

2021 PERFORMANCE ACCOUNTABILITY REPORT

This report was approved by the Board of Trustees on September 22, 2021 and submitted to the Maryland Higher Education Commission.

**2021 Performance Accountability
Report Frederick Community College
(FCC)**

MISSION

Focused on teaching and learning, Frederick Community College provides affordable, flexible access to lifelong education and responds to the needs of diverse learners and the community.

INSTITUTIONAL ASSESSMENT

Institutional assessment is a collaborative process in which FCC engages in sustained, evidence-based, and participatory assessment and evaluation to examine how effectively it is accomplishing the mission, goals, and objectives of the College strategic plan, and the desired outcomes of its programs and services. College planning and assessment change each year often in response to external requests from local, state, and federal agencies. Planning and assessment will continue to be affected by Middle States Commission on Higher Education (MSCHE) reporting requirements, Maryland Higher Education Commission (MHEC) compliance and ad hoc report requests, and the Annual Strategic Priorities (ASPs) of the College Board of Trustees (BOT). For Fiscal Year (FY) 2020 and FY 2021, planning and assessment have been, and will continue to be significantly impacted by the COVID-19 global pandemic.

In 2021, FCC operated under the new College strategic plan, “FCC Forward, 2020-2025.” To achieve the goals and objectives of College strategic plan, the BOT develops Annual Strategic Priorities (ASPs) that operationalize the goals and objectives of the five-year plan. The President and senior leaders use the ASPs to inform team planning. The College also forms workgroups around each priority through its Strategic Advisory Team (SAT) workgroups. The workgroups support outcome-based activities that have contributed to achieving the objectives of each priority.

In 2021, three of the priorities specifically focused on the institutional assessment by utilizing data to improve student success. The BOT directed the College to:

- Utilize data and evidence-based practices to align planning, budgeting, and resource allocation, inform decision-making, and support continuous improvement.
- Implement a data-informed process for enrollment planning and goal setting to fulfill our mission and ensure optimal enrollment, student success, and fiscal health.
- Implement racial equity interventions to close existing gaps in access and success for Black/African American and Latino/a/x students.

SAT workgroups worked on the priorities throughout the academic year and reported the status and outcomes twice a year (November and May) to the BOT.

The College performance with the goals outlined in the 2017-2021 Maryland State Plan (MSP) is summarized below. The following initiatives and programs fully support the goals and objectives of the MSP and the vision of “increasing student success with less debt.”

MSP goal Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

Strategy 1 of the MSP is to “Continue to improve college readiness among K-12 students, particularly high school students.” FCC implemented systems to increase opportunities for high school students to access higher education through collaboration skills to fuel their completion goals. The College developed an Early College program in collaboration with Frederick County Public School (FCPS). Students in the Early College program are full-time at FCC during their last two years of high school and simultaneously earn an associate degree and a high school diploma by the end of their senior year. The first cohort began in fall 2020 with 23 students from nine FCPS high schools. The second cohort began in fall 2021 with 25 FCPS students with the anticipation of graduating from FCC in 2023. In addition, FCC continues to support the strong partnership with FCPS through its successful High School Based Dual Enrollment program, which provides high school students access to college-level courses in their high schools. The enrollment of these students doubled from the fall 2017 (990) semester to the fall 2020 (1,509) semester.

The College supported the success of students during an unprecedented year of social unrest and a national pandemic through expanded outreach from the College learning centers into gateway courses. Learning centers, which are comprised of the Tutoring and Writing Center, and the STEM Learning Center, provide academic support to students. Learning centers made a quick transition to remote services due to the COVID-19 pandemic. With that in mind, the work of the centers focused on providing the best student support during unprecedented times. This involved scheduling tutoring sessions through Zoom for the first time, as well as balancing resource needs to support ThinkingStorm, the College 24/7 online tutoring platform. The centers will advance these initiatives as we move out of the pandemic.

The following are the status of the Access Goal indicators:

- Credit enrollment declined 3% (8,994 to 8,690) from FY 2017 to FY 2020.
- The unduplicated headcount in continuing education declined 20% (6,948 to 5,558) from FY 2017 to FY 2020.
- The combined unduplicated credit and continuing education headcount declined 11% (15,610 to 13,898) from FY 2017 to FY 2020.
- Tuition and fees were at 48% of the Maryland state public universities rates, supporting the affordability of attending FCC. Combined tuition and fees for 30 credits at FCC was \$4,669 in FY 2020. This calculates to be almost half the average at the four-year public universities in Maryland, which was \$ 9,657.
- FCC saw an increase in the market share of first-time, full-time freshmen in fall 2020 (51%) compared to fall 2017 (50%), which is the average of the past four reporting years.
- FCC saw a one percent decline in the market share of part-time undergraduates (74%) in fall 2020 compared to fall 2017 (75%).
- The market share of recent, college-bound high school graduates declined two percent overall from 60% in fall 2016 to 58% in fall 2019.
- Students concurrently enrolled in both college-level and high school courses increased 52% (990 to 1,509), or by 519 students from fall 2017 to fall 2020.

- Online credit enrollment increased 36% (5,764 to 7,820) from FY 2017 to FY 2020 and hybrid courses increased 34% (2,551 to 3,430) for the same period.
- Online Continuing Education and Workforce Development enrollment increased 9% (485 to 528) from FY 2019 to FY 2020. This rate declined 62% (1,407 to 528) from FY 2017 to FY 2020 due to the variable nature of contracts that allowed for spikes in the numbers in 2017. The hybrid course enrollment increased 46% (39 to 57) from FY 2017 to FY 2020.
- The unduplicated headcount in continuing education, community service, and lifelong learning courses declined 17% (2,951 to 2,464) between FY 2017 and FY 2020. The duplicated headcount declined 3% (5,886 to 5,720) for the same period.
- The unduplicated headcount in continuing education basic skills and literacy courses declined 14% (1,665 to 1,424) from FY 2017 to FY 2020 and declined 12% (3,596 to 3,167) for duplicated enrollment.
- The percentage of achieving at least one Adult Basic Educational (ABE) functional level was 27% in FY 2020, which increased 4%, compared to FY 2017 (23%). Student achievement in at least one English as a Second Language (ESL) functional level declined 14% from 45% in FY 2017 to 31% in FY 2020.
- The percent of nonwhite students 15 years and older enrolled in credit (41%) and continuing education (47%) courses was higher than the percent of the nonwhite population for the same age group in Frederick County (27%) in 2020.
- The percent of full-time, nonwhite faculty (17%) stayed the same between fall 2018 and fall 2020.
- The percent of full-time nonwhite administrative and professional staff was 20% in fall 2020 and has fluctuated between fall 2017 and fall 2020 (21%, 18%, 16%, and 20%) respectively.

MSP goal Success: Promote and implement practices and policies that will ensure student success.

In FY 2020, the College continued to increase student access through the implementation of best practices in recruitment, persistence, retention, advising, scheduling, and affordability. One of FY 2020 Board annual strategic priorities was to *“Implement a data-informed process for enrollment planning and goal setting to fulfill our mission and ensure optimal enrollment, student success, and fiscal health.”* The College developed a holistic advising approach that now combines career, academic, and transfer advising to maximize advisor expertise of transfer information, support of diverse student populations, and career assessment and planning. In addition, the College expanded resources to students that support behavioral health and wellness, which now includes a new focus area and a designated personal counselor for students. Institutional Assessment of student needs and services and participation in the Healthy Minds Study were developed. The College also partnered with the JED Foundation to empower students with the skills and support to grow into healthy, thriving adults.

In FY 2020, the College continued to focus on closing the equity gap based on ASPs to *“Implement racial equity interventions to close existing gaps in access and success for Black/African American and Latino/a/x students.”* Between September 2020 and May of

2021, a cross-College team devoted many hours to decide on a framework and proposed 16 benchmarks for credit and continuing education that include three racial equity benchmarks used by the State of Maryland which will allow the College to know if institutional barriers to access and success have been addressed. Each benchmark has responsible, accountable, consultant, and informed administrator(s) to identify and begin to implement racial equity interventions. The College strives to close the equity gap and when the statistically significant gaps in these benchmarks are closed by 2027, racial equity in access and success for students will have been achieved. The process of a holistic action plan to address the achievement gap for students of color at FCC has resulted in a positive rate of success for Black/African American and Latinx students, as evidenced in the success improvement in indicators reported below and in the attached spreadsheet (Indicators 11a, 11b, 17 and 19).

The following are the status of Success Goal indicators:

- The fall-to-fall retention rate for all students was 55% for the fall 2019 cohort, with a 7% decline compared to fall 2016. The fall-to-fall retention rate for Pell Grant recipients was 56% and was lower than (62%) the fall 2016 cohort. The same rate for developmental students was 57%, a seven percent decline compared to fall 2016. In addition, the retention rate for college-ready students was 65% and was 6% higher than 2016 cohort.
- The developmental student completion rate for fall 2016 cohort after four years was 71%, which shows a steady increase since the fall 2014 cohort.
- The successful-persister rate for all students (80%) was about two percent higher than fall 2013 cohort (78%). This rate among college-ready students was the highest (87%) compared to the four categories reported for this indicator. The developmental completers' rate (77%) increased 2% compared to the fall 2013 cohort (75%). For the developmental non-completers cohort, the pass rate increased 18% for fall 2016 cohort and has fluctuated across the past three cohorts (44%, 33%, and 45% respectively).
- The successful-persister rate after four years for the 2016 cohort of Black/African-American students was 74%. This rate was nine percent lower than the white student 2016 cohort (83%). The Hispanic/Latino student cohort successful-persister rate of 79% was four percent lower than the fall 2016 white student cohort (83%). The 2016 cohort of Asian students achieved a 71% successful-persister rate, which was 12 percent lower than the white student cohort (83%) and lowest among the four racial/ethnic groups reported for this indicator.
- The graduation-transfer rate after four years for all students in the 2016 cohort was 70% and was the same as the 2013 cohort (70%). The rate for college-ready students was 83% and was one percent higher than the 2015 cohort (82%) and three percent lower than fall 2013 cohort (86%). The rate for developmental completers was 61% and was lower than the 2013 cohort (63%). The pass rate among developmental non-completers was 52%, which is 14% higher than the 2013 cohort, and has fluctuated across the past three cohorts of fall 2013, 2014, and 2015 (38%, 33%, and 35% respectively).
- The graduation-transfer rate for the 2016 cohorts of Hispanic students was 70% and was about 2% lower than the rate for white students (72%), Black/African American students (62%) which was 10% lower than the white cohort (72%), and Asian students (66%) and was 6% lower than the white students (72%) in the fall 2016

cohort. The graduation-transfer rates of Black/African American and Hispanic/Latino students have shown steady growth over the past four cohorts.

- The number of degrees and certificates awarded in FY 2020 (1,007) declined 12% compared to FY 2017 (1,142). In addition, 120 fewer students graduated compared to FY 2017 (1,033 to 910). The number of graduates was 910 in FY 2020 compared to 1,033 in FY 2017 representing a 12% decline. The number of career degrees awarded in FY 2020 (202) increased 5% compared to FY 2017 (193), while the number of transfer degrees awarded in FY 2020 (660) declined by four percent (684) in FY 2017. In addition, there were 145 certificates awarded in FY 2020, which was a decline of 45% compared to FY 2017 (265).
- The GPA of 2.0 or above at Maryland Public universities for FCC transfer students was 87%, which has remained almost the same during the past four years.
- The percentage of transfer program associate degree and certificate graduates who enrolled at a four-year college or university within a year after graduation shows steady growth from FY 2016 (38%) to 43% in FY 2019.

MSP goal Innovation: Foster innovation in all aspects of Maryland Higher Education to improve access and student success.

New innovative practices initiated by the College supported the goal to “*Establish Interprofessional Education (IE) curricular offerings.*” The designs for the renovation of the Health Sciences Department facilities were based on creating realistic clinical environments. Health Science students will have a learning environment that facilitates and encourages interprofessional experiences that are found in contemporary clinical practices. Various lab spaces were designed based on function rather than for separate programs. Examples include:

Two large acute care laboratories that will be outfitted as one would find in any hospital setting to afford each of the clinical programs - Respiratory Care, Nursing, Physical Therapy Assistant, and Medical Assistant - the ability to train in those laboratories within their professions. In addition, these labs can support interprofessional activity and collaboration.

A rehabilitation/exercise lab has been included in the designs to support not only the training of the physical therapist assistants, but also students in the Health and Exercise Science programs. Again, students can work within their disciplines, as well as use the space for interprofessional class experiences.

A Health Science student lounge has been included in the designs to foster ongoing interaction and communication between students from differing health professions.

Interprofessional simulation lab experiences were developed in FY 2020 that are being implemented in the fall 2021 semester and will foster collaboration between the Nursing, Respiratory Care, and the Sign Language programs.

Lastly, the interprofessional model was introduced twice on national platforms through the Emergency Management Student National Podcast and the Emergency Management Institute Higher Education Symposium, and the Emergency Management Higher Education Professionals Collaborative.

Formal and informal interprofessional opportunities will help prepare our students for

interprofessional and collaborative experiences after graduation.

The following are the status of Success Goal indicators:

- The first-time pass rate for Registered Nursing students in FY 2020 was 97%, which increased 12% compared to FY 2017 (85%).
- The first-time pass rate for students taking the Respiratory Care licensure and certification exam in FY 2020 was 71%, which marked an increase compared to FY 2017 (64%) and 2018 (61%) but was lower than FY 2019 (79%).
- The rate of career program graduates employed full-time was 82%, which shows a healthy employment rate for the graduates.
- The median income growth of 2017 career program graduates three years after the graduation was \$44,968 compared to one year prior to the graduation, which was 19,200. The rate of growth showed a \$ 25,768 increase in the salary of career program graduates when they complete their programs at FCC.
- Course enrollments in Continuing Education and Workforce Development declined 33% (2,854 to 1,905) from FY 2017 to FY 2020.
- Unduplicated course enrollments in continuing professional education leading to government or industry-required certification or licensure increased 3% (1,019 to 1,045) from FY 2017 to FY 2020.
- Course enrollments in contract training declined 56% (1,673 to 742) from FY 2017 to FY 2020.

Response to MHEC Question

What are three COVID-related initiatives/programs your institution implemented that your institution will be adopting permanently?

As with most colleges in March of 2020, FCC had to pivot to all-remote instruction and operations in response to the COVID-19 state of emergency. As the College has progressed through the pandemic, restrictions have eased enough to offer limited physical access to classrooms, labs, and some College services. The following are three initiatives that helped FCC through the pandemic that we plan to continue in the future.

The first COVID-related initiative that the College plans to continue are the course delivery formats that were developed in response to the pandemic. The Provost/Executive Vice President of Academic Affairs, Continuing Education, and Workforce Development (Provost) pulled members of his team together in the latter part of the spring 2021 semester to evaluate how the College has traditionally delivered courses, and how courses could best be delivered as we moved through the pandemic. Prior to the pandemic, “in-person” courses represented almost 80% of our schedule, with “online and hybrid” representing about 20% of courses. The Provost’s team developed a clearly defined set of course formats that were piloted in the summer 2020 session and fully launched for the fall 2020 semester. As indicated above, while both online and hybrid have been offered at FCC in the past, the new course formats being delivered today are modified versions of previous offerings. The following are descriptions of the current learning formats used by the College:

- Online Courses (ONL) are offered entirely online and do not meet at a specific time. Students enrolled in an online course are required to meet all expected deadlines and

expectations outlined by the instructor in the course syllabus and can complete work on their own time.

- Structured Remote Courses (SR), while still entirely online, have specific class times associated with them. Instructors may use some of that time to have real-time, virtual sessions. These sessions may include virtual classes, group discussions, office hours, or other class activities planned at scheduled times. The frequency of those sessions vary from course to course and all sessions are recorded and made available to students unable to attend. Students can watch session videos later with no penalty.
- Hybrid Remote Courses (HYR) are offered primarily online, but with required periodic on-campus or Monroe Center meetings during scheduled class times. Students enrolled in a hybrid remote class are expected to come to the main campus or the Monroe Center for periodic class sessions or may also meet as a real-time virtual session during the scheduled class time. Virtual sessions are recorded and made available to students unable to attend. Students can watch these videos later with no penalty.
- In-Person Courses are offered in a physical space on campus, at the Monroe Center, or in a location off-campus appropriate to the course objectives. Students are expected to attend all class sessions in person and observe the health and safety protocols that are regularly reviewed and posted by the College.

The formats have worked so well over the past year that we plan to continue to offer courses using these formats moving forward.

The second initiative we plan to continue and improve is virtual proctoring. Throughout the pandemic, the Testing Center team has leveraged the Zoom platform to proctor placement and FCC course exams for students. The team has helped with testing accommodations, support for students lacking technology access, and temporary health restrictions that have kept them from completing testing remotely. The team developed procedures that allowed us to serve faculty and students, while keeping exam content and delivery secure. Additionally, we used Examity, a third-party vendor, for automated (artificial intelligence) proctoring of placement tests to increase the capacity needed to meet the demand for students needing placement testing during peak registration, and for increasing access to Dual Enrollment. We continue to adapt to meet the testing needs of students as we consider their circumstances, which may include continuing to offer Zoom or Examity for proctoring.

To improve our capacity, security, and effectiveness to proctor online, the College is in the process of procuring Honorlock. This is an online proctoring solution that will provide a service for faculty to remotely administer exams to students anywhere on a secure platform that fosters a culture of academic integrity. It will be embedded in the learning management system where faculty can program their test administration settings, flip a switch to activate the proctoring service, and make it available for students to use on-demand. Students test when they want and where they want within the parameters set by the faculty from any place where they have access to a quiet space connected to the Internet. The service we are purchasing uses artificial intelligence to flag suspicious student behavior with timestamps of the recordings and ranks by color the severity of the action upon faculty review. We feel that the integration of Honorlock as the College online proctoring solution will improve our faculty's ability to assess student learning in all of course learning formats.

The third initiative relates to how the College can improve student support moving forward.

COVID-19 required FCC to pivot in the way students could access services and information. The College developed virtual support services in response to the pandemic; however, we struggled to communicate and notify our students about important tasks and requirements. After consulting deans, academic advisors, Student Affairs, Enrollment Management, Information Technology, and Student Government in the spring 2021 semester, the College has adopted and is implementing Navigate, a technology developed by EAB.

The Navigate platform consists of two main tools:

- Milestone Guidance, or “Navigate Student,” is a mobile app designed to help students manage their education and connect effectively with the full range of activities and resources at the College. Navigate Student helps students make the most of their college experience across various activities, like connecting with their advisors, joining or starting a student organization, discovering health and wellness offerings, understanding account holds, and more. Because Navigate Student will be tailored for individual students and our College, it will be the primary means for academic and administrative offices to communicate with students.
- “Navigate Staff,” offers advisors, tutors, and other support staff a comprehensive range of information about their students, including students’ academic programs, sequence of courses, performance in courses critical to their program, and other vital data related to student success. It also allows for strategic outreach and communication campaigns to help staff identify and connect with students needing support.

The College will have a full launch of Navigate by the spring of 2022.

Community Outreach and Impact

The COVID-19 pandemic impacted the ability of the College to do much of the usual community outreach it has done in the past. Transitioning to and sustaining remote instruction and operations was a significant undertaking and challenge. The pandemic did not, however, stop the College from doing meaningful and effective community outreach. The “state of emergency” caused by COVID-19 created new and productive partnerships that helped public and private institutions in our service area sustain operations.

The first partnership was formed at the onset of the COVID-19 pandemic by the Frederick County Government (FCG), with the Frederick County Health Department (FCHD) as the lead agency, and Dr. Barbara Brookmyer, Health Officer for Frederick County, as the lead administrator. The FCHD brought together representatives from allied public agencies in Frederick County involved in the pandemic response to operate a Joint Information Center (JIC), which continues to convene meetings weekly. The purpose of the JIC has been to ensure consistent and coordinated messaging across the participating agencies related to the pandemic. Representatives from the following agencies participate in JIC meetings:

Frederick County Health Department, Frederick County Government, the City of Frederick, Fort Detrick, Frederick Community College, Frederick Health Hospital, Frederick County Public Schools (FCPS), Frederick County Sheriff’s Office, Frederick County State’s Attorney’s Office, Frederick National Laboratory for Cancer Research, and Visit Frederick.

JIC has provided regular updates on the status of the pandemic in Frederick County and continues to provide a forum for sharing information with partner agencies related to responding to the impact of the pandemic. The College has learned much from JIC meetings; however, the

most significant outcome that generated from this public partnership was the development of a county vaccination site in the FCC gymnasium. The site was eventually turned into a state-supported vaccination site by Governor Larry Hogan. The vaccination site opened on February 8, 2021 and closed on May 21, 2021. The site had 56 clinics and administered 43,065 vaccines. Another partnership that continues to be highly productive has been monthly meetings, which continue to date, of post-secondary education leaders in Frederick County with county health officials. The presidents and key executives from Hood College, Mount St. Mary's University, Frederick Community College, the FEMA Training Center in Emmitsburg, Maryland, and leadership from the Maryland School for the Deaf (residential) have been able to receive regular updates directly from Dr. Barbara Brookmyer and Frederick County Health Department staff on issues related to higher education. Each meeting begins with important updates from Dr. Brookmyer and her staff, then each institution reports on challenges, successes, and lessons learned while navigating through the pandemic. These meetings have proven to be invaluable, and FCC has gained much from this partnership. One excellent outcome has been the direct support given to each partner institution by an assigned liaison from the FCHD. The College has been able to contact the FCHD liaison directly when issues arise that could benefit from expert advice.

The overall support that FCC has received from our public and private partners has been exemplary and demonstrates the power of close and active collaboration. Frederick County has successfully responded to the pandemic guided by strong leadership who have worked well together under difficult circumstances. In May of 2021, President Burmaster awarded one of four FCC President's Business Appreciation Awards to Dr. Barbara Brookmyer for leading the county response to the COVID-19 pandemic. In FCC President Burmaster's words:

Since March 2020, when COVID-19 first became a health emergency locally and nationally, Dr. Brookmyer has worked tirelessly to provide up-to-date guidelines and recommendations to educate and inform the public on the COVID-19 virus. Dr. Brookmyer's incredible leadership during the pandemic has saved many lives. Due to the novelty of this virus, recommendations and guidelines have changed numerous times over the last year as members of the medical and science communities have learned more about COVID-19. Dr. Brookmyer has had to stay on top of those many changes and make quick decisions to mitigate the toll of the virus in Frederick County. Dr. Brookmyer has supported FCC specifically by working closely with our administration and staff and providing direct contact and recommendations to help inform College decision-making related to COVID-19.

The impact that Dr. Brookmyer has had on our decision-making over the past 16 months has been significant and the College will continue to consult her and her staff as we transition out of the pandemic.

**[Frederick Community College]
Degree Progress Four Years after Initial Enrollment
Fall 2016 Entering Cohort**

FREDERICK COMMUNITY COLLEGE 2016 COHORT

	All Students	College-ready Students	Developmental Completers	Developmental Non-completers
1 First-time full- and part-time fall headcount	1351	612	521	218
2 Number attempting fewer than 18 hours over first 2 years	458	215	83	160
3 Cohort for analysis (Line 1 – Line 2)	893 100.0%	397 100.0%	438 100.0%	58 100.0%
4 Earned Associate degree from this community college	387 43.3%	214 53.9%	167 38.1%	6 10.3%
5 Earned certificate, but no degree, from this community college	25 2.8%	8 2.0%	10 2.3%	7 12.1%
6 Total associate and certificate graduates (Line 4 + Line 5)	412 46.1%	222 55.9%	177 40.4%	13 22.4%
7 Transferred to Maryland two-year/technical college	54 6.0%	21 5.3%	26 5.9%	7 12.1%
8 Transferred to Maryland public four-year college	252 28.2%	157 39.5%	90 20.5%	5 8.6%
9 Transferred to Maryland private four-year college or university	29 3.2%	18 4.5%	10 2.3%	1 1.7%
10 Transferred to out-of-state two-year/technical college	18 2.0%	4 1.0%	9 2.1%	5 8.6%
11 Transferred to out-of-state four-year college or university	126 14.1%	65 16.4%	56 12.8%	5 8.6%
12 Total transfers (sum of Lines 7 - 11)	479 53.6%	265 66.8%	191 43.6%	23 39.7%
13 Graduated from this college and transferred (Line 6 □ Line 12)	266 29.8%	158 39.8%	102 23.3%	6 10.3%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	625 70.0%	329 82.9%	266 60.7%	30 51.7%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	39 4.4%	7 1.8%	31 7.1%	1 1.7%
16 Successful transition to higher ed (Line 14 + Line 15)	664 74.4%	336 84.6%	297 67.8%	31 53.4%
17 Enrolled at this community college last term of study period	54 6.0%	9 2.3%	40 9.1%	5 8.6%
18 Successful or persisting (Line 16 + Line 17)	718 80.4%	345 86.9%	337 76.9%	36 62.1%

FREDERICK COMMUNITY COLLEGE 2016 COHORT

	African American Students	Asian Students	Hispanic Students	White Students (optional data)
1 First-time full- and part-time fall headcount	223	71	193	854
2 Number attempting fewer than 18 hours over first 2 years	91	12	62	288
3 Cohort for analysis (Line 1 – Line 2)	132 100.0%	59 100.0%	131 100.0%	566 100.0%
4 Earned Associate degree from this community college	47 35.6%	24 40.7%	54 41.2%	261 46.1%
5 Earned certificate, but no degree, from this community college	1 0.8%	0 0.0%	3 2.3%	21 3.7%
6 Total associate and certificate graduates (Line 4 + Line 5)	48 36.4%	24 40.7%	57 43.5%	282 49.8%
7 Transferred to Maryland two-year/technical college	10 7.6%	5 8.5%	8 6.1%	31 5.5%
8 Transferred to Maryland public four-year college	26 19.7%	19 32.2%	41 31.3%	165 29.2%
9 Transferred to Maryland private four-year college or university	6 4.5%	2 3.4%	2 1.5%	19 3.4%
10 Transferred to out-of-state two-year/technical college	2 1.5%	0 0.0%	4 3.1%	11 1.9%
11 Transferred to out-of-state four-year college or university	17 12.9%	2 3.4%	20 15.3%	86 15.2%
12 Total transfers (sum of Lines 7 - 11)	61 46.2%	28 47.5%	75 57.3%	312 55.1%
13 Graduated from this college and transferred (Line 6 \square Line 12)	27 20.5%	13 22.0%	41 31.3%	184 32.5%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	82 62.1%	39 66.1%	91 69.5%	410 72.4%
15 No award or transfer, but 30 credits with GPA \geq 2.00	6 4.5%	1 1.7%	6 4.6%	25 4.4%
16 Successful transition to higher ed (Line 14 + Line 15)	88 66.7%	40 67.8%	97 74.0%	435 76.9%
17 Enrolled at this community college last term of study period	10 7.6%	2 3.4%	7 5.3%	34 6.0%
18 Successful or persisting (Line 16 + Line 17)	98 74.2%	42 71.2%	104 79.4%	469 82.9%

FREDERICK COMMUNITY COLLEGE 2021 ACCOUNTABILITY REPORT

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 2017	Fall 2018	Fall 2019	Fall 2020
A Fall credit enrollment				
a. Unduplicated headcount	6,220	6,000	6,129	5,756
b. Percent of students enrolled part time	67.4%	69.5%	69.9%	70.1%
	Fall 2017	Fall 2018	Fall 2019	Fall 2020
B First-time credit students with developmental education needs	26.0%	28.7%	19.0%	14.0%
	FY 2017	FY 2018	FY 2019	FY 2020
C Credit students who are first-generation college students (neither parent attended college)	29.0%	28.6%	27.4%	25.9%
	FY 2017	FY 2018	FY 2019	FY 2020
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	2,864	2,941	2,957	2,485
	FY 2017	FY 2018	FY 2019	FY 2020
E Credit students receiving financial aid				
a. Receiving any financial aid	29.5%	28.8%	28.2%	29.3%
b. Receiving Pell grants	16.2%	15.8%	15.0%	15.4%
	Fall 2017	Fall 2018	Fall 2019	Fall 2020
F Students 25 years old or older	28.3%	27.9%	25.5%	24.4%
a. Credit students	28.3%	27.9%	25.5%	24.4%
b. Continuing education students	79.1%	69.5%	67.8%	66.8%
	FY 2016	FY 2019	FY 2020	FY 2021
G Credit students employed more than 20 hours per week	67.0%	66.8%	53.0%	60.0%
	Fall 2017	Fall 2018	Fall 2019	Fall 2020
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	11.7%	12.4%	13.1%	13.8%
b. Black/African American only	12.7%	12.3%	13.0%	12.8%
c. American Indian or Alaskan native only	0.2%	0.3%	0.2%	0.2%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.1%	0.1%
e. Asian only	4.8%	4.5%	4.6%	4.6%
f. White only	64.4%	64.5%	62.6%	59.1%
g. Multiple races	4.8%	4.9%	5.4%	5.6%
h. Foreign/Non-resident alien	1.1%	1.0%	0.9%	3.8%
i. Unknown/Unreported	0.3%	0.1%	0.1%	0.1%
	Fall 2017	Fall 2018	Fall 2019	Fall 2020
I Credit student distance education enrollment				
a. Enrolled exclusively in distance education	13.0%	14.3%	13.6%	27.5%
b. Enrolled in some, but not all, distance education	22.1%	24.0%	24.2%	37.2%
c. Not enrolled in any distance education	64.9%	61.7%	62.1%	35.3%

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	FY 2017	FY 2018	FY 2019	FY 2020
J Unrestricted revenue by source				
a. Tuition and fees	39.6%	39.3%	37.8%	35.6%
b. State funding	21.5%	21.5%	21.9%	22.8%
c. Local funding	35.3%	35.6%	37.3%	38.5%
d. Other	3.5%	3.6%	3.1%	3.1%
	FY 2017	FY 2018	FY 2019	FY 2020
K Expenditures by function				
a. Instruction	49.3%	48.9%	48.9%	48.9%
b. Academic support	2.4%	2.5%	2.2%	2.5%
c. Student services	15.2%	14.9%	14.7%	16.1%
d. Other	33.1%	33.7%	34.2%	32.5%

Goal 1: Access

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
1 Annual unduplicated headcount					
a. Total	15,610	15,656	14,746	13,898	14,746
b. Credit students	8,994	8,896	8,636	8,690	8,636
c. Continuing education students	6,948	7,107	6,453	5,558	6,836
					Benchmark
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2025
2 Market share of first-time, full-time freshmen	50.0%	49.4%	52.6%	51.2%	52.6%
Note: Methodology changed starting in Fall 2019.					
					Benchmark
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2025
3 Market share of part-time undergraduates	74.7%	73.4%	75.5%	74.2%	75.5%
Note: Methodology changed starting in Fall 2019.					
					Benchmark
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2024
4 Market share of recent, college-bound high school graduates	59.7%	57.3%	52.0%	57.8%	57.8%
Note: Methodology changed starting in Fall 2019.					
					Benchmark
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2025
5 High school student enrollment	990	1,165	1,436	1,509	1,660
					Benchmark
	FY 2017	FY 2018	FY 2019	FY 2020	FY 2025
6 Annual enrollment in online/hybrid courses					
a. Credit, online	5,764	6,056	6,522	7,820	6,787
b. Continuing education, online	1,407	456	485	528	607
c. Credit, hybrid	2,551	3,020	3,406	3,430	3,576
d. Continuing education, hybrid	39	28	47	57	66
					46%
					Benchmark
	FY 2018	FY 2019	FY 2020	FY 2021	FY 2026
7 Tuition and mandatory fees					
a. Annual tuition and fees for full-time students	4,385	4,457	4,579	4,669	NA
b. Percent of tuition/fees at Md public four-year institutions	47.4%	47.1%	47.3%	48.3%	47.5%
Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

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	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	2,951	2,937	2,797	2,464	2,895
b. Annual course enrollments	5,886	6,209	6,262	5,720	6,119
	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	1,665	1,586	1,597	1,424	1,616
b. Annual course enrollments	3,596	3,646	3,618	3,167	3,620
	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	22.9%	30.2%	22.0%	26.6%	25.0%
b. At least one ESL educational functioning level	45.2%	53.0%	43.9%	30.8%	47.0%
Note: Not reported if < 50 students in the cohort					
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
11 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	35.6%	35.6%	37.4%	40.9%	43.0%
	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
b. Percent nonwhite continuing education enrollment	36.9%	30.0%	30.1%	47.3%	34.0%
	July 2017	July 2018	July 2019	July 2020	Benchmark Not Required
c. Percent nonwhite service area population, 15 or older	23.8%	24.8%	25.8%	26.8%	NA
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
12 Percent minorities (nonwhite) of full-time faculty	18.6%	17.1%	16.8%	17.1%	23.0%
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
13 Percent minorities (nonwhite) of full-time administrative and professional staff	21.0%	18.0%	15.8%	20.0%	23.0%

Goal 2: Success

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2024 Cohort
14 Fall-to-fall retention					
a. All students	61.7%	54.9%	56.3%	55.0%	62.0%
b. Pell grant recipients	61.8%	53.1%	61.0%	56.1%	62.0%
c. Developmental students	62.7%	56.3%	62.3%	56.5%	62.0%
d. College-ready students	59.5%	55.9%	58.6%	65.1%	62.0%

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	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	70.0%	67.7%	68.6%	70.5%	71.0%
	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years	89.9%	79.9%	84.8%	86.9%	90.0%
a. College-ready students	74.5%	74.5%	71.9%	76.9%	75.0%
b. Developmental completers	44.3%	33.3%	45.0%	62.1%	NA
c. Developmental non-completers	78.5%	74.0%	75.8%	80.4%	80.0%
d. All students in cohort					
	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Not Required
17 Successful-persister rate after four years	80.2%	75.3%	77.0%	82.9%	NA
a. White only	70.9%	70.3%	67.6%	74.2%	NA
b. Black/African American only	75.0%	69.7%	78.4%	71.2%	NA
c. Asian only	76.3%	73.2%	77.7%	79.4%	NA
d. Hispanic/Latino					
Note: Not reported if < 50 students in the cohort for analysis					
	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years	85.8%	78.2%	81.7%	82.9%	86.0%
a. College-ready students	63.0%	63.5%	60.2%	60.7%	61.9%
b. Developmental completers	37.7%	33.3%	35.0%	51.7%	NA
c. Developmental non-completers	70.1%	67.5%	67.9%	70.0%	70.0%
d. All students in cohort					
	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years	72.7%	70.1%	70.7%	72.4%	NA
a. White only	59.0%	59.5%	59.5%	62.1%	NA
b. Black/African American only	71.2%	69.7%	74.5%	66.1%	NA
c. Asian only	63.4%	61.8%	61.2%	69.5%	NA
d. Hispanic/Latino					
Note: Not reported if < 50 students in the cohort for analysis					
	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
20 Associate degrees and credit certificates awarded	1,142	1,112	1,024	1,007	1,043
a. Total awards	193	213	197	202	NA
b. Career degrees	684	669	660	660	NA
c. Transfer degrees	265	230	167	145	NA
d. Certificates	1,033	1,027	915	910	NA
e. Unduplicated graduates					

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	AY 16-17	AY 17-18	AY 18-19	AY 19-20	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	86.9%	87.0%	85.0%	87.0%	87.0%

	FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	38.3%	40.1%	40.8%	42.7%	43.0%

Goal 3: Innovation

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Registered Nursing	85.1%	85.3%	90.8%	97.1%	80.0%
Number of Candidates	67	61	65	68	
b. Respiratory Care	64.3%	61.1%	78.9%	71.4%	80.0%
Number of Candidates	14	18	19	14	
Note: Not reported if <5 candidates in a year					

	FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark Not Required
24 Graduates employed within one year	79.6%	83.5%	84.0%	82.0%	NA

	FY 2014 Graduates	FY 2015 Graduates	FY 2016 Graduates	FY 2017 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	\$ 21,304	\$ 19,684	\$ 17,052	\$ 19,200	NA
b. Median annualized income three years after graduation	\$ 50,900	\$ 45,220	\$ 43,392	\$ 44,968	NA

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	2,854	2,917	2,299	1,905	2,690
b. Annual course enrollments	5,014	3,781	3,250	2,671	4,015

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	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	1,019	1,214	1,362	1,045	1,594
b. Annual course enrollments	1,240	1,400	1,605	1,194	1,983
	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	1,673	1,305	899	742	1,102
b. Annual course enrollments	3,438	1,763	1,288	886	1,526

Note: NA designates not applicable
* designates data not available