

# 2017 PERFORMANCE ACCOUNTABILITY REPORT

This report was approved by the Board of Trustees on September 13, 2017 and submitted to the Maryland Higher Education Commission.

## **2017 Performance Accountability Report Frederick Community College**

### **1. 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.

### **2. INSTITUTIONAL ASSESSMENT**

The College is guided by a five-year, mission driven strategic plan titled *FCC 2020*. In order to keep the College focused on its mission, and effectively meet the goals and objectives set forth in *FCC 2020*, the Board of Trustees (BOT) work together with the President to develop a set of Annual Strategic Priorities (ASPs) for each fiscal year at their July retreat. The ASPs are then distributed throughout the College community to support planning, budgeting, and decision making for the upcoming fiscal year.

Following the July 30, 2016 BOT retreat, the President presented the six ASPs to the Senior Leadership Team (SLT). Each Senior Leader used the ASPs to develop their annual team plans. Team plan status reports are submitted annually by each Senior Leader to the Office of Planning, Assessment, and Institutional Research (OPAIR). Team plan status reports were submitted to OPAIR in early July of 2017.

In consultation with their direct supervisors, all College employees then used the ASPs and their respective team plans to develop their individual Employee Development Plan (EDP) goals for FY 2017. All EDPs were then submitted to Human Resources by October 1, 2016, and the EDPs were subsequently used by the Employee Development Advisory Team (EDAT) to plan the College professional development activities for the year.

To integrate the ASPs, team plans, and individual EDPs, the President convened the Strategic Advisory Team (SAT) in September of 2016, comprised of over 60 volunteers from areas of the College. Cross-college workgroups were formed around each of the six ASPs to bring a College-wide perspective and engagement to the goals and initiatives of each ASP. The SAT workgroups presented progress updates on the ASPs to the BOT at the January and May 2017 Board meetings.

The College budget development process for FY 2018 commenced on September 22, 2016. All budget requests had to be clearly aligned with the BOT-established ASPs and the goals and objectives of *FCC 2020*. The President and SLT reviewed and prioritized requests. Prioritized budget requests were presented to the BOT at their budget workshop on January 9, 2017. Preliminary approval of the budget was given at the February 15, 2017 BOT meeting.

Throughout the budget development process, the President, Chief of Operations, and the Vice President for Finance and Human Resources worked closely with County staff and the County Executive related to budget development. They also attended the public hearings to advocate for College funding. The budget was submitted to the County Executive for preliminary review on

February 17, 2017. The budget then moved through the official approval process and was approved by the Frederick County Council on June 27, 2017.

This process demonstrates the College commitment to Goal 4 of *FCC 2020*, to “Prepare for the future through effective planning, resource development, and continuous institutional improvement that is aligned with the College mission.”

### **Response to MHEC Assessment**

*Enrollment in online credit courses (Indicator 26a).*

**MHEC Assessment:** “According to the 2016 Performance Accountability Report, enrollment in online credit courses increased 12.6% from FY 2012 to FY 2015 (from 5,601 to 6,308). In addition, the College has set a benchmark of 9,032 enrollments for 2020 (a 43.2% increase from FY 2015). With a goal for continued growth in online course enrollment in the coming years, please discuss how the College evaluates the effectiveness of this alternative form of course delivery and how the results of evaluations inform practice and policy.”

**FCC Response:** An increase in online enrollments of 24% (from 6,308 in FY 2015 to 7,803 in 2016) has brought the College closer to its projected target of 9,032 enrollments in 2020. On the program-level, the College has monitored and documented the effectiveness of online offerings since 2003 through an annual collection of student data, including retention and completion rates, A, B, C, D success rates, student satisfaction, and the changing use of course related technologies. This data has been used by the College to make adjustments in how we develop, deliver, and support online instruction. Examples include the gradual introduction of streaming video based on the increased availability of broadband internet access, the introduction of Blackboard Collaborate platform for synchronous instructor student interaction, and upgrading online student support services for an increasing percentage of students who do not come on campus and take only online courses.

On the course level, the College monitors and evaluates the effectiveness of online offerings focusing on course design and delivery. The College uses a rubric of key quality standards, the Quality Matters (QM) Peer Review protocol, to ensure quality in course design. Sixty-nine percent of online-only courses have been formally QM reviewed. Standards for course delivery are incorporated in a faculty ‘*Teaching Online Certificate*,’ which requires first-time, online faculty to complete a one-semester peer mentoring experience. Finally, a periodic compliance review of state and federal regulatory requirements is in place.

### **Progress toward Benchmarks and Fulfilling State Goals for Postsecondary Education**

College performance in achieving the goals outlined in the 2013-2017 Maryland State Plan for Postsecondary Education, (Maryland State Plan) is summarized below. Note that the benchmarks referenced in the following sections are set for 2020, thus any current figures reported are a measure of progress toward meeting these benchmarks by the year 2020.

#### **State Goal 1: Quality and Effectiveness**

The value of “maintaining and improving the quality and effectiveness of postsecondary institutions” is emphasized in the Maryland State Plan. In 2017, the College focused on

developing coherent and rigorous career and transfer pathways for students and included milestones to measure student success and progress. The Curriculum Committee approved revisions to 12 degree programs, 13 areas of concentration, 13 certificates, and one Letter of Recognition in FY 2017. In addition, one area of concentration, one certificate, and one Letter of Recognition were discontinued.

The College developed four umbrella degrees under general studies: AA Arts & Humanities, AS Social Sciences, AS STEM, and AAS STEM Technology. These umbrella degrees were approved by the Maryland Higher Education Commission (MHEC) in spring 2017. Milestone courses were identified for programs which help faculty, program managers, and advisors in guiding students toward completion. In addition, the Pre-Nursing degree was revised to a degree in Pre-Health Professions, with plans to build areas of concentration in other pre-professional health areas such as pre-surgical technology and pre-occupational therapy. The College has made a concerted effort to target articulation agreements with the top transfer institutions resulting in eight new articulation agreements with four-year universities in the state of Maryland: Goucher College; Hood College; Mount St. Mary; St. Mary's College of Maryland; University of Maryland, College Park; and University of Maryland, Baltimore County.

Benchmark progress for this goal includes:

- Graduate satisfaction with educational goal achievement remained high (97%), exceeding the benchmark (96%).
- The fall-to-fall retention rate was 66% for developmental students, exceeding the benchmark (64%).
- The developmental student completion rate was 65%, exceeding the benchmark (63%) and the last cohort (62%).
- The first-time pass rate for Registered Nursing students was 91%, exceeding the benchmark (86%) and last year's pass rate (89%). The pass rate has improved since the adoption of ATI testing and changes in the RN program.
- The cumulative GPA of 2.0 or above for transfer students at the Maryland public universities after the first year was 90%, exceeding the benchmark of 84%. Also, the Mean GPA for these students was 2.97, exceeding the benchmark of 2.88.
- The successful-persister rate for all students (80%) was below the benchmark (81%), however this rate among college-ready students was 88%, exceeding the benchmark of 87%. The developmental completers rate (82%) increased compared to the prior year cohort (80%), and is approaching the benchmark (84%). In the developmental non-completers cohort, the pass rate was 34%, and has been fluctuating across the past three cohorts (39%, 46%, and 46%).
- The graduation-transfer rate after four years was 66% for all students and met the benchmark (66%). The rate for college-ready students was 79%, approaching the benchmark of 80%, while the rate for developmental completers was 62%, exceeding the benchmark (60%).
- The percent of total fiscal year 2016 unrestricted operating expenditures on instruction (49.1%) met the benchmark (49.0%), academic support was 3.2%, not meeting the benchmark of 4.5%, student services was 14.6%, exceeding the benchmark of 13.5%, and other expenditures was 33.1%, which met the benchmark of 33.0%.

The College continues to work on the following indicators:

- The fall-to-fall retention rate for college-ready students was 59%, the benchmark is 60%.

- Graduate satisfaction with transfer preparation, based on the FY 2014 graduates' responses to the Graduate Follow-Up Survey, was 85% and is nearing the benchmark (90%). Currently, the College is conducting the survey for FY 2016 graduates. Results will be reported in the 2018 Performance Accountability Report.
- The first time pass rate for students taking the Respiratory Care (RC) licensure and certification exam was 70%, a decline compared to last year (78%), with a benchmark of 80%. The RC program reviewed the test results and implemented several new initiatives to increase critical thinking during clinical time and greater use of the Kettering Simulations software called Classmate.

In 2015, a priority established by the BOT focused on reimagining and reconstructing developmental education. The College continued this initiative in FY 2017. One of the goals was to create more affordable options for students. An intermediate algebra class and a college-level credit math class were combined into a single course. This single course shortens the time it takes students to finish their college-level math requirement and complete their degree. This initiative reduced the math developmental credits from six to two credits. In addition, the Developmental English program underwent a redesign moving from two levels of independent reading and writing courses to a model that reduces the requirements by a total of four credits. The intent behind this "blended model" is to enable students to graduate and/or transfer at a higher rate.

The Nursing Department discontinued the Practical Nursing program in fall 2016 based on recommendations from professional consultants. The benchmark and data will be removed from the Accountability Indicators for FY 2018.

### **State Goal 2: Access, Affordability, and Completion**

Student accessibility to higher education is emphasized in the Maryland State Plan. The College strongly supports the Maryland State Plan and the goals and expectations reflected in the College and Career Readiness and College Completion Act of 2013. FCC offered early college access to high school students and increased its high school concurrent enrollment from 844 students in fall 2015 to 1,026 in fall 2016, a 22% increase. FCC and Frederick County private and public schools have a strong history of collaboration. The partnership has been strengthened by offering 115 sections of college-level dual enrollment courses at all ten comprehensive high schools in the Frederick County Public School (FCPS) system, the FCPS Career and Technology Center, one private high school, and the Maryland School for the Deaf. One of the major initiatives increased access and opportunity for college-ready high school students, particularly first generation college students, students of color, and students who participate in the Federal Free and Reduced Meals (FARM) program. There were 156 FARM students participating in dual enrollment in FY 2017 compared to 77 students in FY 2015.

A system to guide students from orientation through their first semester and monitor the progress of their degree plans was developed. Funds for professional development and assessment are provided to ensure continuous improvement. A Student Lifecycle Support Plan tracks student progress from pre-admit to completion. Academic brochures that map courses, career opportunities, and job earnings were developed for each program. Annual review and milestone meetings with program managers for 24 and 45 credit benchmarks are planned for FY 2018.

The College is pleased to report:

- An increase in credit unduplicated headcount from FY 2015 to FY 2016 by 3% (8,497 to 8,775), approaching the 2020 benchmark of 9,126.
- An increase in the market share of first-time, full-time freshmen (54%), exceeding the benchmark (53%).
- Meeting the 76% benchmark in the FCC market share of part-time undergraduates.
- An increase in the market share of recent, college-bound high school graduates from 55% in fall 2015 to 59% in fall 2016, nearing the 2020 benchmark (61%).
- A 157% increase in students concurrently enrolled in both college-level and high school courses (400 students in fall 2013 compared to 1,026 students in fall 2016, exceeding the benchmark of 870 students).
- An 11% increase in the number of degrees and certificates awarded in FY 2016 (1,168) compared to FY 2013 (1,050). This represents progress toward the 2020 benchmark (1,302).
- Supporting the affordability of attending FCC by maintaining tuition and fees at 48% of the MD state public universities rates, meeting the benchmark. The full-time tuition and fees for 30 credits at FCC was \$ 4,385.80 for FY 2017. This calculates to be 48% of the average at Maryland's four-year public universities which was \$9,052.
- An increase in the unduplicated headcount in continuing education basic skills and literacy courses by 14% from 1,468 students in FY 2015 to 1,680 in FY 2016 progressing toward the benchmark of 1,891.

The College continues to address the following indicators:

- The combined unduplicated credit and continuing education enrollment from FY 2015 to FY 2016 declined by 1% (15,256 to 15,034), and was below the benchmark of 15,635. For FY 2017, enrollments increased 4% to 15,592.
- The unduplicated headcount in continuing education declined 8% (7,137 to 6,576) from FY 2015 to FY 2016, and was below the benchmark (6,980). For FY 2017, the continuing education unduplicated headcount increased 6% to 6,964.
- The unduplicated headcount in continuing education community service and lifelong learning courses between FY 2015 and FY 2016 declined 12% (2,877 to 2,542), and was below the benchmark (2,861). For FY 2017, enrollments increased 16% to 2,951.

### **State Goal 3: Diversity**

The FCC mission statement and the College strategic plan *FCC 2020* reflect the goal of the Maryland State Plan by including diversity as one of the six core values of the College. FCC emphasizes our commitment to diversity, equity, and inclusion, and highlights our intentionality to lead with authenticity in all programs and activities. One example of our focus on diversity was the first annual Day of Human Understanding on April 13, 2017. The event supported the continuing development of cultural competence for all members of the College community and featured a keynote presentation from Dr. Donna Hicks related to her *Dignity Model*.

The College also held a series of courageous conversations for students to facilitate discussions on hot-button contemporary issues with a focus on exercising civility in dialogue.

FCC demonstrated a commitment to the recruitment, support, and retention of culturally diverse students. According to the College Credit Student Profile Report, between fall 2012 and fall 2016 the number of nonwhite students increased by 17%. The highest enrollment increase was among Hispanic students, which increased 53% during this period.

In efforts to increase diversity among students, the recruitment and outreach of the Admissions office included specific targeted multicultural outreach activities such as the: Latino Festival, Pathways to the Future, Women's Conference, Kappa Alpha Psi Event, International Student Festival, Asian Lunar New Year Festival, Pathways to the Future, Multicultural Student Services visits to high schools, Student Homelessness Initiative Partnership of Frederick County (SHIP), West Frederick Hispanic Festival, Cultural Arts Fair, and the Convoy of Hope event.

FCC enhanced its hiring process in FY 2017 to recruit more diverse candidates. The hiring process now involves the following steps:

1. Human Resources coordinates advertising with the supervising administrator for each position to ensure that job postings reach a broad and diverse pool of candidates, for example through diverse professional organizations.
2. Human Resources reviews each applicant pool for diverse representation on the best consideration date to determine if the process should move forward.

Human Resources now requires all individuals chairing or serving on search committees to undergo training to identify and mitigate unconscious bias.

The College is showing progress toward the benchmarks for the following:

- The percent of nonwhite students enrolled in credit (34%) and continuing education (37%) courses was higher than the percent of the nonwhite population in Frederick County (23%).
- The percent of nonwhite students in continuing education courses was 37%, exceeding the benchmark (36%).
- The percent of nonwhite students in credit courses was 34%, below the benchmark (36%).
- The Hispanic student successful-persister rate after four years for the 2012 cohort was 84%, exceeding the benchmark of 76%.
- The African American successful-persister rate after four years for the 2012 cohort was 71% and met the benchmark of 71%.
- The graduation-transfer rate for Hispanic students in the 2012 cohort was 62%, exceeding the benchmark of 60%.
- The graduation/transfer rate for African American students in the 2012 cohort was 55% and met the benchmark of 55%.
- The percentage of fall-to-fall retention for Pell Grant recipients was 65%, exceeding the benchmark of 59%.

The College continues to address the following indicators:

- A 4% increase in full-time nonwhite faculty between fall 2013 and fall 2016 to 18%, approaching the benchmark (21%).
- A 5% increase in full-time nonwhite administrative and professional staff between fall 2013 and fall 2016 to 19%, approaching the benchmark (21%).

#### **State Goal 4: Innovation**

Innovation, defined as “creative thinking and approaches that enhance learning and support continuous improvement” is also one of the six FCC values. The Maryland State Plan, emphasizes “the fundamental belief that innovative approaches to education and training should be purposeful and intentional. The importance of prior and lifelong learning in support of the completion agenda is acknowledged in *FCC 2020*. Many innovative initiatives were developed in credit and continuing education online courses, including a checklist for major ADA accessibility functions and formats such as closed captioning, text color and size, and screen reader access in text based formats. The following indicators have resulted in positive trends.

- A 42% increase in online credit enrollment (from 5,498 to 7,803) over the past four years, which is approaching the 2020 benchmark of 9,032.
- A 177% increase of CEWD online non-credit enrollment (from 324 to 897), which exceeded the benchmark of 750.

#### **State Goal 5: Economic Growth and Vitality**

Promoting the economic growth and the vitality of the state through the development of a highly qualified workforce is articulated in both the Maryland State Plan and *FCC 2020*. The 2016 Economic Impact Study conducted by EMSI, a company that provides economic modeling services, revealed that FCC generated \$299.8 million in added income for Frederick County.

An Annual Strategic Priority for FY 2017 was to “Position FCC as a primary provider of workforce education and career pathways to employment in Frederick County.” Since career pathways are a focus of the Maryland State Department of Education (MSDE) and Frederick County Public Schools (FCPS), FCPS to FCC articulations were reviewed to align career pathways in three clusters: 1) Information Technology, 2) Healthcare, and 3) Business.

The College received an America’s Promise Grant to offer Tech Connect, an employer-aligned, job-focused experience to develop and facilitate non-credit IT programs over four years. This program is comprised of four non-credit tracks: 1) Network Engineering, 2) IT User Support Specialist, 3) Healthcare IT Technician, and 4) Web Programmer. Each track is designed to provide intensive short term IT training to fill gaps for in-demand jobs. Upon completion, individuals will be prepared to demonstrate a portfolio of their work to employers and/or to test for industry credentials.

The College recently completed the Monroe Center renovation, which included the addition of a “Makerspace,” a hands-on creative learning environment that provides access to a 3-D printer, a 3-D scanner, a laser cutter, a CNC Router, various shop tools, 3-D mechanical design software, 12 computer stations, and collaborative work spaces.

The Mid-Atlantic Center for Emergency Management (MACEM) revised the articulation agreement with MSDE for the Career and Technology Education Pathway program in Homeland Security and Emergency Preparedness. Maryland students completing one of the three options may enroll at FCC in the Emergency Management program and earn six credits.



A pathway was developed between academic credit and continuing education in Healthcare Careers.

The College increased the access to career pathway information through the use of Career Coach, a web based career inquiry platform supported by EMSI.

Progress associated with this indicator include:

- The rate of career program graduates employed full-time in a related field (91%) exceeding the benchmark (89%).
- Graduate satisfaction with job preparation (91%) exceeded the benchmark (90%).
- The number of awards in STEM programs for FY 2016 increased 24% from FY 2013 (323 to 401) and exceeded the benchmark of 357.
- A 100% employer satisfaction rate with Contract Training which exceeded the benchmark of 95%.
- Course enrollments in continuing education and workforce development from FY 2015 to FY 2016 declined by 16% (3,010 to 2,517), and was below the benchmark of 2,671. However, course enrollment increased 13% to 2,854 in FY2017, exceeding the benchmark.
- Course enrollments in unduplicated continuing professional education leading to government or industry-required certification or licensure declined 12% (926 to 814) from FY 2015 to FY 2016, and was below the benchmark of 864. The FY 2017 enrollment increased 25% to 1,019, exceeding the benchmark.
- Contract training course enrollments declined 20% (1,248 to 1,001) from FY 2015 to FY 2016, and was below the benchmark of 1,032. The FY 2017 enrollment increased by 64% to 1,640

The College continues to address the following indicators:

- The number of business organizations that received training declined from 31 in FY 2015 to 26 in FY 2016 and, was below the benchmark (70).
- A decline in STEM program credit enrollments from 1,700 in fall 2015 to 1,631 in fall 2016, currently below the benchmark of 1,811.

The College received approval from MHEC for the Associate of Applied Science degree STEM Technology with eight Areas of Concentrations: Audio Production Technology, Computer Aided Design Technology, Construction Management Technology, Cybersecurity, Data Science, Information Technology Specialist, Networking Engineering, and Software Engineering. The Associate of Science Degree with Biology, Chemistry, Engineering, and Mathematics received approval from MHEC and will be available to students in FY 2017-2018.

### ***Cost Containment***

For FY 2017, the College implemented several initiatives to promote overall effectiveness, efficiency, and cost savings. 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 FY 2017, the costs for electricity decreased from \$0.07/kwh to \$0.055/kwh.

In FY 2017, health insurance premiums were reduced by 5% through a competitive bid process, which resulted in cost savings to the College and also for its employees.

Credit adjunct faculty costs decreased by \$371,451 in FY 2017 through reassignment of program management duties to administrator positions and putting full-time faculty back in the classroom.

The College has centralized several budget categories to better monitor and control College funds. By centralizing the approval for professional development, travel, and furniture/equipment expenditures, the College was able to reduce costs by \$208,059.

The College uses organizational restructuring to promote efficient and effective operations and identify opportunities for cost savings. As a result, during restructuring, one full-time position was eliminated in Safety and Security, one full time position was reduced to a part-time position in Fiscal Services, and one full-time position was not replaced in the Office of Institutional Advancement after an employee resigned in FY 2017. These staffing changes resulted in an overall cost savings of \$177,789.

### **3. COMMUNITY OUTREACH AND IMPACT**

The College has major partnerships with FCPS, Hood College, Mount Saint Mary's University, the Frederick City Police Department, Frederick County Sheriff's Office, the Maryland State Police, Frederick County Workforce Services, the Center for Research & Education in Science & Technology, the Frederick County Chamber of Commerce, Fort Detrick, the Campus Compact Mid-Atlantic, Maryland Legal Aid, Midwestern Maryland Office, the Housing Authority of the City of Frederick, Frederick County Public Libraries, and Frederick County and City of Frederick Economic Development offices. Other numerous community partnerships exist, including Heartly House, Frederick Memorial Hospital, the Mental Health Association, Frederick County Commission for Women, Frederick County Department of Social Services, Community Foundation of Frederick County, Woman to Woman Mentoring, and the YMCA of Frederick County.

The College engages over 100 business and industry leaders and practitioners as advisors serving on career program advisory boards. The role of career program advisory boards is to provide current and future business/industry perspectives and insights to program sustainability and curricular development. At FCC, both credit and continuing education career programs utilize advisory boards. In FY 2017, twenty-three career advisory boards met with our program managers and faculty in support of their programs.

Highlights from these partnerships during FY 2017 include:

- FCC was a sponsor for the Second Annual Nelson Mandela Day, Frederick Day of Service held at Hood College.
- "Coffee and Conversation with a Cop" events were held in the FCC Student Center, partnering with the Frederick City Police Department and Frederick County Sheriff's Office
- FCC held an information forum and dialogue on the Impact of Heroin and Opioid Use on the Community. A panel of local experts, including representatives from Frederick Memorial Hospital, the Frederick City Police Department, and the Frederick County Health Department provided comprehensive information.
- FCC partnered with the Frederick County Office of Economic Development, the Entrepreneur Council of Frederick County, and the KENT Group (a nonwhite-owned business organization), in the creation of the Rising Entrepreneurs Workshop (REW). REW

is a program for high school students of color from Frederick County Public Schools to help them develop a practical understanding of the tools and resources needed to launch a business.

- FCC paralegal students partnered with Maryland Legal Aid and other community partners to sponsor two “Pro Bono Days,” where volunteer attorneys come to campus and provide one-on-one legal advice on a variety of issues to community members.
- FCC partnered with Frederick County Public Libraries for Frederick Reads, which brings notable authors to Frederick. The community was invited to FCC to hear Bill Bryson speak.
- FCC hosted Future Link, a STEM career conference for middle school students. Over 1,000 Frederick County Public School 7<sup>th</sup> graders attended sessions and actively engaged with community STEM professionals. This event is held in partnership with Frederick County Workforce Services, Frederick County Health Department, Frederick County Chamber of Commerce, and many local STEM businesses and professionals.
- The FCC Veterans Center hosted a luncheon to honor student veterans and veterans from the community, including the Fort Detrick Alliance President and Executive Director.
- The FCC Continuing Education and Workforce Development Team conducted an analysis and needs assessment of the Frederick County wine industry with a group of local winery owners. This community outreach informed the FCC Hospitality, Culinary, and Tourism Institute on program development.
- The Frederick County Chamber of Commerce “Leadership Frederick County” Education Day was held at FCC.
- FCC hosted the 11<sup>th</sup> Annual Latino Festival which shares and educates the community on the rich tapestry of culture and tradition of Latino culture through art, sport, music, dance, food, and literature and acknowledges the heritage, culture, and contributions of Latinos within the United States.
- FCC Fest, a community celebration, was held. Employees, students, alumni, and community members enjoyed an afternoon of music, food from two local vendors, homemade desserts prepared by FCC students, campus tours, information tents, and family activities which included an obstacle course and balloon animals.
- The College kicked off the FCC Foundation Annual Campaign with a “Visiting Day.” Organized teams consisting of volunteer students, staff, and Foundation board members visited with community leaders to raise awareness about FCC and how it serves the students and the community.
- The FCC ESL program participated in the English Language Learners (ELL) Alternative Pathways Work Group convened by Frederick County Public Schools. This work group was charged with developing curricula for an alternative pathway for ELL students to FCC.
- A mentoring program was developed between FCC and Monocacy Middle School. FCC faculty and staff met one-on-one with middle school students over the course of the year.
- Admissions staff coordinated events, staffed recruitment booths, or participated on panels at the Chamber of Commerce fairs, Frederick City Government, Frederick County, Frederick Memorial Hospital, FCC Fest, Camp David, Great Frederick Fair, Ft. Detrick fairs, Adult Education expos, agriculture fairs, Armed Forces Day, the Business Employment Center and Workforce fairs, the Business Relations Breakfast, College open houses, Frederick Memorial Hospital career and education fairs, jobs and career fairs at local businesses, open houses at the Monroe Center, program open houses, and women’s conferences.

- FCC collaborated on several events with targeted populations and social service agencies across the county to include the Department of Social Services, Division of Rehabilitation Services (DORS), Family Partnership, the ARC of Frederick, Community Action Agency, Frederick County Workforce Services, the Way Station of Frederick, SHIP, Youthful Offender Program, Youth Summit, Maryland School for the Deaf, Frederick Foster Care Services, ESL at FCPS, Fort Detrick, and senior living facilities.
- Math faculty participated in the DC Chapter of the Muslim InterScholastic Tournament (MIST) and helped students write questions for the competition, find and schedule judges, run the weekend-long competition, and judge/grade the responses.

### **Student Outreach**

- A total of 380 students spent 5,000 hours supporting community organizations in Frederick County through Service Learning projects. The College held a Service Awards Ceremony honoring 14 students who received awards for their service. In addition, six students received U.S. Presidential Awards.

College faculty and staff continue to take the importance of community outreach seriously by serving on various committees and groups in the community, including:

The Rotary Club of Carroll Creek’s “Fellowship” and “Next Big Thing” committees, the Arts Partners, Maryland Ensemble Theatre, the Dwelling Place, Frederick County Animal Shelter, the City of Frederick Parks and Recreation, Brunswick Food, Brunswick High School Band Support, the Frederick Literacy Council, tutoring ESL students, the Invertebrate Zoology Department, National Museum of Natural History, NC Precision Machining Competition Chair for SkillsUSA Maryland and the Maryland Department of Education, Linganore High School’s JV and Varsity Volleyball Teams, parent volunteer supporting Windsor Knolls Middle School theater program, and Population Education, a D.C. based non-profit organization.

## **4. ACCOUNTABILITY INDICATORS**

See attached FCC 2017 Accountability Indicators Table.

# FREDERICK COMMUNITY COLLEGE 2017 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.*

B.	Credit students with developmental education needs	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>
		59.5%	57.5%	53.1%	52.5%
C	Credit students who are first-generation college students (neither parent attended college)	<b>Spring 2010</b>	<b>Spring 2012</b>	<b>Spring 2014</b>	<b>Spring 2016</b>
		40.4%	33.6%	38.2%	30.6%
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
		1,999	2,129	2,096	2,642
E	Financial aid recipients	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
	a. Credit students receiving Pell grants	20.9%	19.5%	21.1%	18.4%
	b. Credit students receiving loans, scholarships and/or need-based financial aid	22.7%	33.9%	34.2%	32.1%
F	Students 25 years old or older	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>
	a. Credit students	34.2%	33.2%	30.4%	28.9%
		<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
	b. Continuing education students	80.5%	83.3%	82.2%	79.3%
		<b>Spring 2010</b>	<b>Spring 2012</b>	<b>Spring 2014</b>	<b>Spring 2016</b>
G	Credit students employed more than 20 hours per week	54.6%	65.4%	55.5%	67.0%
		<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>
H	Credit student racial/ethnic distribution				
		<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
I	Wage growth of occupational program graduates				
	a. Median income one year prior to graduation	\$22,414	\$17,951	\$21,798	\$17,703
	b. Median income three years after graduation	\$45,080	\$42,931	\$44,824	\$42,120

## Goal 1: Quality and Effectiveness

1	Graduate satisfaction with educational goal achievement	<b>Alumni Survey 2005</b>	<b>Alumni Survey 2008</b>	<b>Alumni Survey 2011</b>	<b>Alumni Survey 2014</b>	<b>Benchmark Alumni Survey 2018</b>
		95.2%	97.0%	96.8%	96.5%	96.0%
2	Non-returning student satisfaction with educational goal achievement	<b>Spring 2011 Cohort</b>	<b>Spring 2013 Cohort</b>	<b>Spring 2015 Cohort</b>	<b>N/A</b>	<b>Benchmark Spring 2019 Cohort</b>
		73.0%	68.4%	75.0%	N/A	73.0%
3	Fall-to-fall retention	<b>Fall 2012 Cohort</b>	<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Benchmark Fall 2019 Cohort</b>
	a. Developmental students	64.0%	63.6%	63.5%	65.6%	64.0%
	b. College-ready students	51.5%	56.5%	57.1%	58.9%	60.0%

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4	Developmental completers after four years	<b>Fall 2009 Cohort</b>	<b>Fall 2010 Cohort</b>	<b>Fall 2011 Cohort</b>	<b>Fall 2012 Cohort</b>	<b>Benchmark Fall 2016 Cohort</b>
		61.7%	61.6%	62.0%	64.9%	63.0%
5	Successful-persister rate after four years	<b>Fall 2009 Cohort</b>	<b>Fall 2010 Cohort</b>	<b>Fall 2011 Cohort</b>	<b>Fall 2012 Cohort</b>	<b>Benchmark Fall 2016 Cohort</b>
	a. College-ready students	84.4%	87.8%	90.8%	87.8%	87.0%
	b. Developmental completers	80.1%	77.7%	79.8%	82.2%	84.0%
	c. Developmental non-completers	39.4%	45.5%	45.7%	34.3%	Not Applicable
	d. All students in cohort	77.5%	79.2%	80.7%	79.8%	81.0%
6	Graduation-transfer rate after four years	<b>Fall 2009 Cohort</b>	<b>Fall 2010 Cohort</b>	<b>Fall 2011 Cohort</b>	<b>Fall 2012 Cohort</b>	<b>Benchmark Fall 2016 Cohort</b>
	a. College-ready students	80.5%	80.2%	82.9%	78.6%	80.0%
	b. Developmental completers	62.3%	57.9%	59.5%	62.0%	60.0%
	c. Developmental non-completers	29.8%	33.0%	40.0%	32.2%	Not Applicable
	d. All students in cohort	65.7%	65.3%	66.8%	65.9%	66.0%
7	Licensure/certification examination pass rates	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>Benchmark FY 2020</b>
	a. Registered Nursing	88%	79.5%	88.9%	91.2%	86.0%
	Number of Candidates	77	83	72	81	
	b. Practical Nursing	100%	87.5%	88.9%	81.8%	92.0%
	Number of Candidates	9	8	9	11	
	c. Respiratory Care	67.0%	66.7%	77.8%	70.0%	80.0%
	Number of Candidates	16	15	18	22	
8	Performance at transfer institutions	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>	<b>AY 15-16</b>	<b>Benchmark AY 2019-20</b>
	a. Cumulative GPA after first year of 2.0 or above	87.5%	MHEC did not provide	MHEC did not provide	90.4%	84.0%
	b. Mean GPA after first year	2.93			2.97	2.88
9	Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2008.	<b>Alumni Survey 2005</b>	<b>Alumni Survey 2008</b>	<b>Alumni Survey 2011</b>	<b>Alumni Survey 2014</b>	<b>Benchmark Alumni Survey 2018</b>
		95.2%	97.0%	96.8%	85.0%	90.0%
10	Expenditures by function	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>Benchmark FY 2020</b>
	a. Instruction	47.6%	49.0%	49.3%	49.1%	49.0%
	b. Academic support	5.8%	4.4%	3.7%	3.2%	4.5%
	c. Student services	13.6%	12.9%	14.3%	14.6%	13.5%
	d. Other	33.1%	33.8%	32.7%	33.1%	33.0%

**Goal 2: Access, Affordability and Completion**

11	Annual unduplicated headcount	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>Benchmark FY 2020</b>
	a. Total	16,672	14,839	15,256	15,034	15,635
	b. Credit students	8,553	8,535	8,497	8,775	9,126
	c. Continuing education students	8,635	6,692	7,137	6,576	6,980
12	Market share of first-time, full-time freshmen	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Benchmark Fall 2020</b>
		54.0%	49.9%	54.3%	54.4%	53.0%

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13	Market share of part-time undergraduates	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Benchmark Fall 2020</b>
		75.8%	75.1%	75.6%	75.5%	<b>76.0%</b>
14	Market share of recent, college-bound high school graduates	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Benchmark Fall 2020</b>
		57.4%	64.2%	54.9%	59.4%	<b>61.0%</b>
15	High school student enrollment	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Benchmark Fall 2020</b>
		400	495	844	1,026	<b>870</b>
16	Associate degrees and credit certificates awarded	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>Benchmark FY 2020</b>
	a. Career degrees	322	308	321	338	<b>355</b>
	b. Transfer degrees	562	539	576	643	<b>736</b>
	c. Certificates	166	176	183	187	<b>211</b>
	d. Total awards	1,050	1,023	1,080	1,168	<b>1,302</b>
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.	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2021</b>
		48.4%	47.1%	47.1%	47.5%	<b>48.0%</b>
18	Enrollment in continuing education community service and lifelong learning courses	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>Benchmark FY 2020</b>
	a. Unduplicated annual headcount	3,019	2,599	2,877	2,542	<b>2,861</b>
	b. Annual course enrollments	5,930	5,506	5,743	5,340	<b>6,010</b>
19	Enrollment in continuing education basic skills and literacy courses	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>Benchmark FY 2020</b>
	a. Unduplicated annual headcount	1,528	1,458	1,468	1,680	1,891
	b. Annual course enrollments	3,048	2,943	3,065	3,610	4,063
<b>Goal 3: Diversity</b>						
20	Minority student enrollment compared to service area population	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Benchmark Fall 2020</b>
	a. Percent nonwhite credit enrollment	31.6%	31.8%	33.0%	33.6%	<b>36.0%</b>
	b. Percent nonwhite continuing education enrollment	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>Benchmark FY 2020</b>
		26.9%	32.2%	38.9%	37.2%	<b>36.0%</b>
	c. Percent nonwhite service area population, 18 or older	<b>July 2013</b>	<b>July 2014</b>	<b>July 2015</b>	<b>July 2016</b>	<b>Benchmark July 2020</b>
		20.7%	21.3%	22.0%	22.6%	<b>Not Applicable</b>
21	Percent minorities (nonwhite) of full-time faculty	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Benchmark Fall 2020</b>
		14.0%	18.0%	19.0%	18.2%	<b>21.0%</b>
22	Percent minorities (nonwhite) of full-time administrative and professional staff	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Benchmark Fall 2020</b>
		14.0%	17.0%	19.3%	19.0%	<b>21.0%</b>
23	Successful-persister rate after four years	<b>Fall 2009 Cohort</b>	<b>Fall 2010 Cohort</b>	<b>Fall 2011 Cohort</b>	<b>Fall 2012 Cohort</b>	<b>Benchmark Fall 2016 Cohort</b>
	a. Black/African-American only	62.4%	78.1%	73.0%	71.2%	<b>71.0%</b>
	b. Asian only	-	-	-	89.8%	<b>-</b>
	c. Hispanic/Latino	72.8%	90.5%	63.8%	83.5%	<b>76.0%</b>
	Note: Not reported for groups with < 50 students in the cohort for analysis.					

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	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Benchmark Fall 2016 Cohort
24 Graduation-transfer rate after four years					
a. Black/African-American only	51.4%	59.0%	55.5%	55.3%	55.0%
b. Asian only	-	-	-	74.6%	-
c. Hispanic/Latino	55.6%	71.4%	47.8%	61.5%	60.0%
Note: Not reported for groups with < 50 students in the cohort for analysis.					
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2019 Cohort
25 Fall-to-fall retention					
a. Pell grant recipients	59.8%	61.2%	55.0%	64.6%	59.0%
b. Non-recipients	58.1%	60.2%	60.6%	59.2%	Not Applicable

**Goal 4: Innovation**

	FY 2013	FY 2014	FY 2015	FY 2016	Benchmark FY 2020
26 Enrollments in online courses					
a. Credit	5,498	5,868	6,308	7,803	9,032
b. Continuing education	324	396	1,121	897	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 2013	FY 2014	FY 2015	FY 2016	Benchmark FY 2020
29 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	4,355	2,791	3,010	2,517	2,671
b. Annual course enrollments	5,968	3,808	4,355	3,800	4,033
	FY 2013	FY 2014	FY 2015	FY 2016	Benchmark FY 2020
30 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	1,503	976	929	814	864
b. Annual course enrollments	1,868	1,281	1,289	1,150	1,221
	FY 2013	FY 2014	FY 2015	FY 2016	Benchmark FY 2020
31 Number of business organizations provided training and services under contract	49	35	31	26	70
	FY 2013	FY 2014	FY 2015	FY 2016	Benchmark FY 2020
32 Enrollment in contract training courses					
a. Unduplicated annual headcount	2,165	1,396	1,248	1,001	1,032
b. Annual course enrollments	3,988	2,673	1,853	2,312	1,979
	FY 2013	FY 2014	FY 2015	FY 2016	Benchmark FY 2020
33 Employer satisfaction with contract training	100.0%	88.0%	92.9%	100.0%	95.0%
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Benchmark Fall 2020
34 STEM programs					
a. Credit enrollment	1,822	1,841	1,700	1,631	1,811
	FY 2013	FY 2014	FY 2015	FY 2016	Benchmark FY 2020
b. Credit awards	323	350	386	401	357