2023 PERFORMANCE ACCOUNTABILITY REPORT

This report was approved by the Board of Trustees on September 20, 2023 and submitted to the Maryland Higher Education Commission.

September 20, 2023

TO:	Dr. Annesa Payne Cheek, President
	Members of the Board of Trustees
	Frederick Community College
FROM:	Gerald Boyd
	Special Assistant to the President for Institutional Effectiveness
Prepared by:	Dr. Gohar Farahani, Executive Director
	Planning and Institutional Effectiveness
TITLE:	Approval of MHEC 2023 Accountability Report

OVERVIEW:

The Maryland Higher Education Commission (MHEC) Performance Accountability Report (PAR) is required under Sections §11-304 through §11-308 of the Education Article of the Annotated Code of Maryland. The statute requires that *every year the president of each public institution of higher education shall submit to its governing board a written report on the attainment by the institution of the objectives in the performance accountability plan of the institution. The governing boards of each postsecondary institution will then submit to the MHEC a performance accountability plan and an annual report on the progress toward the goals of that plan.*

The College received a memorandum from MHEC on April 2023 that gave notice that the FY 2022 Performance Accountability Report for the State's public colleges and universities was accepted by MHEC at its January meeting. The report was forwarded to the Governor and the General Assembly as required by law (§11-307 of the Education Article of the Annotated Code of Maryland).

The memorandum also provided clear guidelines for the development of the 2023 Performance Accountability Report (PAR) and they are very prescriptive related to content and structure. The cohort MHEC asks to focus on for several indicators is the 2018 student cohort. The data range expectations are FY 2019-FY 2022, making the report more of a "look back." We have added FY 2023 data for several indicators in this report, and as more FY 2023 data becomes available, we will update the PAR indicators. This will enhance the utility of the report moving forward.

ANALYSIS:

According to MHEC, *each accountability report should contain a narrative discussing successes and challenges in meeting the goals, objectives, and performance measures that align with the goals of the 2022 State Plan for Postsecondary Education.* This year, the

Commissioners who serve on the MHEC's Diversity, Equity and Inclusion Committee requested that the College respond to the following prompts for the institutional response:

Identifying Long-term Equity Gaps:

- o What are the largest long-term equity gaps that exist in student access, success, and innovation in your institution? Please note the long-term equity gaps refers to the inequities that existed long before the COVID-19 pandemic and persisted over the years.
- o How are these equity gaps uncovered/discovered/identified at your institution and how are they shared with your community?
- o What interventions have been implemented to eliminate these gaps?

- Measuring Equity Gaps:

- o How has your institution used disaggregated data to identify equity gaps in students' educational opportunities and outcomes?
- o What stakeholder engagement (students, faculty, staff, etc.) is used to collect and review this data?
- o Does your institution set goals/benchmarks in regard to the elimination of equity gaps? If so, what steps does your institution take to ensure accountability in meeting the established goals/benchmarks of equity?

The 2023 PAR for Frederick Community College (FCC) presents data and describes efforts that support the commitment of the College to the goals and objectives of the MSP and the College strategic plan *FCC Forward, 2020-2025.* The report provides data on the status of the progress the College has made toward the Access, Success, and Innovation Goal indicators provided by MHEC, and responds to the requested prompts.

It is important to note that each college in the state develops its own five (5) year benchmarks for the MHEC indicators that are used for their PAR reports. On September 13, 2021, the BOT reviewed and approved the benchmarks the College used for the 2021 and 2022 PARs, and will be using for the next two years. The benchmarks are set to be achieved by FY 2025 when the College will submit the final report on the Key Performance Indicators to MHEC. There are 63 indicators in the PAR. FCC has met 17 of its benchmarks after two years and is striving to meet the other 27 benchmarks by FY 2025. The other 19 indicators do not have benchmarks.

RECOMMENDATION:

Recommend the approval of the 2023 MHEC Performance Accountability Report

ATTACHMENTS:

2023 MHEC Performance Accountability Report
2023 MHEC Performance Accountability Indicators and Benchmarks

2023 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

One of FCC's strategic priorities in Fiscal Year (FY) 2023 was to "*Develop and implement a plan to ensure all prospective and enrolled students are advised appropriately and enrolled in a pathway aligned with their career and/or transfer choice.*" As part of the efforts by the College to address this priority, FCC has begun exploring the possibility of formally becoming an Achieve the Dream (ATD) institution to strengthen its student success efforts and reduce equity gaps. In support of improving student progress, the College has begun focusing on the Guided Pathways model, championed by the Community College Research Center (CCRC). This educational model consists of four pillars designed to establish plans for students from college completion to career attainment: *Clarify the Path; Help Students Get on a Path; Help Students Stay on Their Path; Ensure Students Are Learning.*

These efforts continued during FY 2023, expanding through professional learning and the further development of the foundations needed to implement the program. To that end, during the spring of 2023, a team of FCC employees from various areas of the College attended the DREAM Conference in Chicago to network with peers from across the country and to learn more about how they partnered with ATD to transform and reimagine student success on their campuses. In June 2023, several leaders from the College participated in a professional development experience at Mohawk Valley Community College to understand their implementation of the Guided Pathways model. Finally, a team of institutional researchers and enrollment management staff attended the ATD Annual Data & Analytics Summit in September 2023 to learn from higher education professionals in enhancing data cultivation to improve students' success. In the fall of 2023, FCC implemented an educational campaign about ATD and benefits from the network that can support our focus on Guided Pathways.

These efforts have been aligned with the goals outlined in the 2022 *Maryland State Plan for Higher Education, Student Success with Less Debt* (MSP). FCC developed five-year benchmarks in FY 2020 and has assessed them annually through the Maryland Higher Education Commission (MHEC) Performance Accountability Report (PAR). This is the third year of the benchmarks and references below to the benchmarks are where we are in fiscal year FY 2022 in comparison to the FY 2025 benchmarks. FY 2023 data is also included in the narrative when available for comparison.

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

Pillar three of the Blueprint for Maryland's Future (the Blueprint), titled College and Career Readiness (CCR), is currently driving much of the work that the College and Frederick County Public Schools (FCPS) are doing related to dual enrollment and their overall partnership moving forward. Implementation subcommittees led by FCPS on Career and Technical Education and Career and College Readiness met during the academic year and included representatives from FCC. This work culminated in an initial implementation plan for advancing college and career readiness with a memorandum of understanding (MOU) between FCPS and FCC to offer college-level education to FCPS students. The MOU included college-level courses offered to those who have not achieved the readiness standard by the end of the tenth grade to facilitate a successful transition into credit or noncredit programs at FCC, as soon as possible. As a result, the partnership between the College and FCPS continues to be vibrant through tuition free access to higher education for many high school students in Frederick County.

For Fiscal Year 2023, there were 2,667 unduplicated high school dual students enrolled at the College, an increase of 22.2% from FY 2022 to FY 2023. In FY 2023, the College offered three pathways for students to earn college credit including High-School Based, Early College, and Open Campus. There were 158 students who studied in more than one method, primarily taking a combination of High-School Based in one semester and Open Campus in another. During the fiscal year, there were 2,341 students studying via the high school-based method, taking college-level classes at their high schools. This was a year-over-year increase of 27.6% for high-school-based students. The Open Campus headcount for the fiscal year, students taking courses on-campus at FCC, was 431, a three percent increase compared to the prior fiscal year. There were 48 Early College students working to simultaneously complete their high school and associate degrees in Academic Year (AY) 2023 compared to 40 AY 2022.

For non-dual-enrolled students, the College continued to make significant efforts to keep costs low for students by not increasing tuition and fees for FY 2023.

The following is the status of the Access Goal indicators:

- The combined unduplicated credit and continuing education headcount increased 10.2% (11,209 to 12,351) from FY 2021 to FY 2022. It is worth mentioning that the FY 2023 unduplicated combined headcount (14,190) increased by 14.9% over FY 2022 and is moving in the right direction to reach the benchmark (14,746) in FY 2025.
- Credit unduplicated headcounts declined 4.6% (8,017 to 7,651) from FY 2021 to FY 2022. However, headcount increased 11.5% in FY 2023 (8,530) and is only 106 students below the FY 2025 benchmark (8,636).
- The unduplicated headcount in Continuing Education Workforce Development (CEWD) increased 43.5% (3,516 to 5,046) from FY 2021 to FY 2022 and is lower than the benchmark (6,836). However, enrollment increased 20.2% in FY 2023 (6,064).
- FCC experienced a 1.4% decline in the market share of first-time, full-time, freshmen in fall 2022 (44.9%) compared to fall 2021 (46.3%) and is lower than the benchmark (52.6%).

- FCC had a 1.8% increase in the market share of part-time undergraduates (75.6%) in fall 2022 compared to fall 2021 (73.8%) and reached the benchmark (75.5%).
- The market share of recent college-bound high school graduates declined 5.1% (52.4%) in fall 2022 compared to fall 2021 (57.5%) and is lower than the benchmark (57.8%).
- Students concurrently enrolled in both college-level and high school courses increased 24.0% (1,481 to 1,837), or by 356 students from fall 2021 to fall 2022 which surpassed the benchmark (1,660).
- Online credit enrollment in FY 2022 was 42.6% higher compared to the benchmark (11,830 vs. 6,787) and the enrollment in hybrid courses was 29.4% higher than the benchmark (5,064 vs. 3,576) for the same period.
- Online CEWD enrollment in FY 2022 was 19.9% higher than the benchmark (758 vs. 607) and showed an overall increase of 16.6% from FY 2021 to FY 2022. The hybrid course enrollment was 83.9% higher than the benchmark (411 vs. 66). However, there was a decline of 14.4% compared to FY 2021 (480).
- The amount of tuition and fees at the College were 47.0% of the Maryland state public universities, supporting the affordability of attending FCC. Combined tuition and fees for 30 credits at FCC was $4,717 in both FY 2022 and FY 2023. This is comparatively less than half the average at the four-year public universities in Maryland, which was $10,043.
- The unduplicated headcount in Continuing Education, Community Service, and Lifelong Learning courses increased 91.1% (1,138 to 2,175) between FY 2021 and FY 2022 but is less than the benchmark (2,895). The duplicated headcount increased 53.3% (2,812 to 4,310) for the same period, but less than the benchmark (6,119).
- The unduplicated headcount in Continuing Education Basic Skills and Literacy courses increased 47.4% (704 to 1,038) from FY 2021 to FY2022. There was also an increase of 19.4% (1,651 to 1,972) for duplicated enrollment. The unduplicated headcount was below the FY 2025 benchmark of 1,616 and was also below the duplicated enrollment benchmark of 3,620.
- The percentage achieving at least one Adult Basic Educational (ABE) functional level was 31.5% in FY 2022, which is an increase of 12.1%, compared to FY 2021 (19.4%). In addition, student achievement in at least one English as a Second Language (ESL) functional level increased 7.5% from 51.4% in FY 2021 to 58.9% in FY 2022. Both indicators reached their benchmarks.
- The percent of non-white students, 15 years and older, enrolled in credit programs was 42.8%, which was just below the FY 2025 benchmark of 43.0%. The percentage for CEWD students was 35.0%, which was one percent higher than the benchmark (34.0%). Both indicators were higher than the percent of the non-white population for the same age group in Frederick County (30.0%) in 2022.
- The percent of full-time, non-white faculty (24.0%) increased four percent between fall 2021 and fall 2022 and is one percent higher than the benchmark (23.0%).
- The percent of full-time non-white administrative and professional staff was 17.5% in fall 2022, which is lower than fall 2021 (18.4%) and 5.5% lower than the benchmark (23.0%).

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

In supporting the MSP's student success goals and objectives, in Fall 2022, FCC established the Student Success Programs office. The office coordinates multiple specialized cohort-based support programs for various student populations, and provides personalized year-round success coaching, population-specific programming, and scholarship opportunities. Another program, the Parents Lead program, assists student parents with children 17 years or younger in pursuing a college degree. Parents Lead provided services and $17,760 in scholarship funds to 19 students in FY 2023. Project Forward Step is another program designed to meet the needs of returning adult students with special services for single parents and non-traditional age students (age 24 and over) who are low-income, out-of-workforce or homeless. In FY 2023, Project Forward Step provided services and $8,427 in scholarship funds to 24 students.

The following are the status of Success Goal indicators for FY 2022:

- The fall-to-fall retention rate for three out of four categories of students including All FCC students, Pell Recipients, Developmental Students, and College-Ready Students reached their FY 2025 benchmarks. This rate for all students was 60.8% for the fall 2021 cohort, with a 4.5% increase compared to the fall 2018 cohort. The fall-to-fall retention rate for Pell Grant recipients was 63.3% and was 2.3% higher than the fall 2018 cohort (61.0%), and higher than the benchmark (62.0%). The retention rate for developmental students was 61.1%, with a decline of 1.2% compared to fall 2018 cohort (62.3%). In addition, the retention rate for College-Ready Students was 68.5% and was 9.9% higher than 2018 cohort (58.6%) and exceeded the benchmark (62.0%).
- The developmental student completion rate for the fall 2018 cohort after four years was 59.4%, which showed a two percent decline compared to the fall 2017 cohort (61.4%) and did not reach the benchmark (71.0%).
- The successful-persister rate for All Students in the fall 2018 cohort (75.2%) was almost one percent lower than fall 2017 cohort (76.1%). This rate among College-Ready students was (82.2%), the highest compared to the four categories reported for this indicator. The Developmental Completers' rate (71.5%) was lower compared to the fall 2017 cohort (73.2%). For the Developmental Non-Completers cohort, the pass rate increased 10.8% (48.5%) compared to 2017 cohort (37.7%) and has fluctuated across the past three cohorts (45.0%, 62.1%, and 37.7% respectively).
- The successful-persister rate after four years for the 2018 cohort of Black/African-American students was 77.0% which showed an increase of 5.2% compared to 2017 cohort. This rate was 2.3% higher than White students in the 2018 cohort (74.7%). The Hispanic/Latinx student cohort successful-persister rate of 77.9% was 3.9% higher than the fall 2017 cohort and was 3.2% higher than the fall 2018 White student cohort (74.7%).
- The graduation-transfer rate after four years for All Students in the 2018 cohort was 63.9% and 4.4% lower than the 2017 cohort (63.9%). The rate for College-Ready students was 75.4% and was three percent lower than the 2017 cohort. The rate for Developmental Completers was 53.6% and was 6.8% lower than the 2017 cohort (60.4%). The pass rate among Developmental Non-Completers was 38.2%, which is

7.1% higher than the 2017 cohort (31.1%).

- The graduation-transfer rate for the 2018 cohort of Hispanic/Latinx students was 61.5%, which was lower than the fall 2017 cohort (65.0%). This rate was 3.6% lower than the rate for White students (65.1%), the Black/African American students' rate (61.1%) declined compared to the fall 2017 cohort (62.2%) and was four percent lower than the White cohort (65.1%). The rate for White students showed a 9.4% percent decline between the 2018 (65.1%) and 2017 cohort (74.5%). The rate for White students has the highest decline for fall 2018 compared to the other two ethnic/racial groups.
- The number of degrees and certificates awarded in FY 2022 (1,131) increased 7.7% compared to FY 2021 (1,050) which is 81 more awards and exceeded the benchmark (1,043). The number of graduates was 931 in FY 2022 compared to 957 in FY 2021 representing a 2.7% decline or 26 fewer graduates. The number of career degrees awarded in FY 2022 (206), declined 3.7% compared to FY 2021 (214), while the number of transfer degrees awarded in FY 2022 (600) declined by 13.9% (697) compared to FY 2021. In addition, 125 certificates were awarded in FY 2022, a decline of 10.1% compared to FY 2021 (139).
- The college monitors the cumulative GPA of students who transfer-out to a Maryland Public University. For FCC students who transferred-out, 87.7% in the academic year 2022-2023 had a 2.0 GPA or higher, which is higher than the benchmark (87.0%).
- The percentage of transfer program associate degree and certificate graduates enrolled at a four-year college or university nationally within a year after graduation shows a decline from FY 2020 from 44.1% to 40.7% in FY 2021 and did not reach the benchmark (43.0%).

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

CEWD innovative programming responded to the MSP in improving access and student success. FCC responded to teacher and counselor certification requirements under the Blueprint through contract training offerings. The College created and offered three workforce development programs for FCPS staff: Child Development Associate, ParaPro, and Global Career Development Facilitator. To support a thriving local Biotechnology industry, FCC responded to the community's needs and developed the Biotechnology Internship program, open to Frederick County Public Schools juniors and seniors. This free, accessible program allows students to explore and learn about the Biotechnology field. The short-term, noncredit college course will enable students to convert their learning into college credits through articulation with industry-recognized credentials. In addition, FCC and FCPS are developing a supported academic, career, and social program on the FCC campus for non-diploma bound students with Individualized Education Development Plans (IEDPs) from ages 18-21. The program will support students who could access some college coursework of interest and/or career programs of interest at FCC.

The following is the status of Innovation Goal indicators:

- The first-time pass rate for Registered Nursing students in FY 2022 was 87.3%, which exceeded the benchmark (80.0%).
- The first-time pass rate for students taking the Respiratory Care licensure and certification exam in FY 2022 was 72.2%, which marked an increase of 19.6%

compared to FY 2021 (52.6%). The department made some changes from January 2023 to increase the pass rate of students and to reach the benchmark (80.0%), which included staffing changes, expanding the emphasis on test-taking skills, and the consistent use of computerized testing throughout all courses.

- The rate of full-time career program graduates employed within one year after graduation was 81.0%, which shows a healthy employment rate.
- The median income growth of 2019 career program graduates three years after graduation was $51,488 compared to one year prior to graduation, which was $20,800. The rate of growth showed a $30,688 increase in the salary of career program graduates when they complete their programs at FCC.
- Headcounts in Workforce Development courses increased 39.1% (1,674 to 2,328) from FY 2021 to FY 2022 and are lower than the benchmark (2,690).
- Headcounts in continuing professional education leading to government or industry-required certification or licensure increased 28.0% (953 to 1,220) from FY 2021 to FY 2022 and is lower than the benchmark (1,594).
- Headcounts in contract training increased 39.1% (658 to 915) from FY 2021 to FY 2022 and are lower than the benchmark (1,102).

Response to MHEC Questions

Identifying Long-term Equity Gaps:

1) **What are the largest long-term equity gaps that exist in student access, success, and innovation in your institution? Please note the long-term equity gaps refer to the inequities that existed long before the COVID-19 pandemic and persisted over the years.**

   Closing equity gaps across intersections of student demographics has been a Board of Trustees (BOT) strategic priority. On June 19, 2019, the BOT approved the 2019-2024 Diversity, Equity, and Inclusion (DEI) Strategic Plan. The plan focuses DEI efforts until FY 2024 on four goals that are realistic, necessary, and aligned with the values and vision of FCC. The plan resulted from community and College-wide conversations that occurred during FY 2019 and centered on the strengths and areas of needed growth for FCC. Since 2020, the primary focus has been on reducing racial equity gaps for African American and Hispanic/Latinx students. The College identified that the highest success gaps were among male students of color, which will be addressed in FY 2024 and beyond.

2) **How are these equity gaps uncovered/discovered/identified at your institution and how are they shared with your community?**
   FCC has been disaggregating access and success data with minoritized student groups such as race/ethnicity and gender for a few years prior to the development of the Racial Equity Gap Plan. The data revealed that the highest performance gaps were among Black/African American and Hispanic/Latinx students compared to the other racial/ethnic groups. As a result, in 2020-2021, the BOT prioritized closing the success and access gaps for these two racial groups compared to White and all other students.

   FCC has developed several racial equity dashboards and has made them accessible to

College employees with the expectation that the departments use them to get data to develop interventions to improve student success and access for Black/African American and Hispanic/Latinx students. FCC has prioritized closing the success and access equity gaps that these two student groups continue to experience. These dashboards have been developed to provide data for the 16 Key Performance Indicators addressing closing racial equity gaps.

3) **What interventions have been implemented to eliminate these gaps? Measuring Equity Gaps:**

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

In FY 2023, FCC used disaggregated data and focused on the following to close the equity gap by FY 2025.

- Updated and reviewed data on 16 racial equity gap indicators associated with their benchmarks and developed several intervention strategies.
- Continued to train faculty Equity Scholars in culturally relevant, conscious, and responsive classrooms.
- Conducted student and employee surveys on diversity, equity, and inclusion.

4) **What stakeholder engagement (students, faculty, staff, etc.) is used to collect and review this data?**

Equity Scholars collect qualitative data from their students through surveys to identify students' perceptions of the use of culturally responsive principles in their course and the impact of the principles on their comfort level, confidence, and success. Surveys are also provided to Equity Scholars at the end of each semester to determine areas of strengths and opportunities for ongoing or new work related to teaching–and reaching–students.

Additionally, Equity Scholars developed a rubric for identifying culturally responsive principles in syllabi and assignments. The rubrics were converted to checklists used in peer observations of Equity Scholars' virtual and face-to-face classes. Scholars used the feedback to determine strengths and opportunities for growth in their teaching.

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

The College has set benchmarks for 16 indicators to achieve by FY 2025 to close the racial equity gap. The Racial Equity Strategic Action Team (RESAT) monitors these goals. The subcommittees are Benchmarking, Dual Enrollment, High Impact Practices, Institutional Interventions, and Professional Development.

Community Outreach and Impact

CEWD initiated a training apprenticeship program in collaboration with the Asian American Center of Frederick County to address the need for community health workers to equip individuals with the necessary skills and knowledge to serve as community health workers. In

addition, the training promoted healthcare programs and pathways to all high schools in Frederick County. Faculty and staff conducted visits and information sessions to raise awareness and inform students about potential healthcare career paths. Additional efforts included:

- Under the support of the Department of Labor (DOL) Adult Ed/ESOL grant, the development of the IET (Integrated Education and Training) program continued with a focus on creating pathways to careers such as Commercial Driver's License (CDL) and healthcare professions.
- The Mid-Atlantic Center for Emergency Management & Public Safety (MACEM&PS) participated in three local Homeland Security and Emergency Preparedness (HSEP) Parent Advisory Council (PAC) organizations in the local school systems. These efforts aimed to promote collaboration and ensure effective implementation of the HSEP programs within the community.

FCC participated in a pilot program with Jobs for the Future with the American Association of Community Colleges. The College will engage local employers to revisit the wording of job requirements that include a bachelor's degree when it may not be required for employees to be successful. The goal is to work with employers to remove wording that may exclude individuals who may possess the necessary skills and abilities for a job but might lack a bachelor's degree. Part of this partnership includes integrating the Stellarworx platform into Career Services offerings; this platform is for job seekers and employers offering living wage jobs that do not require a bachelor's degree.

FCC partnered with Empowered to Live to provide free hands-on trade training to Frederick residents aged 16 to 24. The training was part of Project GUIDE (Geared to Understanding and Identifying Desired Employment) and was a five-week program that offered participants basic construction skills training.

FCC hosted a lively celebration during Hispanic Heritage Month with Francisco Ayala, a Member of the Governor's Commission on Hispanic Affairs who attended the event. The event honored the rich cultural traditions and contributions made by Hispanic/Latinx populations by displaying music, art, crafts, food, dances, and games representative of the diverse backgrounds and lived realities of this important population in our community.

A group of 18 FCC honors students teamed up with Hood College honors students for an annual service project to clean up a waterway in Rock Creek, Maryland. This year, the team removed 1,300 pounds of trash that filled a dumpster provided by The City of Frederick.

FCC has partnered with the City of Frederick Department of Economic Development and the Frederick County Office of Economic Development to offer a free Food Business Entrepreneurship Program. Forty applicants were selected to participate in the inaugural program each week. The City of Frederick Department of Economic Development and the Frederick County Office of Economic Development covered all class costs.

FCC and the Arc of Frederick County held a free event for local businesses to promote the inclusion of individuals with developmental disabilities in the workplace. The Frederick County Employment Summit allowed attendees to network with area service providers and local companies, learn about models of successful inclusion in the workplace and understand how to employ and support individuals with developmental disabilities.

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These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
A	Fall credit enrollment				
	a. Unduplicated headcount	6,129	5,756	5,389	5,811
	b. Percent of students enrolled part time	69.9%	70.1%	71.5%	71.0%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
B	First-time credit students with developmental education needs	19.2%	15.9%	17.6%	22.4%
	Note: Attending higher education for the first time, excludes high school student attendance				

		FY 2019	FY 2020	FY 2021	FY 2022
C	Credit students who are first-generation college students (neither parent attended college)	27.4%	25.9%	26.0%	26.0%

		FY 2019	FY 2020	FY 2021	FY 2022
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	2,957	2,485	1,233	1,557

		FY 2019	FY 2020	FY 2021	FY 2022
E	Credit students receiving financial aid				
	a. Receiving any financial aid	28.2%	29.3%	25.9%	26.5%
	b. Receiving Pell grants	15.0%	15.4%	15.0%	15.9%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
F	Students 25 years old or older				
	a. Credit students	25.5%	24.4%	23.2%	20.7%

		FY 2019	FY 2020	FY 2021	FY 2022
	b. Continuing education students	67.8%	66.8%	70.0%	68.0%

		FY 2020	FY 2021	FY 2021	FY 2022
G	Credit students employed more than 20 hours per week	53.0%	60.0%	61.0%	68.0%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	13.1%	13.8%	15.3%	16.1%
	b. Black/African American only	13.0%	12.8%	12.6%	13.7%
	c. American Indian or Alaskan native only	0.2%	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	4.6%	4.6%	5.3%	5.8%
	f. White only	62.6%	59.1%	58.3%	55.9%
	g. Multiple races	5.4%	5.6%	5.5%	5.9%
	h. Foreign/Non-resident alien	0.9%	3.8%	2.7%	2.4%
	i. Unknown/Unreported	0.1%	0.1%	0.1%	0.0%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	13.6%	27.5%	31.6%	18.6%
	b. Enrolled in some, but not all, distance education	24.2%	37.2%	26.4%	35.0%
	c. Not enrolled in any distance education	62.1%	35.3%	42.0%	46.4%

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		FY 2019	FY 2020	FY 2021	FY 2022
J	Unrestricted revenue by source				
	a. Tuition and fees	37.8%	35.6%	30.9%	28.9%
	b. State funding	21.9%	22.8%	21.4%	24.2%
	c. Local funding	37.3%	38.5%	38.8%	39.7%
	d. Other	3.1%	3.1%	8.9%	7.2%
		FY 2019	**FY 2020**	**FY 2021**	**FY 2022**
K	Expenditures by function				
	a. Instruction	48.9%	48.9%	49.2%	48.5%
	b. Academic support	2.2%	2.5%	2.5%	2.4%
	c. Student services	14.7%	16.1%	13.5%	13.6%
	d. Other	34.2%	32.5%	34.8%	35.5%

Goal 1: Access

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	14,746	13,898	11,209	12,351	**14,746**
	b. Credit students	8,636	8,690	8,017	7,651	**8,636**
	c. Continuing education students	6,453	5,558	3,516	5,046	**6,836**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
2	Market share of first-time, full-time students	52.6%	51.2%	46.3%	44.9%	**52.6%**
	Note: Attending higher education for the first time, excludes high school student attendance					

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
3	Market share of part-time students	75.5%	74.2%	73.8%	75.6%	**75.5%**

		Fall 2018	Fall 2019	Fall 2020	Fall 2022	Benchmark Fall 2024
4	Market share of recent, college-bound high school graduates	52.0%	57.8%	57.5%	52.4%	**57.8%**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
5	High school student enrollment	1,436	1,509	1,481	1,837	**1,660**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	6,522	7,820	15,103	11,830	**6,787**
	b. Continuing education, online	485	528	650	758	**607**
	c. Credit, hybrid	3,406	3,430	4,765	5,064	**3,576**
	d. Continuing education, hybrid	47	57	480	411	**66**

		FY 2020	FY 2021	FY 2022	FY2023	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	4,579	4,669	4,717	4,717	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	47.3%	48.3%	48.0%	47.0%	**47.5%**
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

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		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	2,797	2,464	1,138	2,175	**2,895**
	b. Annual course enrollments	6,262	5,720	2,812	4,310	**6,119**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	1,597	1,424	704	1,038	**1,616**
	b. Annual course enrollments	3,618	3,167	1,651	1,972	**3,620**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
10	Adult education student achievement of:					
	a. At least one ABE educational functioning level	22.0%	26.6%	19.4%	31.5%	**25.0%**
	b. At least one ESL educational functioning level	43.9%	30.8%	51.4%	58.9%	**47.0%**
	Note: Not reported if < 50 students in the cohort					

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
11	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	38.8%	38.2%	37.1%	42.8%	**43.0%**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
	b. Percent nonwhite continuing education enrollment	28.5%	27.3%	35.8%	35.0%	**34.0%**

		July 2019	July 2020	July 2021	July 2022	Benchmark Not Required
	c. Percent nonwhite service area population, 15 or older	25.8%	26.8%	28.1%	30.0%	**NA**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
12	Percent minorities (nonwhite) of full-time faculty	16.8%	17.1%	20.4%	24.0%	**23.0%**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
13	Percent minorities (nonwhite) of full-time administrative and professional staff	15.8%	20.0%	18.4%	17.5%	**23.0%**

<mark>**Goal 2: Success**</mark>

		Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Benchmark Fall 2024 Cohort
14	Fall-to-fall retention of first-time students					
	a. All first-time students	56.3%	55.0%	57.1%	60.8%	**62.0%**
	b. Pell grant recipients	61.0%	56.1%	64.9%	63.3%	**62.0%**
	c. Developmental students	62.3%	56.5%	57.6%	61.1%	**62.0%**
	d. College-ready students	58.6%	65.1%	63.5%	68.5%	**62.0%**
	Note: Attending higher education for the first time, excludes high school student attendance					

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		Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
15	Developmental completers after four years	68.6%	70.5%	61.4%	59.4%	**71.0%**

		Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
16	Successful-persister rate after four years					
	a. College-ready students	84.8%	86.9%	82.9%	82.2%	**90.0%**
	b. Developmental completers	71.9%	76.9%	73.2%	71.5%	**75.0%**
	c. Developmental non-completers	45.0%	62.1%	37.7%	48.5%	**NA**
	d. All students in cohort	75.8%	80.4%	76.1%	75.2%	**80.0%**

		Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Not Required
17	Successful-persister rate after four years					
	a. White only	77.0%	82.9%	81.8%	74.7%	**NA**
	b. Black/African American only	67.6%	74.2%	71.8%	77.0%	**NA**
	c. Asian only	78.4%	71.2%	N/A	N/A	**NA**
	d. Hispanic/Latino	77.7%	79.4%	74.0%	77.9%	**NA**

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

		Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
18	Graduation-transfer rate after four years					
	a. College-ready students	81.7%	82.9%	78.4%	75.4%	**86.0%**
	b. Developmental completers	60.2%	60.7%	60.4%	53.6%	**59.7%**
	c. Developmental non-completers	35.0%	51.7%	31.1%	38.2%	**NA**
	d. All students in cohort	67.9%	70.0%	68.3%	63.9%	**70.0%**

		Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Not Required
19	Graduation-transfer rate after four years					
	a. White only	70.7%	72.4%	74.5%	65.1%	**NA**
	b. Black/African American only	59.5%	62.1%	62.2%	61.1%	**NA**
	c. Asian only	74.5%	66.1%	N/A	N/A	**NA**
	d. Hispanic/Latino	61.2%	69.5%	65.0%	61.5%	**NA**

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

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
20	Associate degrees and credit certificates awarded					
	a. Total awards	1,024	1,007	1,050	1,131	**1,043**
	b. Career degrees	197	202	214	206	**NA**
	c. Transfer degrees	660	660	697	600	**NA**
	d. Certificates	167	145	139	125	**NA**
	e. Unduplicated graduates	915	910	957	931	**NA**

	AY 18-19	AY 19-20	AY 20-21	AY 22-23	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	85.0%	87.0%	85.0%	87.7%	**87.0%**

	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	40.8%	42.7%	44.1%	40.7%	**43.0%**

<mark>**Goal 3: Innovation**</mark>

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Registered Nursing	90.8%	97.1%	86.0%	87.3%	80.0%
Number of Candidates	65	68	58	79	
b. Respiratory Care	78.9%	71.4%	52.6%	72.2%	80.0%
Number of Candidates	19	14	19	18	
Note: Not reported if <5 candidates in a year					

	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	Benchmark Not Required
24 Graduates employed within one year	84.0%	82.0%	81.0%	81.0%	**NA**

	FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	$ 17,052	$ 19,200	$ 22,752	$ 20,800	**NA**
b. Median annualized income three years after graduation	$ 43,392	$ 44,968	$ 44,552	$ 51,488	**NA**

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	2,299	1,905	1,674	2,328	**2,690**
b. Annual course enrollments	3,250	2,671	2,424	2,786	**4,015**

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	1,362	1,045	953	1,220	**1,594**
b. Annual course enrollments	1,605	1,194	1,350	1,483	**1,983**

	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	899	742	658	915	**1,102**
b. Annual course enrollments	1,288	886	725	1,155	**1,526**

Note: NA designates not applicable
   * designates data not available

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

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	1142		581		333		228	
2	Number attempting fewer than 18 hours over first 2 years	372		170		42		160	
3	Cohort for analysis (Line 1 – Line 2)	770	100.0%	411	100.0%	291	100.0%	68	100.0%
4	Earned Associate degree from this community college	308	40.0%	208	50.6%	93	32.0%	7	10.3%
5	Earned certificate, but no degree, from this community college	13	1.7%	5	1.2%	4	1.4%	4	5.9%
6	Total associate and certificate graduates (Line 4 + Line 5)	321	41.7%	213	51.8%	97	33.3%	11	16.2%
7	Transferred to Maryland two-year/technical college	33	4.3%	15	3.6%	16	5.5%	2	2.9%
8	Transferred to Maryland public four-year college	209	27.1%	150	36.5%	53	18.2%	6	8.8%
9	Transferred to Maryland private four-year college or university	29	3.8%	16	3.9%	12	4.1%	1	1.5%
10	Transferred to out-of-state two-year/technical college	18	2.3%	5	1.2%	11	3.8%	2	2.9%
11	Transferred to out-of-state four-year college or university	95	12.3%	67	16.3%	21	7.2%	7	10.3%
12	Total transfers (sum of Lines 7 - 11)	384	49.9%	253	61.6%	113	38.8%	18	26.5%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	213	27.7%	156	38.0%	54	18.6%	3	4.4%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	492	63.9%	310	75.4%	156	53.6%	26	38.2%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	38	4.9%	12	2.9%	23	7.9%	3	4.4%
16	Successful transition to higher ed (Line 14 + Line 15)	530	68.8%	322	78.3%	179	61.5%	29	42.6%
17	Enrolled at this community college last term of study period	49	6.4%	16	3.9%	29	10.0%	4	5.9%
18	Successful or persisting (Line 16 + Line 17)	579	75.2%	338	82.2%	208	71.5%	33	48.5%

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

		African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1	First-time full- and part-time fall headcount	179		57		189		713	
2	Number attempting fewer than 18 hours over first 2 years	66		15		67		223	
3	Cohort for analysis (Line 1 – Line 2)	113	100.0%	42	100.0%	122	100.0%	490	100.0%
4	Earned Associate degree from this community college	35	31.0%	19	45.2%	46	37.7%	206	42.0%
5	Earned certificate, but no degree, from this community college	2	1.8%	0	0.0%	2	1.6%	9	1.8%
6	Total associate and certificate graduates (Line 4 + Line 5)	37	32.7%	19	45.2%	48	39.3%	215	43.9%
7	Transferred to Maryland two-year/technical college	4	3.5%	1	2.4%	8	6.6%	20	4.1%
8	Transferred to Maryland public four-year college	34	30.1%	14	33.3%	25	20.5%	136	27.8%
9	Transferred to Maryland private four-year college or university	2	1.8%	4	9.5%	3	2.5%	20	4.1%
10	Transferred to out-of-state two-year/technical college	2	1.8%	0	0.0%	6	4.9%	10	2.0%
11	Transferred to out-of-state four-year college or university	10	8.8%	5	11.9%	15	12.3%	64	13.1%
12	Total transfers (sum of Lines 7 - 11)	52	46.0%	24	57.1%	57	46.7%	250	51.0%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	20	17.7%	16	38.1%	30	24.6%	146	29.8%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	69	61.1%	27	64.3%	75	61.5%	319	65.1%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	8	7.1%	1	2.4%	9	7.4%	20	4.1%
16	Successful transition to higher ed (Line 14 + Line 15)	77	68.1%	28	66.7%	84	68.9%	339	69.2%
17	Enrolled at this community college last term of study period	10	8.8%	1	2.4%	11	9.0%	27	5.5%
18	Successful or persisting (Line 16 + Line 17)	87	77.0%	29	69.0%	95	77.9%	366	74.7%