

**Carroll Community College
Westminster, Maryland**

Institutional Effectiveness Assessment Report



**Board of Trustees
December 15, 2021**

KEY:

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

Table of Contents

Institutional Effectiveness Measures Highlights – 2021	i
Summary by Benchmark Attainment	i
Below the Benchmark.....	i
Exceeds the Benchmark	i
College Mission	1
Annual Unduplicated Headcount	2
FTE Enrollment	2
First-time Full-time Market Share	2
Part-time Market Share	2
High School Graduate Enrollment Rate	2
Applicant Yield Rate	3
Tuition and Fees Compared to USM Average	3
Annual Percent Change in Tuition and Fees	3
Student Perception of Institutional Financial Support.....	3
Mission Goal 1: Career Education	4
Career Program Graduate Employment within 1 year	4
Licensure Examination Pass Rates.....	4
Enrollment in Noncredit Workforce Development Courses.....	4
Continuing Education Licensure/Certification Enrollment.....	5
Continuing Education Completers.....	5
Continuing Education Workforce Certificate Completion Rate	5
Career Counseling Services Use	5
Student Employment.....	5
Mission Goal 2: Academic Proficiency and Transfer Preparation	6
First-year Transfers in Good Standing.....	6
Graduate Satisfaction with Transfer Preparation.....	6
Mission Goal 3: Business and Economic Development	6
Contract Training Student Headcount.....	6
MILLER Resources for Entrepreneurs.....	7
Mission Goal 4: Student Learning Support	7
Adult Education Unduplicated Student Headcounts.....	7
Transitional Course Enrollment within First Year.....	7

Transitional Course Success Rates.....	8
Transitional Program Completion Rate.....	8
Successful Transition to Credit Mathematics Courses.....	8
Successful Completion of Co-requisite Credit English Courses	8
Student Effort—Hours per Week Preparing for Class.....	9
Student Perception of Institutional Learning Support.....	9
Mission Goal 5: Diversity, Equity, and Inclusion	9
Student Perception of College Commitment to Diversity	9
Student Perception of Climate of Inclusion on Campus	9
Employee Perception of College Commitment to Diversity.....	10
Employee Perception of Climate of Inclusion on Campus	10
Campus Safety.....	10
Mission Goal 6: Personal and Community Enrichment.....	10
Summer Youth Course Enrollment.....	10
Adult Personal Enrichment Enrollment.....	11
Adult Personal Enrichment Student Repeat Rate	11
Participation in Intercollegiate Athletics	11
Learning Beyond the Classroom	11
Mission Goal 7: Assessment and Improvement	12
Credit Course Success Rate	12
Fall-to-Spring Retention Rates	12
Four-year Associate Degree Completion Rate.....	12
Graduation-Transfer Rate	12
Successful-Persister Rate.....	13
Employee Job Satisfaction	13
College Investment in Employee Professional Development	13
Enrollments per Section.....	13
Teaching by Full-time Faculty	14
Expenditure on Instruction and Academic Support	14

Institutional Effectiveness Measures Highlights – 2021

Summary by Benchmark Attainment

Below the Benchmark

Most Institutional Effectiveness indicators that are below the benchmark signal the continuing effect of COVID, including:

- Nearly all enrollment measures failed to meet the benchmark
- Indicators related to transitional coursework dipped, which likely reflect changes in placement testing, leading to a smaller and more educationally at-risk group of transitional students
 - Transitional Math enrollment in the first year
 - Pass rates of the English ALP remedial course and Transitional Math
 - Transitional program completion rate (a four-year cohort of students who began at Carroll in Fall 2016)
- Part-time student market share increased, and is less than 1% below benchmark (improving over last year)
- Tuition and fees compared to USM average are closer to the benchmark this year, following a trend toward approaching the benchmark.

Exceeds the Benchmark

- Retention, graduation, and transfer indicators all remain strong
- First-time student market share increased to be above the benchmark
- Some transitional coursework indicators exceed the benchmarks, including successful transition to credit Math and completion of co-requisite English 101
- CET showed some remarkable growth in difficult times for the MILLER Center
- The campus remains very safe, with no serious incidents reported
- Paramedic (NRP/EMS) licensure exam pass rate improved and exceeds the benchmark
- First year transfer out students in good standing (GPA above 2.0 at four-year institutions) remains strong

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, and 2019. 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	FY2017	FY2018	FY2019	FY2020	FY2021
10,635	11,842	11,288	10,756	9,177	7,183
√ = 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	FY2017	FY2018	FY2019	FY2020	FY2021
Budget amount	2,724	2,545	2,472	2,361	2,201
√ = Achieved			√		
Budgeted FTE	2,856	2,663	2,399	2,410	2,815

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 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
45%	45.7%	44.0%	41.2%	44.6%	47.9%
√ = 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 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
70%	68.5%	66.8%	66.7%	69.1%	69.4%
√ = 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 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
23%	20.1%	22.4%	22.1%	22.8%	19.8%
√ = 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 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
65%	54.7%	65.2%	66.5%	56.3%	59.0%
√ = Achieved		√	√		
Applicants	1,544	1,527	1,799	1,634	1,513

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	FY2017	FY2018	FY2019	FY2020	FY2021
≤50%	53.2%	52.7%	54.5%	53.3%	52.8%
√ = 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	FY2018	FY2019	FY2020	FY2021	FY2022
≤4%	1.5%	5.7%	0.0%	0.0%	0.0%
√ = Achieved	√		√	√	√
Tuition/hour	\$134	\$136	\$136	\$136	\$136
Consolidated fee	20%	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	Class of 2016	Class of 2016	Class of 2017	Class of 2018	Class of 2019
88%	N/A	88.4%	86.1%	86.9%	85.7%
√ = 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	2016	2017	2018	2019	2020
LPN = 90%	100%	100%	100%	92%	100%
√ = Achieved	√	√	√	√	√
RN = 90%	84%	84%	91%	92%	97%
√ = Achieved			√	√	√
PTA = 90%	93%	100%	100%	96%	100%
√ = Achieved	√	√	√	√	√
NRP = 80%	0%	80%	69%	71%	86%
√ = 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	FY2017	FY2018	FY2019	FY2020	FY2021
7,500	7,610	7,543	7,038	4,830	3,912
√ = 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	FY2017	FY2018	FY2019	FY2020	FY2021
Headcount = 2,500	2,573	2,522	2,287	1,709	1,385
√ = Achieved	√	√			
Enrolled = 3,600	3,783	3,655	3,572	2,632	2,040
√ = 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	FY2016	FY2017	FY2018	FY2019	FY2020
400	356	385	344	225	237
√ = 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	FY2016	FY2017	FY2018	FY2019	FY2020
80%	82.9%	94.1%	86.4%	86.1%	72.6%
√ = 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	FY2017	FY2018	FY2019	FY2020	FY2021
1,000	1,424	1,262	1,136	1,020	558
√ = Achieved	√	√	√	√	

17	Student Employment				
Percent of allocated work study funds used for student employment, from Financial Aid records.					
Benchmark	FY2016-17	FY2017-18	FY2018-19	FY2019-20	FY2020-21
100%	70%	86%	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	2015-16	2018-19	2019-20	2019-20	2020-21
85%	90.4%	90.9%	88.3%	88.3%	93%
√ = Achieved	√	√	√	√	√
Statewide	85.7%	84.5%	85.0%	85.0%	85.0%

MHEC did not provide these data in 2016-17 and 2017-18

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 2008	Class of 2011	Class of 2014	Class of 2016	Class of 2018
80%	73%	77%	80%	85%	87%
√ = Achieved			√	√	√
Statewide	79%	82%	79%	85%	N/A

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.

21	Contract Training Student Headcount				
Annual unduplicated headcount of workforce development students served through contract training arrangements, as reported in MHEC Performance Accountability Report.					
Benchmark	FY2017	FY2018	FY2019	FY2020	FY2021
2,750	2,420	2,546	2,721	1,433	906
√ = Achieved					

22	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	FY2017	FY2018	FY2019	FY2020	FY2021
Enrolled = 200	227	344	238	293	247
√ = Achieved	√	√	√	√	√
Startups = 15	10	20	33	35	34
√ = 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.

23	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	FY2017	FY2018	FY2019	FY2020	FY2021
GED = 150	156	131	133	107	123
√ = Achieved	√				↑
ESOL = 200	197	198	209	222	158
√ = Achieved			√	√	

24	Transitional Course Enrollment within First Year				
Percent of first-time fall students beginning prescribed transitional coursework within one year.					
Benchmark	FA2016 Cohort	FA2017 Cohort	FA2018 Cohort	FA2019 Cohort	FA2020 Cohort
English ALP = 90%		83.1%	93.7%	96.0%	100%
√ = Achieved			√	√	√
Mathematics = 90%	88.6%	88.8%	86.6%	78.1%	71.9%
<i>√ = Achieved</i>					

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

25	Transitional Course Success Rates				
Percent of fall enrollees in Transitional English and Mathematics earning grades C or above.					
Benchmark	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Reading/Writing = 70%	67.2%	75.2%	62.2%	80.0%	71.4%
√ = Achieved		√		√	√
English ALP = 70%			70.9%	69.3%	61.9%
√ = Achieved			√		
Mathematics = 60%	51.5%	51.6%	62.0%	64.2%	58.3%
√ = Achieved			√	√	

The English Accelerated Learning Pathway began in the Fall of 2018

26	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	2012 Cohort	2013 Cohort	2014 Cohort	2015 Cohort	2016 Cohort
60%	59.3%	61.6%	56.9%	51.0%	50.6%
√ = Achieved		√			
Cohort Size	648	610	527	541	542

27	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.					
Benchmark	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2020
60%	63.4%	58.0%	57.9%	63.0%	77.1%
√ = Achieved	√			√	√

28	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 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
60%	N/A	N/A	N/A	69.6%	63.1%
√ = Achieved				√	√
# ENGL ALP Sections				18	13

29	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		√	√	√	√

30	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.

31	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					√

32	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%	92%
√ = Achieved	√	√	√	√	√

33	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.

34	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	94%
√ = 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.

35	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	2016	2017	2018	2019	2020
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.

36	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	2017	2018	2019	2020	2021
Headcount = 725	842	834	732	78	154
√ = Achieved	√	√	√		↑
Enrolled = 1,500	1,840	1,790	1,551	120	189
√ = Achieved	√	√	√		↑

37	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	FY2017	FY2018	FY2019	FY2020	FY2021
Headcount = 1,250	1,326	1,252	1,151	824	421
√ = Achieved	√	√			
Enrolled = 2,500	2,588	2,414	2,289	2,117	626
√ = Achieved	√				

38	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	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
30%	37.2%	35.3%	33.9%	23.2%	16.1%
√ = Achieved	√	√	√		

39	Participation in Intercollegiate Athletics				
Number of students participating in Carroll Lynx intercollegiate athletics.					
Benchmarks TBD	N/A	N/A	N/A	FY2020	FY2021
X Country - Men				7	2
X Country - Women				1	1
Soccer - Men				20	18
Soccer - Women				-	0
Track – Men				-	2
Track – Women				-	3
Lacrosse - Men				-	18
Total Athletes				28	44

40	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 unduplicated annual credit headcount enrollment.					
Benchmarks	FY2017	FY2018	FY2019	FY2020	FY2021
Area of Study activities 15% of headcount			20.0%	17.0%	12.2%
√ = Achieved			√	√	
Number of participants			853	732	507
Service 15% of headcount	13.9%	15.3%	18.8%	10.7%	2.0%
√ = Achieved		√	√		
Number of participants	647	659	802	462	84

Club membership and off-campus non-academic trips 15% of headcount	Clubs: 307 Trips: N/A 6.6%	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%
√ = Achieved		√			
FY Undup.Headcount	4,659	4,314	4,256	4,304	4,145

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.

41	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 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
75%	79.7%	80.5%	79.8%	80.9%	80.4%
√ = Achieved	√	√	√	√	√
NCCBP Median	77.3%	78.2%	78.8%	78.9%	N/A*
NCCBP Percentile	70.0%	69.0%	59.0%	68. %	N/A*

*NCCBP median and percentile is not yet available

42	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	2016-17	2017-18	2018-19	2019-20	2020-21
Full-time = 85%	84.6%	86.9%	85.5%	86.0%	83.1%
√ = Achieved		√	√	√	
Part-time = 65%	67.1%	67.3%	65.8%	63.8%	69.4%
√ = Achieved	√	√	√		√

43	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	2012 Cohort	2013 Cohort	2014 Cohort	2015 Cohort	2016 Cohort
35%	40.1%	39.3%	42.1%	37.9%	42.5%
√ = Achieved	√	√	√	√	√
Cohort	646	610	553	604	543

44	Graduation-Transfer Rate
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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	2012 Cohort	2013 Cohort	2014 Cohort	2015 Cohort	2016 Cohort
60%	55.3%	58.7%	61.8%	60.3%	61.0%
√ = Achieved			√	√	√

45	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	2012 Cohort	2013 Cohort	2014 Cohort	2015 Cohort	2016 Cohort
75%	75.5%	76.1%	74.9%	76.5%	73.8%
√ = Achieved	√	√		√	

47	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.

48	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	2017	2018	2019	2020	2021
\$500	\$920	\$853	\$809	\$460	\$211
√ = Achieved	√	√	√		
Expenditures	\$326,656	\$287,466	\$291,124	\$162,989	\$71,884
NCCBP Median	\$369	\$406	\$409	\$348	N/A*
NCCBP Percentile	84%	81%	86%	65%	N/A*

*NCCBP median and percentile is not yet available

*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.

49	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 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
≤ 18	18.14	18.54	17.89	17.48	17.2
√ = Achieved			√	√	√
Sections w/6+ students	560	480	459	420	450

NCCBP Median	17.68	17.61	17.01	16.61	N/A*
NCCBP Percentile	58%	65%	65%	64%	N/A*

*NCCBP median and percentile is not yet available

50	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 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
50%	47.5%	54.1%	55.6%	53.1%	55.5%
√ = Achieved		√	√	√	√
NCCBP Median	55.3%	57.8%	57.5%	58.9%	N/A*
NCCBP Percentile	23%	40%	44%	42%	N/A*

*NCCBP median and percentile is not yet available

51	Expenditure on Instruction and Academic Support				
Percent of total educational and general operating expenditures expended on instruction and academic support.					
Benchmark	FY2016	FY2017	FY2018	FY2019	FY2020
55%	60%	59%	56%	56.2%	57.3%
√ = Achieved	√	√	√	√	√