| CREDIT STUDENT PROFILE REPORT <br> Frederick Community College Enrollment Status Fall 2018-2022 |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Unduplicated Enrollment Headcount | 2018 | 2019 | 2020 | 2021 | 2022 | \% Change <br> 2021-22 | \% Change 2018-22 |
| Total Credit Headcount (Unduplicated) | 6,000 | 6,129 | 5,756 | 5,389 | 5,811 | 7.8\% | -3.2\% |
| Annualized Full-Time Equivalent (FTE) | 1,645.3 | 1,679.0 | 1,553.6 | 1,433.8 | 1,525.1 | 6.4\% | -7.3\% |
| Eligible FTE | 1,583.8 | 1,610.7 | 1,501.1 | 1,383.1 | 1,440.1 | -92.1\% | -18.7\% |
| Ineligible FTE | 67.5 | 68.3 | 52.4 | 50.7 | 85.0 | -96.7\% | -39.7\% |
| Makeup of Total FCC Enrollment |  |  |  |  |  |  |  |
| Non-Dual Enrollment | 4,903 | 4,729 | 4,277 | 3,930 | 3,974 | 1.1\% | -18.9\% |
| \% Dual Non-Dual of Total Population | 81.7\% | 77.2\% | 74.3\% | 72.9\% | 68.4\% |  |  |
| Dual Enrollment (EC, OPN, HS-Based) | 1,170 | 1,436 | 1,509 | 1,487 | 1,837 | 23.5\% | 57.0\% |
| \% Dual Enrolled of Total Population | 19.5\% | 23.4\% | 26.2\% | 27.6\% | 31.6\% |  |  |
| Attendance Status |  |  |  |  |  |  |  |
| Full-time | 1,832 | 1,843 | 1,719 | 1,537 | 1,686 | 9.7\% | -8.0\% |
| Percent of Total | 30.5\% | 30.7\% | 29.9\% | 28.5\% | 29.0\% |  |  |
| Part-time | 4,168 | 4,286 | 4,037 | 3,852 | 4,125 | 7.1\% | -1.0\% |
| Percent of Total | 69.5\% | 69.9\% | 70.7\% | 71.5\% | 71.0\% |  |  |
| Enrollment by Type ${ }^{\text {a }}$ |  |  |  |  |  |  |  |
| Open Campus Students (OPN) | 241 | 239 | 259 | 223 | 222 | -0.4\% | -7.9\% |
| Percent of Total | 4.0\% | 3.9\% | 4.5\% | 4.7\% | 3.8\% |  |  |
| Early College ${ }^{\text {b }}$ (EC) | N/A | N/A | 17 | 40 | 52 | 30.0\% | N/A |
| Percent of Total |  |  | 0.3\% | 0.7\% | 0.9\% |  |  |
| High School Based Dual Enrollment (HS-Based) | 929 | 1,197 | 1,233 | 1,224 | 1,563 | 27.7\% | 68.2\% |
| Percent of Total | 15.5\% | 19.5\% | 27.4\% | 22.7\% | 26.9\% |  |  |
| New Students | 1,186 | 1,206 | 1,036 | 1,025 | 1,024 | -0.1\% | -13.7\% |
| Percent of Total | 19.8\% | 19.7\% | 18.0\% | 19.0\% | 17.6\% |  |  |
| Returning Students | 3,077 | 2,896 | 2,677 | 2,459 | 2,279 | -7.3\% | -25.9\% |
| Percent of Total | 57.3\% | 47.3\% | 46.5\% | 45.6\% | 39.2\% |  |  |
| Transfer Students | 369 | 398 | 339 | 318 | 274 | -13.8\% | -25.7\% |
| Percent of Total | 6.2\% | 6.5\% | 5.9\% | 5.9\% | 4.7\% |  |  |
| Visiting Students | 68 | 36 | 30 | 22 | 23 | 4.5\% | -66.2\% |
| Percent of Total | 1.1\% | 0.6\% | 0.5\% | 0.4\% | 0.4\% |  |  |
| Re-admitted Students ${ }^{\text {c }}$ | 203 | 193 | 195 | 106 | 374 | 252.8\% | 84.2\% |
| Percent of Total | 3.4\% | 3.7\% | 3.4\% | 2.0\% | 6.4\% |  |  |
| Students Entering with Transfer Credits |  |  |  |  |  |  |  |
| Number of Students with Transfer Credits | 1,433 | 1,432 | 1,360 | 1,190 | 1,122 | -5.7\% | -21.7\% |
| Major Category |  |  |  |  |  |  |  |
| Transfer Majors | 4,330 | 4,460 | 4,256 | 3,980 | 4,289 | 7.8\% | -0.9\% |
| Percent of Total | 72.2\% | 72.8\% | 73.9\% | 73.9\% | 73.8\% |  |  |
| Career Majors | 1,308 | 1,338 | 1,239 | 1,147 | 1,209 | 5.4\% | -7.6\% |
| Percent of Total | 21.8\% | 21.8\% | 21.5\% | 21.3\% | 20.8\% |  |  |
| Course of Interest | 362 | 331 | 261 | 262 | 313 | 19.5\% | -13.5\% |
| Percent of Total | 6.0\% | 5.4\% | 4.5\% | 4.9\% | 5.4\% |  |  |
| Entry Goal |  |  |  |  |  |  |  |
| Associate Degree | 4,226 | 4,137 | 3,801 | 3,477 | 3,501 | 0.7\% | -17.2\% |
| Percent of Total | 70.4\% | 67.5\% | 66.0\% | 64.5\% | 60.2\% |  |  |
| Certificate | 236 | 220 | 190 | 161 | 154 | -4.3\% | -34.7\% |
| Percent of Total | 3.9\% | 3.6\% | 3.3\% | 3.0\% | 2.7\% |  |  |
| Courses of Interest | 1,538 | 1,772 | 1,765 | 1,751 | 2,156 | 23.1\% | 40.2\% |
| Percent of Total | 25.6\% | 28.9\% | 30.7\% | 32.5\% | 37.1\% |  |  |
| Reason for Attending |  |  |  |  |  |  |  |
| Earn AA, AS, or AT to Transfer | 2,539 | 2,541 | 2,413 | 2,316 | 2,324 | 0.3\% | -8.5\% |
| Percent of Total | 42.3\% | 47.5\% | 47.9\% | 43.0\% | 40.0\% |  |  |
| Earn AAS to prepare for Career | 679 | 684 | 625 | 614 | 717 | 16.8\% | 5.6\% |
| Percent of Total | 17.3\% | 17.2\% | 10.9\% | 17.4\% | 12.3\% |  |  |
| Earn Certificate to Update Job Skills | 329 | 301 | 277 | 216 | 211 | -2.3\% | -35.9\% |
| Percent of Total | 5.5\% | 4.9\% | 4.8\% | 4.0\% | 3.6\% |  |  |
| Transfer Before Earning Degree | 693 | 623 | 479 | 368 | 321 | -12.8\% | -53.7\% |
| Percent of Total | 17.6\% | 10.2\% | 8.3\% | 6.8\% | 5.5\% |  |  |
| English as a Second Language | 28 | 27 | 15 | 22 | 18 | -18.2\% | -35.7\% |
| Percent of Total | 0.5\% | 0.4\% | 0.3\% | 0.4\% | 0.3\% |  |  |
| Personal Interest/Prof. Development | 1,721 | 1,933 | 1,947 | 1,848 | 2,215 | 19.9\% | 28.7\% |
| Percent of Total | 28.7\% | 31.5\% | 33.8\% | 34.3\% | 38.7\% |  |  |
| Other ${ }^{\text {d }}$ | 11 | 20 | - | 5 | 5 | 0.0\% | -54.5\% |
| Percent of Total | 0.2\% | 0.3\% |  | 0.1\% | 0.7\% |  |  |
| Headcount by Primary Course Modality |  |  |  |  |  |  |  |
| In-Person (INP) Only | 3,701 61.7\% | 3,809 62.7\% | 0.0\% | 1,475 27.4\% | 2,698 46.4\% | 82.9\% | -27.1\% |
| Traditional Online (ONL) Only | 857 14.3\% | $835 \quad 13.6 \%$ | 1,106 19.2\% | 971 18.0\% | 815 14.0\% | -16.1\% | -4.9\% |
| Structured Remote (SR) Only | N/A | N/A | 2,036 35.4\% | 285 5.3\% | 110 1.9\% | -61.4\% | N/A |
| Hybrid Remote (HYR) Only | N/A | N/A | 280 4.9\% | 439 8.1\% | 155 2.7\% | -64.7\% | N/A |
| Combination of Modalities | 1,442 24.0\% | 1,485 24.2\% | 2,334 40.5\% | 2,219 47.2\% | 2,033 35.0\% | -8.4\% | 41.0\% |
| Credits |  |  |  |  |  | Prepared by the Office of Planning, Assessment, and Institutional Research based on freeze data from September 13, 2022. |  |
| Mean Credits Taken | 8 | 8 | 8 | 8 | 8 |  |  |
| Mean FT Credits Taken | 14 | 14 | 14 | 13 | 14 |  |  |
| Mean PT Credits Taken | 6 | 6 | 6 | 6 | 6 |  |  |

[^0]
$\alpha$ Non-binary data became available in Fall 2021 and has been added to the profile document from
${ }^{\alpha}$ this period.
$\beta$ Legal sex is used to define an individual's legal sex at birth. This may differ from how one identifies theirself.

$\theta$ population for the overall percentaae.
NR Not Reported

| CREDIT DUAL ENROLLMENT STUDENT PROFILE REPORT <br> Frederick Community College <br> Dual Enrollment Student Demographics (EC, OPN, HS-Based) <br> Fall 2018-2022 |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Unduplicated Enrollment Headcount | 2018 | 2019 | 2020 | 2021 | 2022 | $\begin{aligned} & \text { \% Change } \\ & \text { 2021-2? } \end{aligned}$ | \% Change 2018-22 |
| Total Credit Headcount (Unduplicated) | 1,170 | 1,436 | 1,509 | 1,487 | 1,837 | 23.5\% | 57.0\% |
| Annualized Fill-Time Equivalent (FTE) | 1,645 | 1,679 | 1,554 | 1,434 | 1,525 | 6.4\% | -7.3\% |
| Non-Dual Enrolled FTE | 146750 | 1465.47 | 1318.40 | 11900.30 | 124537 | 4.6\% | -15.1\% |
| Dual Enrollment FTE | 178 | 214 | 235 | 244 | 280 | 14.9\% | 57.3\% |
| Dual Enrollment Compared to Total FCC Enrollment |  |  |  |  |  |  |  |
| All FCCC Enrollment | 6,000 | 6,129 | 5,756 | 5,389 | 5,811 | 7.8\% | -3.2\% |
| \% Dual Enrolled of Total Population | 19.5\% | 23.4\% | 26.2\% | 27.6\% | 37.6\% |  |  |
| Open Campus Students (OPN) | 241 | 239 | 259 | 223 | 222 | -0.4\% | -7.9\% |
| Percent of Total FCC | 4.0\% | 4.0\% | 4.3\% | 3.7\% | 3.7\% |  |  |
| Early College ${ }^{\text {b }}$ (EC) | N/A | N/A | 17 | 40 | 52 | 30.0\% | N/A |
| Percent of Total FCC |  |  | 0.3\% | 0.7\% | 0.9\% |  |  |
| High School Based (HS-Based) | 929 | 1197 | 1233 | 1224 | 1563 | 27.7\% | 68.2\% |
| Percent of Total FCC | 15.5\% | 20.0\% | 20.6\% | 20.4\% | 26.1\% |  |  |
| Attendance Status |  |  |  |  |  |  |  |
| Full-time | 33 | 35 | 60 | 94 | 89 | -5.3\% | 169.7\% |
| Percent of Total Dual Enrollment | 2.8\% | 2.4\% | 4.0\% | 6.3\% | 4.8\% |  |  |
| Part-time | 1,137 | 1,401 | 1,449 | 1,393 | 1,748 | 25.5\% | 53.7\% |
| Percent of Total Dual Enrollment | 97.2\% | 97.6\% | 96.0\% | 93.7\% | 95.2\% |  |  |
| Class Location |  |  |  |  |  |  |  |
| Courses taken Exclusively at HS | $929 \quad 79.4 \%$ | 1,197 83.4\% | 1,233 81.7\% | 1,224 82.3\% | 1,563 85.7\% | 27.7\% | 68.2\% |
| Courses on Campus at FCC | $241 \quad 20.6 \%$ | $239 \quad 16.6 \%$ | $276 \quad 18.3 \%$ | $263 \quad 17.7 \%$ | $274 \quad 14.9 \%$ | 4.2\% | 13.7\% |
| Credit Taking |  |  |  |  |  |  |  |
| Mean Credits Taken | 4.6 | 4.5 | 4.7 | 4.9 | 4.6 | -6.9\% | 0.2\% |
| Mean FT Credits Taken | 13.5 | 12.8 | 14.2 | 14.1 | 14.6 | 3.5\% | 8.1\% |
| Mean PT Credits Taken | 4.3 | 4.3 | 4.3 | 4.3 | 4.1 | -4.7\% | -4.7\% |
| Legal Sex ${ }^{\text {B }}$ |  |  |  |  |  |  |  |
| Female | 641 | 822 | 880 | 853 | 1,042 | 22.2\% | 62.6\% |
| Percent of Total Dual Enrollment | 54.8\% | 57.2\% | 58.3\% | 57.4\% | 56.7\% |  |  |
| Male | 529 | 614 | 629 | 634 | 795 | 25.4\% | 50.3\% |
| Percent of Total Dual Enrollment | 45.2\% | 42.8\% | 41.7\% | 42.6\% | 43.3\% |  |  |
| Ethnicity |  |  |  |  |  |  |  |
| Black/African American | 75 | 100 | 111 | 125 | 160 | 28.0\% | 113.3\% |
| Percent of Total Dual Enrollment | 6.4\% | 7.0\% | 7.4\% | 8.4\% | 8.7\% |  |  |
| Asian | 52 | 75 | 84 | 101 | 145 | 43.6\% | 178.8\% |
| Percent of Total Dual Enrolment | 4.4\% | 5.2\% | 5.6\% | 6.8\% | 7.9\% |  |  |
| Native Hawaiian or Other Pacific Islander | 0 | 0 | 0 | 1 | 0 | -100.0\% | UNCHG |
| Percent of Total Dual Enrollment | 0.0\% | 0.0\% | 0.0\% | 0.1\% | 0.0\% |  |  |
| Hispanic/Latinx | 95 | 139 | 134 | 164 | 239 | 45.7\% | 151.6\% |
| Percent of Total Dual Enrollment | 8.1\% | 9.7\% | 8.9\% | 17.0\% | 13.0\% |  |  |
| Native American or Alaska Native | 3 | 1 | 4 | 4 | 3 | -25.0\% | 0.0\% |
| Percent of Total Dual Enrollment | 0.3\% | 0.1\% | 0.3\% | 0.3\% | 0.2\% |  |  |
| White | 870 | 1,036 | 952 | 982 | 1,151 | 17.2\% | 32.3\% |
| Percent of Total Dual Enrollment | 74.4\% | 72.7\% | 63.1\% | 66.0\% | 62.7\% |  |  |
| Multiple Races | 70 | 81 | 88 | 75 | 119 | 58.7\% | 70.0\% |
| Percent of Total Dual Enrollment | 6.0\% | 5.6\% | 5.8\% | 5.0\% | 6.5\% |  |  |
| Not Reported or Unknown | 0 | 1 | 1 | 2 | 0 | -100.0\% | UNCHG |
| Percent of Total Dual Enrollment | 0.0\% | 0.1\% | 0.1\% | 0.1\% | 0.0\% |  |  |
| Foreign or Non-Resident Alien | 5 | 3 | 135 | 33 | 20 | -39.4\% | 300.0\% |
| F-1 Visa Holders | 0 | 0 | 0 | 0 | 0 | \#DIV0! | \#DIV/0! |
| Percent of Total Dual Enrolment | 0.4\% | 0.2\% | 8.9\% | 2.2\% | 1.1\% |  |  |
| Total Students of Color ${ }^{\text {8 }}$ | 295 | 396 | 421 | 470 | 666 | 41.7\% | 125.8\% |
| Percent of Total Dual Enrollment | 25.2\% | 27.6\% | 27.9\% | 31.6\% | 36.3\% |  |  |
| Residence |  |  |  |  |  |  |  |
| Frederick County | 1,137 | 1,402 | 1,477 | 1,442 | 1,787 | 23.9\% | 57.2\% |
| Percent of Total Dual Enrollment | 97.2\% | 97.6\% | 97.9\% | 97.0\% | 97.3\% |  |  |
| Out of County (MD Resident) | 12 | 9 | 6 | 14 | 7 | -50.0\% | -41.7\% |
| Percent of Total Dual Enrollment | 1.0\% | 0.6\% | 0.4\% | 0.9\% | 0.4\% |  |  |
| Out of State | 15 | 21 | 22 | 26 | 38 | 46.2\% | 153.3\% |
| Percent of Total Dual Enrollment | 1.3\% | 1.5\% | 1.5\% | 1.7\% | 2.1\% |  |  |
| Employees | 6 | 4 | 4 | 5 | 5 | 0.0\% | -16.7\% |
| Percent of Total Dual Enrollment | 0.5\% | 0.3\% | 0.3\% | 0.3\% | 0.3\% |  |  |
| High School Level | N \% | N \% | N \% | N \% | N \% |  |  |
| Freshman | 1 1 0.1\% | $7 \quad 0.5 \%$ | $4 \quad 0.3 \%$ | $2 \quad 0.1 \%$ | $12.0 .7 \%$ | 500.0\% | 1100.0\% |
| Sophomore | ${ }^{11}$ 11 0.9\% | 14.10 | $13 \times 0.0 \%$ | $15 \times 1.0 \%$ | $19 \quad 10 \%$ | 26.7\% | 72.7\% |
| Junior | $86 \quad 7.4 \%$ | $184 \quad 12.8 \%$ | $234 \quad 15.5 \%$ | 306 20.6\% | 448 24.4\% | 46.4\% | 420.9\% |
| Senior | 1,072 $97.6 \%$ |  | 1,258 ${ }^{123.4 \%}$ | 1,164 $78.3 \%$ | 1,358 $73.9 \%$ | 16.7\% | 26.7\% |
| Dual Enrolled Age (HS-Based, EC, OPN) | N \% | N \% | N \% | N \% | N \% |  |  |
| ${ }_{1} 15$ Years Old or Less | $17.1 .5 \%$ | $26 \quad 1.8 \%$ | $34 \quad 2.3 \%$ | $38 \quad 2.6 \%$ | $56 \quad 3 \%$ | 47.4\% | 229.4\% |
| 16 Years Old | $127 \quad 10.9 \%$ | $225 \quad 15.7 \%$ | $287 \quad 19.0 \%$ | $359 \quad 24.7$ | $501 \quad 27 \%$ | 39.6\% | 294.5\% |
| 17 Years Old | 997 85.2\% | 1,143 79.6\% | 1,154 769\% | 1,055 70.9\% | 1,243 68\% | 17.8\% | 24.7\% |
| 18 to 21 Years Old | $29 \quad 2.5 \%$ | $42 \quad 2.9 \%$ | $34 \quad 2.3 \%$ | $35 \quad 2.4 \%$ | $37 \quad 2 \%$ | 5.7\% | 27.6\% |
| Dual Enrolled Median Age | 17 | 17 | 17 | 17 | 17 |  |  |
| Dual Enrolled Mean Age | 16.9 | 16.8 | 16.8 | 16.7 | 16.7 | Preared by the | ice of Planning, |
| Dual Enrolled Mode Age | 17 | 17 | 17 | 17 | 17 | Assessment, | Institutional |
| First Generation and Veteran Students | N \% | $\mathrm{N} \quad$ \% | N \% | N \% | N \% | Research based o | reeze data foom |
| Total $N$ Answering 1 Generation Question | 1134 | 1414 | 1495 | 1480 | 1831 | Septemb | 3,2022. |
| First Generation Attending College ${ }^{\text {® }}$ | $96 \quad 17 \%$ | $156 \quad 2.7 \%$ | 168 3.0\% | $154 \quad 2.9 \%$ | $194 \quad 3.4 \%$ |  |  |
| $\beta$ Legal sex is used to define an individual's legal sex at birth. This may differ from how one identifies theirself. <br>  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| NR Not Reported |  |  |  |  |  |  |  |
| For more reports and institutional information, access the OPAIR website. $\quad$ Dual Enollment ${ }^{\text {Page } 1 \text { of } 1}$ |  |  |  |  |  |  |  |


[^0]:    Enrollment by Type reports students who begin in the summer session as "new" in the fall, according to MHEC's definition. Therefore, figures within the categories might be different than other internal reports.
    Early College was added as an option for enrollment beginning Fall 2020. Data on this sroup are reported separately from Open Campus and $H$ S-Based.
    A re-admitted student is defined as a student having not enrolled for the past two years or past four semesters including summer. This definition was adopted as of fall 2001 with Peoplesoft implementation.
    Course modality prior to and including Spring 2020 was recorded as the tollowing: "all courses onine," "some courses onime," and "no courses onine." From March 13 , 2020 , additional course modalities were added, coinciding with the covid-19 Pandemic. To For more reports and institutional information, access the OPAIR website.

