

2018 PERFORMANCE ACCOUNTABILITY REPORT

This report was approved by the Board of Trustees on September 12, 2018 and submitted to the Maryland Higher Education Commission.

2018 Performance Accountability Report Frederick Community College (FCC)

MISSION

With teaching and learning as our primary focus, FCC prepares an increasingly diverse student body to complete their goals of workforce preparation, transfer, career development, and personal enrichment with quality, innovative lifelong learning. In traditional and alternative learning environments, we anticipate and respond to the needs of our local, regional, and global communities.

INSTITUTIONAL ASSESSMENT

The College has developed and implemented processes that provide student access to academic and financial resources that promote student success. It has reviewed and assessed student-centered initiatives in critical areas such as intake, retention, student engagement, financial literacy, career planning, and goal attainment to meet evolving student needs. The College has also made curricular changes that better prepare students to transition from high school to FCC, and later, to their next level of education after FCC.

The College performance in achieving the goals outlined in the 2017-2021 Maryland State Plan for Postsecondary Education (MSP) is summarized below. Note that the benchmarks referenced in the following sections are set for 2020, thus any current figures reported are a measure of progress toward meeting these benchmarks by the year 2020. 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 intake process for students at FCC has been improved through a revision of the credit application for admission. The credit application for admission was reviewed by College staff, as well as several English as a Second Language (ESL) students. In doing so, the College identified and improved wording and ways to gather needed information at point of entry on its application.

The College introduced a new Financial Aid Checklist to increase student financial awareness. Developed using PeopleSoft, the Financial Aid Checklist is a real-time, online mechanism for students to view their financial aid status, with notations as to which documents are needed to complete their financial aid file.

The principle focus of the advancement efforts at the College has been to support access to the programs offered at FCC. The Office of Institutional Advancement awarded 27 new scholarships in the FCC Foundation for students this year. Of special note are two scholarships created especially for Frederick County High School (FCPS) seniors. Ten of the scholarships are merit based, and awarded to FCPS seniors selected by their principals based on a 3.6 cumulative GPA. These scholarships are valued at up to \$8,800 for two years. An additional ten are merit-based scholarships awarded to one graduating senior from each FCPS high school who participated in the High School Based or Open Campus Dual Enrollment.

In FY 2018, the FCC Foundation awarded over \$820,000 in scholarships and program support at

FCC. Over \$480,000 was raised to support access to higher education at FCC. A Student Success Fund Program, supported by private donors and foundations, remains in place for students in danger of dropping out of classes due to a sudden emergency or financial crisis. Students may receive up to \$1,500 once per year to help with rent, utilities, or other financial stressors that would prevent them from staying in school to complete their degree or program.

The *First Year Experience* for new students has been expanded to consist of four distinct programs: *High School Nights*, *Required Orientation*, *Advising & Registration (ROAR)*, *New Student Convocation*, and *Success Week*. These programs are designed to promote student access and success at the College.

Additional progress toward FCC Benchmarks related to the MSP Access goal is noted below:

- The combined unduplicated credit and continuing education enrollment increased 5% (14,839 to 15,610) from FY 2014 to FY 2017, and was below the FY 2020 benchmark of 15,635 by only 25 students. However, FY 2018 enrollment (15,656), which will be reported next year, surpassed the benchmark.
- Credit enrollment increased 5% (8,535 to 8,994) from FY 2014 to FY 2017, and was below the benchmark of 9,126.
- The unduplicated headcount in continuing education increased 4% (6,692 to 6,948) from FY 2014 to FY 2017, and was below the benchmark (6,980) by 32 students.
- The market share of recent, college-bound high school graduates in fall 2016 increased 0.3% to 59.7% from fall 2015, and is nearing the 2020 benchmark of 61%.
- Students concurrently enrolled in both college-level and high school courses increased 100% (495 to 990) from FY 2014 to FY 2017, and exceeded the benchmark of 870 students.
- Online credit enrollment increased 42% (5,868 to 8,338) from FY 2014 to FY 2017, and is approaching the benchmark of 9,032.
- Online continuing education enrollment increased 255% (396 to 1,407) from FY 2014 to FY 2017, and exceeded the benchmark of 750.
- Tuition and fees remained at 47% of the MD state public universities rates, supporting the affordability of attending FCC and meeting the benchmark. The full-time tuition and fees for 30 credits at FCC was \$4,385 in FY 2017. This calculates to be 47% of the average at Maryland's four-year public universities, which was \$9,260.
- The unduplicated headcount in continuing education community service and lifelong learning courses increased 14% (2,599 to 2,951) between FY 2014 and FY 2017, and exceeded the benchmark (2,861).
- Unduplicated headcount in continuing education basic skills and literacy courses increased 14% (1,458 to 1,665) from FY 2014 to FY 2017, nearing the benchmark of 1,891.
- The percent of nonwhite students enrolled in credit (36%) and continuing education (37%) courses was higher than the percent of the nonwhite population in Frederick County (24%).
- The percent of nonwhite students in credit courses was 36% in FY 2017 and reached the benchmark (36%).
- The percent of nonwhite students in continuing education courses was 37%, and exceeded the benchmark (36%).
- The percent of full-time nonwhite faculty increased 0.6% between fall 2014 and fall 2017 to 18.6%, and is approaching the benchmark (21%).

- The percent of full-time nonwhite administrative and professional staff increased 4% between fall 2014 and fall 2017 to 21%, and reached the benchmark (21%).

The College continues to address the following indicators:

- A decline in the market share of first-time, full-time freshmen (50%) in fall 2017 compared to fall 2016 (54%), which dropped below the benchmark (53%).
- A decline in the market share of part-time undergraduates (75%) in fall 2017 compared to fall 2016 (76%), which was one percent lower than the benchmark (76%).

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

The retention of students, as it relates to academic success, has been positively impacted by several initiatives. One example is the Student Success Alert System in which an early email alert is sent to students by their instructor indicating concern regarding the student’s performance in class. Instructors send Success Alerts to students through their myFCC email when students have frequent absences, missed assignments/exams, or are handing in late work. Instructors list specific actions students should consider and provide information about a variety of support services. Success Alerts are intended to be early warnings so students can take the steps needed to be successful in a course. All Learning Support departments support faculty who issue and students who receive Student Success Alerts. Financial Aid has also incorporated the use and review of Student Success Alerts into business procedures when attendance questions and issues related to the awarding of federal financial aid arise.

Another retention initiative is the identification of degree-seeking students who have not met their math and English requirements by the 24-credit benchmark. Students who have not completed their math and English are notified that this is required by the Maryland College and Career Readiness Act of 2013. Through this new initiative for direct communication, approximately 70% of the students who were notified met with counselors to receive academic advising.

Financial Literacy has increased through partnerships across campus. Finance and Financial Aid partnered to develop a *Financial Aid Awareness* sheet for students that communicates the ‘Rules that keep aid going.’ Veterans and Adult Services collaborated with the United Way to develop on-campus financial literacy programs titled “*Budget Basics*” and “*Power over Debt.*” Admissions and Financial Aid staff presented on the topic of financial awareness at community events. Athletics and Financial Aid have partnered to provide federal financial aid education and information to the coaching staff. Financial Aid and Adult Education partnered to identify which financial aid brochures would be of most benefit to have available in Spanish for students in offices throughout the campus.

Registration and Records revamped the graduation application evaluation process to better utilize the student information system and enhance goal attainment as it relates to the achievement of an associate degree. New graduation initiatives include:

- **Identification of students who have completed degree requirements but have not applied to graduate** - this process identifies students who will complete all degree requirements in the term but have not applied for graduation. The process involves tracking students in PeopleSoft, communicating deadlines and reminders to apply for graduation via email and phone, and providing lists of these students to program managers. This initiative reduces the

number of students who fail to apply (resulting in conferral in later semester or no conferral) and earlier graduation approval.

- **Monitoring changes in enrollment of students approved for graduation** - this process, developed utilizing PeopleSoft, identifies changes in the graduation status of students already approved for graduation. This initiative allows intrusive measures for students whose status changes from complete to incomplete to ensure students remain on-track.
- **Earlier identification of students who had to postpone graduation to finish necessary coursework** - when a student's status changes from complete to incomplete, Registration and Records emails the student and program manager to notify them of graduation status and facilitate academic planning.
- **Reverse Transfer** - a "*Reverse Transfer*" website has been created outlining the benefits and steps of applying credits back to FCC to attain an associate degree. Future additions to this website include info about reverse transfer agreements (ex: University of Maryland University College--UMUC), and video/photos with student quotes about the benefits of reverse transfer. In addition to formal reverse transfer agreements, Registration and Records has developed an informal reverse transfer relationship with the University of Maryland Baltimore County (UMBC) Registration office.
- **Earlier posting of degrees** – this process further develops the graduation application evaluation process to allow for more expedited degree posting, benefitting students who require transcripts of degree completion for transfer, employment, or professional licensure exams.

The Academic Affairs, Continuing Education, and Workforce Development team developed a five-year Academic Master Plan (AMP) this past year through a collaborative process involving input from 125 participants. The AMP consists of four themes: educational excellence, academic support and infrastructure, academic affairs faculty/staff development and leadership, and modernization and impact. These four themes have corresponding goals and objectives and are linked to the goals of the MSP and to the Middle States Standards for Accreditation. The AMP has criteria for academic program review, curriculum development, and course and program assessment, with benchmarks to gauge the FCC student lifecycle and guided pathways progress. The AMP is linked to the College IT Strategic Plan, the Facilities Master Plan, and the annual budgeting process.

In an effort to streamline the transfer process between the College and four-year institutions, as emphasized in the MSP, FCC has made a concerted effort to target articulation agreements with the top transfer institutions resulting in fourteen new articulation agreements with four-year universities in the state of Maryland: L'Academie de Cuisine, Mount St. Mary's University, Salisbury University, Stevenson University, and the University of Maryland-Baltimore College.

Additional progress toward FCC Benchmarks related to the MSP Success goal is noted below:

- The fall-to-fall retention rate was 63% for developmental students, one percent lower than the benchmark (64%). The same rate for college-ready students was 60%, and met the benchmark (60%).
- The fall-to-fall retention rate (fall 2015 to fall 2016 cohorts) for Pell Grant recipients was 62%, exceeding the benchmark of 59%. The same rate was 60% for non-Pell recipients and no benchmark was required for this indicator.

- The developmental student completion rate was 66%, which exceeded the benchmark (63%) and the last cohort (65%).
- The successful-persister rate for all students (80%) was below the benchmark (81%), however this rate among college-ready students was 89%, and exceeded the benchmark of 87%. The developmental completers rate (81%) declined from the prior year (82%), and is approaching the benchmark (84%). In the developmental non-completers cohort, the pass rate was 32%, and has fluctuated across the past three cohorts (46%, 46%, and 34%).
- The graduation-transfer rate after four years for all students in the cohort was 67% and met the benchmark (66%). The rate for college-ready students was 83%, and exceeded the benchmark of 80%. The rate for developmental completers was 60%, and met the benchmark (60%).
- The graduation-transfer rate after four years for Black/African-American students was 56% and exceeded the benchmark of 55%.
- The number of certificates awarded in FY 2017 (230) increased 31% since 2014 and exceeded the benchmark (211).
- The number of career degrees awarded in FY 2017 (193) increased 7% compared to FY 2014 and was lower than the benchmark (355).
- Graduate satisfaction with educational goal achievement remained high (97%), and exceeded the benchmark (96%).
- Non-returning student satisfaction with educational goal achievement was 74% for spring 2017 cohort, and exceeded the benchmark (73%).
- Graduate satisfaction with transfer preparation, based on FY 2016 graduates' responses to the Graduate Follow-Up Survey, was 90% and met the benchmark (90%).
- The cumulative GPA of 2.0 or above for transfer students at Maryland public universities after the first year was 87%, which exceeded the benchmark of 84%. Also, the mean GPA for these students was 2.94, which exceeded the benchmark of 2.88.
- STEM program credit enrollments increased from 1,631 in fall 2016 to 1,730 in fall 2017, and was below the benchmark of 1,811.
- The number of awards in STEM programs for FY 2016 increased 61% from FY 2014 (350 to 563) and exceeded the benchmark of 357.
- The percent of total FY 2017 unrestricted operating expenditures on instruction (49%) met the benchmark (49%), academic support was 2%, which did not meet the benchmark of 5%, student services was 15%, which exceeded the benchmark of 14%, and other expenditures was 33%, which met the benchmark of 33%.

The College continues to address the following indicators:

- The number of degrees and certificates awarded in FY 2017 (1,142) increased 12% compared to FY 2014 (1,023), and is progressing toward the 2020 benchmark (1,302).
- The Hispanic student successful-persister rate after four years for the 2013 cohort was 67%, lower than the benchmark of 76%. This rate for Black/African-American students was 69% and was lower than the benchmark of 71%. Also, the same rate for Asian students was 74% and lower than the benchmark of 81%.
- The Hispanic student graduation-transfer rate after four years for the 2013 cohort was 49%, lower than the benchmark of 60%. Also, the same rate for Asian students was 71% and surpassed the benchmark of 66%.
- The first-time pass rate for Registered Nursing students has fluctuated between FY 2014 and FY 2017 (80%, 89%, 91%, and 85%) and was below the benchmark (86%). The pass rate has

improved since the adoption of the Test of Essential Academic Skills exam taken by nursing students as a pre-exam exercise.

- The first-time pass rate for students taking the Respiratory Care (RC) licensure and certification exam was 64%, which marked a decline compared to the past three years (67%, 78%, and 70%), and was below the benchmark of 80%.
- The number of transfer degrees awarded in FY 2017 (684) increased 3% since 2014 and is lower than the benchmark (736).

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

The community college presidents in Maryland have tasked the Maryland Council of Community College Chief Academic Officers to develop a set of best practices for community colleges through the adoption of guided pathways. FCC has been a leader in that conversation, and is far along in the process of building a pathways infrastructure. FCC has redesigned its academic programs to provide more flexible student degree options. The academic pathways provide guidance for both full-time and part-time students. Publicized course rotations enable students to identify what classes will be available to them in future semesters, and whether they will be offered in day, evening, or online formats. Finally, transfer grids enable students to select courses appropriate not only for the completion of their FCC degree, but ensure that the coursework is appropriate for their next destination in higher education.

To give students the opportunity to better identify their interests, while ensuring that their coursework will transfer effectively, Arts and Sciences has moved the majority of its curriculum under ‘umbrella degrees.’ Students seeking an A.A. or A.S. transfer degree can choose to major in Arts and Humanities, Social Sciences, or STEM. These umbrella degrees offer students the maximum possible amount of flexibility to explore their academic interests within an interrelated set of disciplines. Students who enter with or develop a clearer academic pathway can shift into one of the many areas of concentrations that exist under the umbrella degrees. The General Studies degree now serves students whose academic interests do not align with one of the umbrella programs, or students who are undecided about a specific major allowing them to explore career and academic interests that will eventually steer them into a more focused program.

Additional progress toward FCC Benchmarks related to the MSP Innovation goal is noted below:

- Course enrollments in Continuing Education and Workforce Development increased by 2% (2,791 to 2,854) from FY 2014 to FY 2017, and exceeded the benchmark of 2,671.
- Course enrollments in unduplicated continuing professional education leading to government or industry-required certification or licensure increased 4% (976 to 1,019) from FY 2014 to FY 2017, and exceeded the benchmark of 864.
- Contract training course enrollments increased 20% (1,396 to 1,673) from FY 2014 to FY 2017, and exceeded the benchmark of 1,032. However, the number of business organizations (26) declined for the same period (35) indicating that, although FCC had fewer contracts, more students were enrolled in each contract.
- The employer satisfaction rate with Contract Training was 100%, which exceeded the benchmark of 95%.

The College continues to address the following indicators:

- The rate of career program graduates employed full-time in a related field was 80%, which marked a decline compared to the last survey conducted in 2014 (91%) and dropped below the benchmark (89%).
- Graduate satisfaction with job preparation was (63%) which marked a decline compared to the 2014 survey result (91%) and dropped below the benchmark (90%).

Question Raised by MHEC:

Successful-persister rate after four years all students in cohort (Indicator 16d)
Successful-persister rate after four years of African-American/Black students (Indicator 17a).
Graduation-transfer rates after four years all students in cohort (Indicator 18d)
Graduation-transfer rates after four years of African-American/Black students (Indicator 19a).

Commission Assessment: In response to the 2017 Performance Accountability Report, the Commissioners expressed concern about the persistent statewide gaps in college success and completion when comparing African-American students with their peers. To better understand the contributing factors and institutional responses to these persistent gaps, the Commission seeks additional insight tied to these indicators.

In its 2017 Performance Accountability Report, the College reported data on trends in successful-persister rates and graduation-transfer rates, both for all students and African-American students. The gaps in achievement between these student populations has lessened over time but gaps still exist for the most recent cohort (8.6 percentage points for successful-persister rates and 10.6 percentage points for graduation –transfer rates).

Discuss what factors contribute to this gap in performance on these indicators and the steps the College has been taking to shrink them.

Response to MHEC Assessment:

The discrepancy between the placement test statuses of African-American students as compared to all students is one factor that contributed to a performance gap. Per the latest Degree Progress Report for the 2013 cohort, 24% of African-American students who took the placement test were identified as college-ready students as compared to 41% of all students. As a result, the gap existed when their college experience began. Further, the rate of developmental completers was lower among African-American students (25%) than all students (31%). The graduation/transfer rate gap for college-ready African-American students (80%) was smaller compared to all students (83%). The College has implemented several strategies to help students complete their developmental courses in a timely manner and to successfully persist, graduate, or transfer. The result of these strategies will be assessed in future Degree Progress cohorts. Three main strategies to address this gap are discussed below, including: developmental course reforms, expanding access to Multicultural Student Services, and professional development of faculty and staff around culturally responsive teaching.

The process for earning required English and math credits at FCC has changed significantly from FY 2015 to FY 2018. Developmental course reforms enable students to advance to credit courses more quickly and spend less time completing developmental coursework. Streamlining the pathways for students to promote success and completion has been a major focus of the College

over the past two years. The Developmental English program underwent a major redesign blending two levels of independent reading and writing courses into a single course, which has minimized the time to prepare students for college-level classes. Students testing into this blended course reduce their course load and costs by four credits from a total of six credits across two courses, to two credits from one blended course. The blended course was designed to close the achievement gap for minority and first-generation students, further enabling them to graduate and/or transfer at a higher rate. Similarly, a single, blended developmental math course was created by combining an intermediate algebra and a college-level credit math course. The course is designed to shorten the time it takes students to complete their degree and finish their college-level math requirement.

FCC established the Office of Multicultural Student Services (MSS) in 1998 to provide comprehensive support to address the specific needs of underrepresented students of color. MSS interventions consist of academic planning through curriculum pathways, counseling, mentoring, leadership development, and dynamic cross-cultural experiences to ensure the successful transition to college and completion of a college degree or certificate. Using an intrusive advising model, and strategic partnerships with faculty, MSS offers additional assistance to students who may be experiencing academic challenges, having difficulty adjusting to the college environment, or just need a little extra support.

On average, students of color who are engaged in MSS have higher persistence and graduation rates than those who are not. MSS has increased its outreach efforts programmatically in partnership with other units at the College, including the Office of Diversity Equity and Inclusion (ODEI), Center for Student Engagement, and in the classrooms. MSS effectively addresses access and retention for first year students of color through the Partnership for Achieving Student Success (PASS) program and successfully created a partnership with the FCC Foundation to offer a scholarship to PASS participants to increase their retention from year one to two. The College is exploring new ways to address persistence and goal completion through the PASS program.

Multiple units across the College have been also addressing these achievement gaps. For example, the Center for Teaching and Learning offers Culturally Responsive Teaching grants to faculty who want to strengthen their practice. During FY 2018, ODEI offered professional development opportunities including trainings and conferences to strengthen the cultural responsiveness of our classrooms, faculty, and staff. In the summer of 2018, the College offered the first summer institute for faculty to conduct course transformations focused on culturally responsive curriculum and teaching. During FY 2018, the College developed an Academic Master Plan in which diversity, equity, inclusion, as well as academic access, retention, and success were centered. Two of the four main goals involved using resources to strengthen the capacities of faculty to be culturally responsive as well as expanding services and resources to support the “success, persistence, and completion of current and emerging student populations” (FCC Academic Master Plan, 2018). During the FY 2019 year, ODEI and the President’s Diversity Advisory Council are developing a Diversity Strategic Plan and addressing the gap in achievement will be part of the strategic interventions.

COMMUNITY OUTREACH AND IMPACT

In support of community partnerships and college readiness, FCC maintains a thriving Dual Enrollment program involving close collaboration with Frederick County Public schools (FCPS). Dual Enrollment offers current high school students the opportunity to access College credit-

bearing courses through Open Campus, where high school students complete a College course on the FCC campus or through the online program; or High School Based, where partnering high schools provide students the opportunity to enroll in College courses that are taught at their local high school. Of particular note, through dual enrollment, the College has established a close collaborative partnership with the staff and administration of Frederick High School and its LYNX (Linking Youth to New Experiences) program to provide students with three career pathway options (one credit bearing, two continuing education) that lead to industry credentials.

Another major community partnership the College supports has recently been enhanced by the co-location of Frederick County Workforce Services (FCWS) with the FCC Monroe Center. The co-location of FCWS gives community members and partner agencies a range of education, employment, and training-related services in one location. The co-location serves to increase collaboration and maximize opportunities for students under the Workforce Innovation and Opportunity Act (WIOA). Over the past year, the College, through its Adult Basic Education program (Title II), and FCWS have collaborated along with other required partners for more efficient referral processes, as well as those that allow for the co-enrollment of Adult Education students in Title I services.

In addition to the WIOA partner alignment, the Workforce Development team located at the Monroe Center continues to work with employment specialists and business engagement partners of FCWS to develop cohort training programs that align with the local plan. This past year, FCC/FCWS collaborations included training in Patient Care Tech, Administrative Assistant, and Information Technology programs. These short-term training opportunities allow FCWS customers to access high quality programming linked to needed workplace skills and competencies.

Other outreach efforts include:

- On September 16, 2017, fifteen FCC students teamed with five students from Hood College to participate in the Waterway Cleanup Service Project. The goal of the project was cleaning the section of Rock Creek that runs through Willowdale Park in Frederick. Together, the group pulled more than 1,000 pounds of debris from in and around the creek. This is the fourth year in a row that leaders with the FCC Honors Student Association (HSA) have co-sponsored this service project. In addition to helping our community, this service project also lets students know about the honors pathway from FCC to our four-year partner colleges, including Hood.
- The Maryland Emergency Management Registered Apprenticeship Program (MEMRAP) proposed by the Mid-Atlantic Center for Emergency Management (MACEM) at FCC was approved by the Maryland Apprenticeship Training Commission (MATC). MACEM developed the Registered Apprenticeship program in partnership with the Maryland Department of Labor, Licensing and Regulation (DLLR) Apprenticeship and Training Program, which announced the approval in October of 2017.
- FCC and Frederick County Government held a ribbon cutting and dedication ceremony on October 18, 2017 to celebrate the new colocation of Frederick County Workforce Services (FCWS) and FCC Continuing Education and Workforce Development (CEWD) at the recently renovated Monroe Center. A portion of the Monroe Center, which has housed CEWD programs since 2009, will now also be home to FCWS, allowing community members and

partner agencies to access a range of education, employment, and training-related services in one location.

- In December of 2017, the FCC Foundation received a \$60,000 general grant with a matching component to benefit the Student Success Funds program and Building Trades Scholarships from the Ausherman Family Foundation. This gift will help FCC students who are facing financial emergencies and are in danger of dropping out of school, and offer an incentive to students in the building trades program.
- In February of 2018, FCC partnered with Woman to Woman Mentoring, Inc., Hood College, and the Frederick National Laboratory for Cancer Research to build a program to attract and retain girls and women to science, technology, engineering, and mathematics (STEM) professions. The Million Women Mentors (MWM) movement is a national movement and these organizations are working together to bring it to the Frederick region. A pilot program recently began for undergraduate students between the ages of 18 to 24. It is running this year from February through October 2018.
- On March 3, 2018, FCC and the American Association of University Women (AAUW) Frederick co-sponsored an afternoon tea fundraiser in support of the Project Forward Step program. This marked the 7th year for the fundraiser, which offers afternoon tea served in vintage china teacups, along with light refreshments. The program featured speakers on the theme “Women Leaders: Challenges and Journeys,” and included Dr. Jennifer Brannan, a virologist at USAMRIID, Fort Detrick; Sonya Brown-Jenkins, with the National Association of Negro Business and Professional Women's Club of Frederick; and Elizabeth Cromwell, the former President and CEO of the Frederick County Chamber of Commerce.
- FCC welcomed internationally-renowned chef, author, and humanitarian José Andrés to the main campus for a Frederick Reads speaker event on March 20, 2018. Recognized as one of Time Magazine’s “100 Most Influential People,” Andrés is the chef/owner of ThinkFoodGroup, the team responsible for renowned dining concepts in Washington, DC; Las Vegas; Los Angeles; Miami; and Puerto Rico. After the speaker event, Andrés met with Hospitality Culinary and Tourism Institute students to talk more in depth about his life and experiences. The event allowed students to get to know Andrés on a more personal level.
- On May 1, 2018, members of the FCC Foundation Board of Directors and the FCC Foundation Scholarship Program Manager presented the first FCC Merit Scholarships and Post-Dual Enrollment Scholarships to students at every Frederick County public high school. The two-year FCC Merit Scholarships are given to one graduating senior from each high school and are valued at up to \$8,800. The one-year Post-Dual Enrollment Scholarships are given to one graduating senior from each high school and the Career and Technology Center (CTC) and are valued at up to \$4,400.
- FCC celebrated four outstanding business and community partners during the 2018 President’s Business Appreciation Awards breakfast on May 7, 2018. These annual awards recognize business and non-profit partners for their commitment, contributions, and support of the College mission and its students. The following awards were presented at the breakfast:
 - **Business Partner of the Year: Glade Valley Center**-The Glade Valley Center has been a longtime supporter of the FCC Certified Nursing Assistant/Geriatric Nursing Assistant (CNA/GNA) Program.
 - **Non-Profit Partner of the Year: The YMCA of Frederick County**
In addition to serving the Frederick community with its many services and programs, the YMCA of Frederick County has shown its commitment to employee development

by partnering with FCC for more than 10 years to provide on-site childcare licensing courses to its staff.

- **Business Donor of the Year: Ryan Yu, Daly Computers**
Ryan Yu was recognized for his contribution to the FCC Foundation Student Success Funds. Yu is the President of Daly Computers, which has offered IT services to education and government clients for more than 30 years. The Student Success Funds were initiated in 2015 by President Elizabeth Burmaster to help support FCC students facing a financial crisis and in danger of dropping out. These funds can help cover the costs of tuition, books, car repairs, public transit fees, childcare, and other expenses.
- **Business Leader of the Year: Dr. Mina Izadjoo**
Dr. Mina Izadjoo, President and Chief Science Officer of Integrated Pharma Services (IPS), has supported the FCC Bioprocessing Technology Program and its students in many ways. She has volunteered her time and resources to provide internship opportunities to students in a field where real-world experience is critical.
- FCC and FCPS partnered for the 11th Annual Future Link event on May 30, 2018. During the event, more than 1,000 seventh-grade students from across the county came to FCC to learn from professionals in various STEM fields including information technology, biotechnology, manufacturing, engineering, nursing, and more. Students attended breakout sessions taught by FCC professors, other local educators, and professionals from many state and national organizations and businesses. Future Link is made possible through a collaboration between FCC, Frederick County Public Schools, Frederick County Workforce Services, the Frederick Chamber of Commerce, and the Frederick County Health Department.
- On June 14, 2018, FCC and Mount St. Mary's University (MSMU) announced a new agreement to provide FCC graduates a tuition reduction for programs at the MSMU Frederick Campus. Under the new agreement, FCC graduates will receive 20 percent off their tuition at the MSMU Frederick Campus for the following undergraduate programs offered through Graduate, Continuing, and Professional Studies: business administration, criminal justice, accounting, and human services.

ACCOUNTABILITY INDICATORS

See attached FCC 2018 Accountability Indicators Table.

**FREDERICK COMMUNITY COLLEGE
2018 ACCOUNTABILITY REPORT**

Student 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 2014	Fall 2015	Fall 2016	Fall 2017
A. Credit students enrolled part time	65.8%	66.8%	68.1%	67.4%
B. Credit students with developmental education needs	57.5%	53.1%	52.5%	49.2%
	Spring 2015	Spring 2016	Spring 2017	Spring 2018
C. Credit students who are first-generation college students (neither parent attended college)	27.8%	27.3%	26.4%	26.0%
	FY 2014	FY 2015	FY 2016	FY 2017
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	2,129	2,096	2,642	2,864
	FY 2014	FY 2015	FY 2016	FY 2017
E. Financial aid recipients				
a. Credit students receiving Pell grants	19.5%	21.1%	18.4%	16.2%
b. Credit students receiving loans, scholarships and/or need-based financial aid	33.9%	34.2%	32.1%	29.5%
	Fall 2014	Fall 2015	Fall 2016	Fall 2017
F. Students 25 years old or older	33.2%	30.4%	28.9%	28.3%
a. Credit students				
	FY 2014	FY 2015	FY 2016	FY 2017
b. Continuing education students	83.3%	82.2%	79.3%	79.1%
	Spring 2010	Spring 2012	Spring 2014	Spring 2016
G. Credit students employed more than 20 hours per week	54.6%	65.4%	55.5%	67.0%
	Fall 2014	Fall 2015	Fall 2016	Fall 2017
H. Credit student racial/ethnic distribution				
a. Hispanic/Latino	9.7%	10.7%	10.9%	11.7%
b. Black/African-American only	12.9%	12.7%	12.4%	12.7%
c. American Indian or Alaskan native only	0.4%	0.4%	0.3%	0.2%
d. Native Hawaiian or other Pacific Islander only	0.0%	0.0%	0.1%	0.1%
e. Asian only	4.7%	4.7%	4.5%	4.8%
f. White only	68.2%	67.0%	66.5%	64.4%
g. Multiple races	3.1%	3.7%	4.5%	4.8%
h. Foreign/Non-resident alien	0.6%	0.6%	0.6%	1.1%
i. Unknown/Unreported	0.5%	0.4%	0.2%	0.3%
	FY 2014	FY 2015	FY 2016	FY 2017
I. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$17,951	\$21,798	\$17,703	\$16,653
b. Median income three years after graduation	\$42,931	\$44,824	\$42,120	\$43,624

Goal 1: Access

	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
1. Annual unduplicated headcount					
a. Total	14,839	15,256	15,034	15,610	15,635
b. Credit students	8,535	8,497	8,775	8,994	9,126
c. Continuing education students	6,692	7,137	6,576	6,948	6,980
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
2. Market share of first-time, full-time freshmen	49.9%	54.3%	54.4%	50.0%	53.0%
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
3. Market share of part-time undergraduates	75.1%	75.6%	75.5%	74.7%	76.0%
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Benchmark Fall 2020
4. Market share of recent, college-bound high school graduates Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.	64.2%	54.9%	59.4%	59.7%	61.0%
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
5. High school student enrollment	495	844	1,026	990	870
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
6. Enrollments in online courses					
a. Credit	5,868	6,308	7,803	8,338	9,032
b. Continuing education	396	1,121	897	1,407	750
	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2021
7. Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	46.3%	47.1%	47.0%	47.4%	48.0%
	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020

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8	Enrollment in continuing education community service and lifelong learning courses	2,599	2,877	2,542	2,951	2861
	a. Unduplicated annual headcount	5,506	5,743	5,340	5,886	6,010
	b. Annual course enrollments					
		FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	1,458	1,468	1,680	1,665	1,891
	b. Annual course enrollments	2,943	3,065	3,610	3,596	4,063
10	Minority student enrollment compared to service area population					Benchmark Fall 2020
	a. Percent nonwhite credit enrollment	31.8%	33.0%	33.6%	35.6%	36.0%
		FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
	b. Percent nonwhite continuing education enrollment	32.2%	38.9%	37.2%	36.9%	36.0%
		July 2014	July 2015	July 2016	July 2017	Benchmark July 2020
	c. Percent nonwhite service area population, 18 or older	21.2%	21.9%	22.6%	23.5%	Not Applicable
		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
11	Percent minorities (nonwhite) of full-time faculty	18.0%	19.0%	18.2%	18.6%	21.0%
		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
12	Percent minorities (nonwhite) of full-time administrative and professional staff	17.0%	19.3%	19.0%	21.0%	21.0%

Goal 2: Success

						Benchmark Fall 2019 Cohort
		Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	
13	Fall-to-fall retention					
	a. Developmental students	63.6%	63.5%	65.6%	62.7%	64.0%
	b. College-ready students	56.5%	57.1%	58.9%	59.5%	60.0%
		Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2019 Cohort
14	Fall-to-fall retention					
	a. Pell grant recipients	61.2%	55.0%	64.6%	61.8%	59.0%
	b. Non-recipients	60.2%	60.6%	59.2%	59.6%	Not Applicable

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		Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
15	Developmental completers after four years	61.6%	62.0%	64.9%	66.0%	63.0%
		Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
16	Successful-persister rate after four years					
	a. College-ready students	87.8%	90.8%	87.8%	88.6%	87.0%
	b. Developmental completers	77.7%	79.8%	82.2%	81.3%	84.0%
	c. Developmental non-completers	45.5%	45.7%	34.3%	32.2%	Not Applicable
	d. All students in cohort	79.2%	80.7%	79.8%	80.1%	81.0%
		Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
17	Successful-persister rate after four years					
	a. Black/African-American only	78.1%	73.0%	71.2%	68.9%	71.0%
	b. Asian only	-	-	89.8%	74.1%	81.0%
	c. Hispanic/Latino	90.5%	63.8%	83.5%	67.0%	76.0%
	Note: Not reported for groups with < 50 students in the cohort for analysis.					
		Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
18	Graduation-transfer rate after four years					
	a. College-ready students	80.2%	82.9%	78.6%	83.3%	80.0%
	b. Developmental completers	57.9%	59.5%	62.0%	60.1%	60.0%
	c. Developmental non-completers	33.0%	40.0%	32.2%	26.7%	Not Applicable
	d. All students in cohort	65.3%	66.8%	65.9%	66.7%	66.0%
		Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
19	Graduation-transfer rate after four years					
	a. Black/African-American only	59.0%	55.5%	55.3%	55.7%	55.0%
	b. Asian only	-	-	74.6%	70.7%	66.0%
	c. Hispanic/Latino	71.4%	47.8%	61.5%	48.5%	60.0%
	Note: Not reported for groups with < 50 students in the cohort for analysis.					
		FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
20	Associate degrees and credit certificates awarded					
	a. Career degrees	180	190	203	193	355
	b. Transfer degrees	667	707	778	684	736
	c. Certificates	176	183	187	265	211
	d. Total awards	1,023	1,080	1,168	1,142	1,302
		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
21	STEM programs	1,841	1,700	1,631	1,730	1,811
	a. Credit enrollment					
		FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
	b. Credit awards	350	386	401	563	357
		Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
22	Graduate satisfaction with educational goal achievement	97.0%	96.8%	96.5%	97.0%	96.0%
		Spring 2011 Cohort	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Benchmark Spring 2019 Cohort
23	Non-returning student satisfaction with educational goal achievement	73.0%	68.4%	75.0%	74.4%	73.0%
		Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
24	Graduate satisfaction with preparation for transfer	97.0%	96.8%	85.0%	90.0%	90.0%
	Note: Response categories changed starting in 2016.					
		FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
25	Licensure/certification examination pass rates					
	a. Registered Nursing	79.5%	88.9%	91.2%	85.1%	86.0%
	Number of Candidates	83	72	81	67	
	b. Respiratory Care	66.7%	77.8%	70.0%	64.3%	80.0%
	Number of Candidates	15	18	22	14	
		AY 13-14	AY 14-15	AY 15-16	AY 16-17	Benchmark AY 2019-20
26	Performance at transfer institutions					
	a. Cumulative GPA after first year of 2.0 or above	Not Available	Not Available	90.4%	86.9%	84.0%
	b. Mean GPA after first year	Not Available	Not Available	2.97	2.94	2.88

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Methodology to calculate this indicator changed starting in AY 15-16

	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
27 Expenditures by function					
a. Instruction	49.0%	49.3%	49.1%	49.3%	49.0%
b. Academic support	4.4%	3.7%	3.2%	2.4%	4.5%
c. Student services	12.9%	14.3%	14.6%	15.2%	13.5%
d. Other	33.8%	32.7%	33.1%	33.1%	33.0%

Goal 3: Innovation

	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
28 Full-time employed career program graduates working in a related field	96.0%	90.3%	90.5%	80.0%	89.0%

	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
29 Graduate satisfaction with job preparation Note: Response categories changed starting in 2016.	89.0%	96.3%	90.5%	62.5%	90.0%

	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
30 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	2,791	3,010	2,517	2,854	2,671
b. Annual course enrollments	3,808	4,355	3,800	5,014	4,033

	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
31 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	976	929	814	1,019	864
b. Annual course enrollments	1,281	1,289	1,150	1,240	1,221

	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
32 Number of business organizations provided training and services under contract	35	31	25	26	70

	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
33 Enrollment in contract training courses					
a. Unduplicated annual headcount	1,396	1,248	1,001	1,673	1,032
b. Annual course enrollments	2,673	1,853	2,312	3,438	1,979

	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
34 Employer satisfaction with contract training	88.0%	92.9%	100.0%	100.0%	95.0%

**Frederick Community College
Degree Progress Four Years after Initial Enrollment
Fall 2013 Entering Cohort**

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers			
1	First-time full- and part-time fall headcount		1799		826		642		331	
2	Number attempting fewer than 18 hours over first 2 years		721		389		91		241	
3	Cohort for analysis (Line 1 – Line 2)		1078	100.0%	437	100.0%	551	100.0%	90	100.0%
4	Earned Associate degree from this community college		418	38.8%	221	50.6%	196	35.6%	1	1.1%
5	Earned certificate, but no degree, from this community college		27	2.5%	10	2.3%	13	2.4%	4	4.4%
6	Total associate and certificate graduates (Line 4 + Line 5)		445	41.3%	231	52.9%	209	37.9%	5	5.6%
7	Transferred to Maryland two-year/technical college		41	3.8%	13	3.0%	22	4.0%	6	6.7%
8	Transferred to Maryland public four-year college		302	28.0%	177	40.5%	121	22.0%	4	4.4%
9	Transferred to Maryland private four-year college or university		61	5.7%	35	8.0%	25	4.5%	1	1.1%
10	Transferred to out-of-state two-year/technical college		19	1.8%	3	0.7%	12	2.2%	4	4.4%
11	Transferred to out-of-state four-year college or university		149	13.8%	84	19.2%	58	10.5%	7	7.8%
12	Total transfers (sum of Lines 7 - 11)		572	53.1%	312	71.4%	238	43.2%	22	24.4%
13	Graduated from this college and transferred (Line 6 □ Line 12)		298	27.6%	179	41.0%	116	21.1%	3	3.3%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		719	66.7%	364	83.3%	331	60.1%	24	26.7%
15	No award or transfer, but 30 credits with GPA ≥ 2.00		62	5.8%	9	2.1%	52	9.4%	1	1.1%
16	Successful transition to higher ed (Line 14 + Line 15)		781	72.4%	373	85.4%	383	69.5%	25	27.8%
17	Enrolled at this community college last term of study period		83	7.7%	14	3.2%	65	11.8%	4	4.4%
18	Successful or persisting (Line 16 + Line 17)		864	80.1%	387	88.6%	448	81.3%	29	32.2%

Frederick Community College
Degree Progress Four Years after Initial Enrollment
Fall 2013 Entering Minority Cohorts

		African American Students		Asian, Pacific Islander Students		Hispanic Students		White Students	
1	First-time full- and part-time fall headcount	231		97		150		1306	
2	Number attempting fewer than 18 hours over first 2 years	109		39		47		523	
3	Cohort for analysis (Line 1 – Line 2)	122	100.0%	58	100.0%	103	100.0%	783	100.0%
4	Earned Associate degree from this community college	32	26.2%	23	39.7%	29	28.2%	322	41.1%
5	Earned certificate, but no degree, from this community college	2	1.6%	3	5.2%	2	1.9%	20	2.6%
6	Total associate and certificate graduates (Line 4 + Line 5)	34	27.9%	26	44.8%	31	30.1%	342	43.7%
7	Transferred to Maryland two-year/technical college	11	9.0%	1	1.7%	6	5.8%	23	2.9%
8	Transferred to Maryland public four-year college	28	23.0%	23	39.7%	27	26.2%	218	27.8%
9	Transferred to Maryland private four-year college or university	3	2.5%	2	3.4%	5	4.9%	50	6.4%
10	Transferred to out-of-state two-year/technical college	2	1.6%	2	3.4%	1	1.0%	13	1.7%
11	Transferred to out-of-state four-year college or university	12	9.8%	4	6.9%	8	7.8%	124	15.8%
12	Total transfers (sum of Lines 7 - 11)	56	45.9%	32	55.2%	47	45.6%	428	54.7%
13	Graduated from this college and transferred (Line 6 □ Line 12)	22	18.0%	17	29.3%	28	27.2%	227	29.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	68	55.7%	41	70.7%	50	48.5%	543	69.3%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	7	5.7%	1	1.7%	8	7.8%	45	5.7%
16	Successful transition to higher ed (Line 14 + Line 15)	75	61.5%	42	72.4%	58	56.3%	588	75.1%
17	Enrolled at this community college last term of study period	9	7.4%	1	1.7%	11	10.7%	61	7.8%
18	Successful or persisting (Line 16 + Line 17)	84	68.9%	43	74.1%	69	67.0%	649	82.9%