Carroll Community College
2023 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

Carroll's FY2023 indicators show a slight increase in unduplicated headcount (indicator A), although credit enrollment has not yet rebounded to pre-pandemic levels. The percentage of students enrolled part-time continued to increase, as did the market share of part-time undergraduates (indicator 3). The racial and ethnic diversity of Carroll's credit student population maintained its slight upward trend (indicator H). The credit student population is somewhat more diverse than its service area, which is approximately 88% white. An increase was also realized in the ESOL (English for Speakers of Other Languages) population (indicator D) at the College. In the past year, in response to county population trends and identified community needs, Carroll expanded outreach to and curricular offerings for the county's multilingual student population. Admissions efforts were honed to reach this population more directly. A bilingual admissions counselor offered appointments on campus and at county high schools for multilingual students. Families of multilingual students were invited to be a part of the admissions process; at Carroll's Spring 2023 Open House, a newly developed session designed specifically for English Language Learner (ELL) students attracted seventeen families. In Fall 2022, Carroll's ELL courses, and associated placement processes, were refreshed to support this student group more directly. As one example, multilingual students identified as needing additional supports take designated sections of transitional Reading and Writing and English Composition.

State Plan Goal 1: Access

Indicators related to headcount and enrollment were a mixed bag for Carroll. Credit student headcount was down while continuing education headcount increased; both numbers were below their benchmarks (indicator 1). Enrollment in online and hybrid courses far exceeded their benchmarks (indicator 6), as did enrollment of high school students in credit courses (indicator 5). A significant focus for the College over the past five years has been to expand dual enrollment offerings to include credit courses in all county high schools, as well as on campus. With the rollout of Maryland Blueprint legislation and in support of the 2022 State Plan (page 38), Carroll redoubled its efforts related to dual enrollment in FY2023. Continuing Education and Training (CET) worked closely with Carroll County Public Schools (CCPS) and engaged in community education to ensure seamless access for CCPS high school students wishing to enroll

in workforce training. CET entered into an MOU with CCPS that provides for cohort-based dual enrollment in three disciplines: Drone Technology, Pharmacy Technician, and Dental Technician.

The College realized gains in headcount and course enrollments related to continuing education basic skills and literacy courses (indicator 9). Looking ahead, Carroll is slated to receive Adult Basic Education Grant funds of $284,000 to support students in achieving their GED/High School Equivalency, with the long-term goal to attract completers to credit and noncredit programs.

As mentioned above and evidenced in indicator 11, the racial and ethnic diversity of the credit and continuing education student populations has trended upwards over the past few years, and while Carroll exceeded its benchmarks for enrollment of credit and noncredit students of color, it did not meet its benchmarks for faculty and staff of color (indicators 12 and 13). The College continued to emphasize equitable hiring practices, which include requiring any search committee member to complete training on implicit bias; including the Executive Director of Diversity, Equity, and Inclusion as a member of search committees; and advertising open positions through avenues that reach a diverse applicant pool. However, the demographic makeup of the service area can encumber the hiring of a diverse faculty and staff.

State Plan Goal 2: Success

Continuing a longitudinal trend, fall-to-fall retention for all credit students exceeded the benchmark (indicator 14). Carroll uses the retention software *Starfish* to track credit student progress and facilitate communication between faculty, advisors, and students. Starfish integrates with the College's Learning Management System and allows for swift identification of student challenges so that individualized interventions can be put into place. Carroll's retention rates are consistently among the highest in the state.

Moreover, the College's graduation-transfer rate after four years (indicator 18) remained strong, evidencing efforts to move credit students towards program completion and along their educational journey. Carroll's Advising and CET offices have dedicated Career and Workforce Development Navigators to provide wraparound support for students in workforce programs and adult education. The Workforce Development Navigator facilitates the access, success, completion, and transition of students in adult education or workforce training programs at Carroll. The navigator is responsible for assisting students with applying for scholarship funds, providing resource referrals, coaching students to program completion, assisting students with scheduling licensure and certification exams, and tracking student completion and exam pass rate data.

Related to student success, and in support of the State Plan goal to provide "explicit training on assessment tools and strategies" to faculty to develop "assessments [that] … evaluate a student's skill and knowledge for real-world application" (page 49), Carroll maintains robust processes for program, course, and General Education assessment. In the latter, students complete common assignments in which they synthesize learning within and across courses, producing a deliverable that draws upon real-world experiences. In Fall 2023, the College will introduce its third Honors

Program, the Carroll Lynx Scholars. The Lynx Scholars Program is the first Honors Program at Carroll to be specifically geared towards part-time students, the College's largest enrolled population. Lynx Scholars will contract with individual faculty members to complete advanced, comprehensive projects with a requirement to publicly share or present their research at a conference or showcase, and through an ePortfolio.

State Plan Goal 3: Innovation

Licensure pass rates for Carroll's Physical Therapist Assistant (PTA), Licensed Practical Nurse (LPN), Registered Nurse (RN), and National Registry Paramedic (NRP) candidates were strong in FY2022 (indicator 23). To bolster benchmarks related to licensure exams following the COVID pandemic, Carroll's Nursing faculty instituted weekly advising sessions, meetings at which full-time faculty engaged small groups of students through Socratic questioning. Nursing faculty also emphasized active reading strategies with program students. NRP students perfected content knowledge and skills through numerous practice sessions and open labs.

Indicators related to employment and income continued to trend upwards for Carroll graduates, with 88% of career program graduates employed within one year (indicator 24) and increasing income for these graduates (indicator 25). In FY2023, Carroll's Career Development Office launched a new *Lunch & Learn* program designed to bridge classroom and career by connecting students with professionals as part of a specific course. Industry experts shared their unique educational and career experiences in a casual environment. Career Development continued a series of workshops, *Lynx Level Ups*, focused on career and self-exploration, workforce readiness, and connections to employment. Additional FY2023 Career Development programming included an employer panel, professional dinner, and a guest speaker who shared *Life and Career Lessons from 18,500 Feet.*

Enrollment in continuing education workforce and contract training courses rose but did not reach pre-pandemic levels or established benchmarks (indicators 26, 27, and 28). However, the College endeavored to increase enrollment in these tracks through multiple avenues. Offering scholarship assistance has been most impactful in attracting new students to workforce training at Carroll. CET engaged with its manufacturing advisory board, comprised of local employers, to inform the creation of a manufacturing program that meets industry workforce shortage needs. The College also worked with county automotive repair shops and dealers to develop an Automotive Technology program with an Electric Vehicle (EV) Repair and Maintenance Pathway, establishing a lab with automotive and EV training equipment so students gain the hands-on skills identified as essential by employers.   Additionally, CET launched a Cannabis Entrepreneurship workforce development program to prepare the workforce necessary to support Maryland's emerging recreational marijuana industry.

CET maintained its collaboration with local employers for its Registered Behavior Technician program, providing a direct pipeline of qualified workers into this growing behavioral health industry. Moreover, the College drew upon existing relationships with local employers to gather feedback for the refinement of its program in Medical Assisting, an industry with high workforce shortages. This partnership resulted in a revised program structure reducing the duration of the program from 15 months to 26 weeks and building in a focus on soft skills to meet workforce

demands more efficiently and effectively. Carroll is a member of the local Workforce Improvement Board (WIB) and participates in monthly Carroll County Workforce Development and CCPS apprenticeship committees to increase apprenticeships in the region. The College worked with the WIB and local employers last year to build an in-county Commercial Driver's License (CDL) program, at their request, establishing a Maryland Department of Transportation approved CDL range on campus where students can complete their CDL-A training and the driving portion of the licensure test. This now allows students to earn their CDL license without leaving Carroll County. In addition to open enrollment, the College has provided CDL training for local government and private industry.

Additionally, Carroll hired a part-time Grants Coordinator who identifies support for creating and enhancing programs to meet critical workforce needs, opportunities to identify and build partnerships with local employers to help them create pathways between training and employment, and fund individual students into programs to increase the enrollment and retention that is key to meeting workforce shortages in a variety of sectors. In alignment with the 2022 State Plan (page 59), the College is also emphasizing the value of the short-term training credential in outreach and marketing efforts, capitalizing on the changing landscape and perceptions of post-secondary education for the next generation of high school graduates.

Furthermore, CET continued to partner with other institutions to pool resources, engage in seat share activities, and create best practices. Carroll has scaled its Pathways to Entrepreneurship program, offered in partnership with the Northern Region Small Business Development Center, to the other MACC institutions via seat share agreements. CET staff is working with MarylandOnline to develop and test a seat share bank, similar to what was developed for credit courses, for continuing education offerings, which would help community colleges meet local workforce needs.

Commission Question 1:
What are the largest long-term equity gaps that exist in student access, success, and innovation in your institution?

As evidenced in an examination of longitudinal data as reported in Carroll's Degree Progress Analyses, the successful-persister rate of African American students is consistently lower than the rate for White students. Additionally, the successful-persister rate for developmental non-completers typically falls below the statewide average for this student group. Although the number of students placed in transitional courses continues to decrease at Carroll due to curricular innovation and changes to placement processes, the College continually tracks the outcomes for this group to identify additional potential interventions.

How are these equity gaps uncovered/discovered/identified at your institution and how are they shared with your community?

Equity gaps are identified through ongoing review of student outcomes and course success data. These data and associated analyses are shared through regular meetings of groups such as the College's Planning Advisory Council, credit academic Division Chairs, and CET leadership.

What interventions have been implemented to eliminate these gaps?

To identify and establish the means to address equity gaps in student outcomes, as well as larger issues surrounding diversity, equity, and inclusion, Carroll engaged in a comprehensive Diversity Audit in 2022. External partner BDO surveyed employees and students, interviewed a cross-section of the Carroll community, and analyzed institutional data. After examining College policies and procedures, metrics, and employee and student experiences, in early 2023, BDO provided an assessment of the College's DEI maturity and outlined 49 recommendations to advance and sustain diversity, equity, inclusion, and belonging at Carroll. Under the direction of the Executive Director for Diversity, Equity, and Inclusion, the College is now drafting DEI vision and mission statements, and starting in Fall 2023, will develop a long-term Diversity Plan to implement BDO's recommendations.

To promote success for all Carroll students placed into transitional coursework in Mathematics, Reading, and Writing, and in support of Student Access Priority 3 of the 2022 State Plan (pages 36-38), processes around placement testing and the curriculum for these courses are continually scrutinized and streamlined. For example, starting in Fall 2022, students who previously placed into Academic Skills Enhancement Math were given the option to enroll directly into Pre-Algebra and provided with additional structured support from the College's Academic Center. Similarly, effective Summer 2022, Carroll piloted directed self-placement for its English Composition courses. Students who tested into the version of English Composition that required co-requisite Accelerated Learning Program (ALP) instruction were given the option of self-placing directly into the standard English Composition course. Students in this group completed a questionnaire and consulted with an advisor before deciding which version of English Composition to schedule. Based on directed self-placement trends and faculty and student feedback, beginning Fall 2023, the College will no longer offer the co-requisite ENGL-101/ALP model, but will instead offer students the option of enrolling in a credit-bearing first-year seminar called FOCUS, designed for students who place into any transitional courses or are otherwise at risk for non-completion.

Carroll provides free tutoring to any student for one half hour per week, and offers open learning labs in Writing, Mathematics, and Science. In FY2023 the College supported over 11,300 student visits to its Academic Center, tutoring over one-third of the credit student body. The College frequently reviews students' use of tutoring and adjusts staffing and programming to meet student needs. For example, Carroll's Academic Center created a new position, Lead Writing Tutor and Student Success Specialist, which resulted in an increase in students using writing tutoring in academic year 2022-2023.

Commission Question 2:
How has your institution used disaggregated data to identify equity gaps in students' educational opportunities and outcomes?

Supporting the dissemination and analysis of institutional data is a priority at Carroll. Faculty and staff routinely examine disaggregated data to identify equity gaps in student opportunities and outcomes. In addition to the disaggregated data that is part of the College's annual Performance Accountability Report and Degree Progress Analysis, course success data, academic

assessment data, student progress data, dual enrollment data, and select institutional effectiveness measures are disaggregated. For example, at the end of each term, academic leadership analyzes data showing credit course success rates by course, modality, and faculty member; this data can be disaggregated by students' race/ethnicity, sex, age, academic load, and number of credits earned. Additionally, the College's Planning Advisory Council and Board of Trustees tracks measures such as retention rates by various groups such as students of color, Pell recipients, and veterans. Biennial student and employee survey responses (anonymously submitted) may also be disaggregated. Faculty and staff access disaggregated data through institutional reports and interactive visualizations. In the past eighteen months, multiple dashboards have been made available, supporting data-informed decision making across the College.

What stakeholder engagement is used to collect and review this data?

Carroll's Board of Trustees, administrators, faculty, and staff engage in the ongoing review, analysis, and discussion of disaggregated data. There are student representatives on College governance bodies and the Planning Advisory Council. Students also are encouraged to participate in campus climate surveys, and were key contributors to qualitative data collected as part of the 2022 external Diversity Audit.

Does your institution set goals/benchmarks in regard to the elimination of equity gaps? If so, what steps does your institution take to ensure accountability in meeting the established goals/benchmarks of equity?

Specific initiatives and tasks aimed at eliminating equity gaps have long been included in the College's annual strategic plans. As a result of the Diversity Audit mentioned above, Carroll will be developing a comprehensive Diversity Plan with associated metrics and benchmarks in FY2024. Previous priorities related to DEI, and the goals of the forthcoming Diversity Plan, have been and will be integrated into the College's annual strategic planning and monitored by the Planning Advisory Council.

Community Outreach and Impact

As mentioned earlier in this report, Carroll maintained its strong partnership with Carroll County Public Schools throughout FY2023, as planning and implementation for the expansion of dual enrollment for high school students, a core component of the Blueprint for Maryland's Future, took shape. Additionally, in fall 2022, Carroll signed a new dual admissions agreement with McDaniel College that creates a seamless path for Carroll students who have earned at least thirty credits to transfer to McDaniel and pursue a baccalaureate degree. Carroll established a dedicated scholarship fund specifically for these students.

To support regional small businesses, Carroll earned a grant from the Maryland Business Opportunity Center that enables the College to offer the Pathways to Entrepreneurship program and one companion credit or non-credit course to budding entrepreneurs. Carroll also received a grant from the Maryland State Department of Education to sponsor six Pre-Kindergarten enrollments for families meeting certain income criteria in FY2024.

CET's Personal Enrichment staff partnered with the Boys and Girls Club to deliver a Summer Academy program to high schoolers. The Academy focused on career exploration, along with leadership and life skills. The College joined with Carroll County Public Library to deliver free *Facts First* seminars on topics of interest to the community, including consumer guidance for purchasing electric vehicles and the Supreme Court's *Dobbs* decision. Carroll also is a sponsor organization for Transform Mid-Atlantic AmeriCorps VISTA (Volunteers in Service to America), recently hosting VISTAs for a three-year project focused on establishing a comprehensive Resource Database detailing community supports available to students.

Over the past year, Carroll continued to offer enriching events for the county. The College's Democracy Lab, which provides a safe space for the discussion of complex topics, transitioned to a blend of virtual and in-person gatherings of students, staff, and community members. Issues for discussion in FY2023 included *Communicating Across Political Divides, Democracy and Religion, Parental Rights in K-12 Education, Dangerous Speech*, and *The Face of Poverty*. The College also co-sponsored and hosted a community Juneteenth celebration, with storytelling, music, a panel discussion entitled *Exploring Race in America*, and other entertainment, which drew approximately 350 attendees. Moreover, the first annual Family Fun Fest, held in May 2023, attracted more than 2,500 attendees, and offered numerous activities such as sunflower planting, drone demos, fire safety instruction, a storybook trail, and a scavenger hunt on Carroll's campus.

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 2019	Fall 2020	Fall 2021	Fall 2022
A	Fall credit enrollment				
	a. Unduplicated headcount	3,126	3,060	2,770	2,891
	b. Percent of students enrolled part time	65.2%	67.0%	67.8%	70.2%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
B	First-time credit students with developmental education needs	31.4%	11.6%	26.7%	27.8%

		FY 2019	FY 2020	FY 2021	FY 2022
C	Credit students who are first-generation college students (neither parent attended college)	21.9%	38.3%	38.3%	21.3%

		FY 2019	FY 2020	FY 2021	FY2022
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	215	247	158	239

		FY 2019	FY 2020	FY 2021	FY 2022
E	Credit students receiving financial aid				
	a. Receiving any financial aid	28.3%	31.8%	34.2%	56.2%
	b. Receiving Pell grants	15.9%	17.0%	14.0%	12.8%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
F	Students 25 years old or older				
	a. Credit students	21.7%	21.2%	21.3%	17.8%

		FY 2019	FY 2020	FY 2021	FY2022
	b. Continuing education students	76.0%	75.3%	78.3%	75.4%

		FY 2017	FY 2019	FY 2021	FY2023
G	Credit students employed more than 20 hours per week	57.4%	47.7%	46.0%	39.3%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	4.6%	5.7%	6.5%	6.6%
	b. Black/African American only	4.4%	4.5%	5.0%	5.1%
	c. American Indian or Alaskan native only	0.2%	0.4%	0.3%	0.4%
	d. Native Hawaiian or other Pacific Islander only	0.0%	0.2%	0.1%	0.1%
	e. Asian only	2.8%	2.9%	2.8%	3.7%
	f. White only	82.8%	81.4%	80.4%	78.1%
	g. Multiple races	2.4%	3.3%	4.0%	4.7%
	h. Foreign/Non-resident alien	0.3%	0.2%	0.2%	0.4%
	i. Unknown/Unreported	2.6%	1.6%	0.8%	0.9%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	9.5%	53.5%	22.1%	14.5%
	b. Enrolled in some, but not all, distance education	19.6%	35.9%	36.7%	33.6%
	c. Not enrolled in any distance education	70.9%	10.6%	41.2%	51.8%

		FY 2019	FY 2020	FY 2021	FY 2022
J	Unrestricted revenue by source				
	a. Tuition and fees	38.0%	36.5%	32.7%	29.6%
	b. State funding	28.1%	28.2%	26.8%	29.4%
	c. Local funding	33.2%	34.9%	37.3%	36.9%
	d. Other	0.7%	0.5%	3.2%	4.1%

		FY 2019	FY 2020	FY 2021	FY 2022
K	Expenditures by function				
	a. Instruction	43.4%	44.8%	43.7%	42.1%
	b. Academic support	12.7%	12.5%	13.6%	13.1%
	c. Student services	10.3%	10.3%	10.8%	10.5%
	d. Other	33.5%	32.4%	31.9%	34.3%

Goal 1: Access

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	10,756	9,177	7,183	8,199	**10,635**
	b. Credit students	4,256	4,304	4,145	3,806	**4,500**
	c. Continuing education students	6,785	5,098	3,230	4,602	**7,000**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
2	Market share of first-time, full-time freshmen	44.6%	47.9%	40.0%	42.4%	**45.0%**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
3	Market share of part-time undergraduates	69.1%	69.4%	68.8%	72.5%	**70.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Benchmark Fall 2024
4	Market share of recent, college-bound high school graduates	49.8%	50.6%	46.4%	39.7%	**55.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
5	High school student enrollment	620	685	619	807	**700**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	2,031	2,786	6,089	6,152	**3,850**
	b. Continuing education, online	414	269	666	565	**450**
	c. Credit, hybrid	477	699	1,367	1,180	**650**
	d. Continuing education, hybrid	0	0	0	0	**150**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	$5,100	$5,100	$5,160	$5,160	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	53.3%	52.8%	52.5%	51.4%	**50.0%**
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	1,982	1,821	857	928	**1,975**
	b. Annual course enrollments	4,029	3,494	1,487	1,644	**4,000**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	363	355	285	396	**350**
	b. Annual course enrollments	643	532	672	854	**650**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
10	Adult education student achievement of:					
	a. At least one ABE educational functioning level	24.5%	13.8%	36.4%	34.9%	**20.0%**
	b. At least one ESL educational functioning level	28.1%	14.5%	30.8%	41.1%	**30.0%**
	Note: Not reported if < 50 students in the cohort					

11		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	17.4%	16.9%	18.8%	20.8%	**17.0%**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
	b. Percent nonwhite continuing education enrollment	15.2%	19.4%	23.7%	25.5%	**17.0%**

		July 2019	July 2020	July 2021	July 2022	Benchmark Not Required
	c. Percent nonwhite service area population, 15 or older	11.7%	11.0%	11.5%	12.3%	**NA**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
12	Percent minorities (nonwhite) of full-time faculty	14.9%	13.8%	12.8%	11.7%	**17.0%**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
13	Percent minorities (nonwhite) of full-time administrative and professional staff	6.4%	7.5%	9.9%	8.3%	**9.0%**

Goal 2: Success

		Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Benchmark Fall 2024 Cohort
14	Fall-to-fall retention					
	a. All students	62.8%	61.3%	65.3%	61.0%	**60.0%**
	b. Pell grant recipients	59.0%	57.8%	65.8%	64.0%	**65.0%**
	c. Developmental students	58.9%	49.7%	54.3%	51.1%	**55.0%**
	d. College-ready students	69.2%	66.7%	66.9%	64.6%	**75.0%**

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	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	51.0%	50.6%	69.2%	56.2%	**55.0%**

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	82.9%	86.7%	89.0%	89.6%	**90.0%**
b. Developmental completers	88.1%	83.9%	89.4%	87.0%	**90.0%**
c. Developmental non-completers	44.5%	32.2%	29.8%	27.8%	**NA**
d. All students in cohort	76.5%	73.8%	78.9%	76.3%	**80.0%**

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	77.1%	74.2%	78.7%	76.3%	**NA**
b. Black/African American only	N<50	N<50	N<50	N<50	**NA**
c. Asian only	N<50	N<50	N<50	N<50	**NA**
d. Hispanic/Latino	N<50	N<50	N<50	N<50	**NA**

Note: Not reported if < 50 students in the cohort for analysis

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	75.4%	76.9%	76.7%	81.8%	**80.0%**
b. Developmental completers	68.3%	69.0%	63.5%	67.4%	**70.0%**
c. Developmental non-completers	22.6%	19.1%	16.7%	18.9%	**NA**
d. All students in cohort	60.3%	61.0%[2]	61.1%	62.7%	**60.0%**

[2] Data corrected

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	60.9%	60.7%	60.6%	62.7%	**NA**
b. Black/African American only	N<50	N<50	N<50	N<50	**NA**
c. Asian only	N<50	N<50	N<50	N<50	**NA**
d. Hispanic/Latino	N<50	N<50	N<50	N<50	**NA**

Note: Not reported if < 50 students in the cohort for analysis

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	520	548	579	533	**650**
b. Career degrees	156	162	135	124	**NA**
c. Transfer degrees	343	330	406	352	**NA**
d. Certificates	21	56	38	57	**NA**
e. Unduplicated graduates	507	514	566	510	**NA**

	AY 18-19	AY 19-20	AY 20-21	AY 21-22	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	88.0%	93.0%	91.6%	88.3%	**90%**

	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2022 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	64.0%	63.0%	60.6%	61.9%	**65.0%**

Goal 3: Innovation

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Physical Therapist Assistant	96.0%	100.0%	100.0%	88.9%	**90.0%**
Number of Candidates	26	17	12	18	
b. LPN	91.7%	100.0%	90.9%	100.0%	**90.0%**
Number of Candidates	12	13	11	16	
c. RN	92.4%	96.9%	83.0%	89.1%	**90.0%**
Number of Candidates	66	65	53	46	
d. NRP/EMS	71.0%	85.7%	80.0%	80.0%	**80.0%**
Number of Candidates	7	7	5	5	
Note: Not reported if <5 candidates in a year					

	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	Benchmark Not Required
24 Graduates employed within one year	86.9%	85.7%	85.5%	88.1%	**NA**

	FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	$ 13,140	$ 14,728	$ 14,356	$ 15,404	**NA**
b. Median annualized income three years after graduation	$ 52,784	$ 50,616	$ 55,360	$ 56,196	**NA**

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	4,495	2,889	2,428	2,915	**4,500**
b. Annual course enrollments	7,038	4,830	3,912	4,728	**7,500**

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	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	2,287	1,709	1,385	1,564	**2,500**
b. Annual course enrollments	3,572	2,632	2,040	2,438	**3,600**

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	2,721	1,849	906	1,355	**2,750**
b. Annual course enrollments	4,020	2,934	1,505	2,058	**4,500**

Note: NA designates not applicable
* designates data not available

Carroll Community College Degree Progress Four Years after Initial Enrollment Fall 2018 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	598		194		227		177	
2	Number attempting fewer than 18 hours over first 2 years	139		40		12		87	
3	Cohort for analysis (Line 1 – Line 2)	459	100.0%	154	100.0%	215	100.0%	90	100.0%
4	Earned Associate degree from this community college	212	46.2%	97	63.0%	115	53.5%	0	0.0%
5	Earned certificate, but no degree, from this community college	4	0.9%	0	0.0%	3	1.4%	1	1.1%
6	Total associate and certificate graduates (Line 4 + Line 5)	216	47.1%	97	63.0%	118	54.9%	1	1.1%
7	Transferred to Maryland two-year/technical college	24	5.2%	8	5.2%	12	5.6%	4	4.4%
8	Transferred to Maryland public four-year college	128	27.9%	67	43.5%	58	27.0%	3	3.3%
9	Transferred to Maryland private four-year college or university	45	9.8%	20	13.0%	23	10.7%	2	2.2%
10	Transferred to out-of-state two-year/technical college	4	0.9%	1	0.6%	1	0.5%	2	2.2%
11	Transferred to out-of-state four-year college or university	33	7.2%	14	9.1%	14	6.5%	5	5.6%
12	Total transfers (sum of Lines 7 - 11)	234	51.0%	110	71.4%	108	50.2%	16	17.8%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	162	35.3%	81	52.6%	81	37.7%	0	0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	288	62.7%	126	81.8%	145	67.4%	17	18.9%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	55	12.0%	11	7.1%	38	17.7%	6	6.7%
16	Successful transition to higher ed (Line 14 + Line 15)	343	74.7%	137	89.0%	183	85.1%	23	25.6%
17	Enrolled at this community college last term of study period	7	1.5%	1	0.6%	4	1.9%	2	2.2%
18	Successful or persisting (Line 16 + Line 17)	350	76.3%	138	89.6%	187	87.0%	25	27.8%

Carroll Community College Degree Progress Four Years after Initial Enrollment Fall 2018 Entering Cohort

		African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1	First-time full- and part-time fall headcount	14		13		25		509	
2	Number attempting fewer than 18 hours over first 2 years	2		3		4		120	
3	Cohort for analysis (Line 1 − Line 2)	12	100.0%	10	100.0%	21	100.0%	389	100.0%
4	Earned Associate degree from this community college	1	8.3%	7	70.0%	10	47.6%	176	45.2%
5	Earned certificate, but no degree, from this community college	0	0.0%	0	0.0%	0	0.0%	4	1.0%
6	Total associate and certificate graduates (Line 4 + Line 5)	1	8.3%	7	70.0%	10	47.6%	180	46.3%
7	Transferred to Maryland two-year/technical college	3	25.0%	0	0.0%	2	9.5%	19	4.9%
8	Transferred to Maryland public four-year college	1	8.3%	5	50.0%	3	14.3%	108	27.8%
9	Transferred to Maryland private four-year college or university	0	0.0%	1	10.0%	3	14.3%	39	10.0%
10	Transferred to out-of-state two-year/technical college	0	0.0%	0	0.0%	1	4.8%	3	0.8%
11	Transferred to out-of-state four-year college or university	0	0.0%	0	0.0%	0	0.0%	30	7.7%
12	Total transfers (sum of Lines 7 - 11)	4	33.3%	6	60.0%	9	42.9%	199	51.2%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	1	8.3%	6	60.0%	6	28.6%	135	34.7%
14	Graduated and/or transferred {(Line 6 + Line 12) − Line 13}	4	33.3%	7	70.0%	13	61.9%	244	62.7%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	0	0.0%	1	10.0%	3	14.3%	48	12.3%
16	Successful transition to higher ed (Line 14 + Line 15)	4	33.3%	8	80.0%	16	76.2%	292	75.1%
17	Enrolled at this community college last term of study period	1	8.3%	0	0.0%	1	4.8%	5	1.3%
18	Successful or persisting (Line 16 + Line 17)	5	41.7%	8	80.0%	17	81.0%	297	76.3%