

2016 PERFORMANCE ACCOUNTABILITY REPORT

This report was approved by the Board of Trustees on September 20, 2016
and submitted to the Maryland Higher Education Commission.

2016 Performance Accountability Report Frederick Community College

MISSION

With teaching and learning as our primary focus, Frederick Community College (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

In March of 2016, the College hosted the Middle States Evaluation Team. The Evaluation Team members offered three commendations, 27 significant accomplishments, 19 non-binding suggestions, and 20 recommendations. Of the 20 recommendations, 10 were recommendations the College had previously identified in the Institutional Self Study. The College received reaffirmation of its accreditation from the Middle States Commission on Higher Education (MSCHE) on June 30, 2016. FCC met all 14 standards and accreditation was reaffirmed with no conditions.

The positive report from the Middle States Evaluation Team supports the College commitment to student learning, student success, and institutional effectiveness. The following significant accomplishments related to institutional assessment are extracted directly from the report by the Middle States Evaluation Team:

- The institution fosters a culture of continuous improvement and strives to measure the effectiveness in serving student and community needs for each strategic priority.
- The College institutional assessment activities are shared widely with the campus community and external stakeholders.
- The College has a well-established department for collecting accurate data and presenting it to the College community for decision making.
- The College implemented a 5-year program review process and is completing the first cycle.
- The College continued to expand the depth of course-level assessment projects completed as part of the Outcomes Assessment Council.

The Middle States Evaluation Team noted the following commendations which also exemplify the College commitment to student success:

- The College is to be commended on the use of data in revision of the Student Success Alert program and designation of Foundation funds to offset financial hardship.
- The College should be commended for the strong institutional support of the Office of Adult Services, the Multicultural Student Services, the Veterans Services Office, and the Services for Students with Disabilities Office, which offer a safe haven for many students.
- The Center for Student Engagement should be commended for using Core Learning Outcomes and mapping them to student leadership programming.

In addition, the faculty integrated the General Education CORE as part of the assessment of student learning. Each department assessed at minimum one of the four required MHEC competencies (scientific/quantitative reasoning, critical thinking, oral/written communication, and technological competence) and one of the five general education CORE goals (social sciences, arts and humanities, health and wellness, cultural competence, and ethics). Additionally, the College assessed all programs based on a robust model using internal and external data, course evaluation and program outcomes, evaluation of program resources and support, viability, and an external review.

I. Explanations Requested by MHEC

Commission Assessment: *Fall-to-fall retention of Pell grant recipients has increased four percentage points (from 57.1% to 61.2%) for the past four cohorts of students (Fall 2010, Fall 2011, Fall 2012, and Fall 2013 cohorts). Please discuss the factors underlying this increase and whether the College expects these trends to continue in the future.*

Fall-to-fall retention of Pell grant recipients (Indicator 26a).

Factors underlying the increase in fall-to-fall retention of Pell grant recipients include:

- The Partnership to Achieving Student Success (PASS) program, created in 2011, which provides support for recent high school graduates who test into one or more developmental course(s) at FCC.
- The creation of FAFSA workshops held on campus during both day and evening hours.
- Targeted and personal emails to students from financial aid counselors regarding needed documentation and verification materials.
- Personal telephone calls to students from admissions counselors encouraging previously enrolled Pell grant recipients who had not completed a degree to re-enroll and register for classes, as well as connecting them to needed resources.

Although the College plans to continue these initiatives, it does not expect the trend to continue beyond the Fall 2014 cohort. Federal regulations regarding the monitoring of student progress toward degree program completion (Satisfactory Academic Progress) have resulted in an increased number of student suspensions of eligibility for federal financial aid, which prevents students from enrolling, and will impact the overall number of Pell grant recipients. Future initiatives include the expansion of a First Year Experience program to address academic preparation and success, a student success alert to offset the increasing number of student suspensions, and the availability of student success grants to keep students in class and prevent withdrawals.

Commission Assessment: *The College has seen a substantial decrease in unduplicated headcount in continuing education workforce development (a 55.5% decrease in headcount) and government or industry-required professional education (a 26.8% decrease in headcount) between 2011 and 2014. Please discuss the factors underlying these trends and describe any steps the College has taken or intends to take to increase enrollment.*

Enrollment in continuing education workforce development (Indicator 30a).

Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure (Indicator 31a).

From FY 2011 to FY 2014, Continuing Education and Workforce Development (CEWD) enrollment dropped for several reasons. FCC closed the Drivers Education Program because costs exceeded revenue (also reported in Licensure), there was a decrease in business contract training

that reflected a lag in local recovery from the recession, and the College lost a significant contract in health care training for ACLS/CPR with the local health care system (also reported in Licensure). The Business Management program also saw a decrease in demand, and a change in a real estate licensure partnership caused a significant drop in Professional Licensure for the same period. In addition, the College made changes to the Applied Music registrations, whereby CE companion courses are shifting to credit course enrollment. Also, CEWD has seen a decrease in the senior population in the Institute for Learning in Retirement program. The following strategies are underway to increase enrollment:

- Marketing plans have been overhauled by leveraging new technologies and using the market research and analysis conducted by the Marketing Department.
- Student prospect tracking and communications and implementation of online portal for enhancing web registrations was initiated.
- New programs have been developed in Sterile Processing, Web Development, Frontline Leadership, Entrepreneurship, Hotel, Culinary Arts, and Tourism. Future programs in development are a manufacturing boot camp, a MakerSpace curriculum, and more CE programming in pathways for hospitality programming.
- Course offerings in the Institute for Learning in Retirement are being expanded.
- Audience profiles for recruitment have been widened.
- The Contract Training model is being overhauled by moving toward a Business Solutions model and the College hired a newly designed position to focus on better outreach strategies and sales.
- Growth in serving students as a result of the new WIAO legislation is anticipated.
- Growth with respect to the American Heart Association Training Sites is anticipated.

II. Progress Toward Benchmarks and Fulfilling State Goals for Postsecondary Education

The performance of the College with respect to achieving the goals for postsecondary education as outlined in the *2013-2017 Maryland State Plan for Postsecondary Education* is summarized below.

State Goal 1: Quality and Effectiveness

The 2013 Maryland State Plan emphasizes the value of “maintaining and improving the quality and effectiveness of postsecondary institutions.” In 2016, the College focused on the Annual Strategic Priorities set by its Board of Trustees. One of the main priorities was to “implement operational and best practices to enhance persistence, completion, and success with particular focus on adult learners and Hispanics as emerging populations in Frederick County.” The College also focused on awarding credit for military MOS and training, assessment of prior learning and creating procedures for stackable credentials from CEWD courses to credit courses in building trades, allied health, and IT. In addition, the College continued to utilize the Student Success Alert system that was developed in 2015 which is having a positive impact on student success.

Benchmark progress for this goal:

- Graduate satisfaction with educational goal achievement remains high (96%) and the College has reached the benchmark (96%).

- The fall-to-fall retention rate was higher (64%) for developmental than college-ready (57%) students, and both met the benchmarks of 64% and 51% respectively.
- Developmental students completed their requirements higher (62%) than the benchmark (58%). Peer institutions have an average completion rate of 50%.
- The successful/persistence rate for all students (81%) was higher than prior years (79%) and met the benchmark (80%), and the rate among college-ready students (91%) was higher than last year (88%), and met the benchmark of 85%. Moreover, the developmental completers rate (80%) increased compared to the last year cohort (78%) and was lower than the benchmark (85%); this rate, with 105 students for the developmental non-completers, was 46% and has been fluctuating for the past three cohorts (60%, 39%, and 46%).
- The graduation/transfer rate after four years was 67% for all students and was four percent higher than the benchmark (63%). The rate for college-ready students was six percent higher than the benchmark (83% vs. 77%), while the rate for developmental completers was the same as the benchmark at 60%.
- Average student performance at transfer institutions remains high (2.93) in AY 12-13 which is higher than the prior year (2.82) and the benchmark (2.76). The rate of students attaining a Cumulative GPA of 2.0 or higher for transfer to MD public four-year universities is high (88%) and is higher than the prior year (84%) and the benchmark (83%). MHEC was not able to provide these data for AY 14 and AY 15.
- The graduate satisfaction with transfer preparation was 91% and was 2% higher than the benchmark.
- The percent of expenditures on instruction (49%) exceeded the benchmark of 46%, academic support was 4% compared to the benchmark of 7%, student services was 14% compared to the benchmark of 13% and other expenditures was 33% compared to the benchmark of 35%.

The College continues to work on the following indicators:

- The educational goal achievement by students who were enrolled in Spring 2014 and did not return in Fall 2015 was 75% and the benchmark was 78%.
- The first-time pass rates for Registered Nursing students (89%) was higher than last year (80%), the benchmark was (94%). The new National Council State Boards of Nursing exam became more rigorous and consequently the borderline and low performing candidates were affected in FY 2014. In response, the Nursing Department made some changes in the way they teach and test, which was reflected in the FY 2015 pass rate.
- The pass rate for students in the Practical Nursing licensure and certification exams (89%) increased compared to last year (88%), and was lower than the benchmark (100%).
- The first time pass rate for students taking the Respiratory Care (RC) licensure and certification exam (78%) increased compared to last year (67%), and the benchmark set for this indicator was (92%). In 2011, a new national test was adopted which impacted the success rate of RC students. Thereafter, the RC program reviewed the test results and implemented several new initiatives to help students pass the test on their first attempt. These initiatives have increased the pass rate.

The College focused on reimagining and reconstructing developmental education in 2015 as a priority set by its Board of Trustees. A workgroup comprised of developmental English and math faculty, in consultation and collaboration with cross-campus staff, has analyzed current developmental education persistence and completion rates, curricular and pathways to credit-bearing courses, and academic placement policies and practices. Employing best practices in developmental education, the following reform is underway:

- The developmental mathematics courses have been redesigned and placement into STEM and non-STEM tracks has been streamlined, the math faculty collaborates with continuing education to support students identified as needing additional remediation, and college-readiness outcomes and transition courses that align with the Maryland College and Career Readiness and College Completion Act of 2013 have been established.
- The developmental English and reading courses have been redesigned and the pathway for completing courses and credits has been streamlined, co-requisites and linked course options have been expanded, and reading is being more heavily integrated with credit-level English.

State Goal 2: Access, Affordability, and Completion

The State Plan emphasizes the importance of student accessibility to education. To that end, the College strongly supports the completion focus in the 2013 Maryland State Plan, as well as the values and goals supported by the College and Career Readiness and College Completion Act of 2013. FCC offered early college access opportunities to high school students and increased its on-site dual enrollment from 41 students in Fall 2011 to 544 in Fall 2015, which represents more than a 1227% percent increase or 13 times higher. In addition, 300 high school students took courses on campus. FCC and Frederick County private and public schools have a strong history of collaboration. The partnership has been strengthened by the success of offering college-level courses at all ten comprehensive Frederick County Public School (FCPS) high schools, the FCPS Career and Technology Center, and one private high school. The Middle States Evaluation Team concluded: “The team commends the College for outreach to constituents of the dual enrollment program in the high schools. The program increases opportunity for students without the financial resources to attend the main campus and increases socio-economic and racial diversity within the student population.”

The College is pleased to find it has been able to:

- Increase unduplicated combined credit and continuing education enrollment by 3% in FY 2015 (15,256 vs. 14,839). Compared to the benchmark was (19,000).
- Increase Continuing Education headcount by 7% (7,137 vs. 6,692) compared to last year, with a benchmark of (10,200).
- Meet the 76 % benchmark of the FCC market share of part-time undergraduates, which was three percent higher than peer colleges.
- Increase enrollment of students in college-level courses concurrently with their high school courses by 70% (373 vs. 844) since 2012, which was 570 enrollments higher than the benchmark (274).
- Increase the number of degrees and certificates awarded by 11% in FY 2015 (1,168) compared to FY 2012 (1,050) and meet all College benchmarks.
- Support the affordability of attending FCC by maintaining tuition and fees at 47% of the MD state public universities rates, which is lower than the benchmark of 48%. (The full-time tuition and fees for 30 credits was \$4,165 for

FY2016. This calculates to be 47% of the average at Maryland's four-year public universities which was \$8,836.)

- Increase the annual course enrollments in continuing education, community service, and lifelong learning between FY 2014 and FY 2015 by 4% for duplicated (5,743 vs. 5,506) and 11% (2,877 vs. 2,599) for unduplicated headcount. (This year, enrollment was higher than the 2015 benchmark for duplicated enrollment.)
- Increase the unduplicated enrollment in continuing education basic skills and literacy courses from 1,432 students in FY2012 to 1,468 in FY 2015, significantly surpassing the benchmark of 830, and 1,865 more than the benchmark for duplicated headcount (3,065 vs. 1,200).

The College continues to work on the following indicators:

- Credit headcount decline compared to last year (8,497 vs. 8,535), with a benchmark of (9,360).
- The market share of first-time, full-time freshmen (54%) was higher than last year (50%), with a benchmark of (56%), and higher than peer colleges (53%).
- A decline of recent, college-bound high school graduates from 62% in Fall 2012 to 55% in Fall 2015, with a benchmark of (61%).

State Goal 3: Diversity

Diversity is broadly defined in the 2013 Maryland State Plan, as extending “*beyond equitable representation of underrepresented groups.*” This mirrors the FCC mission statement and the FCC Strategic Plan 2020. One of the six core values of FCC is: “Diversity: Visible and invisible human differences that affect the success of students, staff, and members of the community.”

The President's Diversity Task Force met monthly this past year to provide leadership and direction for diversity initiatives. Throughout the year, the College created programs that inspired dialogue, community-building, and interactive opportunities for students, staff, and faculty to learn about each other and about others from diverse communities. One of the Annual Strategic Priorities adopted by the Board of Trustees was to “Implement operational and best practices which enhance persistence, completion, and success with particular focus on adult learners and emerging populations.” As a result, the College identified the Hispanic population as an emerging population in Frederick County and at FCC. The College then developed recruitment and success strategies specifically targeting this population.

FCC continues to place emphasis on the recruitment, support, and retention of culturally diverse students. Between Fall 2011 and Fall 2015, the number of students of color increased by 19%, while the overall enrollment at the College declined by 5%. The highest enrollment increase was among the Hispanic population which increased 83% for the same period.

The College achieved the following diversity benchmarks for FY2015:

- FCC now enrolls proportionately more minority students in credit (33%) and continuing education (39%) than similar residents who live in its service area (22%).
- The percentage of minority full-time faculty from Fall 2012 (14%) increased by four percent in Fall 2015 (19%) and is higher than the benchmark (15%).
- The percentage of minority full-time administrative and professional staff from Fall 2012 (16%) increased by three percent in Fall 2015 (19%) with a benchmark of (20%).
- The percentage of fall-to-fall retention for Pell recipients was (55%) with a benchmark of (62%).

The following indicators did not have benchmarks for FY2015:

- The successful-persistence rate from the 2008 to 2011 cohorts for Hispanic students (N/A, 73%, 91%, and 64%) and African American students (71%, 62%, 78%, and 73%) fluctuated. The rate for all students was (79%, 78%, 79%, and 81%).
- The graduation-transfer rate for Hispanic students was (68%, 56%, 71%, and 48%) and for African American students was (67%, 51%, 59%, and 56%). The rate for all students was (74%, 67%, 65%, and 66%).

FCC recognizes the importance of closing the “achievement gap” as highlighted in the 2013 Maryland State Plan. For the fifth consecutive year, the College received a grant from MHEC for the Partnership to Achieving Student Success (PASS) program. In addition, the College funded the PASS program through the operational budget in FY17 to ensure the program continues past the last year of the grant funding. The persistence rate (89%) of PASS students was higher than the non-PASS group (71%), and minority students (50%). Also, the course completion rate of the PASS group (79%) was higher than the non-PASS (72%) and FCC minority students (74%).

State Goal 4: Innovation

One of the six FCC values is innovation and is defined as “creative thinking and approaches that enhance learning and support continuous improvement.” The Maryland State Plan for Higher Education, Maryland Ready emphasizes “the fundamental belief that innovative approaches to education and training should be purposeful and intentional.” FCC 2020 acknowledges the importance of prior learning and lifelong learning in support of the completion agenda. To that end, the Board of Trustees made prior learning assessment a priority in 2015-16 to improve learning outcomes and the completion rate. The College developed intentional strategies for career pathways between continuing education and credit programs to enhance securing employment for students. The College also expanded awarding academic credits to individuals for certain military training courses as well as workplace experience.

FCC online and hybrid course offerings continue to grow. The College has long supported Quality Matters in Distance Learning (QM) and Jurgen Hilke, an early pioneer of QM and the current Director of Distributed Learning at FCC, won the Instructional Technology Council’s (ITC) Lifetime Achievement Award as part of ITC 2016 Awards for Excellence in eLearning. In relation to the benchmarks for online courses, the College has experienced:

- An increase of 13% online credit enrollment (6,208) for the past four years which surpassed the benchmark of 5,300 by 1,008 students.
- A 394% increase (227 vs. 1,121) of CEWD online non-credit enrollment, which surpassed the benchmark of 200. The enrollment in FY 2015 was 1,121 students due to the additional offering of two online courses in Complex Attacks Situational Awareness and Response (CASAR) and Situation Assessment for Complex Attacks (SAFCA) for a national contract with FEMA to train up to 500 students in each class. This contract ended in FY 2016.

State Goal 5: Economic Growth and Vitality

Maryland Ready emphasizes the importance of educational transitions and an effective alignment across all higher education segments for enhancing student success. In FY2016, the College developed five new articulation agreements with four-year universities in the state and four articulation agreements with four-year universities outside of the state. Curriculum revisions were made to 29 programs, with one certificate and one letter of recognition being discontinued. In addition, two new degrees, three certificates, and one letter of recognition were created. The College Curriculum Committee also approved 58 new courses, 88 revisions to existing courses, and the removal of 11 courses.

Maryland Ready articulates the importance of promoting the economic growth and the vitality of the state through the development of a highly qualified workforce. The same goal is identified in FCC 2020. The Board of Trustees adopted “Align Frederick Community College program development with city, county, and state economic development priorities” as an Annual Strategic Priority for FY 2016. The College identified economic development priorities and gaps and recommended a strategic outreach plan to enhance partnerships with the business leaders. In addition, some curricula that are in line with economic needs were identified.

Overall:

- The rate of career program graduates employed full-time in a related field (91%) was 2% higher than the benchmark (89%).
- Graduate satisfaction with job preparation (91%) was 2% higher than its benchmark (89%).
- The number of awards in STEM programs for FY 2015 was 5.17% higher than FY 2014 (386 vs. 367) and higher than the benchmark (271).
- Enrollment in continuing education workforce development courses increased by 8% compared to 2014 (3,010 vs. 2,791), with a benchmark of (7,853).
- Enrollment in continuing professional education leading to government or industry-required certification or licensure declined by 5% compared to FY 2014 (926 vs. 976), with a benchmark of (1,649),
- Enrollment in contract training courses declined 9% compared to FY 2014 (1,224 vs. 1,341), with a benchmark of (4,500), and the number of business organizations that received training declined from 35 in FY 2014 to 30 in FY2015, compared to a benchmark of 78.
- Employer satisfaction with the Contract Training was 93%, with a benchmark of (95%).
- Credit enrollment in STEM programs for Fall 2015 was lower than Fall 2014 (1,700 vs. 1,841), with a benchmark of (1,800). The decline was impacted by

the renovation of the science labs and a shortage of space for offering science classes.

The decline in some of the Continuing Education and Customized training enrollments has been attributed to a decline in the demand for professional development and non-credit courses by clients from public industry, private industry, and other associations.

III. Cost Containment

For FY 2016, the College implemented several initiatives to assist in overall effectiveness, efficiency, and cost savings. The implementation of the College Time and Labor software, and a change in the approval process for all overtime and additional payroll has yielded an overall cost savings. In addition, the FCC Board of Trustees has approved several new policies and procedures specific to monitoring College use of travel, meals, and meeting costs. These measures have improved accountability and fiscal responsibility.

FCC continues to contain costs by participating in the block purchase of electricity usage as a part of the consortium with the Frederick County Government and the Frederick County Public School system. In addition to keeping software efficient and up-to-date, FCC has fully implemented a centralized print management system (Paper Cut), and outsourced to Managed Print Services (MPS) to manage and service College printers. The College has yielded cost savings with Paper Cut as well as reduced manpower hours for the FCC Help Desk and IT Support with the use of MPS to troubleshoot print related issues and maintain infrastructure. To that end, FCC continues to update various applications such as email, accounting, payroll, and registration.

IV. Community Outreach and Impact

Frederick Community College values the strong connections we share with our community through our outreach efforts, cultural events, and our local business and industry partners. The College is committed to nurturing these connections in support of our students' success. Activities this year included:

College Outreach

- The College held the President's Business Appreciation Awards to honor individuals, businesses, and organizations that have helped further the mission of FCC through partnerships based on College values and a shared commitment to the FCC vision. Each year, this awards ceremony gives the College a chance to celebrate the significant support received from its business partners.
- The President attended the CommUNITY Forum on Education along with the Superintendent of FCPS, the President of Hood College, the Provost of Mount St. Mary's University, a FCPS principal, the FCPS Teacher of the Year, a representative from Eliminating Achievement Gaps, and a members of the Frederick County Chamber of Commerce. The topics discussed were college and career readiness, the achievement gap among several student groups, and the use of technology.
- The President, the Provost/Vice President of Academic Affairs, and the Director of Diversity, Equity, and Inclusion attended the Frederick County Minority Business Forum, which was organized by the Frederick County Office of Economic Development to bring the minority business community together for networking opportunities and ideas on successful business strategies.

- The Director of Education and Innovation, Strategic Industries, and Entrepreneurship from the Maryland Department of Commerce visited the College to discuss FCC contract training. The director stressed the importance of FCC as an economic engine for workforce development in Frederick County.
- The President serves on the Executive Board of the National Center for Learning and Civic Engagement, a center within the Education Commission of the States that is committed to strengthening civic learning and engagement opportunities for students across the country.
- The President attended the American Association of University Women 5th Annual Afternoon Tea celebrating women in the arts. The proceeds from the event benefit FCC Project Forward Step, which is a counseling, information, and referral program designed to meet the needs of returning adult students, with special services for single parents and displaced homemakers.
- The President attended the 5th Annual Public Safety Awards Breakfast to honor the law enforcement, fire and rescue, and emergency service professionals who protect the homes, business, schools, and families of Frederick County. Staff from the FCC Mid-Atlantic Center for Emergency Management were also in attendance.
- The President met with the FCPS Superintendent Dr. Terry Alban and Hood College President Dr. Andrea Chapdelaine to discuss how to strengthen the pipeline between the educational institutions in the areas of STEM, hospitality, culinary, tourism, and information technology.
- FCC hosted a Ready, Set, Grow workshop which was organized by the Governor's Office of Minority Affairs that focused on helping small, minority, and women business owners compete for Maryland contracting opportunities.
- The President attended the ribbon cutting ceremony and opening exhibits of the Frederick Chamber of Commerce Business Expo, which is largest trade show in Frederick County. The Expo featured businesses, cuisine, seminars, and demonstrations from across the county.
- The President and the Director of College Safety and Security attended a gathering with privacy and civil liberty groups, community leaders, and law enforcement officials to talk about initiatives designed to improve the capabilities of law enforcement agencies to gather, analyze, and share critical information related to preventing terrorism in the community.
- The President welcomed participants of Towards a Sustainable Frederick County to campus to promote awareness of sustainability practices for local residents. County Executive Jan Gardner and other community leaders participated in the program.
- The FCC Computing and Business Technology Department hosted Cyber Day for more than 100 students from Frederick County Public Schools.
- The Coordinator of Veteran Services participated in the Frederick Veteran Support Network. The network advocates for veterans who are facing the complex challenge of reintegrating themselves into society and becoming self-sufficient and productive members of the community.
- The Director of the Office of Adult Services served as a board member for the Woman to Woman Mentoring Program, participated in its Social Enterprise committee, and assisted with its largest fundraiser, Clutch the Future.
- The Global Community Festival was held on campus and provided FCC and the community the opportunity to come together to explore different cultures from around the world and celebrate heritages that contribute to the diversity of FCC.

Admission and Recruitment Outreach

- College admissions staff coordinated events, staffed recruitment booths, and participated on panels for the Chamber of Commerce Fairs, Frederick City Government, Frederick County, Frederick Memorial Hospital, Camp David, Great Frederick Fair, In the Streets, Ft. Detrick Fairs, Adult Education Expos, Ag Fairs, Armed Forces Day, Building Expos, Business Employment Center and Workforce Fairs, Business Relations Breakfast, College Open Houses, Frederick Memorial Hospital Career/Education Fairs, Jobs and Career Fairs at local businesses, open houses at Monroe and Mt. Airy, and program open houses.
- Learning Support collaborated with FCPS to host the 16th Annual Life After Middle School event. The President welcomed more than 400 attendees. FCC extended invitations to parents of all 8th grade FCPS students. The goal of the evening was to help parents look ahead to the many opportunities that are available to their children, both in high school and beyond. The information prepares parents to assist their students in the high school planning process and helps them ensure their students leave high school college- and career-ready.
- The College partnered with community groups in its multicultural outreach which included the 2015 Latino Festival, Pathways to the Future, the Women's Conference, a Kappa Alpha Psi Event, the International Student Festival, the Asian Lunar New Year Festival, PASS visits to high schools, SHIP, the West Frederick Hispanic Festival, the Cultural Arts Fair, and the Convoy of Hope event.
- FCPS and FCC collaborated on many outreach events including College Night, where approximately 2,500 FCPS students and parents had the opportunity to talk one-on-one with more than 100 college representatives. The admissions office staff coordinated two highly attended on-campus High School Nights and served on panels, presented, and staffed booths at CTC College and Career Fairs, high school college fairs, homeschool events, Maryland School for the Deaf events, private school events (St. Johns, New Life Christian School, Jefferson School), and college fairs in four surrounding counties.
- The annual Future Link program continues to be a strong partnership with FCPS. The daylong event allowed more than 1,000 seventh graders to explore careers in STEM programs.
- FCC continues to work with targeted populations and social services agencies across Frederick County for on-campus events and campus tours to include Family Partnership, ARC of Frederick, Maryland School for the Deaf, Frederick Foster Care Services, ESL groups from FCPS, Fort Detrick, New Direction Academy, Senior Living, and other agencies.
- Based on the work of the Strategic Advisory Team, the College focused outreach specifically targeting five organizations (Asian American Center, Centro Hispano, Ft. Detrick, Housing Authority, and NAACP) in Frederick County to increase minority recruitment and develop stronger relations between the College and these organizations.

Students and Employees Outreach

- The On-Campus Service Learning project with staff and students collected and donated more than 900 food and personal hygiene items to be donated to the Frederick Rescue Mission.

- A faculty member who is also a photographer for Invertebrate Zoology Research Scientists at the National Museum of Natural History had more than 200 of her photographs included in six scientific publications and used as a book cover.
- Science faculty hosted a hands-on lab tour for several Frederick County elementary schools.
- A theatre faculty member is the Artistic Director of Maryland Ensemble Theatre and offered workshops and hosted discussion for Thomas Johnson High School to bring a county-wide drama festival to FCC.
- An employee served as a RISE mentor from Fall 2015 to Spring 2016. RISE is an initiative of the Carroll Creek Rotary that provides resources, training, and mentoring to public housing residents in Frederick County.
- An employee served as Court Appointed Special Advocate (CASA) in Montgomery County to represent the best interest of an abused/neglected child until their case is closed.
- A faculty member was the professional reviewer in the approval process of Frederick County Public School proposed texts for AP US history.

The staff continues to take the importance of community outreach seriously by serving on various committees in the community. They volunteered for the following organizations and events:

Frederick County 4-H, Future Farmers of America, Frederick County Rescue Mission, FCPS Success Program, women transition housing, the art exhibition selection committee for the Delaplaine Visual Arts Education Center, Catoctin Mountain Park, Advocates for Non-Speaking Residents Boards, Leadership Frederick County Education Board, Frederick County FCPS Guidance Board, Student Homelessness Initiative Project (SHIP), Frederick City Board of Aldermen, Asian American Center of Frederick, Nelson Mandela Day, Special Olympics of Maryland Polar Bear Plunge, Frederick County Public Schools Family Life Advisory Committee, Friends of the Library, Emmitsburg Branch, Advisory Board for Healthy Families Frederick County, Girl Scouts and Cub Scouts, Frederick Arts Council, and the Animal Welfare League of Frederick County.

FREDERICK COMMUNITY COLLEGE 2016 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 2012	Fall 2013	Fall 2014	Fall 2015
A. Credit students enrolled part time	64.6%	62.5%	65.8%	66.8%
B. Credit students with developmental education needs	52.5%	52.5%	45.4%	40.3%
	Spring 2010	Spring 2012	Spring 2014	Spring 2016
C. Credit students who are first-generation college students (neither parent attended college)	40.4%	33.6%	38.2%	30.6%
	FY 2012	FY 2013	FY 2014	FY 2015
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	1,534	1,999	2,129	2,096
	FY 2012	FY 2013	FY 2014	FY 2015
E. Financial aid recipients				
a. Credit students receiving Pell grants	19.7%	20.9%	19.5%	21.1%
b. Credit students receiving loans, scholarships and/or need-based financial aid	20.3%	22.7%	33.9%	34.2%
	Fall 2012	Fall 2013	Fall 2014	Fall 2015
F. Students 25 years old or older				
a. Credit students	30.5%	34.2%	33.2%	30.4%
	FY 2012	FY 2013	FY 2014	FY 2015
b. Continuing education students	82.7%	80.5%	83.3%	82.2%
	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 2012	Fall 2013	Fall 2014	Fall 2015
H. Credit student racial/ethnic distribution				
a. Hispanic/Latino	7.3%	8.4%	9.7%	10.7%
b. Black/African-American only	12.5%	12.9%	12.9%	12.7%
c. American Indian or Alaskan native only	0.3%	0.3%	0.4%	0.4%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.0%	0.0%	0.0%
e. Asian only	4.5%	4.8%	4.7%	4.7%
f. White only	70.7%	68.4%	68.2%	67.0%
g. Multiple races	2.6%	3.5%	3.1%	3.7%
h. Foreign/Non-resident alien	0.8%	0.8%	0.6%	0.6%
i. Unknown/Unreported	1.1%	0.8%	0.5%	0.4%
	FY 2012	FY 2013	FY 2014	FY 2015
I. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$25,987	\$22,414	\$17,951	\$21,798
b. Median income three years after graduation	\$49,429	\$45,080	\$42,931	\$44,824

Goal 1: Quality and Effectiveness

	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Benchmark Alumni Survey 2018
1. Graduate satisfaction with educational goal achievement	95.2%	97.0%	96.8%	96.5%	96.0%
	Spring 2009 Cohort	Spring 2011 Cohort	Spring 2013 Cohort	Spring 2015 Cohort	Benchmark Spring 2019 Cohort
2. Non-returning student satisfaction with educational goal achievement	77.0%	73.0%	68.4%	75.0%	73.0%
	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2019 Cohort
3. Fall-to-fall retention					
a. Developmental students	61.5%	64.0%	63.6%	63.5%	64.0%
b. College-ready students	55.8%	51.5%	56.5%	57.1%	60.0%

**FREDERICK COMMUNITY COLLEGE
2016 ACCOUNTABILITY REPORT**

4	Developmental completers after four years	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort	Benchmark Fall 2016 Cohort
		64.4%	61.7%	61.6%	62.0%	63.0%
5	Successful-persister rate after four years	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort	Benchmark Fall 2016 Cohort
	a. College-ready students	79.6%	84.4%	87.8%	90.8%	87.0%
	b. Developmental completers	81.1%	80.1%	77.7%	79.8%	84.0%
	c. Developmental non-completers	60.2%	39.4%	45.5%	45.7%	Not Applicable
	d. All students in cohort	78.7%	77.5%	79.2%	80.7%	81.0%
6	Graduation-transfer rate after four years	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort	Benchmark Fall 2016 Cohort
	a. College-ready students	78.1%	80.5%	80.2%	82.9%	80.0%
	b. Developmental completers	74.4%	62.3%	57.9%	59.5%	60.0%
	c. Developmental non-completers	55.9%	29.8%	33.0%	40.0%	Not Applicable
	d. All students in cohort	73.9%	65.7%	65.3%	66.8%	66.0%
7	Licensure/certification examination pass rates	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark FY 2020
	a. Registered Nursing	95%	88%	79.5%	88.9%	86.0%
	Number of Candidates	60	77	83	72	
	b. Practical Nursing	100%	100%	87.5%	88.9%	92.0%
	Number of Candidates	16	9	8	9	
	c. Respiratory Care	75.0%	67.0%	66.7%	77.8%	80.0%
	Number of Candidates	16	16	15	18	
8	Performance at transfer institutions	AY 11-12	AY 12-13	AY 13-14	AY 14-15	Benchmark AY 2019-20
	a. Cumulative GPA after first year of 2.0 or above	84.2%	85.9%			
	b. Mean GPA after first year	2.82	87.5%	MHEC did not provide	MHEC did not provide	84.0%
		2.84	2.93			2.88
	Three year average for FCC					
9	Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2008.	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Benchmark Alumni Survey 2018
		95.2%	97.0%	96.8%	85.0%	90.0%
10	Expenditures by function	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark FY 2020
	a. Instruction	48.6%	47.6%	49.0%	49.3%	49.0%
	b. Academic support	5.7%	5.8%	4.4%	3.7%	4.5%
	c. Student services	13.3%	13.6%	12.9%	14.3%	13.5%
	d. Other	32.3%	33.1%	33.8%	32.7%	33.0%

Goal 2: Access, Affordability and Completion

11	Annual unduplicated headcount	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark FY 2020
	a. Total	18,222	16,672	14,839	15,256	15,635
	b. Credit students	9,012	8,553	8,535	8,497	9,126
	c. Continuing education students	9,875	8,635	6,692	7,137	6,980
12	Market share of first-time, full-time freshmen	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Benchmark Fall 2020
		53.1%	54.0%	49.9%	54.3%	53.0%

**FREDERICK COMMUNITY COLLEGE
2016 ACCOUNTABILITY REPORT**

13	Market share of part-time undergraduates	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Benchmark Fall 2020
		76.0%	75.8%	75.1%	75.6%	76.0%
14	Market share of recent, college-bound high school graduates	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Benchmark Fall 2020
		62.0%	57.4%	64.2%	54.9%	61.0%
15	High school student enrollment	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Benchmark Fall 2020
		373	400	495	844	870
16	Associate degrees and credit certificates awarded	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark FY 2020
	a. Career degrees	322	308	321	338	355
	b. Transfer degrees	562	539	576	643	736
	c. Certificates	166	176	183	187	211
	d. Total awards	1,050	1,023	1,080	1,168	1,302
17	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.	FY 2013	FY 2014	FY 2015	FY 2016	Benchmark FY 2021
		48.7%	48.4%	47.1%	47.1%	48.0%
18	Enrollment in continuing education community service and lifelong learning courses	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark FY 2020
	a. Unduplicated annual headcount	2,883	3,019	2,599	2,877	2,861
	b. Annual course enrollments	5,370	5,930	5,506	5,743	6,010
19	Enrollment in continuing education basic skills and literacy courses	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark FY 2020
	a. Unduplicated annual headcount	1,432	1,528	1,458	1,468	1,891
	b. Annual course enrollments	2,458	3,048	2,943	3,065	4,063
Goal 3: Diversity						
20	Minority student enrollment compared to service area population	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Benchmark Fall 2020
	a. Percent nonwhite credit enrollment	29.3%	31.6%	31.8%	33.0%	36.0%
	b. Percent nonwhite continuing education enrollment	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark FY 2020
		24.1%	26.9%	32.2%	38.9%	36.0%
	c. Percent nonwhite service area population, 18 or older	July 2012	July 2013	July 2014	July 2015	Benchmark July 2020
		19.9%	20.7%	21.3%	22.0%	Not Applicable
21	Percent minorities (nonwhite) of full-time faculty	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Benchmark Fall 2020
		14.0%	14.0%	18.0%	19.0%	21.0%
22	Percent minorities (nonwhite) of full-time administrative and professional staff	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Benchmark Fall 2020
		16.4%	14.0%	17.0%	19.3%	21.0%
23	Successful-persister rate after four years	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort	Benchmark Fall 2016 Cohort
	a. Black/African-American only	71.0%	62.4%	78.1%	73.0%	71.0%
	b. Asian only	-	-	-	-	-
	c. Hispanic/Latino	-	72.8%	90.5%	63.8%	76.0%
	Note: Not reported for groups with < 50 students in the cohort for analysis.					

**FREDERICK COMMUNITY COLLEGE
2016 ACCOUNTABILITY REPORT**

	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort	Benchmark Fall 2016 Cohort
24 Graduation-transfer rate after four years					
a. Black/African-American only	67.0%	51.4%	59.0%	55.5%	55.0%
b. Asian only	-	-	-	-	-
c. Hispanic/Latino	67.9%	55.6%	71.4%	47.8%	60.0%
Note: Not reported for groups with < 50 students in the cohort for analysis.					
	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2019 Cohort
25 Fall-to-fall retention					
a. Pell grant recipients	58.2%	59.8%	61.2%	55.0%	59.0%
b. Non-recipients	57.3%	58.1%	60.2%	60.6%	Not Applicable

Goal 4: Innovation

	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark FY 2020
26 Enrollments in online courses					
a. Credit (working with IT for data)	5,601	5,498	5,868	6,308	9,032
b. Continuing education	227	324	396	1,121	750

Goal 5: Economic Growth and Vitality

	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Benchmark Alumni Survey 2018
27 Full-time employed career program graduates working in a related field	85.5%	96.0%	90.3%	90.5%	89.0%
	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Benchmark Alumni Survey 2018
28 Graduate satisfaction with job preparation	83.1%	89.0%	96.3%	90.5%	90.0%
Note: Response categories changed starting in 2008.					
	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark FY 2020
29 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	5,801	4,355	2,791	3,010	2,671
b. Annual course enrollments	8,060	5,968	3,808	4,355	4,033
	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark FY 2020
30 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	1,236	1,503	976	929	864
b. Annual course enrollments	1,710	1,868	1,281	1,289	1,221
	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark FY 2020
31 Number of business organizations provided training and services under contract	62	49	35	30	70
	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark FY 2020
32 Enrollment in contract training courses					
a. Unduplicated annual headcount	3,685	2,127	1,341	1,224	1,032
b. Annual course enrollments	4,964	3,323	1,812	1,699	1,979
	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark FY 2020
33 Employer satisfaction with contract training	100.0%	100.0%	88.0%	92.9%	95.0%
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Benchmark Fall 2020
34 STEM programs					
a. Credit enrollment	1,879	1,822	1,841	1,700	1,811
	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark FY 2020
b. Credit awards	367	323	350	386	357