2019 PERFORMANCE ACCOUNTABILITY REPORT

This report was approved by the Board of Trustees on September 18, 2019 and submitted to the Maryland Higher Education Commission.

2019 Performance Accountability Report
Frederick Community College (FCC)

MISSION

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

INSTITUTIONAL ASSESSMENT

The College has completed a significant reorganization in joining the Academic Affairs and Continuing Education and Workforce Development Teams. The new Academic Affairs, Continuing Education, and Workforce Development (AACEWD) Team consolidated credit and non-credit programs and offerings into one College team. This new model has prompted a substantial realignment of the Academic Master Plan (AMP), which is the guideline for instructional delivery at the College over the next five years.

The College continued to engage faculty in assessing student learning. As a result, faculty submitted roughly 15,000 assessment records to measure critical thinking and oral/written communication in FY 2019. The assessment data were used to identify strategies to improve student learning.

FCC continued assessing non-academic programs on the current five-year cycle (FY 2018- 2022). To date, two program areas (the Bookstore and Admissions) have completed their program area reviews. During the past year, four program areas have been making progress toward completing their reviews. These include Multicultural Student Services, Counseling and Advising, Veteran and Military Services (VMS), and Facilities Planning.

In an effort to streamline the transfer process between the College and four-year institutions, as emphasized in the MSP, FCC has made a concerted effort to target articulation agreements with the top transfer institutions. This effort resulted in 24 new articulation agreements with four-year universities in the state of Maryland: Frostburg State University (2), Hood College (1), Salisbury University (8), Stevenson University (8), University of Maryland, Baltimore County (3), and University of Maryland, College Park Shady Grove (2).

The College performance in relation to the goals outlined in the 2017-2021 MSP is summarized below. The data reported in this document is the latest evidence of progress toward the FY 2020 benchmarks approved by the FCC Board of Trustees (BOT). The following initiatives and programs fully support the goals and objectives of the MSP and the vision of "increasing student success with less debt."

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

FCC offers a welcoming environment to students with multiple identities and backgrounds. The Center for Student Engagement revamped the New Student and Parent Convocation to include an introduction to College life from a diversity and inclusion perspective. More than 500 students and 300 parents attended the convocation with a focus on diversity, equity, and inclusion.

Compliance to recent Title IX, Drug and Alcohol Awareness, and Suicide Prevention mandates were addressed, as well.

The Admissions Office collaborated with 20 county organizations and planned events for targeted populations delivered on- and off-campus to build connections between diverse and underrepresented communities and FCC.

The College developed the Parents Lead program in fall 2018. The program provides specialized curriculum and advising services to financially eligible parents in pursuit of an FCC degree. Eligible students receive a scholarship from the FCC Foundation to offset the cost of attendance, including childcare. Since its inception in spring 2018, the cohort has served a population made up of 100% student-parents, 96% women, and 56% students of color. The median reported household income of Parents Lead students has been $30,700. The program was designed to help student-parents overcome obstacles to goal completion.

The College advising system was restructured to provide a more equitable level of career and academic advising to all student populations throughout the student lifecycle. Under a guided pathways framework, virtual advising, group advising, and cohort-based advising is now available to better serve students who are exploring careers in general studies and health professions. Additionally, a Student Peer Advisors program was developed to assist students with general career resources.

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

- The combined unduplicated credit and continuing education headcount increased 5% (15,256 to 16,003) from FY 2015 to FY 2018, and exceeded the benchmark of 15,635 that was set for FY 2020.
- Credit enrollment increased 5% (8,497 to 8,896) from FY 2015 to FY 2018; however, was short of the 2020 benchmark of 9,126.
- The unduplicated headcount in continuing education increased 2% (6,948 to 7,107) from FY 2017 to FY 2018, and exceeded the 2020 benchmark (6,980) by 127 students.
  The market share of recent, college-bound high school graduates increased 2% overall from 55% in fall 2014 to 57% in fall 2017. However, this was a decline from its highest point (60%) in fall 2016 and the rate was lower than the benchmark (61%).
- Students concurrently enrolled in both college-level and high school courses increased 38% (844 to 1,165), or by 321 students from fall 2015 to fall 2018, and exceeded the benchmark of 870 students.
- Online credit enrollment increased 44% (6,308 to 9,076) from FY 2015 to FY 2018, and exceeded the benchmark of 9,032.
- Tuition and fees remained at 47% of the MD state public universities rates, supporting the affordability of attending FCC and meeting the benchmark. Tuition and fees for 30 credits at FCC was $4,456 in FY 2018. This calculates to be 47% of the average at the four-year public universities in Maryland, which was $9,462.
- The unduplicated headcount in continuing education, community service, and lifelong learning courses increased 2% (2,877 to 2,937) between FY 2015 and FY 2018, and exceeded the benchmark (2,861). The duplicated headcount increased 8% for the same period and exceeded the benchmark by 199 students.

- The unduplicated headcount in continuing education basic skills and literacy courses increased 8% (1,468 to 1,586) from FY 2015 to FY 2018, and was short of the benchmark (1,891).
- The percent of nonwhite students enrolled in credit (36%) and continuing education (30%) courses was higher than the percent of the nonwhite population in Frederick County (24%).
- The percent of nonwhite students in credit courses was 36% in FY 2018 and reached the benchmark (36%).
- The percent of nonwhite students in continuing education courses was 30%, and was lower than the benchmark (36%).
- The percent of full-time, nonwhite faculty declined 1.5% between fall 2017 and fall 2018 to 17%, which was lower than the benchmark (21%).
- The percent of full-time nonwhite administrative and professional staff declined 3% between fall 2017 and fall 2018 to 18%, and was lower than the benchmark (21%).

The College continues to address the following indicators:

- A decline in the market share of first-time, full-time freshmen in fall 2018 (49%) compared to fall 2015 (54%), which dropped below the benchmark (53%).
- A decline in the market share of part-time undergraduates (73%) in fall 2018 compared to fall 2015 (76%), which was 3% lower than the benchmark (76%).
- Online continuing education enrollment declined 59% (1,121 to 456) from FY 2015 to FY 2018 and was lower than the benchmark (750). Changes in online course registrations were due to the variable nature of contracts that allowed for spikes in the numbers in FY 2015 and 2017. In addition, programmatic changes in courses decreased the number of classes offered in an online format, and the decline of registrations in Ed2Go, the vendor for online classes in CEWD.

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

FCC implemented guided pathways for degrees, certificates, continuing education, and workforce development to maximize student access, student support, and affordability. The following are initiatives helping students succeed:

- Developed a system based on a statewide model to guide students from orientation through their first semester, monitoring the progress of their degree plans. The College has a budget for faculty professional development and stipends to assess the effectiveness of this initiative.
- Implemented transfer pathways for all Arts and Sciences transfer programs. Transfer pathways map specific course recommendations to the transfer programs in Maryland. The pathways aid in ensuring that the maximum number of FCC credits transfer and simultaneously fulfill FCC requirements and the requirements at transfer institutions. FCC has been able to negotiate articulations that are more favorable, and revise curriculum based on collaboration with transfer institutions.
- Developed milestone advising for all Arts and Sciences and select career program majors to have completion milestones at 15/30/45 credits. Advisors and program managers contact students who have failed to meet these milestones and coach them to be on track.

- Offered new, specific orientations for General Studies and Pre-Health Professions programs, as well as a Career Boot Camp. While FCC provides an orientation program to new high school graduates, and maintains an active Career Services office, the College has not previously offered a formal program supporting student career research or targeted information about majors and careers to incoming students. The program, which is offered in collaboration with Career Services and AACEWD, received a Perkins Career Technology Education Reserve Grant to support marketing, printing, and career-focused field trips.

The College also developed a process and handbook for Prior Learning Assessment (PLA). PLA is the evaluation of college-level or experience-based learning that an individual has achieved outside of the traditional classroom environment that can be used to demonstrate college-level learning for academic credit awards. PLA is becoming more prevalent in higher education globally, and has been noted as having a positive influence on persistence, retention, and completion. FCC offers seven paths: Portfolio Assessment, Institutional Departmental Exam, Certificate and Licensure Evaluation, Credit by Examination, American Council on Education, National College Credit Recommendation Service, and Military Training and Service.

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

- The successful-persister rate for all students (77%) was below the benchmark (81%), however this rate among college-ready (87%) students met the benchmark of 87%. The developmental completers rate (81%) was lower than the benchmark (84%). For the developmental non-completers cohort, the pass rate was 30%, which has fluctuated across the past three cohorts (46%, 34%, and 32%).
- The successful-persister rate after four years for the 2014 cohort of Black/African-American students was 78%. This rate was higher than the benchmark of 71% and was nearly the same rate for the white student cohort (79%). The Hispanic student cohort successful- persister rate of 74% was higher than the 2013 cohort (67%), and is approaching the benchmark of 76%. The 2014 cohort of Asian students achieved a 69% successful- persister rate, which was lower than the benchmark of 81%.
- The graduation-transfer rate after four years for all students in the 2014 cohort was 65% and is approaching the benchmark (66%). The rate for college-ready students was 82% and exceeded the benchmark of 80%. The rate for developmental completers was 62% and exceeded the benchmark (60%). The pass rate among developmental non-completers, which is a cohort with only 26 students, was 30%, and has fluctuated across the past three cohorts (40%, 32%, and 27%).
- The graduation-transfer rate for the 2014 cohorts of Hispanic Students (74%), Black/African-American students (58%), and Asian students (69%) all surpassed their benchmarks of 60%, 55%, and 66%, respectively.
- There were 230 certificates awarded in FY 2018, a 26% increase since 2015, which exceeded the benchmark (211).
- Graduate satisfaction with educational goal achievement remained high (96%) and met the benchmark (96%).
- Transfer students at Maryland public universities earning a cumulative GPA of 2.0 or above after their first year was 87%, which exceeded the benchmark of 84%. The mean GPA for these students was 2.93, which exceeded the benchmark of 2.88.

- Credit enrollments in STEM programs stayed relatively the same since fall 2015 (1,700, 1,631, 1,730) to 1,691 in fall 2018, and was below the benchmark of 1,811.
- STEM program credentials awarded in FY 2018 increased 46% from FY 2015 (386 to 563) and exceeded the benchmark of 357.
- The percent of total FY 2018 unrestricted operating expenditures on instruction met the benchmark (49%). Academic support was 3% and fell short of the benchmark (5%), student services was 15% and exceeded the benchmark of 14%, and "other expenditures" was 34% and exceeded the benchmark of 33%.

The College continues to address the following indicators:
- The fall-to-fall retention rate (fall 2017 to fall 2018 cohorts) for developmental students was 56% and lower than the benchmark (64%). The same rate for college-ready students was also 56%, and lower than the benchmark (60%).
- The fall-to-fall retention rate (fall 2017 to fall 2018 cohorts) for Pell Grant recipients was 53%, and was lower than the benchmark of 59%. The same rate was 59% for non-Pell recipients and no benchmark was required for this indicator.
- The developmental student completion rate was 61%, which was lower than the benchmark (63%).
- The first-time pass rate for Registered Nursing students has fluctuated between FY 2015 and FY 2018 (89%, 91%, 85%, and 85%) and was below the benchmark (86%).
- The first-time pass rate for students taking the Respiratory Care licensure and certification exam was 61%, which marked a decline compared to the past three years (78%, 70%, and 64%), and remained below the benchmark of 80%. It is noteworthy that the class of 2019 has tested and the second-time pass rate for them was 79%. To reach the benchmark, the College has included using the exam master software to implement more multiple choice format questions that are similar to the actual licensure exam in all courses. The program manager continues to analyze the exam reports to identify weak content areas so that more of that content can be incorporated into the curriculum.
- The number of career degrees awarded in FY 2018 (213) increased 12% compared to FY 2015 and was lower than the benchmark (355).
- The number of transfer degrees awarded in FY 2018 (669) declined 5% since 2015 and was lower than the benchmark (736).
- The number of degrees and certificates awarded in FY 2018 (1,112) increased 3% compared to FY 2015 (1,080), and was lower than the 2020 benchmark (1,302).
- Graduate satisfaction with transfer preparation, based on FY 2018 graduates' responses to the Graduate Follow-Up Survey, was 85% and was lower than the benchmark (90%).

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

Educational Excellence is one of the themes highlighted in the newly developed AACEWD AMP. An objective in the plan includes expanding innovative learning modalities to improve student outcomes. In support of this objective, the College is exploring an infusion of applied learning experiences such as field trips, service learning, experiential learning, utilizing the FCC Makerspace, international travel opportunities, guest speakers, and student access to conferences. The College is also planning to increase the utilization of adaptive and virtual learning simulation

offerings for students in career and technical programs. Implementing and scaling alternative teaching modalities that address diverse student learning styles will also be emphasized.

The College created pathways from continuing education and workforce training to FCC career (A.A.S.) and transfer degree/certificate (A.A. or A.S.) programs. Currently, 10 course articulation agreements from CEWD to credit are available and six more are in development.

The Mid-Atlantic Center for Emergency Management (MACEM) has expanded to include public safety programs such as Criminal Justice and Corrections, Police Science, Fire Service Administration, and Geographic Information Systems. This alignment of programs will better prepare our students to respond to disasters. This approach offers students broader knowledge and networks to excel in a world more interconnected, interdependent, and evolving at an accelerated pace. The new Mid-Atlantic Center for Emergency Management and Public Safety (MACEM&PS) offers robust, progressive, and valuable learning options in credit and non-credit environments. The expanded entrepreneurial approach continues to serve a national audience through multiple grants, contracts, and interagency agreements.

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

- Course enrollments in Continuing Education and Workforce Development increased by 2% (2,854 to 2,917) from FY 2017 to FY 2018, and exceeded the benchmark of 2,671.
- Course enrollments in unduplicated continuing professional education leading to government or industry-required certification or licensure increased 31% (929 to 1,214) from FY 2015 to FY 2018, and exceeded the benchmark of 864.
- Course enrollments in contract training increased 5% (1,248 to 1,305) from FY 2015 to FY 2018, and exceeded the benchmark of 1,032. The number of business organizations (31) that utilized FCC training stayed the same for the same period and was below the benchmark (70).
- The employer satisfaction rate with contract training courses was 100%, which exceeded the benchmark of 95%.

The College continues to address the following indicators:

- The rate of career program graduates employed full-time in a related field was 83%, which was below the benchmark (89%).
- Graduate satisfaction with job preparation was (72%), and was below the benchmark (90%).

Question Raised by MHEC:

Commission Assessment: The Commission continues to focus its attention on equity gaps in college outcomes among minority college students and their white peers. A central topic of the 2019 Completion Summit MHEC held in April was on college completion and equity. One of the speakers, Dr. Nikki Edgecombe of the Community College Research Center (CCRC), discussed ways institutions can create more equitable and inclusive pathways for students to achieve their educational goals.

The principles she posited include: 1) knowing your students, 2) understanding the obstacles to their success, 3) adopting and adapting responsive policies and practices, and 4) scaling and institutionalizing continuous improvement. In reference to this, she stated, "*Targeted*

interventions are probably one of the more powerful vehicles we have for addressing gaps in attainment. They are not always popular, but universal interventions often times may lift all boats but maintain gaps..."

For your institution, please describe: 1) one or more <u>targeted interventions</u> and the population(s) served, 2) the identified obstacles the students might face, 3) the metrics used to evaluate the intervention(s) and 4) the evidence used to assess and adapt the intervention(s) to ensure its intended effects.

Response to MHEC Assessment:

As part of the FCC Board of Trustees priorities during FY 2019, the College developed the Diversity, Equity, and Inclusion Strategic Plan. This plan was approved by the Board of Trustees in June 2019 and the plan emphasizes addressing the achievement gap in course success, retention, and completion rates among traditionally underrepresented students, including racial/ethnic minority students. During the next five years, the College will focus on four primary goals determined to be realistic, necessary, and in alignment with our values and aspirations as a College community. The goals include: 1) Increase access and success for traditionally underrepresented students; 2) Increase recruitment and retention of a diverse workforce; 3) Prepare students for an increasingly diverse community, workforce, and world; and 4) Ensure a more welcoming and inclusive learning and workplace environment for students, faculty, staff, and visitors.

Under each of these goals, there are specific, measurable, and realistic action items to lead the College to become more equitable and inclusive. As part of this plan, and led by the Provost/Executive Vice President of AACEWD, as well as the Vice President of Learning Support, the College is developing a plan to close the opportunity and achievement gaps for racial/ethnic minority students.

FCC is pleased to report that black/African-American, Asian, and Hispanic students reached the benchmark of the graduation-transfer rate and the gap between these racial/ethnic groups and white students is narrowing, or in the case of Hispanic (74%) students, the rate was 5% greater than white (69%) students. In addition, the successful-persister rate after four years for black/African-American and Hispanic students increased compared to fall 2011, and the gap is narrowing between them and white students. This rate for fall 2014 black/African-American (78%) students surpassed the benchmark (71%), and the rate for Hispanic students was 74% and lower than the benchmark (76%).

Targeted Interventions and Population Served

The Office of Multicultural Student Services (MSS) has increased its outreach efforts programmatically in partnership with other areas of the College, including the Office of Diversity, Equity, and Inclusion (ODEI), the Center for Student Engagement, and within classrooms. MSS provides specialized support and outreach to men and women of color in its Big 6 and Elite 8 programs, and to high school students through the College Prep program. MSS has worked to increase access and retention efforts for English as a Second Language (ESL) students and Career program students through targeted scholarships. MSS continues to address access and retention for first year students of color through our Partnership for Achieving Student Success (PASS) program. MSS works in partnership with the FCC Foundation to offer

scholarships to successful PASS participants aimed at increasing their persistence and retention rates from year one to year two. Within two years of offering this additional scholarship, there has been an increase in retention from year one to year two (fall to fall). The retention rate was 68% from fall 2016 to fall 2017 and increased to 71% between fall 2017 and fall 2018.

The VMS office offers academic and support services for veterans and military affiliated students enrolling at FCC. Forty-two percent (42%) of the students served in VMS are racial/ethnic minority students. VMS provides a "one-stop-shop" where students receive all needed information and assistance, including the processing of veteran's educational benefits, academic/social/personal counseling, referrals, academic and social programming, workshops, and a Veteran and Military Student Center.

More than 57% of the students served by the Office of Adult Services (OAS) are racial/ethnic minority students. Its Project Forward Step (PFS) program provides an intake interview and needs assessment, academic advising, career counseling, and support. PFS operates from an educational case management model, encouraging mid-semester contact and conduct outreach if needed, and provides referrals to many College and community organizations and resources to address issues students face. OAS offers Success Seminars up to six times per year for new students.

Identified Obstacles

Racial and economic stratification are linked to the achievement gap. Multiple areas across the College have been addressing the achievement gap in student access and success. These areas have targeted academic and sociocultural programs that increase student success. The College identified the following initiatives that help students overcome the obstacles to success:

1. The Degree Progress data analysis, which is the source of data for two indictors in this report, has revealed that for the past decade there has been a correlation between students' success and their status when they enter the College as "college-ready" or as "developmental students." The chance of success for "developmental students" is equal to the "college-ready" students when the "developmental students" complete their developmental course requirements. Also, the data has revealed there is a significant difference between the students of color and white students in needing developmental English and reading. However, for the first time in fall 2018, black/African-American students were placed in developmental math at a lower rate than white and all other racial groups. FCC has undergone considerable reform in its developmental math and English programing. As of fall 2017, developmental English courses have been condensed from a four-course sequence to a single class of either four or six credits, enabling students to move into college-level English in only one semester and for fewer credits. Developmental math, which was also a series of stand-alone developmental courses, has been significantly modified. The majority of FCC students testing into developmental math now take one of three college level courses, while simultaneously being enrolled in a two (2)-credit developmental math supplement.

2. Higher education research consistently reports that unconscious bias in the classroom correlates with students' lack of success. The Center for Teaching and Learning offers professional development in culturally responsive teaching. During FY 2019, the Office of Diversity, Equity, and Inclusion offered 35 professional development opportunities, including training and conferences, to strengthen the

cultural consciousness and responsiveness of our faculty and staff. In the summer of 2019, the College offered a second summer institute for faculty to conduct course transformations focused on culturally responsive curriculum and teaching.

3. The National Science Foundation (NSF) has awarded FCC more than $635,000 in grant funding to support the FCC STEM Scholars program and to assist with closing the access gap of underrepresented students, specifically women of color in STEM majors. A promising STEM Scholars program partner is FCPS. The Young Scholars program serves students with advanced learning potential from student groups traditionally underrepresented in advanced academic programming. Over the next three years, 90 STEM Scholars will receive funding to cover all or most of the cost of attendance; be mentored by STEM faculty; participate in three one-credit learning seminars; and join a College learning community. STEM Scholars will be open to all low-income, academically talented students who meet the criteria identified for this program. Through admissions, FCC aims to create diverse cohorts. The scholarship cohorts will increase the likelihood of low-income students to complete a degree and enter the STEM workforce, or in further advancing their academic career.

Intervention Evaluation Metrics

Each targeted program compares the semester retention and course success of students in the program to the semester retention and course success of the general student body. In almost all cases, students participating in special programs have equal or higher success rates than general students.

Assess and Adapt the Intervention

The success data for each targeted program is evaluated by the program manager in consultation with the Office of Planning, Assessment, and Institutional Research. In FY 18-19, the College conducted an internal environmental scan with the focus on evaluating data by race/ethnicity for developing the DEI Strategic Plan. One of the action items is to "Develop a College-wide plan to close the opportunity and achievement gap in course success, retention, and completion rates for racial/ethnic minority students." A diversity dashboard is being developed to evaluate student access and success rates by race/ethnicity. An action plan is anticipated to be developed by the end of FY 2020, with implementation of the plan to occur between FY 2021 and FY 2023. The goal is to close the achievement gap by 2024.

COMMUNITY OUTREACH AND IMPACT

One of the FCC Board of Trustees Annual Strategic Priorities for FY 2019 was to "Maximize opportunities for student success by creating new pathways in academic, continuing education, and workforce development programs." Two of the action items related to this objective were supported by our partnership with FCPS. The first action was to explore the development of dual enrollment career pathways that lead to FCC certificates and industry credentials that lead to employment. In support of this, the College:

- Hosted Frederick High School (FHS) Linking Youth to New Experiences (LYNX) students at the FCC Monroe Center for interactive tours of program options
- Conducted an FCC Monroe Center tour on April 12, 2019 for FCPS Pupil Personnel Worker and Community Agency School Services personnel

- Coordinated school-based FCC Hospitality, Culinary, and Tourism Institute (HCTI) courses to be offered in spring of 2020 at FHS
- Continued work on dual enrollment Allied Health pathways with courses to begin in fall of 2019

The second action was to develop an on-campus dual enrollment opportunity for high school students. The program is an on-campus dual enrollment opportunity for high school juniors and seniors to attend FCC full-time and simultaneously earn their high school diploma and an associate degree. In support of this, the College:

- Developed drafts of an Early College Student & Parent Handbook, Application Packet, FAQs, Prospect Form, and presentation materials
- Continued collaboration with the FCC Marketing department for new website content and marketing materials
- Held meetings with FCPS counselors about Early College program development
- Developed an Early College application timeline for prospective students
- Held meetings with FCPS directors of Transportation and Food Services
- Scheduled coordinated release of information about the establishment of an Early College with FCPS
- Scheduled the first three information nights for prospective students and their families beginning September 17, 2019
- Held professional development for FCPS counselors

FCC and FCPS take great pride in their robust partnership. It is through this collaboration that barriers to higher education have been reduced or eliminated for FCPS students.

Other outreach efforts included:

- On June 14, 2018, President Burmaster joined Hood College President Andrea Chapdelaine, Ph.D., and Mount St. Mary's University President Timothy Trainor, Ph.D. to sign a Memorandum of Understanding for a new cybersecurity degree pathway. The pathway begins at FCC with the A.A.S. in STEM Technology-Cybersecurity, which offers courses that transfer to Mount Saint Mary's toward a bachelor's degree in cybersecurity. In turn, the cybersecurity curriculum at Mount Saint Mary's will transfer toward a master's degree in cybersecurity at Hood College. The provosts and cybersecurity faculty leaders at each institution developed the agreement to give students a contemporary, rigorous, and relevant education in the cybersecurity field that will align with National Security Agency accreditation standards.

- A new summer program ran this year in partnership with the Boys and Girls Club of Frederick County and the Housing Authority of the City of Frederick. The program gave middle school students that were recommended by the Boys and Girls Club and the Housing Authority the opportunity to explore career options in a six-week summer program that ran during July and August of 2018 at FCC. Each week, the full-day program exposed students to different areas of study, including architecture, culinary skills, carpentry, and coding.

- FCC has develop a new Physical Therapist Assistant (PTA) A.A.S. degree program with the help of a $150,000 CTE Innovation grant from the Maryland State Department of Education (MSDE). Grant funding covers startup costs for the new PTA program, including supplies, materials, equipment, the hiring of a consultant to vet current curriculum, and costs

associated with the accreditation process. The grant will enable FCC and FCPS to create a pathway for physical therapy education. FCPS, which received its own CTE Innovation Grant, will start a physical health rehabilitation specialty within its allied health academy of health professions. That program will align with the FCC Physical Therapist Assistant associate degree program to ensure a seamless transition for students. Applications will be accepted in fall 2019 with a cohort proposed to start in spring 2020.

- On December 7, 2018, the College was honored to host Ready, Set, GROW! This Procurement Connections Workshop was organized by the Governor's Office of Small, Minority & Women Business Affairs. Remarks were given by President Elizabeth Burmaster, City of Frederick Mayor Michael O'Connor, and Heather Gramm, Assistant Director, Frederick County Office of Economic Development. During the event, participants were provided an overview of how small, minority, women, and veteran procurement programs work.

- FCC teamed up with legal organizations to offer free legal assistance to any individual who needed it during Pro Bono Day on January 24, 2019. The Pro Bono Resource Center of Maryland reports that the vast majority of people in Maryland who need civil legal help cannot afford it. The pro bono services offered at FCC help fill that critical need, and FCC paralegal students got to be a part of the Frederick legal community by joining with local attorneys to provide quality legal assistance at no cost. Pro Bono Day was sponsored by Maryland Legal Aid, the Bar Association of Frederick County's Pro Bono Committee, Maryland Volunteer Lawyers Service, and FCC.

- FCC has collaborated with Frederick County Workforce Services to offer a new Industrial Maintenance training program that is responsive to the needs of local manufacturers. The two agencies worked closely with local manufacturers over the course of a year to determine what skills their employees and the workforce were lacking that could be enhanced through training. The program began in March of 2019 and introduced students to the essential skills and knowledge necessary to support facility and equipment maintenance.

- On April 20, 2019, FCC had the unique opportunity to host a live video Q&A with NASA Astronaut Christina Koch, who is aboard the International Space Station. FCC President Elizabeth Burmaster welcomed FCC students and employees, school-aged children, and other members of the community who gathered in the JBK Theater for the event. Other people participated through a live stream via the FCC website and the event was shown on the screen in the Cougar Grille. Christina is currently a part of the Expedition 59 and 60 crew that launched to the International Space Station in March. She is scheduled to remain on the International Space Station until February 2020, which would be the longest single spaceflight ever completed by a female astronaut.

Frederick County is a strong, innovative, and civic-minded business community and the College is fortunate to have robust partnerships with many businesses and organizations. Each year, FCC celebrates those partnerships at the President's Business Appreciation Awards Breakfast, which was held on May 6, 2019. Five community partners were recognized for their commitment, contributions, and support of the College mission and its students:

- **Business Partner of the Year - Dynamic Automotive**
  Dynamic Automotive has been an instrumental partner in developing and supporting the automotive program at FCC. It has provided expertise and guidance that was crucial to

designing FCC program curriculum and outcomes. Dynamic Automotive staff members have shadowed FCC classes to provide feedback on curriculum and have offered externships at all their locations, hosting seven FCC students in the past year.

Non-Profit Partner of the Year - American Association of University Women (AAUW), Frederick Branch

AAUW, Frederick Branch has supported FCC and its students for almost 25 years through numerous fundraising efforts, including book sales and author events. For the last eight years, AAUW has held an annual tea that raises thousands of dollars to support the Project Forward Step program, coordinated by the FCC Office of Adult Services. The money raised by AAUW helps students in this program pay for tuition, childcare, transportation, and other expenses that make it possible for them to earn degrees and certificates that lead to living-wage employment.

Public Agency Partner of the Year - Frederick County Division of Emergency Management

The Division of Emergency Management, which includes Emergency Preparedness and Emergency Communications, has supported FCC in many different areas of emergency planning and preparedness. The Division has collaborated with FCC on action plans, served as assessors for emergency drills, and coordinated FEMA training for employees. In addition, the agency has provided guidance on emergency communications. Above all, the Division of Emergency Management has provided subject matter expertise to the College that benefits all students, faculty, and staff.

Business Donor of the Year - The Wine Kitchen on the Creek

For the past two years, The Wine Kitchen on the Creek has supported the FCC Hospitality, Culinary, Tourism Institute and the FCC Foundation through the Scholarship Dinner. This event raises funds for scholarships, while providing current students with real world culinary and hospitality experience. The Wine Kitchen is also an active internship site for our students, hosting several students each year for a rigorous 240-hour internship.

Business Leader of the Year - Jennifer Finley, Owner/Manager of the Artist Angle Gallery

Jennifer Finley, owner and manager of the Artist Angle Gallery in Frederick, has supported the FCC Art program in numerous ways. She participated in the Art Program Review Assessment, where she provided valuable insight and suggestions that helped improve the art curriculum.

ACCOUNTABILITY INDICATORS

See attached FCC 2019 Accountability Indicators Table.

FREDERICK COMMUNITY COLLEGE
2019 ACCOUNTABILITY REPORT

<mark>**Student Characteristics** *(not Benchmarked)*</mark>

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 2015	Fall 2016	Fall 2017	Fall 2018
A.	Credit students enrolled part time	66.8%	68.1%	67.4%	69.5%
B.	Credit students with developmental education needs	53.1%	52.5%	49.2%	50.0%

		Spring 2016	Spring 2017	Spring 2018	Spring 2019
C	Credit students who are first-generation college students (neither parent attended college)	27.3%	26.4%	26.0%	26.0%

		FY 2015	FY 2016	FY 2017	FY 2018
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	2,096	2,642	2,864	2,941

		FY 2015	FY 2016	FY 2017	FY 2018
E	Financial aid recipients				
	a. Credit students receiving Pell grants	21.1%	18.4%	16.2%	15.8%
	b. Credit students receiving loans, scholarships and/or need-based financial aid	34.2%	32.1%	29.5%	28.8%

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
F	Students 25 years old or older				
	a. Credit students	30.4%	28.9%	28.3%	27.9%

		FY 2015	FY 2016	FY 2017	FY 2018
	b. Continuing education students	82.2%	79.3%	79.1%	69.5%

		Spring 2012	Spring 2014	Spring 2016	Spring 2019
G	Credit students employed more than 20 hours per week	65.4%	55.5%	67.0%	66.8%

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	10.7%	10.9%	11.7%	12.4%
	b. Black/African-American only	12.7%	12.4%	12.7%	12.3%
	c. American Indian or Alaskan native only	0.4%	0.3%	0.2%	0.3%
	d. Native Hawaiian or other Pacific Islander only	0.0%	0.1%	0.1%	0.1%
	e. Asian only	4.7%	4.5%	4.8%	4.5%
	f. White only	67.0%	66.5%	64.4%	64.5%
	g. Multiple races	3.7%	4.5%	4.8%	4.9%
	h. Foreign/Non-resident alien	0.6%	0.6%	1.1%	1.0%
	i. Unknown/Unreported	0.4%	0.2%	0.3%	0.1%

		FY 2015	FY 2016	FY 2017	FY 2018
I	Wage growth of occupational program graduates				
	a. Median income one year prior to graduation	$21,798	$17,703	$16,653	$18,297
	b. Median income three years after graduation	$44,824	$42,120	$43,624	$44,893

<mark>**Goal 1: Access**</mark>

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
1	Annual unduplicated headcount					
	a. Total	15,256	15,034	15,610	16,003	**15,635**
	b. Credit students	8,497	8,775	8,994	8,896	**9,126**
	c. Continuing education students	7,137	6,576	6,948	7,107	**6,980**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
2	Market share of first-time, full-time freshmen	54.3%	54.4%	50.0%	49.4%	**53.0%**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
3	Market share of part-time undergraduates	75.6%	75.5%	74.7%	73.4%	**76.0%**

		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
4	Market share of recent, college-bound high school graduates	54.9%	59.4%	59.7%	57.3%	**61.0%**
	Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.					

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
5	High school student enrollment	844	1,026	990	1,165	**870**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
6	Enrollments in online courses					

	a. Credit	6,308	7,803	8,315	9,076	**9,032**
	b. Continuing education	1,121	897	1,407	456	**750**

		FY 2016	**FY 2017**	**FY 2018**	**FY 2019**	**Benchmark FY 2021**
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	47.1%	47.0%	47.4%	47.1%	**48.0%**

		FY 2015	**FY 2016**	**FY 2017**	**FY 2018**	**Benchmark FY 2020**
8	Enrollment in continuing education community service and lifelong learning courses	2,877	2,542	2,951	2,937	**2861**
	a. Unduplicated annual headcount	5,743	5,340	5,886	6,209	**6,010**
	b. Annual course enrollments					

		FY 2015	**FY 2016**	**FY 2017**	**FY 2018**	**Benchmark FY 2020**
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	1,468	1,680	1,665	1,586	**1,891**
	b. Annual course enrollments	3,065	3,610	3,596	3,646	**4,063**

10	Minority student enrollment compared to service area population					**Benchmark**
		Fall 2015	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2020**
	a. Percent nonwhite credit enrollment	33.0%	33.6%	35.6%	35.6%	**36.0%**

		FY 2015	**FY 2016**	**FY 2017**	**FY 2018**	**Benchmark FY 2020**
	b. Percent nonwhite continuing education enrollment	38.9%	37.2%	36.9%	30.0%	**36.0%**

		July 2015	**July 2016**	**July 2017**	**July 2018**	**Benchmark July 2020**
	c. Percent nonwhite service area population, 18 or older	21.9%	22.6%	23.5%	24.3%	**Not Applicable**

		Fall 2015	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Benchmark Fall 2020**
11	Percent minorities (nonwhite) of full-time faculty	19.0%	18.2%	18.6%	17.1%	**21.0%**

		Fall 2015	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Benchmark Fall 2020**
12	Percent minorities (nonwhite) of full-time administrative and professional staff	19.3%	19.0%	21.0%	18.0%	**21.0%**

Goal 2: Success

		Fall 2014 Cohort	**Fall 2015 Cohort**	**Fall 2016 Cohort**	**Fall 2017 Cohort**	**Benchmark Fall 2019 Cohort**
13	Fall-to-fall retention					
	a. Developmental students	63.5%	65.6%	62.7%	56.3%	**64.0%**
	b. College-ready students	57.1%	58.9%	59.5%	55.9%	**60.0%**

		Fall 2014 Cohort	**Fall 2015 Cohort**	**Fall 2016 Cohort**	**Fall 2017 Cohort**	**Benchmark Fall 2019 Cohort**
14	Fall-to-fall retention					
	a. Pell grant recipients	55.0%	64.6%	61.8%	53.1%	**59.0%**
	b. Non-recipients	60.6%	59.2%	59.6%	59.2%	**Not Applicable**

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		Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
15	Developmental completers after four years	62.0%	64.9%	66.0%	61.4%	**63.0%**

		Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
16	Successful-persister rate after four years					
	a. College-ready students	90.8%	87.8%	88.6%	87.3%	**87.0%**
	b. Developmental completers	79.8%	82.2%	81.3%	81.2%	**84.0%**
	c. Developmental non-completers	45.7%	34.3%	32.2%	29.9%	**Not Applicable**
	d. All students in cohort	80.7%	79.8%	80.1%	76.5%	**81.0%**

		Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
17	Successful-persister rate after four years					
	a. Black/African-American only	73.0%	71.2%	68.9%	77.9%	**71.0%**
	b. Asian only	-	89.8%	74.1%	68.6%	**81.0%**
	c. Hispanic/Latino	63.8%	83.5%	67.0%	73.6%	**76.0%**

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 2016 Cohort
18	Graduation-transfer rate after four years					
	a. College-ready students	82.9%	78.6%	83.3%	81.9%	**80.0%**
	b. Developmental completers	59.5%	62.0%	60.1%	62.3%	**60.0%**
	c. Developmental non-completers	40.0%	32.2%	26.7%	29.9%	**Not Applicable**
	d. All students in cohort	66.8%	65.9%	66.7%	65.1%	**66.0%**

		Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
19	Graduation-transfer rate after four years					
	a. Black/African-American only	55.5%	55.3%	55.7%	58.2%	**55.0%**
	b. Asian only	-	74.6%	70.7%	68.6%	**66.0%**
	c. Hispanic/Latino	47.8%	61.5%	48.5%	73.6%	**60.0%**

Note: Not reported for groups with < 50 students in the cohort for analysis.

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
20	Associate degrees and credit certificates awarded					
	a. Career degrees	190	203	193	213	**355**
	b. Transfer degrees	707	778	684	669	**736**
	c. Certificates	183	187	265	230	**211**
	d. Total awards	1,080	1,168	1,142	1,112	**1,302**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
21	STEM programs					
	a. Credit enrollment	1,700	1,631	1,730	1,691	**1,811**

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
	b. Credit awards	386	401	508	563	**357**

		Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
22	Graduate satisfaction with educational goal achievement	96.8%	96.5%	97.0%	96.3%	**96.0%**

		Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Spring 2020 Cohort	Benchmark Spring 2019 Cohort
23	Non-returning student satisfaction with educational goal achievement	68.4%	75.0%	74.4%	N/A	**73.0%**

		Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
24	Graduate satisfaction with preparation for transfer	96.8%	85.0%	90.0%	84.6%	**90.0%**

Note: Response categories changed starting in 2016.

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
25 Licensure/certification examination pass rates					
a. Registered Nursing	88.9%	91.2%	85.1%	85.3%	**86.0%**
Number of Candidates	72	81	67	61	
b. Respiratory Care	77.8%	70.0%	64.3%	61.1%	**80.0%**
Number of Candidates	18	22	14	18	

	AY 14-15	AY 15-16	AY 16-17	AY 16-18	Benchmark AY 2019-20
26 Performance at transfer institutions					
a. Cumulative GPA after first year of 2.0 or above	Not Available	90.4%	86.9%	87.0%	**84.0%**
b. Mean GPA after first year	Not Available	2.97	2.94	2.93	**2.88**
Methodology to calculate this indicator changed starting in AY 15-16					

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
27 Expenditures by function					
a. Instruction	49.3%	49.1%	49.3%	48.9%	**49.0%**
b. Academic support	3.7%	3.2%	2.4%	2.5%	**4.5%**
c. Student services	14.3%	14.6%	15.2%	14.9%	**13.5%**
d. Other	32.7%	33.1%	33.1%	33.7%	**33.0%**

Goal 3: Innovation

	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
28 Full-time employed career program graduates working in a related field	90.3%	90.5%	80.0%	83.0%	**89.0%**

	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
29 Graduate satisfaction with job preparation	96.3%	90.5%	62.5%	71.8%	**90.0%**
Note: Response categories changed starting in 2016.					

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
30 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	3,010	2,517	2,854	2,917	**2,671**
b. Annual course enrollments	4,355	3,800	5,014	3,781	**4,033**

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
31 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	929	814	1,019	1,214	**864**
b. Annual course enrollments	1,289	1,150	1,240	1,400	**1,221**

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
32 Number of business organizations provided training and services under contract	31	25	26	31	**70**

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
33 Enrollment in contract training courses					
a. Unduplicated annual headcount	1,248	1,001	1,673	1,305	**1,032**
b. Annual course enrollments	1,853	2,312	3,438	1,763	**1,979**

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
34 Employer satisfaction with contract training	92.9%	100.0%	100.0%	100.0%	**95.0%**