

2022 PERFORMANCE ACCOUNTABILITY REPORT

This report was approved by the Board of Trustees on September 21, 2022 and submitted to the Maryland Higher Education Commission.

2022 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

In FY 2022, consistent with FCC Forward, Strategic Plan 2020-2025, the College was guided by 35 “Key Objectives for the Interim Year.” These objectives aimed at mission-focused outcomes during the one-year search for a new President that would move the institution forward. These objectives were assigned to different senior leaders as accountable administrators and a status report has been prepared to show the status of each objective.

The Academic Affairs, Continuing Education, and Workforce Development (ACEWD) Master Plan 2020-2025 adds another layer of assessment for documenting progress toward students success and access. In addition, in FY 2022, the College continued to use data and evidence-based practices to close the racial equity gap based on 16 key performance indicators (KPI) developed in 2021 and their associated benchmarks. Several filterable dashboards (enrollment, retention, graduation, transfer, grades) were developed for these KPIs that provide aggregated and disaggregated data. These dashboards are accessible to all employees in a prominent location on our College intranet, Communication Central.

The College performance in relation to the goals outlined in the *Maryland State Plan for Postsecondary Education 2017-2021, Student Success with Less Debt* (MSP) is summarized below. Overall, FCC has met 13 of its benchmarks and is striving to meet the other 32 benchmarks by 2025. 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.”

The College specifically supported the objective of MSP to *“Work with local school systems to improve middle college programs that award degrees.”* FCC developed an Early College (EC) program in collaboration with Frederick County Public Schools (FCPS). EC offers opportunities to FCPS students to earn an associate degree while still completing high school by attending FCC full-time during their junior and senior years. Similar to traditional full-time undergraduate students, EC students follow the FCC academic calendar and have the option to take day, evening, online, and weekend courses. EC students receive a discounted tuition rate at FCC. The first EC cohort began in fall 2020 with 23 students from nine FCPS high schools. The second cohort started in fall 2021 with 25 FCPS students anticipating graduating from FCC in 2023. In May 2022, the College celebrated the achievement of 15 Early College graduates from the fall 2020 cohort at the annual commencement, which equates to a 65.2% graduation rate in two years.

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 increased 59.4% from the fall 2017 (764) semester to the fall 2021 (1,218) semester. Also, the registration of FCPS students who take college courses on campus increased 16.4% from 226 students in fall 2017 to 263 in fall 2021. The College experienced overall enrollment declines in FY 2020-FY 2022 that were heavily influenced by the COVID-19 pandemic as shown in the data reported below.

The following are the status of the Access Goal indicators:

- Credit enrollment declined 9.9% (8,896 to 8,017) from FY 2018 to FY 2021.
- The unduplicated headcount in continuing education declined 50.5% (7,107 to 3,516) from FY 2018 to FY 2021.
- The combined unduplicated credit and continuing education headcount declined 28.4% (15,656 to 11,209) from FY 2018 to FY 2021.
- FCC experienced a 3.1% decline in the market share of first-time, full-time freshmen in fall 2021 (46.3%) compared to fall 2018 (49.4%).
- FCC had a 0.4% increase in the market share of part-time undergraduates (73.8%) in fall 2021 compared to fall 2017 (73.4%).
- The market share of recent college-bound high school graduates increased slightly from 57.3% in fall 2017 to 57.5% in fall 2021.
- Students concurrently enrolled in both college-level and high school courses increased 27.1% (1,165 to 1,481), or by 316 students from fall 2018 to fall 2021.
- Online credit enrollment increased significantly (6,056 to 15,103) from FY 2018 to FY 2021 and hybrid courses increased 57.8% (3,020 to 4,765) for the same period.
- Online Continuing Education and Workforce Development enrollment increased 42.5% (456 to 650) from FY 2018 to FY 2021. The hybrid course enrollment increased significantly (28 to 480) for the same period.
- Tuition and fees were at 48.0% of the Maryland state public universities rates, supporting the affordability of attending FCC. Combined tuition and fees for 30 credits at FCC were \$4,717 in FY 2021. This calculates to be less than half the average at the four-year public universities in Maryland, which was \$9,820.
- The unduplicated headcount in continuing education, community service, and lifelong learning courses declined 61.3% (2,937 to 1,138) between FY 2018 and FY 2020. The duplicated headcount declined 54.7% (6,209 to 2,812) for the same period.
- The unduplicated headcount in continuing education basic skills and literacy courses declined 55.6% (1,586 to 704) from FY 2018 to FY 2020 and decreased 54.7% (3,646 to 1,651) for duplicated enrollment.
- The percentage of achieving at least one Adult Basic Educational (ABE) functional level was 19.4% in FY 2021, which declined 10.8%, compared to FY 2018 (30.2%). In addition, student achievement in at least one English as a Second Language (ESL) functional level declined -1.6% from 53% in FY 2018 to 51.4% in FY 2021 and an increase of 20.6% to 51.4% compared to last fiscal year (30.8%).
- The percent of non-white students 15 years and older enrolled in credit (38.9%) and continuing education (32.7%) courses was higher than the percent of the non-white population for the same age group in Frederick County (28.1%) in 2021.
- The percent of full-time, non-white faculty (20.4%) increased 3.3% between fall 2018 and fall 2021.
- The percent of full-time non-white administrative and professional staff was 18.4% in

fall 2021 and fluctuated between fall 2018 and fall 2021 (18.0%, 15.8%, and 20.0%), respectively.

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

In supporting the goals and objectives of the MSP, one of the themes in the FCC Academic Master Plan is *to enhance educational excellence, ensuring that students are developing the skills, awareness, and knowledge needed to attain their academic, professional and/or personal goals*. As a result, a priority was developed to expand Guided Pathways to improve student retention and completion. The College has developed Guided pathways for all its programs that are used by the advisors to help students to select their majors and stay on track for completion. All these pathways are available on the FCC public website for student reference. In addition, EAB Navigate was purchased in Fall 2021 providing access to all the services available to the students to help them plan their educational journey and stay on track. FCC expanded the Success Outreach and Retention (SOAR) coordinator position, previously existing only in Math, to cover Liberal Arts departments, as well. Coordinators respond to Student Success Alerts, engage in outreach, and triage work with students to put them in touch with appropriate College resources (faculty, advisors, Learning Centers, counselors, and community resources).

In FY 2022, the College recognized the importance of helping students with mental health issues and renamed the Office of Behavioral Health and Wellness to the Office of Counseling and Wellness Services in a prominent location with a nurturing environment on campus suitable for the service. Additionally, funds were allocated to hire an additional full-time Wellness counselor. Both counselors have supervisory certification through state licensing with the goal of working with local graduate social work programs to expand offerings to FCC students.

The following are the status of Success Goal indicators:

- The fall-to-fall retention rate for all students was 57.1% for the fall 2020 cohort, with a 2.2% increase compared to the fall 2017 cohort. The fall-to-fall retention rate for Pell Grant recipients was 64.9% and was 11.8% higher than the fall 2017 cohort (53.1%). The rate for developmental students was 57.6%, a one percent increase compared to fall 2017 (56.3%). In addition, the retention rate for college-ready students was 63.5% and was 7.6% higher than 2017 cohort (55.9%).
- The developmental student completion rate for the fall 2017 cohort after four years was 61.4%, which shows a 6.3% decline compared to the fall 2014 cohort (67.7%).
- The successful-persister rate for all students (82.9%) is three percent higher than the fall 2014 cohort (79.9%). This rate among college-ready students was the highest compared to the four categories reported for this indicator. The developmental completers' rate (73.2%) declined 1.3% compared to fall 2014 cohort (74.5%). For the developmental non-completers cohort, the pass rate increased 4.4% for the fall 2017 cohort and has fluctuated across the past three cohorts (33.3%, 45.0%, and 62.1% respectively).
- The successful-persister rate after four years for the 2017 cohort of Black/African-American students was 71.8% with an increase of 1.5% compared to fall 2014. This rate was 10.0% lower than the white student 2017 cohort (81.8%). The Hispanic/Latino student cohort successful-persister rate of 74.0% was 0.8% higher than fall 2014 cohort and was 7.8% lower than the fall 2017 white student cohort (81.8%).
- The graduation-transfer rate after four years for all students in the 2017 cohort was

68.3% and almost one percent higher than the 2014 cohort (67.5%). The rate for college-ready students was 78.4% and almost similar to the 2014 cohort (78.2%) and lower than the past two cohorts (81.7% and 82.9%). The rate for developmental completers was 60.4% and was 3.1% lower than the 2014 cohort (63.5%). The pass rate among developmental non-completers was 31.1%, which is two percent lower than the 2014 cohort (33.3%), and has fluctuated across the past three cohorts of fall 2014, fall 2015, and fall 2016 (33.3%, 35.0%, and 51.7% respectively).

- The graduation-transfer rate for the 2017 cohorts of Hispanic students was 65.0% and was three percent higher than the fall 2014 cohort (61.8%). However, this rate was 9.5% lower than the rate for white students (74.5%), Black/African American students (62.2%) increased almost three percent higher than fall 2014 cohort (59.5%) which was 12.3% lower than the white cohort (74.5%). 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 2021 (1,050) declined almost six percent compared to FY 2018 (1,112) which is 62 fewer graduates. However, the college awarded 43 more degrees compared to FY 2020. The number of graduates was 957 in FY 2021 compared to 1,027 in FY 2018 representing an almost seven percent decline or 70 fewer graduates. The number of career degrees awarded in FY 2021 (214) increased by one graduate compared to FY 2018 (213), while the number of transfer degrees awarded in FY 2021 (697) increased by 4.2% (669) compared to FY 2018. In addition, there were 139 certificates awarded in FY 2021, which was a decline of 39.6% compared to FY 2018 (230).
- The GPA of 2.0 or above at Maryland Public universities for FCC transfer students was 85.0%, with a two percent decline compared to the 2018 (87.0%) academic year.
- 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 2017 (40.1%) to 44.1% in FY 2020.

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

Continuing Education and Workforce Development (CEWD) Business Solutions supports local employer needs with virtual and in-person programming. One highlight includes partnering with credit Biotechnology faculty to develop a Biotech Boot Camp. Frederick County Workforce Services (FCWS) advertises the training, recruits, and vets applicants, and pays for the training, which is free for students. The first class of 13 completers were all awarded jobs in local Biotech companies, with some students receiving more than one offer. Two of the students were recruited into the FCC Credit Biotech program. A second cohort ended in June 2022.

FCC continues to make progress in planning, developing, and launching hybrid/online offerings across CEWD program areas. For example, hybrid course offerings continue in the Construction & Applied Trades Institute and in Healthcare Careers program areas. Healthcare pathways were expanded in CEWD to include Prior Learning Assessment (PLA) articulated credit for completion of Phlebotomy Technician clinical courses in the workplace rather than the classroom and articulation agreements for the Foundations of Healthcare Careers course that include industry experience as well as credit programming. Moreover, FCC continued with innovative programming and development with advancements in the Health Sciences. State-of-

the-art laboratories were completed to provide students with contemporary equipment and health-related resources that enhance the training of Nursing, Medical Assisting, Respiratory Care, and Surgical Technology students. An Exercise and Rehabilitation laboratory was built to support the new Physical Therapist Assistant program starting in fall 2022. A fully outfitted four-room Simulation Center with high-fidelity simulation mannequins was completed to augment both programmatic (current) and interprofessional education scenarios (in development) to provide Health Science students with training in interprofessional clinical practice.

The following is the status of Innovation Goal indicators:

- The first-time pass rate for Registered Nursing students in FY 2021 was 86.0%, which increased one percent compared to FY 2018 (85.3%).
- The first-time pass rate for students taking the Respiratory Care licensure and certification exam in FY 2021 was 73.7%, which marked an increase of 12.6% compared to FY 2018 (61.1%).
- The rate of career program graduates employed full-time was 81.0%, which shows a healthy employment rate for the graduates.
- The median income growth of 2018 career program graduates three years after graduation was \$44,552 compared to one year prior to graduation, which was \$22,752. The rate of growth showed a \$21,800 increase in the salary of career program graduates when they complete their programs at FCC.
- Course enrollments in Continuing Education and Workforce Development declined 35.9% (2,424 to 3,781) from FY 2018 to FY 2021.
- Course enrollments in continuing professional education leading to government or industry-required certification or licensure declined 3.6% (1,400 to 1,349) from FY 2018 to FY 2021.
- Course enrollments in contract training declined 58.9% (1,763 to 725) from FY 2018 to FY 2021.

Response to MHEC Questions

Question 1: What is the biggest challenge your institution faces as it attempts to equitably meet the goals, objectives, and performance measures in the 2017-2021 State Plan for Postsecondary Education?

The biggest challenge the College faced in 2019 was changing the way we thought about student barriers to success. Examining student barriers through an equitable lens allowed us to change our framework from “achievement gap” to “equity gap.” The achievement gap at FCC implied that the outcome disparity in the Outcome and Access Key Performance Indicators (KPI) was due to the failure of our students to achieve the outcomes rather than the structural barriers in our policies, procedures, or curriculum that produce equity gaps. As a result, FCC began to review the data based on an equity framework.

In 2021-2022, the College applied the new framework for closing racial equity gaps for African American and Latinx students, the populations where we consistently have seen opportunity gaps. After receiving training in the use of dashboards, a tool that allows data access for employees to address equity gaps, Department Chairs and Program Managers used FCC dashboards to track several years of equity data within their programs. Based on this information, departments identified probable causes for equity gaps and then submitted their responses in a

standardized template at the end of Fall 2021. All departments identified at least two initiatives that could be implemented at scale within their departments or programs for the 2022-2023 academic year to address equity gaps. All initiatives are on track for implementation. Also, Continuing Education and Workforce Programs began equity work in Spring 2021, focusing on access. CEWD administrators are currently reviewing demographic data points of enrolled students from 2016–2020 and are writing narratives to reflect on the reasons for equity gaps across gender, ethnicity, and race. The Equity Gap projects are being developed for Academic Affairs.

Areas of focus that emerged from this work include appealing to a broader audience of students, diversifying the adjunct pool, and making changes at a curricular level. These recommendations will increase access to students based on gender, race, and ethnicity. The College formed the Racial Equity Strategic Action Team in February 2022 with a holistic view to identify the challenges of implementing racial equity interventions, such as applying a racial equity lens in assessing institutional policies and procedures, and allocating funds to train faculty, advisors, program managers, and staff in closing a gap.

Question 2: Has your institution used disaggregated data to identify equity issues in students' educational opportunities and outcomes? If so, how has this disaggregation of data provided insight into your institution's educational equities and inequities? If not, what data has been used to understand student outcomes?

In its efforts to close racial equity gaps, the College is currently tracking 16 key performance indicators located in the Institutional Racial Equity Plan. There are eleven success-based benchmarks and four of them are based on the PAR indicators. The KPIs include successful-persister rates; graduation-transfer rates; 150% graduation rates; course failure rates; learning modalities; percentage of adult education students achieving one ABE educational functional level; percentage of adult educational students achieving at least one ESL educational functional level; and workforce training completers. Each indicator is disaggregated by Latinx, Asian, Black/African American, and White student groups. Also, there are five access benchmarks two of which are based on the PAR access indicators. The KPIs include percent credit and continuing education and workforce development enrollment by race/ethnicity. In 2022, Academic Affairs began to include other marginalized populations in the equity gap project, including students with disabilities, veteran and military students, and students enrolled in the English as a Second Language program.

Using disaggregated data has allowed the College to identify improvements in the performance of Black/African American and Latinx students over the past five years. The disaggregated data has also helped in setting the benchmarks for improving existing equity gaps, as there are still gaps that exists when compared to White and “all students.”

Community Outreach and Impact

Last year's PAR focused on the collaborations FCC had with our public partners to mitigate COVID-19 through the Frederick County Joint Information Center and the Frederick County Health Department. Like FY 2021, FY 2022 was heavily influenced by COVID-19 until masking was lifted on May 2022 in all indoor spaces, with the exception of private offices. Early in the

summer of 2021 there was some initial hope and optimism that a version of normalcy was on the horizon. Conversations around COVID-19 in meetings with the County Health Department hinted at “reopening strategies” and “post” COVID operations. Those conversations ended abruptly in early August of 2021 with the rapid rise of the Delta Variant throughout the world, including in Frederick County. The College continued to be predominantly remote in instruction and in operations during the summer and fall 2021 terms with a small increase in on-campus instruction and in some offices. College pre-pandemic community engagement continued to be on-hold as our performing and fine arts spaces were closed to the public. The College athletic programs followed all league COVID requirements and masking was required both indoors and outdoors through spring 2022.

On November 2, 2021, a full-time COVID-19 Pandemic Coordinator with a public health background was employed to guide the College through the impact of the emerging Delta Variant. The Pandemic Coordinator became the liaison to the County Health Department and took over tracking of reported student and employee cases. The State of Maryland and the Frederick County Health Departments shifted their focus and resources to vaccinations and strongly encouraged through rigorous publicity that everyone get vaccinated and boosted. The College responded by working with the County Health Department to set up COVID-19 testing and vaccination sights on campus. The first clinic was held on November 16, 2021, and 177 individuals received a vaccine that day. The College continued to work with the Frederick County Health Department to offer testing and vaccines regularly throughout the year, which benefited FCC students and employees until June 14, 2022.

We have reported in past Performance Accountability Reports about our robust partnership with Frederick County Public Schools (FCPS). The FCC/FCPS Dual Enrollment program continues to be strong and we recently added an Early College program. In summer of 2021, the College on-boarded a full cohort of 25 Early College students from FCPS who took all of their classes directly through FCC. Due to the pandemic, most of their classes were online or in hybrid modalities. In this year one cohort, 14 students were students of color, three students participated in the Free and Reduced Meals Program, three were first-generation college students, and two were ESL students. Nine of our local high schools were represented in the cohort. The first FCC Early College class graduated in May of 2022. Fifteen students representing eight FCPS high schools graduated. Among the graduates, six students identified with at least one underrepresented group: five students of color, two Free and Reduced Meals Students, two ESL students, two first generation students, and one student with disabilities. The graduates completed nine different majors and are transferring to a variety of four-year schools. A special ceremony was held for Early College graduates and they were invited to participate in the general graduation ceremony as well.

In early March, on behalf of Frederick Community College, Interim President Powell conducted a one-day fundraising campaign via social media to support relief efforts for Ukrainians directly impacted by the current Russian invasion. All funds raised for this support, over \$18,600 in total, were divided three ways between Direct Relief, Save the Children, and the World Central Kitchen. The support checks were mailed the following week so they could be put to immediate use by these charities. As a community, we are proud to stand in solidarity and support of Ukraine and its people. Many of us want to assure the Ukrainian people will be safe and that this war ends soon.

For FY22, the FCC Admissions staff led or participated in 73 community outreach events, with a

total of 2,656 attendees.

- Fall and Spring Open Houses: Events were open to all prospective students and included information and a resource fair, campus tour, student panel, and career exploration workshops.
- Frederick County College Night: County-wide college fair where high school juniors and seniors talked with admissions representatives from over 100 colleges and universities.
- FCC Nights for High School Seniors: Two events held for high-school seniors included information and a resource fair, a presentation on Admissions, Advising, and Financial Aid, and a student panel.
- Recruitment Event for Dual Enrolled Seniors: Event for dual enrolled high school seniors to showcase the benefits of attending FCC after high school. An information and resource fair, a presentation from various campus departments, and a student panel were included.
- FCPS Counselor Workshop: Frederick County Public Schools counselors come to campus to hear from various campus departments and take a campus tour.
- Early Foundations: Held five days where high school sophomores came to campus to learn about their options. They completed career assessments, toured the campus, and heard from current FCC students.
- Virtual Admissions General Information Sessions: Virtual sessions were held over Zoom that went over the enrollment steps and had guest speakers from various departments including Financial Aid, Honors College, Adult Education/ESL, and Career & Academic Planning Services.
- Admissions Workshops: Held three on-campus workshops for prospective students to begin their enrollment steps. Students listened to an Admissions presentation, went on a campus tour, and had lab time to complete the application.
- ROAR Drop-In Days: Enrollment completion days in June and July for recent high school graduates to apply, complete placement testing, meet with an advisor, and register for classes.
- Admissions Enrollment Days: Enrollment completion days in August for all students to apply, complete placement testing, meet with an advisor, and register for classes.
- High School Visits: Visited each FCPS high school to meet with students interested in FCC.
- Talk & Tours: Group visits to FCC where prospective students receive an Admissions presentation and campus tour.
- Campus Tours: Prospective students and their families can sign up for a campus tour by the Admissions Office.

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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 2018	Fall 2019	Fall 2020	Fall 2021
A Fall credit enrollment				
a. Unduplicated headcount	6,000	6,129	5,756	5,389
b. Percent of students enrolled part time	69.5%	69.9%	70.1%	71.5%
	Fall 2018	Fall 2019	Fall 2020	Fall 2021
B First-time credit students with developmental education needs	28.7%	19.0%	14.0%	15.6%
	FY 2018	FY 2019	FY 2020	FY 2021
C Credit students who are first-generation college students (neither parent attended college)	28.6%	27.4%	25.9%	26.0%
	FY 2018	FY 2019	FY 2020	FY 2021
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	2,941	2,957	2,485	1,233
	FY 2018	FY 2019	FY 2020	FY 2021
E Credit students receiving financial aid				
a. Receiving any financial aid	28.8%	28.2%	29.3%	25.9%
b. Receiving Pell grants	15.8%	15.0%	15.4%	15.0%
	Fall 2018	Fall 2019	Fall 2020	Fall 2021
F Students 25 years old or older				
a. Credit students	27.9%	25.5%	24.4%	23.2%
	FY 2018	FY 2019	FY 2020	FY 2021
b. Continuing education students	69.5%	67.8%	66.8%	70.0%
	FY 2019	FY 2020	FY 2021	FY 2021
G Credit students employed more than 20 hours per week	66.8%	53.0%	60.0%	61.0%
	Fall 2018	Fall 2019	Fall 2020	Fall 2021
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	12.4%	13.1%	13.8%	15.3%
b. Black/African American only	12.3%	13.0%	12.8%	12.6%
c. American Indian or Alaskan native only	0.3%	0.2%	0.2%	0.2%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.1%	0.1%
e. Asian only	4.5%	4.6%	4.6%	5.3%
f. White only	64.5%	62.6%	59.1%	58.3%
g. Multiple races	4.9%	5.4%	5.6%	5.5%
h. Foreign/Non-resident alien	1.0%	0.9%	3.8%	2.7%
i. Unknown/Unreported	0.1%	0.1%	0.1%	0.1%
	Fall 2018	Fall 2019	Fall 2020	Fall 2021
I Credit student distance education enrollment				
a. Enrolled exclusively in distance education	14.3%	13.6%	27.5%	31.6%
b. Enrolled in some, but not all, distance education	24.0%	24.2%	37.2%	26.4%
c. Not enrolled in any distance education	61.7%	62.1%	35.3%	42.0%

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	FY 2018	FY 2019	FY 2020	FY 2021
J Unrestricted revenue by source				
a. Tuition and fees	39.3%	37.8%	35.6%	30.9%
b. State funding	21.5%	21.9%	22.8%	21.4%
c. Local funding	35.6%	37.3%	38.5%	38.8%
d. Other	3.6%	3.1%	3.1%	8.9%

	FY 2018	FY 2019	FY 2020	FY 2021
K Expenditures by function				
a. Instruction	48.9%	48.9%	48.9%	49.2%
b. Academic support	2.5%	2.2%	2.5%	2.5%
c. Student services	14.9%	14.7%	16.1%	13.5%
d. Other	33.7%	34.2%	32.5%	34.8%

Goal 1: Access

	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
1 Annual unduplicated headcount					
a. Total	15,656	14,746	13,898	11,209	14,746
b. Credit students	8,896	8,636	8,690	8,017	8,636
c. Continuing education students	7,107	6,453	5,558	3,516	6,836

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Benchmark Fall 2025
2 Market share of first-time, full-time freshmen Note: Methodology changed starting in Fall 2019.	49.4%	52.6%	51.2%	46.3%	52.6%

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Benchmark Fall 2025
3 Market share of part-time undergraduates Note: Methodology changed starting in Fall 2019.	73.4%	75.5%	74.2%	73.8%	75.5%

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2024
4 Market share of recent, college-bound high school graduates Note: Methodology changed starting in Fall 2019.	57.3%	52.0%	57.8%	57.5%	57.8%

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Benchmark Fall 2025
5 High school student enrollment	1,165	1,436	1,509	1,481	1,660

	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
6 Annual enrollment in online/hybrid courses					
a. Credit, online	6,056	6,522	7,820	15,103	6,787
b. Continuing education, online	456	485	528	650	607
c. Credit, hybrid	3,020	3,406	3,430	4,765	3,576
d. Continuing education, hybrid	28	47	57	480	66

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2026
7 Tuition and mandatory fees					
a. Annual tuition and fees for full-time students	4,457	4,579	4,669	4,717	NA
b. Percent of tuition/fees at Md public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	47.1%	47.3%	48.3%	48.0%	47.6%

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	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	2,937	2,797	2,464	1,138	2,895
b. Annual course enrollments	6,209	6,262	5,720	2,812	6,119
	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	1,586	1,597	1,424	704	1,616
b. Annual course enrollments	3,646	3,618	3,167	1,651	3,620
	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	30.2%	22.0%	26.6%	19.4%	25.0%
b. At least one ESL educational functioning level	53.0%	43.9%	30.8%	51.4%	47.0%
Note: Not reported if < 50 students in the cohort					
	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Benchmark Fall 2025
11 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	34.5%	36.4%	37.1%	38.9%	43.0%
	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
b. Percent nonwhite continuing education enrollment	26.3%	25.8%	25.1%	32.7%	34.0%
	July 2018	July 2019	July 2020	July 2021	Benchmark Not Required
c. Percent nonwhite service area population, 15 or older	24.8%	25.8%	26.8%	28.1%	NA
	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Benchmark Fall 2025
12 Percent minorities (nonwhite) of full-time faculty	17.1%	16.8%	17.1%	20.4%	23.0%
	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Benchmark Fall 2025
13 Percent minorities (nonwhite) of full-time administrative and professional staff	18.0%	15.8%	20.0%	18.4%	23.0%

Goal 2: Success

	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2024 Cohort
14 Fall-to-fall retention					
a. All students	54.9%	56.3%	55.0%	57.1%	62.0%
b. Pell grant recipients	53.1%	61.0%	56.1%	64.9%	62.0%
c. Developmental students	56.3%	62.3%	56.5%	57.6%	62.0%
d. College-ready students	55.9%	58.6%	65.1%	63.5%	62.0%

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	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	67.7%	68.6%	70.5%	61.4%	71.0%
	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	79.9%	84.8%	86.9%	82.9%	90.0%
b. Developmental completers	74.5%	71.9%	76.9%	73.2%	75.0%
c. Developmental non-completers	33.3%	45.0%	62.1%	37.7%	NA
d. All students in cohort	74.0%	75.8%	80.4%	76.1%	80.0%
	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	75.3%	77.0%	82.9%	81.8%	NA
b. Black/African American only	70.3%	67.6%	74.2%	71.8%	NA
c. Asian only	69.7%	78.4%	71.2%	N/A	NA
d. Hispanic/Latino	73.2%	77.7%	79.4%	74.0%	NA
Note: Not reported if < 50 students in the cohort for analysis					
	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	78.2%	81.7%	82.9%	78.4%	86.0%
b. Developmental completers	63.5%	60.2%	60.7%	60.4%	61.2%
c. Developmental non-completers	33.3%	35.0%	51.7%	31.1%	NA
d. All students in cohort	67.5%	67.9%	70.0%	68.3%	70.0%
	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	70.1%	70.7%	72.4%	74.5%	NA
b. Black/African American only	59.5%	59.5%	62.1%	62.2%	NA
c. Asian only	69.7%	74.5%	66.1%	N/A	NA
d. Hispanic/Latino	61.8%	61.2%	69.5%	65.0%	NA
Note: Not reported if < 50 students in the cohort for analysis					
	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	1,112	1,024	1,007	1,050	1,043
b. Career degrees	213	197	202	214	NA
c. Transfer degrees	669	660	660	697	NA
d. Certificates	230	167	145	139	NA
e. Unduplicated graduates	1,027	915	910	957	NA

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	AY 17-18	AY 18-19	AY 19-20	AY 20-21	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	87.0%	85.0%	87.0%	85.0%	87.0%
	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	40.1%	40.8%	42.7%	44.1%	43.0%

Goal 3: Innovation

	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Registered Nursing	85.3%	90.8%	97.1%	86.0%	80.0%
Number of Candidates	61	65	68	58	
b. Respiratory Care	61.1%	78.9%	71.4%	73.7%	80.0%
Number of Candidates	18	19	14	19	
Note: Not reported if <5 candidates in a year					
	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	Benchmark Not Required
24 Graduates employed within one year	83.5%	84.0%	82.0%	81.0%	NA
	FY 2015 Graduates	FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	\$ 19,684	\$ 17,052	\$ 19,200	\$ 22,752	NA
b. Median annualized income three years after graduation	\$ 45,220	\$ 43,392	\$ 44,968	\$ 44,552	NA
	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	2,917	2,299	1,905	1,674	2,690
b. Annual course enrollments	3,781	3,250	2,671	2,424	4,015

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	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	1,214	1,362	1,045	952	1,594
b. Annual course enrollments	1,400	1,605	1,194	1,349	1,983
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	1,305	899	742	657	1,102
b. Annual course enrollments	1,763	1,288	886	725	1,526

Note: NA designates not applicable
* designates data not available

Frederick Community College Degree Progress Four Years after Initial Enrollment Fall 2017 Entering Cohort

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers			
1	First-time full- and part-time fall headcount		1391		744		397 250			
2	Number attempting fewer than 18 hours over first 2 years		516		258		69 189			
3	Cohort for analysis (Line 1 – Line 2)		875	100.0%	486	100.0%	328	100.0%	61	100.0%
4	Earned Associate degree from this community college		367	41.9%	246	50.6%	117	35.7%	4	6.6%
5	Earned certificate, but no degree, from this community college		28	3.2%	17	3.5%	7	2.1%	4	6.6%
6	Total associate and certificate graduates (Line 4 + Line 5)		395	45.1%	263	54.1%	124	37.8%	8	13.1%
7	Transferred to Maryland two-year/technical college		42	4.8%	23	4.7%	16	4.9%	3	4.9%
8	Transferred to Maryland public four-year college		247	28.2%	171	35.2%	73	22.3%	3	4.9%
9	Transferred to Maryland private four-year college or university		48	5.5%	31	6.4%	17	5.2%	0	0.0%
10	Transferred to out-of-state two-year/technical college		21	2.4%	12	2.5%	8	2.4%	1	1.6%
11	Transferred to out-of-state four-year college or university		99	11.3%	62	12.8%	31	9.5%	6	9.8%
12	Total transfers (sum of Lines 7 - 11)		457	52.2%	299	61.5%	145	44.2%	13	21.3%
13	Graduated from this college and transferred (Line 6 □ Line 12)		254	29.0%	181	37.2%	71	21.6%	2	3.3%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		598	68.3%	381	78.4%	198	60.4%	19	31.1%
15	No award or transfer, but 30 credits with GPA ≥ 2.00		31	3.5%	10	2.1%	19	5.8%	2	3.3%
16	Successful transition to higher ed (Line 14 + Line 15)		629	71.9%	391	80.5%	217	66.2%	21	34.4%
17	Enrolled at this community college last term of study period		37	4.2%	12	2.5%	23	7.0%	2	3.3%
18	Successful or persisting (Line 16 + Line 17)		666	76.1%	403	82.9%	240	73.2%	23	37.7%

Frederick Community College Degree Progress Four Years after Initial Enrollment Fall 2017 Entering Cohort

	African American Students	Asian Students	Hispanic Students	White Students (optional data)
1 First-time full- and part-time fall headcount	261	70	202	841
2 Number attempting fewer than 18 hours over first 2 years	105	23	79	303
3 Cohort for analysis (Line 1 – Line 2)	156 100.0%	47 100.0%	123 100.0%	538 100.0%
4 Earned Associate degree from this community college	44 28.2%	23 48.9%	47 38.2%	248 46.1%
5 Earned certificate, but no degree, from this community college	7 4.5%	3 6.4%	5 4.1%	12 2.2%
6 Total associate and certificate graduates (Line 4 + Line 5)	51 32.7%	26 55.3%	52 42.3%	260 48.3%
7 Transferred to Maryland two-year/technical college	15 9.6%	2 4.3%	4 3.3%	21 3.9%
8 Transferred to Maryland public four-year college	41 26.3%	23 48.9%	31 25.2%	147 27.3%
9 Transferred to Maryland private four-year college or university	4 2.6%	2 4.3%	9 7.3%	33 6.1%
10 Transferred to out-of-state two-year/technical college	4 2.6%	0 0.0%	3 2.4%	14 2.6%
11 Transferred to out-of-state four-year college or university	17 10.9%	2 4.3%	20 16.3%	86 16.0%
12 Total transfers (sum of Lines 7 - 11)	81 51.9%	29 61.7%	67 54.5%	301 55.9%
13 Graduated from this college and transferred (Line 6 □ Line 12)	35 22.4%	17 36.2%	39 31.7%	160 29.7%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	97 62.2%	38 80.9%	80 65.0%	401 74.5%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	6 3.8%	1 2.1%	5 4.1%	19 3.5%
16 Successful transition to higher ed (Line 14 + Line 15)	103 66.0%	39 83.0%	85 69.1%	420 78.1%
17 Enrolled at this community college last term of study period	9 5.8%	2 4.3%	6 4.9%	20 3.7%
18 Successful or persisting (Line 16 + Line 17)	112 71.8%	41 87.2%	91 74.0%	440 81.8%