Frederick Community College

2024 PERFORMANCE ACCOUNTABILITY REPORT

This report was approved by the Board of Trustees on September 18, 2024 and submitted to the Maryland Higher Education Commission.

To: Frederick Community College Board of Trustees

From: Dr. Annesa Payne Cheek, President

Date: September 18, 2024

Subject: **Consent Item**
Approval of 2024 Frederick Community College Performance Accountability Report (PAR) for submission to the Maryland Higher Education Commission

OVERVIEW

The Maryland Higher Education Commission (MHEC) requires the submission of an annual Performance Accountability Report (PAR) under Sections §11-304 through §11-308 of the Education Article of the Annotated Code of Maryland. The report includes data tables and a narrative summarizing discussing successes and challenges in meeting the goals, objectives, and performance measures that align with the 2022 State Plan for Postsecondary Education. The 2024 PAR largely reports FY 2023 and Fall 2023 data. Currently, two years remain for FCC to reach benchmarks set for FY 2025 or Fall 2025.

ANALYSIS

- Each year, the Commission and Secretary include prompts on several areas tied to institutional accountability and the State Plan. In 2024, the prompts requested additional information on: 1) initiatives to increase completion rates, 2) goals specific to the success of transfer students, 3) biggest challenge to eliminate equity gaps for either access or success, 4) opportunities and activities that ensure graduates leave with employable skills, and 5) comprehensive list of current and forthcoming federal grants awarded to the institution.
- **Goal 1 (Access)**: FCC has largely recovered from enrollment challenges arising from the COVID-19 pandemic. The total annual unduplicated headcount (Indicator 1a) rebounded to 14,190 students and exceeds FY 2020 for the first time. Both credit and noncredit programs are approaching the benchmarks set for the unduplicated headcount. FCC has room to improve its market share of first-time, full-time students and recent, college-bound public high school graduates, however, the College successfully recruits a diverse student population that includes more nonwhite students than found in the service area population.
- **Goal 2 (Success)**: FCC's first-time students realized increased fall-to-fall retention rates each year since the Fall 2019 cohort (the first impacted by COVID-19). In Fall 2022, all first-time students (62.6%) exceed the benchmark (62.0%). In contrast, four-year outcomes for cohorts from Fall 2016 to Fall 2019, the students attending FCC in the midst of the pandemic, slipped somewhat lower and equity gaps grew

slightly. The report emphasizes the comprehensive interventions and diversity plan recently adopted at FCC as evidence of the College's commitment to student success for all first-time college-goers. Graduates who succeed are transferring to new institutions within one year (54.5%) at rates above the benchmark and the vast majority (88.6%) of transfer-out students are finding success and meet the benchmark for first-year GPAs of 2.0 or above (87.0%).

- **Goal 3 (Innovation)**: Licensure rates for the most recent graduates from the Registered Nursing and Respiratory Care programs exceed the benchmarks. More significantly, recent credit graduates are securing employment within one year (80%) and their median annualized income after three years ($58,128) has increased 29.2% in the past three years. Continuing education course activity in workforce development, Continuing Professional Education, and contract training has rebounded from COVID-19 pandemic lows and unduplicated headcounts returned to levels that are on track to meet the benchmarks set for FY 2025.

- **Prompts #1 - #5**: The College has implemented or launched a number of initiatives to support equitable student success leading to successful transfer to 4-year programs and employment. FCC anticipates further improvements spurred by comprehensive and coordinated actions undertaken through the College's participation in Achieving the Dream during the next three years. In addition, the College won over $1.25 million federal grant funding for innovations in advanced technology and STEM education, and to support child care access for parents who attend FCC.

RECOMMENDATION
Recommend board approval of the 2024 FCC Performance Accountability Report (PAR) for submission to the MHEC.

ATTACHMENT(S)
2024 FCC Performance Accountability Report

FREDERICK COMMUNITY COLLEGE

2024 PERFORMANCE ACCOUNTABILITY REPORT

Mission

Focused on teaching and learning, Frederick Community College provides affordable, flexible, access to lifelong education that responds to the needs of diverse learners and the community.

Institutional Assessment

In alignment with the goals adopted in the *2022 Maryland State Plan for Higher Education (MSP)* and the institution's *Forward Strategic Plan, 2020–2025*, Frederick Community College (FCC) formally joined Achieving the Dream (ATD) (a national organization focused on achieving equitable student outcomes) during Fiscal Year (FY) 2024. FCC sent a team to attend the 2024 ATD Network Kickoff Institute to begin and intensify a transformational journey for the community college. Through participation in the ATD Network, FCC expects to enhance its ability to address persistent opportunity gaps and produce better student outcomes overall.

FCC's expenditures by function (Characteristic K) demonstrate an ongoing commitment to invest nearly two-thirds of its financial resources into instruction, academic support, and student services to augment student learning, transfer success, and employment outcomes. FCC endeavors to ensure all learners a sense of belonging to a supportive and inclusive environment that engages student learning through relevant and culturally responsive curricula and work-based learning opportunities. With greater emphasis on the use of evidence on college performance, FCC's leadership intends to optimize strategies for change management based on data-informed decision-making. Ultimately, FCC aspires to align course scheduling, curriculum, and career pathways to meet student and workforce needs by coordinating college teams with the mutual goal to assess and improve the College's policies, procedures, and practices.

As part of its recent initiatives, FCC participated in the Community College Survey of Student Engagement (CCSSE) for the first time since 2014 and cataloged an inventory of student success efforts, interventions, and high impact practices at the institution. The *2024–25 Diversity, Equity, Inclusion, and Belonging (DEIB) Plan* provides additional context and insight for the institutional assessment of MSP Goals and progress to the College's Benchmarks for the 2024 Maryland Higher Education Commission (MHEC) Performance Accountability Report (PAR).

2022 Maryland State Plan Goals –
1. Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

In FY 2023, FCC's total annual unduplicated headcount (Indicator 1a) rebounded to 14,190 students and exceeded FY 2020 for the first time in three years. The increased student population was driven by credit and continuing education students, both of which grew by around 1,000 students in the past year. Credit and noncredit unduplicated headcounts now approach the FY 2025 benchmarks. Looking forward, the Fall 2023 credit unduplicated headcount (Characteristic A.a) rose by nearly 1,000 students above Fall 2022, indicating that student headcounts remain on track to reach FY 2025 benchmarks.

Despite the growth in credit enrollment in recent years, FCC's market share of first-time, full-time students (Indicator 2) among service area residents has slipped from 51.2% in Fall 2020 to 42.8% in Fall 2023. As a result, FCC is currently almost ten percentage points below its Fall 2025 Benchmark (52.6%) for the market share of first-time, full-time students. In contrast, the College's market share of part-time students (Indicator 3) from the local service area has ticked up from 74.2% in Fall 2020 to 77.5% in Fall 2023, and now exceeds the Fall 2025 Benchmark (75.5%). These two recent trends have pushed the percentage of students enrolled part-time (Characteristic A.b) at FCC up to 72.6% of the Fall 2023 student population.

Over the past four years, FCC's market share of recent, college-bound public high school graduates (Indicator 4) has slipped from 57.8% in Fall 2019 to 53.9% in Fall 2022. Whereas FCC is currently below the Fall 2024 Benchmark (57.8%), FCC has made inroads for the recruitment of younger students in its service area. FCC has enlarged its high school student enrollment (Indicator 5) to 2,361 in Fall 2023, well above the Fall 2025 Benchmark of 1,660 student enrollments. In addition, the percentage of students who are 25 years old or older (Characteristic F.a) has fallen from 24.4% in Fall 2020 to 20.3% in Fall 2023 due to a greater proportion of credit students being dual enrolled. Strategically, to address trends in market share, FCC is seeking to turn the recent surge in high school dual enrollments into an opportunity to recruit recent high school graduates and to improve academic planning in the onboarding and orientation process for first-time students. In addition, the College is examining course and program offerings and striving to increase supports for nontraditional and parent students.

After significant drops in enrollment during the COVID-19 pandemic, FCC's Continuing Education and Workforce Development (CEWD) division has returned to growth in recent years and is now on track to meet institutional Benchmarks for FY 2025. Enrollments in continuing education community services and lifelong learning courses (Indicator 8) in FY 2023 surpassed FY 2020 on both metrics: unduplicated annual headcount (2,703 v. 2,464) and annual course enrollments (5,944 v. 5,720). Enrollments in continuing education community services and lifelong learning courses are again on track to reach the FY 2025 Benchmarks for unduplicated annual headcount (2,895) and annual course enrollments (6,119). The recovery in noncredit continuing education programs is largely due to a return to fully in person programing in its workforce programs, Kids on Campus and Institute for Learning in Retirement (ILR).

CEWD continues to face post-pandemic challenges for enrollments in continuing education basic skills and literacy courses (Indicator 9). FY 2023 unduplicated headcount (1,302) and annual course enrollments (2,603) remain below FY 2020 (1,424 and 3,167, respectively) and the FY 2025 Benchmark (1,616 and 3,620, respectively). Similarly, annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses (Characteristic D) in FY 2023 (2,137) remains below FY 2020 (2,485). Nonetheless, students in adult basic education (ABE) and English as a Second Language (ESL) are finding success. Adult education student achievement of at least one ABE educational functioning level (Indicator 10.a) in FY 2023 (44.2%) already exceeds the FY 2025 Benchmark (25.0%), while achievement in at least one ESL functioning level in FY 2023 (67.0%) far surpasses the FY 2025 Benchmark (47.0%). Despite the pandemic challenges, approximately two-thirds of CEWD students remained 25 years old or older (Characteristic F.b), demonstrating an ongoing appeal to adult lifelong learners.

FCC has delivered on its goals for both credit and noncredit annual enrollments in online/hybrid courses (Indicator 6). FY 2023 online (11,142) and hybrid (3,704) credit enrollments both exceeded the FY 2025 Benchmarks (6,787 and 3,576, respectively). In continuing education, FY

2023 online (863) and hybrid (487) enrollments outstripped both FY 2025 Benchmarks (607 online and 66 hybrid). Despite the noteworthy growth in online and hybrid course modalities, FCC once again has a vibrant on-campus community. Over half (57.6%) of credit students are not enrolled in any distance education and another quarter (25.7%) are enrolled in some, but not all, distance education in FY 2023 (Characteristic I).

The student population at FCC continues to become more diverse in both credit and continuing education programs (Indicator 11). The percentage of nonwhite students enrolled in credit courses (44.6%) is above the nonwhite service area population (31.9%) and the FY 2025 Benchmark (43.0%). Among the credit students, the racial/ethnic distribution (Characteristic H) indicates more representation for Hispanic/Latino, Black/African American only, Asian only, and multiple races over the past four years. The percentage of nonwhite students enrolled in continuing education (32.0%) reflects the service area population and is now two percentage points below the FY 2025 Benchmark (34.0%). FCC is addressing accessibility for a diverse student population by adopting a holistic, data-informed approach to gain a more nuanced understanding of student experiences from both quantitative and qualitative data insights.

The percent of minorities (nonwhite) of full-time faculty (Indicator 12) in Fall 2023 (21.9%) decreased in the past year and is below the Fall 2025 Benchmark (23.0%), while the percent of minorities (nonwhite) among full-time administrative and professional staff (Indicator 13) in Fall 2023 (20.4%) remains below the Fall 2025 Benchmark (23.0%). FCC recognizes it has more work to do to meet benchmarks for faculty and staff diversity and, as one of the goals in the 2024–25 Diversity, Equity, Inclusion, and Belonging (DEIB) Plan, FCC's Human Resources is launching a search advocacy program where a trained member on every search committee helps guard against unconscious bias and ensure equitable hiring practices.

For the second year in a row, FCC made no change to its annual tuition and fees for full-time students (Indicator 7; $4,717). As a result, the ratio of FCC tuition and fees to the average annual tuition and fees for a full-time resident undergraduate at Maryland public four-year institutions fell to 45.9% in FY 2024, meeting the goal set for FY 2026 (47.5%; *Note: The goal for this indicator is for the College's percentage to be at or below the benchmark level*). Concurrently, the percentage of unrestricted revenue from tuition and fees has fallen by 6.5 percentage points, while state and other funding as percentage of revenue by source (Characteristic J) has increased.

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

FCC closely monitors the characteristics of its credit student cohort populations in its effort to ensure the success of all college-goers. FCC records show that the percentage of first-time credit students identified with a need for developmental education (Characteristic B) fell to 15.9% in Fall 2020, when placement testing sites closed due to the COVID-19 pandemic, but have now returned to pre-pandemic levels in Fall 2023 (30.6%). In addition, fewer credit students are receiving any financial aid (Characteristic E) in FY 2023 (25.5%) than in FY 2020 (29.3%), while the percentage of credit students employed more than 20 hours per week (Characteristic G) has increased from 60.0% in FY 2020 to 68.0% in FY 2023.

Despite the changes in college preparedness and financial means, FCC continues to foster practices and policies to ensure student success. The fall-to-fall retention rates for first-time students (Indicator 14) have risen above the Fall 2024 Cohort Benchmark (62.0%) for all first-time students (62.6%). In addition, Pell grant recipients (65.7%) and college ready students (64.2%) in the Fall 2022 cohort have met the institutional benchmark. Developmental students in

the Fall 2022 cohort (45.7%), however, have not made significant gains over prior cohorts. Going forward, FCC will monitor and secure gains for more developmental students through the comprehensive early alert initiatives to facilitate timely interventions.

The percentage of first-time students in the fall term who had at least one developmental need and completed all recommended developmental coursework within four years of entry (Indicator 15: "developmental completers") has declined over the past three years to 62.0%. The difference arises from revised placement policies designed to significantly reduce enrollments in developmental courses. The policy reforms have improved outcomes among all students while also introducing more variance in completions among the smaller cohorts of students identified as requiring developmental coursework in math and/or English at the time of enrollment.

FCC has experienced declines for the successful-persister rate after four years (Indicator 16) among all student groups. The Fall 2019 Cohort – students in their first year of college at the outset of the COVID-19 pandemic – recorded a successful-persister rate of 76.1%, below both the Fall 2016 Cohort (80.4%) and the Fall 2021 Cohort Benchmark (80.0%). The same trend is revealed among college ready students in the Fall 2019 Cohort (81.0%) who track below the Fall 2016 Cohort (86.9%) and the Fall 2021 Cohort Benchmark (90.0%). Likewise, developmental completers had a successful persistence rate of 61.8%, compared to 76.9% for the Fall 2016 Cohort and the 75.0% Fall 2021 Cohort Benchmark. The graduation-transfer rate after four years (Indicator 18) for the Fall 2019 Cohort is also slightly lower for all students in the cohort (68.8%) than for the Fall 2016 Cohort (70.0%) and the Fall 2021 Cohort Benchmark (70.0%). More markedly, college-ready students in the Fall 2019 Cohort record a graduation-transfer rate of 73.8%, below the Fall 2016 Cohort (82.9%) and the Benchmark (86.0%). FCC implemented the Education Advisory Board (EAB) Navigate360 system in FY 2024 to track student progress to degree, actively monitor student success for signs of the lasting impact of the pandemic on student learning, and to identify those who need additional support from staff and faculty.

FCC continues to research and address student success outcome gaps between racial/ethnic groups. The successful-persister rate after four years for Black/African American only credit students (Indicator 17) declined by over 7 percentage points between the Fall 2016 Cohort (74.2%) and the Fall 2019 Cohort (66.9%). For the most recent cohort, the Black/African-American successful-persister rate is now more than 11 percentage points below white only students (78.6%) and 10 percentage points lower than Hispanic/Latino students (77.1%). Graduation-transfer rates after four years for racial racial/ethnic groups (Indicator 19) were more mixed over the past four years as graduation-transfer rate gaps both narrowed and grew in the past four years. The gap between Black/African American only and white only credit students narrowed slightly from 12 to 10 percentage points in the past four years. Hispanic/Latino credit students' graduation-transfer rate in contrast dropped from 69.5% for the Fall 2016 Cohort to 61.9% for the Fall 2019 Cohort. Consequently, the gap between Hispanic/Latino and white only credit students widened to 10 percentage points. To address racial equity, the College's 2024–25 DEIB Plan calls for an inventory of all student access and success initiatives, to align them with student populations and evaluate each for consistency with student success priorities.

The number of associate and credit certificates awarded (Indicator 20) recovered after hitting a low of 931 in FY 2022, the middle of the COVID-19 pandemic. Total awards rose to 970 in FY 2023, and is now within 75 awards of the FY 2025 Benchmark (1,043). FCC's transfer program degrees contributed most to the increase in degrees and certificates awarded. The number of unduplicated graduates also increased year-over-year from 844 to 862. After completing a

transfer program degree or certificate, over half of FY 2022 FCC graduates (54.5%) enroll at a four-year college or university within one year (Indicator 22), far exceeding the 43.0% in the FY 2024 Benchmark. The vast majority of FCC transfer-out students, both graduates and those who completed 12 credits without degree completion, then find success at their new institutions. For Academic Year (AY) 2022–23, 88.6% of FCC students earned a first-year GPA of 2.0 or above at their transfer institution (Indicator 21) – above the 87.0% Benchmark for two straight years.

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

For the past four years, one quarter (~25%) of the credit students FCC serves are children of parents who did not attend college (Characteristic C). For first-generation students, FCC presents opportunities to explore, prepare for, and start new careers in healthcare and other professional fields. FCC's dedication to innovation and continuous improvement to support the career entry and success of its students is evidenced by its licensure rates, employment outcomes, and continuing education workforce development programming.

FCC tracks pass rates in licensure/certification examinations required for employment (Indicator 23) for its Registered Nursing and Respiratory Care credit programs. In FY2023, 84.2% of the 82 Registered Nursing candidates passed their licensure/certification examinations, while 100% of 6 Respiratory Care candidates passed their licensure/certification examinations. Both pass rates currently meet the 80.0% Benchmark targeted for FY 2025. In addition, over the past four years, four-in-five (80%) of FCC career program associate degree and certificate graduates are employed in Maryland within one year after graduation (Indicator 24). FCC career program associate degree and certificate graduates then enjoy substantial income growth (Indicator 25) in the first years following graduation. The median annualized income of FY 2020 career program associate degree and certificate graduates employed in Maryland prior to graduation was $21,532 – then, increases almost threefold to $58,128 three years after graduation. Moreover, FY 2020 graduates registered a median annualized income three years after graduation that is 29.2% greater than FY 2017 graduates. After career program completion and employment, FCC graduates often embark on a trajectory of career and economic mobility.

For working adults and professionals, FCC's continuing education courses ensure lifelong learning opportunities for the service area workforce. The COVID-19 pandemic disrupted continuing education workforce development (CEWD) activities on FCC campuses and limited in-person course enrollments (FY 2021). Subsequently, both unduplicated annual headcounts and annual course enrollments in CEWD courses (Indicator 26) have rebounded. In FY 2023, CEWD courses enrolled 2,454 students (unduplicated annual headcount) and recorded 3,170 enrollments. Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure (Indicator 27) grew to an unduplicated annual headcount of 1,315 and annual course enrollments of 1,617 in FY 2023. Lastly, enrollment in contract training courses (Indicator 28) delivered by FCC in FY 2023 reached 1,058 attendees (unduplicated annual headcount) and 1,419 annual course enrollments. The recent trends suggest FCC is largely on target to reach its FY 2025 Benchmarks for continuing education.

Response to the Commission's Prompts

1. In reviewing your institutional metrics regarding completion, what specific initiatives is your institution implementing to increase completion rates? Please provide a brief narrative on their impact of those initiatives on completion rates.

In Fall 2023, FCC implemented a comprehensive early alert initiative utilizing the Education Advisory Board (EAB) Navigate360 system to identify students at risk in every class to support and enhance student success in individual courses. Support services include tutoring, learning plans, counseling, basic needs support, career counseling, emergency financial support, and other interventions. Specifically, FCC leverages Navigate360 features and usage, including:

- Campaigns: faculty teaching credit students are prompted at key times in the semester to complete progress reports for students enrolled in their courses.
- Progress Reports: assessments of student progress in their courses to identify students who are at-risk of failing the course or facing challenges impacting student success.
- Success Coaches: assigned to credit students to conduct personalized outreach on academic issues identified through progress reports.
- Text Messaging, Ad Hoc Alerts and Progress Reports: submitted by faculty and staff to support students who need non-academic resources (childcare, food, housing, etc.).
- Automated Emails: triggered by alerts and progress reports to send resources directly to students or to open a case prompting designated staff to reach out to the student.

By addressing challenges with timely intervention, students are eligible to continue enrollment, continue receiving financial aid, and make progress toward completion. For instance, 85% of students on academic probation maintained eligibility to continue enrollment after Spring 2024—a 39% increase from Spring 2020 to Spring 2022. And, 73% of students who returned early from suspension/dismissal remained eligible to continue enrollment after Spring 2024—a 29% increase from Spring 2020 to Spring 2022. Recent increases in fall-to-fall retention of first-time students (Indicator 14) at FCC attests to the effectiveness of its early alert program.

2. Does your institution have specific goals regarding the success of transfer students? How have those goals been identified and how are they measured?

As a two-year community college, FCC typically prioritizes transfer sending ("transfer-out") as opposed to transfer receiving ("transfer-in") goals. The College does not currently have goals set for a transfer-in student graduation rate after four years. Nonetheless, FCC designed its dashboards to allow tracking of transfer-in students. Among the metrics, faculty and staff can monitor headcounts, success in gateway courses, grade outcomes for all courses, term-to-term retention rates, transfer-out rates, and graduation rates. Additionally, the Navigate360-enabled initiatives to increase completion rates benefit transfer-in students upon enrollment at FCC.

To prioritize transfer success and four-year graduation upon transferring out, the College established a new position, Articulation and Transfer Success (ATS) Coordinator, within its academic affairs division. The ATS Coordinator collaborates closely with advising, admissions, and faculty to ensure that transfer-out opportunities are academically sound, aligned with current hiring trends, and meet student demand. Further, the coordinator deepens partnerships with four-year institutions to expand and enhance student transfer-out success through articulation agreements. Lastly, as part of its holistic approach to transfer success, FCC launched a Transfer

Success Team in Fall 2024 that will bridge academic and student affairs areas to bring stakeholders together to enhance and prioritize transfer-out student success initiatives.

3. **In reviewing your institutional metrics regarding equity gaps (in either access or completion), what is the biggest challenge your institution faces as it attempts to eliminate those gaps?**

FCC regards its biggest challenge as the persistent success gaps among its diverse student population. In the upcoming year, the College will engage in a "year of discovery" with the aim being the development of a more data-informed culture that helps FCC better assess and strengthen its efforts to address racial equity. In keeping with a "discovery" mindset, the College developed a one-year plan to bridge the gap between the conclusion of the prior DEIB plan and the development of a new college-wide plan. The 2024–25 Diversity, Equity, Inclusion, and Belonging (DEIB) Plan builds on the achievements of the prior 2019–2024 DEI Strategic Plan and focuses on improving DEIB initiatives at FCC. FCC seeks to increase its capacity to systematically assess DEIB efforts and identify the most impactful initiatives to integrate and align with the College's future direction and strategies.

The College will also provide training to all faculty on creating and maintaining accessible instructional materials, ensuring all course materials in the learning management system meet accessibility standards. These initiatives embrace the potential to create a more equitable campus culture permeated by DEIB principles in every facet of academic and administrative life at FCC, exemplifying the commitment across the College's infrastructure.

4. **How does your institution ensure that graduates leave with employable skills? What kind of opportunities do you provide (i.e. internships, co-op programs, practicums, professional development workshops, industry partnerships and advisory boards, and career counseling and advising services)?**

During FY 2023, Academic Advisors became certified career coaches with the National Career Development Association. These credentials enhance core competencies in career services and provide advisors with a deep understanding of career development principles. The training provided through this certification empowers advisors to assist students more effectively in various aspects of career development, including utilizing career assessments, exploring career options, choosing career paths, setting goals, planning, networking, strategizing job searches, crafting professional brands, and transitioning careers.

FCC offers many opportunities for internships, supervised contact hours, practicums, capstone experiences, and apprenticeships specific to students' credit and noncredit programs. FCC students were engaged in various work-based learning (WBL) experiences in 2023-24, including but not limited to 79 students placed in internships with over 150 industry and community partners, 270 students placed in clinicals or practicums in hospitality to health professions, 162 students in teacher education placements, and 51 students enrolled in an apprenticeship program. FCC also incorporates WBL opportunities into programs such as Accountant, Biological Technician, Emergency Manager, Hotel Manager, Restaurant Manager, and through the Mid-Atlantic Center for Emergency Management and Public Safety (MACEM&PS) Professional Services unit. For Programs without formal clinical internship/externships, the Internship and Apprenticeship coordinator provides guidance for WBL openings.

Community Outreach and Impact

FCC's community outreach and impact pivots on mission-critical initiatives that interlace activities directed at local high school students, the county's diverse communities, and the larger service area's employers and key industries. FCC's commitment to Frederick County Public Schools (FCPS) and high school students in general is exemplified by its four pathways for students to earn college credit: the High-School Based, Early College, Open Campus, and Career Pathways programs. Building on past success, FCC trained 22 FCPS Career Coaches as Global Career Development Facilitators to provide career counseling services to students in Frederick County Public Schools in support of the Blueprint for Maryland's Future.

To augment and intensify its contributions to the local service area, FCC encourages its students to participate in community service and has adopted formal policies to actively give back to their community. Community service as club leaders or members allows students to build confidence in their knowledge of the academic discipline, their acquisition of relevant and relatable skills, and to recognize the value of service to the community.

FCC has extensive partnerships with local business and industry partners to provide students with work-based learning (WBL) opportunities. As noted above, FCC offers a variety of WBL experiences, from registered apprenticeships and school to apprenticeship programs to internships, clinical and teaching placements. FCC partners with over 150 community partners in the region. The College had its first completer of the Biological Technician Apprentice program this year and launched a new registered apprenticeship program in Hospitality Management. FCC enjoys a strong relationship with Frederick County Workforces Services Board, the Frederick County Economic Development and Frederick City Economic Development. FCC leaders participated in workforce summits, Livable Frederick strategic planning, and Good Jobs Great Cities initiative. FCC has partnered with the Frederick Office of Agriculture to provide Food Business Entrepreneurial certifications. Further, the Frederick County Emergency Management, Police and Fire, and States Attorney's office have partnered with FCC's Mid-Atlantic Center for Emergency Management and Public Safety to provide student internships and enrich student learning.

To better understand the local workforce needs of its service area, FCC has formed Program Advisory Committees consisting of internal members and external stakeholders engaged in industry for every career and technology program. As of 2023-24, the College managed nineteen Program Advisory Committees following the standards of the Maryland State Department of Education. The Program Advisory Committees convene meetings twice a year to provide input on current programming and community/industry workforce needs. FCC program managers use this input to guide program experiences for students and to broaden contract training for regional companies and organizations on topics identified by employers. From insight gained from employer and industry leaders, FCC also co-convenes the Frederick County Career and Technical Education Advisory Council with FCPS to provide guidance to career & technology program managers and career counselors on the region's workforce needs in high-demand, high-wage occupations.

Through these community outreach efforts, FCC endeavors to create impactful career pathways for the region's youth, college-goers, and lifelong learners to meet the workforce needs of employers and industries that strengthen local communities and the State of Maryland.

FREDERICK COMMUNITY COLLEGE
2024 ACCOUNTABILITY REPORT

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 2020	Fall 2021	Fall 2022	Fall 2023
A	Fall credit enrollment				
	a. Unduplicated headcount	5,756	5,389	5,811	6,796
	b. Percent of students enrolled part time	70.1%	71.5%	71.0%	72.6%

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
B	First-time credit students with developmental education needs	15.9%	17.6%	22.4%	30.6%
	Note: Attending higher education for the first time, excludes high school student attendance				

		FY 2020	FY 2021	FY 2022	FY2023
C	Credit students who are first-generation college students (neither parent attended college)	25.8%	25.9%	24.8%	24.8%

		FY 2020	FY 2021	FY 2022	FY2023
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	2,485	1,233	1,557	2,137

		FY 2020	FY 2021	FY 2022	FY2023
E	Credit students receiving financial aid				
	a. Receiving any financial aid	29.3%	25.9%	26.5%	25.5%
	b. Receiving Pell grants	15.4%	15.0%	15.9%	15.0%

		Fall 2020	Fall 2021	Fall 2022	FY2023
F	Students 25 years old or older				
	a. Credit students	24.4%	23.2%	20.7%	20.3%

		FY 2020	FY 2021	FY 2022	FY2023
	b. Continuing education students	66.8%	70.0%	68.8%	66.7%

		FY 2021	FY 2021	FY 2022	FY2023
G	Credit students employed more than 20 hours per week	60.0%	61.0%	68.0%	68.0%

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	13.8%	15.3%	16.1%	16.5%
	b. Black/African American only	12.8%	12.6%	13.7%	14.3%
	c. American Indian or Alaskan native only	0.2%	0.2%	0.2%	0.1%
	d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.1%	0.1%
	e. Asian only	4.6%	5.3%	5.8%	5.7%
	f. White only	59.1%	58.3%	55.9%	54.3%
	g. Multiple races	5.6%	5.5%	5.9%	6.9%
	h. Foreign/Non-resident alien	3.8%	2.7%	2.4%	2.0%
	i. Unknown/Unreported	0.1%	0.1%	0.0%	0.0%

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	27.5%	31.6%	18.6%	16.6%
	b. Enrolled in some, but not all, distance education	37.2%	26.4%	35.0%	25.7%
	c. Not enrolled in any distance education	35.3%	42.0%	46.4%	57.6%

		FY 2020	FY 2021	FY 2022	FY2023
J	Unrestricted revenue by source				
	a. Tuition and fees	35.6%	30.9%	28.9%	29.1%
	b. State funding	22.8%	21.4%	24.2%	27.3%
	c. Local funding	38.5%	38.8%	39.7%	37.5%
	d. Other	3.1%	8.9%	7.2%	6.1%

FREDERICK COMMUNITY COLLEGE
2024 ACCOUNTABILITY REPORT

		FY 2020	FY 2021	FY 2022	FY2023	
K	Expenditures by function					
	a. Instruction	48.9%	49.2%	48.5%	48.3%	
	b. Academic support	2.5%	2.5%	2.4%	2.2%	
	c. Student services	16.1%	13.5%	13.6%	15.1%	
	d. Other	32.5%	34.8%	35.5%	34.4%	

Goal 1: Access

		FY 2020	FY 2021	FY 2022	FY2023	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	13,898	11,209	12,351	14,190	**14,746**
	b. Credit students	8,690	8,017	7,651	8,530	**8,636**
	c. Continuing education students	5,558	3,516	5,046	6,064	**6,836**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
2	Market share of first-time, full-time students	51.2%	46.3%	44.9%	42.8%	**52.6%**
	Note: Attending higher education for the first time, excludes high school student attendance					

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
3	Market share of part-time students	74.2%	73.8%	75.6%	77.5%	**75.5%**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2024
4	Market share of recent, college-bound high school graduates	57.8%	57.5%	52.4%	53.9%	**57.8%**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
5	High school student enrollment	1,509	1,481	1,837	2,361	**1,660**

		FY 2020	FY 2021	FY 2022	FY2023	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	7,820	15,103	11,830	11,142	**6,787**
	b. Continuing education, online	528	650	758	863	**607**
	c. Credit, hybrid	3,430	4,765	5,064	3,704	**3,576**
	d. Continuing education, hybrid	57	480	411	487	**66**

		FY 2021	FY 2022	FY2023	FY2024	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	4,669	4,717	4,717	4,717	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	48.3%	48.0%	47.0%	45.9%	**47.5%**
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

		FY 2020	FY 2021	FY 2022	FY2023	Benchmark FY 2025
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	2,464	1,138	2,175	2,703	**2,895**
	b. Annual course enrollments	5,720	2,812	4,310	5,944	**6,119**

FREDERICK COMMUNITY COLLEGE
2024 ACCOUNTABILITY REPORT

	FY 2020	FY 2021	FY 2022	FY2023	Benchmark FY 2025
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	1,424	704	1,038	1,302	**1,616**
b. Annual course enrollmnets	3,167	1,651	1,972	2,603	**3,620**

	FY 2020	FY 2021	FY 2022	FY2023	Benchmark FY 2025
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	26.6%	19.4%	31.5%	44.2%	**25.0%**
b. At least one ESL educational functioning level	30.8%	51.4%	58.9%	67.7%	**47.0%**
Note: Not reported if < 50 students in the cohort					

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
11 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	38.2%	37.1%	42.8%	44.6%	**43.0%**

	FY 2020	FY 2021	FY 2022	FY2023	Benchmark FY 2025
b. Percent nonwhite continuing education enrollment	25.1%	32.7%	31.8%	32.0%	**34.0%**

	July 2020	July 2021	July 2022	July 2023	Benchmark Not Required
c. Percent nonwhite service area population, 15 or older	26.8%	28.1%	30.0%	31.9%	**NA**

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
12 Percent minorities (nonwhite) of full-time faculty	17.1%	20.4%	24.0%	21.9%	**23.0%**

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
13 Percent minorities (nonwhite) of full-time administrative and professional staff	20.0%	18.4%	17.5%	20.4%	**23.0%**

Goal 2: Success

	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Benchmark Fall 2024 Cohort
14 Fall-to-fall retention of first-time students					
a. All first-time students	55.0%	57.1%	60.8%	62.6%	**62.0%**
b. Pell grant recipients	56.1%	64.9%	63.3%	65.7%	**62.0%**
c. Developmental students	44.3%	48.8%	50.0%	45.7%	**62.0%**
d. College-ready students	59.6%	59.0%	63.6%	64.2%	**62.0%**
Note: Attending higher education for the first time, excludes high school student attendance					

FREDERICK COMMUNITY COLLEGE
2024 ACCOUNTABILITY REPORT

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	70.5%	61.4%	59.4%	62.0%	**71.0%**

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	86.9%	82.9%	82.2%	81.0%	**90.0%**
b. Developmental completers	76.9%	73.2%	71.5%	61.8%	**75.0%**
c. Developmental non-completers	62.1%	37.7%	48.5%	64.1%	**NA**
d. All students in cohort	80.4%	76.1%	75.2%	76.1%	**80.0%**

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	82.9%	81.8%	74.7%	78.6%	**NA**
b. Black/African American only	74.2%	71.8%	77.0%	66.9%	**NA**
c. Asian only	71.2%	N/A	N/A	72.2%	**NA**
d. Hispanic/Latino	79.4%	74.0%	77.9%	77.1%	**NA**

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

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	82.9%	78.4%	75.4%	73.8%	**86.0%**
b. Developmental completers	60.7%	60.4%	53.6%	53.3%	**58.6%**
c. Developmental non-completers	51.7%	31.1%	38.2%	59.0%	**NA**
d. All students in cohort	70.0%	68.3%	63.9%	68.8%	**70.0%**

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	72.4%	74.5%	65.1%	72.3%	**NA**
b. Black/African American only	62.1%	62.2%	61.1%	62.3%	**NA**
c. Asian only	66.1%	N/A	N/A	64.8%	**NA**
d. Hispanic/Latino	69.5%	65.0%	61.5%	61.9%	**NA**

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

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	1,007	1,050	931	970	**1,043**
b. Career degrees	202	214	206	194	**NA**
c. Transfer degrees	660	697	600	653	**NA**
d. Certificates	145	139	125	123	**NA**
e. Unduplicated graduates	910	957	844	862	**NA**

FREDERICK COMMUNITY COLLEGE
2024 ACCOUNTABILITY REPORT

	AY 19-20	AY 20-21	AY 21-22	AY 22-23	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	87.0%	85.0%	87.7%	88.6%	**87.0%**

	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY2022 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	52.3%	58.6%	55.7%	54.5%	**43.0%**

Goal 3: Innovation

	FY 2020	FY 2021	FY 2022	FY2023	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Registered Nursing	97.1%	86.0%	87.3%	84.2%	80.0%
Number of Candidates	68	58	79	82	
b. Respiratory Care	71.4%	52.6%	72.2%	100.0%	80.0%
Number of Candidates	14	19	18	6	
c. Physical Therapy				71%	80.0%
				14	

Note: Not reported if <5 candidates in a year

	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY2022 Graduates	Benchmark Not Required
24 Graduates employed within one year	82.0%	81.0%	81.0%	80.0%	**NA**

	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	FY2020 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	$ 19,200	$ 22,752	$ 20,800	$ 21,532	**NA**
b. Median annualized income three years after graduation	$ 44,968	$ 44,552	$ 51,488	$ 58,128	**NA**

	FY 2020	FY 2021	FY 2022	FY2023	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	1,905	1,674	2,328	2,454	**2,690**
b. Annual course enrollments	2,671	2,424	2,786	3,170	**4,015**

	FY 2020	FY 2021	FY 2022	FY2023	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	1,045	953	1,220	1,315	**1,594**
b. Annual course enrollments	1,194	1,350	1,483	1,617	**1,983**

	FY 2020	FY 2021	FY 2022	FY2023	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	742	658	915	1,058	**1,102**
b. Annual course enrollments	886	725	1,155	1,419	**1,526**

Note: NA designates not applicable
    * designates data not available

[Frederick Community College] Degree Progress Four Years after Initial Enrollment Fall 2019 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	1179		817		226		136	
2	Number attempting fewer than 18 hours over first 2 years	391		233		61		97	
3	Cohort for analysis (Line 1 – Line 2)	788	100.0%	584	100.0%	165	100.0%	39	100.0%
4	Earned Associate degree from this community college	368	46.7%	309	52.9%	53	32.1%	6	15.4%
5	Earned certificate, but no degree, from this community college	6	0.8%	1	0.2%	2	1.2%	3	7.7%
6	Total associate and certificate graduates (Line 4 + Line 5)	374	47.5%	310	53.1%	55	33.3%	9	23.1%
7	Transferred to Maryland two-year/technical college	34	4.3%	21	3.6%	7	4.2%	6	15.4%
8	Transferred to Maryland public four-year college	214	27.2%	189	32.4%	21	12.7%	4	10.3%
9	Transferred to Maryland private four-year college or university	36	4.6%	27	4.6%	8	4.8%	1	2.6%
10	Transferred to out-of-state two-year/technical college	8	1.0%	4	0.7%	3	1.8%	1	2.6%
11	Transferred to out-of-state four-year college or university	125	15.9%	95	16.3%	28	17.0%	2	5.1%
12	Total transfers (sum of Lines 7 - 11)	417	52.9%	336	57.5%	67	40.6%	14	35.9%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	249	31.6%	215	36.8%	34	20.6%	0	0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	542	68.8%	431	73.8%	88	53.3%	23	59.0%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	23	2.9%	17	2.9%	5	3.0%	1	2.6%
16	Successful transition to higher ed (Line 14 + Line 15)	565	71.7%	448	76.7%	93	56.4%	24	61.5%
17	Enrolled at this community college last term of study period	35	4.4%	25	4.3%	9	5.5%	1	2.6%
18	Successful or persisting (Line 16 + Line 17)	600	76.1%	473	81.0%	102	61.8%	25	64.1%

7/2/13

[Frederick Community College] Degree Progress Four Years after Initial Enrollment Fall 2019 Entering Cohort

		African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1	First-time full- and part-time fall headcount	200		82		188		693	
2	Number attempting fewer than 18 hours over first 2 years	70		28		70		216	
3	Cohort for analysis (Line 1 – Line 2)	130	100.0%	54	100.0%	118	100.0%	477	100.0%
4	Earned Associate degree from this community college	49	37.7%	27	50.0%	55	46.6%	234	49.1%
5	Earned certificate, but no degree, from this community college	1	0.8%	0	0.0%	3	2.5%	2	0.4%
6	Total associate and certificate graduates (Line 4 + Line 5)	50	38.5%	27	50.0%	58	49.2%	236	49.5%
7	Transferred to Maryland two-year/technical college	15	11.5%	0	0.0%	6	5.1%	12	2.5%
8	Transferred to Maryland public four-year college	35	26.9%	27	50.0%	28	23.7%	123	25.8%
9	Transferred to Maryland private four-year college or university	9	6.9%	3	5.6%	5	4.2%	19	4.0%
10	Transferred to out-of-state two-year/technical college	3	2.3%	0	0.0%	2	1.7%	3	0.6%
11	Transferred to out-of-state four-year college or university	8	6.2%	4	7.4%	10	8.5%	100	21.0%
12	Total transfers (sum of Lines 7 - 11)	70	53.8%	34	63.0%	51	43.2%	257	53.9%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	39	30.0%	26	48.1%	36	30.5%	148	31.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	81	62.3%	35	64.8%	73	61.9%	345	72.3%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	3	2.3%	2	3.7%	7	5.9%	11	2.3%
16	Successful transition to higher ed (Line 14 + Line 15)	84	64.6%	37	68.5%	80	67.8%	356	74.6%
17	Enrolled at this community college last term of study period	3	2.3%	2	3.7%	11	9.3%	19	4.0%
18	Successful or persisting (Line 16 + Line 17)	87	66.9%	39	72.2%	91	77.1%	375	78.6%

5. Please use the template below and provide a comprehensive list of current and forthcoming **federal grants** awarded to your institution that are **specifically focused on student success.** For example, grants that allow for specialized scholarships (e.g., S-STEM), grants that support initiatives to enhance the curriculum (e.g., Ideas Lab), grants that support faculty development in pedagogy (e.g., Institutes for Higher Education Faculty), grants that improve academic achievement, grants that address achievement gaps, etc. In the list please include the funder, the grant name, the name of the project, the award amount, and the start/end dates of the project.

Funder Name	Grant Name	Funded Project Name	Award Amount	Start Date	End Date
National Science Foundation (Division of Undergraduate Education, Directorate for STEM Education)	Advanced Tech Education Program	Building the Cell Therapy and Flow Cytometry Workforce (ATE)	$349,911.00	1-Jul-22	30-Jun-25
National Science Foundation (Division of Undergraduate Education)	S-STEM-Schlr Sci Tech Eng & Math	The Frederick Community College (FCC) STEM Scholars program	$637,097.00	1-Jul-19	30-Jun-25
National Science Foundation (Division of Undergraduate Education)	S-STEM-Schlr Sci Tech Eng & Math	Collaboration Between Community Colleges and a University to Increase Transfer Student Success in STEM (Subaward)	$44,011.00	1-Oct-20	30-Sep-25
US Department of Education	Child Care Access Means Parents in School Program	Child Care Access Means Parents in School Program	$232,252.00	1-Oct-22	30-Sep-26