree completion rate

Several Non-Credit enrollment indicators have rebounded or continue to exceed the benchmarks, including:

- Enrollments in courses and conferences offered by MILLER Resources for Entrepreneurs
- The number of students served through the College's Adult Education program

**Carroll Community College  
Westminster, Maryland**

# **Institutional Effectiveness Assessment Report**



**Board of Trustees  
December 14, 2022**

**KEY:**

✓	Meets or exceeds benchmark
	Below benchmark and not improving
↑	Below benchmark, but improved this year

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## **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, and 2021. 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**

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

### **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	FY2018	FY2019	FY2020	FY2021	FY2022
10,635	11,288	10,756	9,177	7,183	8,199
√ = 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	FY2018	FY2019	FY2020	FY2021	FY2022
Budget amount	2,545	2,472	2,361	2,201	2,102
√ = Achieved		√			↑
Budgeted FTE	2,663	2,399	2,410	2,815	2,126

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 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
45%	44.0%	41.2%	44.6%	47.9%	40.0%
√ = 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 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
70%	66.8%	66.7%	69.1%	69.4%	68.8%
√ = 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 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
23%	22.4%	22.1%	22.8%	19.8%	19.1%
√ = Achieved					

6	Applicant Yield Rate				
Percent of fall applicants enrolled in credit classes as reported in the Applicant-to-Enrollment Yield Rate Report prepared by Student Affairs.					
Benchmark	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
65%	65.2%	66.5%	56.3%	59.0%	57.8%
√ = Achieved	√	√			
Applicants	1,527	1,799	1,634	1,513	1,983

7	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	FY2018	FY2019	FY2020	FY2021	FY2022
≤50%	52.7%	54.5%	53.3%	52.8%	52.5%
√ = Achieved					↑

8	Annual Percent Change in Tuition and Fees				
Annual percent change in (in-county) tuition and fee costs. Indicator includes mandatory fees. Source is MACC Databook tuition and fee costs for full-time students.					
Benchmark	FY2019	FY2020	FY2021	FY2022	FY2023
≤4%	5.7%	0.0%	0.0%	0.0%	0.0%
√ = Achieved		√	√	√	√
Tuition/hour	\$136	\$136	\$136	\$136	\$136
Consolidated fee	25%	25%	25%	25%	25%

9	Student Perception of Institutional Financial Support				
How much does the College provide the financial support you need to afford your education?					
Benchmark	2012	2014	2017	2019	2021
60%	46.8%	43.0%	58.6%	61.6%	77.6%
√ = 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.

10	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	FY2016 Grads	FY2017 Grads	FY2018 Grads	FY2019 Grads	FY2020 Grads
88%	88.4%	86.1%	86.9%	85.7%	85.5%
√ = Achieved	√				

11	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	FY2017	FY2018	FY2019	FY2020	FY2021
LPN = 90%	100%	100%	91.7%	100%	90.9%
√ = Achieved	√	√	√	√	√
RN = 90%	84.3%	90.7%	92.4%	96.9%	83.0%
√ = Achieved		√	√	√	
PTA = 90%	100%	100%	96.0%	100%	100%
√ = Achieved	√	√	√	√	√
NRP/EMS = 80%	80.0%	69.0%	71.0%	85.7%	80.0%
√ = Achieved	√			√	√

12	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	FY2018	FY2019	FY2020	FY2021	FY2022
7,500	7,543	7,038	4,830	3,912	4,728
√ = Achieved	√				↑



13	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	FY2018	FY2019	FY2020	FY2021	FY2022
Headcount = 2,500	2,522	2,287	1,709	1,385	1,564
√ = Achieved	√				↑
Enrolled = 3,600	3,655	3,572	2,632	2,040	2,438
√ = Achieved	√				↑

14	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	FY2017	FY2018	FY2019	FY2020	FY2021
400	385	344	225	237	312
√ = Achieved					↑

15	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	FY2017	FY2018	FY2019	FY2020	FY2021
80%	94.1%	86.4%	86.1%	72.6%	73.0%
√ = Achieved	√	√	√		↑

16	Career Counseling Services Use				
Number of students receiving career planning and development services 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, or participating in a career exploration or planning classroom activity.					
Benchmark	FY2018	FY2019	FY2020	FY2021	FY2022
1,000	1,262	1,136	1,020	558	1,121
√ = Achieved	√	√	√		√

17	Student Employment				
Percent of allocated work study funds used for student employment, from Financial Aid records.					
Benchmark	FY2017-18	FY2018-19	FY2019-20	FY2020-21	FY2021-22
100%	86%	100%	100%	100%	100%
√ = Achieved		√	√	√	√

### Mission Goal 2: Academic Proficiency and Transfer Preparation

Supports student attainment of essential skills in general education and prepares students for transfer to earn degrees beyond the associate.

18	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	2016-17	2017-18	2018-19	2019-20	2020-21
90%*	87.8%	90.9%	88.0%	93.0%	91.6%
√ = Achieved	√	√	√	√	√
Statewide	85.7%	84.5%	85.0%	88.0%	87.7%

\*Benchmark was 85% prior to 2019-20

19	Graduate Satisfaction with Transfer Preparation				
Percent of Carroll transfers rating their preparation for transfer very good or good on a five-point scale, from statewide graduate follow-up surveys; as reported in MHEC Performance Accountability Report.					
Benchmark	Class of 2011	Class of 2014	Class of 2016	Class of 2018	Class of 2020
80%	77%	80%	85%	87%	
√ = Achieved		√	√	√	
Statewide	82%	79%	85%	N/A	

As of 2021, survey is no longer conducted or a part of the PAR Report

### 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.

20	Contract Training Student Headcount				
Annual unduplicated headcount of workforce development students served through contract training arrangements, as reported in MHEC Performance Accountability Report.					
Benchmark	FY2018	FY2019	FY2020	FY2021	FY2022
2,750	2,546	2,721	1,433	906	1,355
√ = Achieved					↑

21	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	FY2018	FY2019	FY2020	FY2021	FY2022
Enrolled = 200	344	238	293	247	302
√ = Achieved	√	√	√	√	√
Startups = 15	20	33	35	34	39
√ = Achieved	√	√	√	√	√

<p align="center"><b>Mission Goal 4: Student Learning Support</b></p> <p>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.</p>					
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22	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	FY2018	FY2019	FY2020	FY2021	FY2022
GED = 150	131	133	107	123	161
√ = Achieved					√
ESOL = 200	198	209	222	158	239
√ = Achieved		√	√		√

23	Transitional Course Enrollment within First Year				
Percent of first-time fall students beginning prescribed transitional coursework within one year.					
Benchmark	FA2017 Cohort	FA2018 Cohort	FA2019 Cohort	FA2020 Cohort	FA2021 Cohort
English ALP = 90%	83.1%	93.7%	96.0%	100%	97.7%
√ = Achieved		√	√	√	√
Mathematics = 90%	88.8%	86.6%	78.1%	71.9%	74.2%
√ = Achieved					↑

High school GPA placement began for English in Fall 2018 and Math in Fall 2019

24	Transitional Course Success Rates				
Percent of fall enrollees in Transitional English and Mathematics earning grades C or above.					
Benchmark	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2022
Reading/Writing = 70%	75.2%	62.2%	80.0%	71.4%	73.0%
✓ = Achieved	✓		✓	✓	✓
English ALP = 70%		70.9%	69.3%	61.9%	76.5%
✓ = Achieved		✓			✓
Mathematics = 60%	51.6%	62.0%	64.2%	58.3%	59.0%
✓ = Achieved		✓	✓		↑

The English Accelerated Learning Pathway began in the Fall of 2018

25	Transitional Program Completion Rate				
Percent of fall, first-time cohort needing developmental coursework who completed all recommended developmental courses within four years of entry; from MHEC Performance Accountability Report, Degree Progress Analysis, approved by the Board each year in September.					
Benchmark	2013 Cohort	2014 Cohort	2015 Cohort	2016 Cohort	2017 Cohort
60%	61.6%	56.9%	51.0%	55.3%	56.2%
√ = Achieved	√				↑
Cohort Size	610	527	541	483	345

26	Successful Transition to Credit Mathematics Courses				
Percent of fall students successfully completing a highest-level transitional Math course who attempt and pass (grade C or above) a college-level Math course within one year (through the following fall term).					
Benchmark	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
60%	58.0%	52.8%	65.8%	77.1%	46.9%
√ = Achieved			√	√	
Completers/Cohort	123/212	85/161	50/76	37/48	15/32

27	Successful Completion of Co-requisite Credit English Courses				
Percent of fall students enrolled in English ALP sections successfully completing their co-requisite English 101 course (grade C or above).					
Benchmark	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
60%	N/A	N/A	69.6%	63.1%	76.5%
√ = Achieved			√	√	√
# ENGL ALP Sections			18	13	5

28	Student Effort—Hours per Week Preparing for Class				
Student survey question: “How many hours do you spend in a typical week preparing for class?” Indicator reports percent of students responding more than 10 hours per week; reported separately for full- and part-time students.					
Benchmark	2012	2014	2017	2019	2021
Full-time = 40%	30.1%	42.6%	49.2%	47.9%	61.4
√ = Achieved		√	√	√	√
Part-time = 25%	17.5%	32.6%	37.2%	31.3%	39.2%
√ = Achieved		√	√	√	√

29	Student Perception of Institutional Learning Support				
How much does the college provide the learning support you need to succeed at this college?					
Benchmark	2012	2014	2017	2019	2021
80%	78.1%	77.0%	84.4%	85.2%	91.9%
√ = 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.

30	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	N/A	Spring 2019	Spring 2021
In class = 85%				84%	95.3%
√ = Achieved					√
Out-of-class = 85%				83%	95.1%
√ = Achieved					√

31	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.					
Benchmark	Spring 2013	Spring 2015	Spring 2017	Spring 2019	Spring 2021
90%	97%	95%	94%	95%	97%
√ = Achieved	√	√	√	√	√

32	Employee Perception of College Commitment to Diversity				
Percent of employees agreeing that the College provides the education, resources, training, and personnel necessary to support its commitment to diversity; from employee satisfaction surveys conducted by Institutional Research.					
Benchmark	Spring 2013	Spring 2015	Spring 2017	Spring 2019	Spring 2021
90%	94%	95%	91%	N/A	97%
√ = 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.*

33	Employee Perception of Climate of Inclusion on Campus				
Percent of employees agreeing that the College creates an atmosphere of inclusion for all members of the College community; from employee satisfaction surveys; top 3 ratings on five-point scale.					
Benchmark	Spring 2013	Spring 2015	Spring 2017	Spring 2019	Spring 2021
90%	94%	93%	93%	N/A	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.*

34	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	2017	2018	2019	2020	2021
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.

35	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	2018	2019	2020	2021	2022
Headcount = 725	834	732	78	154	427
√ = Achieved	√	√			↑
Enrolled = 1,500	1,790	1,551	120	189	608
√ = Achieved	√	√			↑

36	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	FY2018	FY2019	FY2020	FY2021	FY2022
Headcount = 1,250	1,252	1,151	824	421	1,126
√ = Achieved	√				↑
Enrolled = 2,500	2,414	2,289	2,117	626	1,848
√ = Achieved					↑

37	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	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22
30%	35.3%	33.9%	23.2%	16.1%	8.2%
√ = Achieved	√	√			

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

39	Learning Beyond the Classroom				
Percent of students participating in learning activities outside the classroom, including Areas of Study activities; Service; and Clubs, Intramurals, or Off-campus Non-academic Trips. Benchmarks are percent of <b>unduplicated</b> annual credit headcount enrollment.					
Benchmarks	FY2018	FY2019	FY2020	FY2021	FY2022
Area of Study activities 15% of headcount	N/A	20.0%	17.0%	12.2%	43.9%
✓ = Achieved		✓	✓		✓
Number of participants		853	732	507	1,671
Service 15% of headcount	15.3%	18.8%	10.7%	2.0%	5.1%
✓ = Achieved	✓	✓			↑
Number of participants	659	802	462	84	197
Club membership and off-campus non-academic trips, and intramurals (as of FY2022) 15% of headcount	Clubs: 211 Trips: 459 15.5%	Clubs: 257 Trips: 378 14.9%	Clubs: 229 Trips: 165 9.1%	Clubs: 118 Trips: n/a 2.8%	Clubs: 184 IM: 384 Trips: 298 22.8%
✓ = Achieved	✓				✓
FY Undup Credit Headcount	4,314	4,256	4,304	4,145	3,806

### 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.

40	Credit Course Success Rate				
Percent of degree-credit course enrollees as of the official enrollment date who earn final course grades of C or above. Source is National Community College Benchmark Project (NCCBP) form 7.					
Benchmark	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
75%	80.5%	79.8%	80.9%	80.4%	81.0%
√ = Achieved	√	√	√	√	√
NCCBP Median	78.2%	78.8%	78.9%	77.9%	N/A*
NCCBP Percentile	69%	59%	68%	75%	N/A*

\*NCCBP median and percentile is not yet available



41	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	2017-18	2018-19	2019-20	2020-21	2021-22
Full-time = 85%	86.9%	85.5%	86.0%	83.1%	80.9%
√ = Achieved	√	√	√		
Part-time = 65%	67.3%	65.8%	63.8%	68.8%	68.2%
√ = Achieved	√	√		√	√

42	Four-year Associate Degree Completion Rate				
Percent of fall, first-time cohort attempting 18 hours during first two years, who graduated from Carroll with an Associate Degree within four years. Source is the Degree Progress Analysis, part of the Annual Performance Accountability Report approved by the Board each year in September.					
Benchmark	2013 Cohort	2014 Cohort	2015 Cohort	2016 Cohort	2017 Cohort
35%	39.3%	42.1%	37.9%	42.0%	43.5%
√ = Achieved	√	√	√	√	√
Cohort	610	553	604	543	483

43	Graduation-Transfer Rate				
Percent of fall, first-time cohort attempting 18 hours during first two years, who graduated from Carroll or transferred, measured four years after entry. Source is the Degree Progress Analysis, part of the Annual Performance Accountability Report approved by the Board each year in September.					
Benchmark	2013 Cohort	2014 Cohort	2015 Cohort	2016 Cohort	2017 Cohort
60%	58.7%	61.8%	60.3%	61.0%	61.1%
√ = Achieved		√	√	√	√

44	Successful-Persister Rate				
Percent of fall, first-time cohort attempting 18 hours during first two years, who graduated, transferred, earned at least 30 credit hours with a cumulative grade point average ≥2.0, or were still enrolled four years after entry. Source is the Degree Progress Analysis, part of the Annual Performance Accountability Report approved by the Board each year in September.					
Benchmark	2013 Cohort	2014 Cohort	2015 Cohort	2016 Cohort	2017 Cohort
75%	76.1%	74.9%	76.5%	73.8%	78.9%
√ = Achieved	√		√		√

45	Employee Job Satisfaction				
Percent of employees agreeing that their job meets their personal professional goals.					
Benchmark	2013	2015	2017	2019	2021
90%	91%	87%	94%	N/A	97.6%
√ = 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.*

46	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	2018	2019	2020	2021	2022
\$500	\$853	\$809	\$460	\$211	\$476
√ = Achieved	√	√			↑
Expenditures	\$287,466	\$291,124	\$162,989	\$71,884*	\$234,110
NCCBP Median	\$406	\$409	\$348	\$184	N/A**
NCCBP Percentile	81%	86%	65%	60%	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 is not yet available

47	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 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
≤18	18.5	17.9	17.5	17.2	16.4
√ = Achieved		√	√	√	√
Sections w/6+ students	480	459	420	450	403
NCCBP Median	17.61	17.01	16.61	16.4	N/A*
NCCBP Percentile	65%	65%	64%	61%	N/A*

\*NCCBP median and percentile is not yet available

48	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 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
50%	54.1%	55.6%	55.5%	62.0%	61.5%
√ = Achieved	√	√	√	√	√
NCCBP Median	57.8%	57.5%	58.9%	60.8%	N/A*
NCCBP Percentile	40%	44%	42%	54%	N/A*

\*NCCBP median and percentile is not yet available

49	Expenditure on Instruction and Academic Support				
Percent of total educational and general operating expenditures expended on instruction and academic support.					
Benchmark	FY2017	FY2018	FY2019	FY2020	FY2021
55%	59%	56%	56.2%	57.3%	57.3%
√ = Achieved	√	√	√	√	√