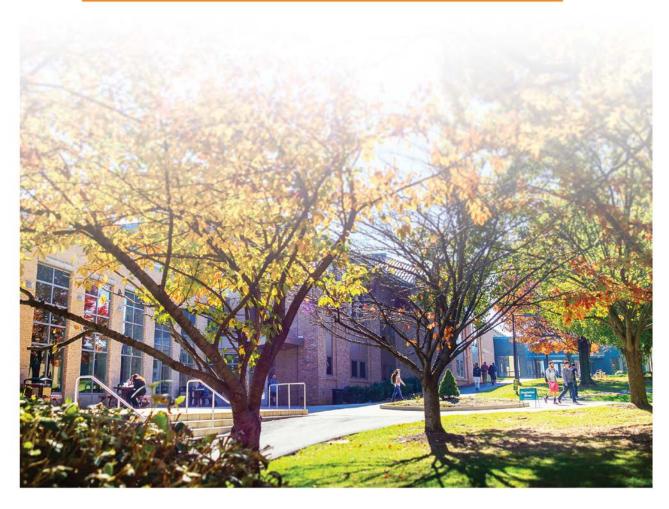# Frederick Community College

# Institutional Effectiveness

## 2 0 1 5   R e p o r t

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*Executive Director of Planning and Institutional Effectiveness*

# INSTITUTIONAL EFFECTIVENESS REPORT

2014-2015

The Institutional Effectiveness (IE) Report provides an update surrounding the Tactical Plans of different units within the College. The current report is based on the status of the objectives in the 2013-15 Strategic Plan and for the following areas:

1. Academic Affairs Tactical Plan
2. Learning Support Tactical Plan
3. Administration Tactical Plan
4. Diversity Tactical Plan
5. Institutional Effectiveness Tactical Plan
6. Continuing Education and Customized Training

These tactical plans were designed based on determining key issues related to the strategic goals and objectives, methods of assessment, update on progress, recommended additions/revisions to objectives, and the department(s) responsible for accomplishing the objectives. The purpose of the Institutional Effectiveness Report is to document the work of each department in achieving its tactical goals.

In June 2015, all teams completed their "Update on Progress" report and they were submitted to the Office of Planning, Assessment, and Institutional Research (OPAIR). OPAIR included the updates strategic information in this report, but did not include information having to do with routine activities or progresses.

The budget process is linked to the strategic plan. As part of the annual budget process, departments are asked to review their strategic plan objectives/tactical plans for strategic initiatives to be funded in the upcoming budget cycle. A funding request should be submitted which identifies the specific strategic goal/objective that each initiative would support. The requests are then prioritized and funded based on availability of funding for the year. Each year, an independent financial audit is completed to assess the effectiveness of the budget, including confirming financial responsibility, citing any concerns in its findings report, and gathering evidence of best practices.

**Linking Accountability and Strategic Plan**

Maryland Higher Education Commission (MHEC) assesses the effectiveness of Maryland community colleges based on specific indicators as part of an annual MHEC Accountability Report. Many of the indicators are related to the strategic objectives included in the Tactical Plan. The indicators are included in appendix I.

## Next Step

The College is charting the next five years of its renewal through its strategic plan, FCC 2020, as well as a self-study in preparation for its accreditation visit by the Middle States Commission of Higher Education (MSCHE) in spring 2016. The strategic goals in the FCC 2020 were developed based on the new Middle States (MSCHE) principles and standards, and the objectives were aligned closely with the 2013 Maryland State Plan. During May 2015, an invitation was sent to all full- and part-time employees to participate in College-wide planning sessions. Through a collaborative process, 125 employees attended two college-wide strategic planning sessions and developed 470 objectives for development of FCC 2020. Additionally, faculty members who were not able to attend these sessions received an online link to share their input. Based on a thematic analysis, 33 strategic objectives were incorporated into FCC 2020. The Board of Trustees approved the plan at its August 19, 2015 meeting. The Board then developed annual strategic priorities for the College to focus its actions during September 19th annual strategic planning retreat. President Burmaster then convened the SAT on September 22, 2015 and invited participation of all members to focus on the annual strategies. Five workgroups were formed to focus on achieving these goals.

The 2015-16 Annual Strategic Board of Trustees Priorities were used by the SAT and different teams for development of the annual strategic priority, team objective, action, and success criteria. The team plans were reviewed by the Senior Leadership Team and were compiled in one document as the College Team Plans. Each team will provide an update to the OPAIR by June 2016. OPAIR will then prepare annual Institutional Effectiveness Report, which will be presented to the campus community.

The College Team Plans will be directly linked to resource allocation. These plans are currently assessed using multiple strategies and the status of objectives and the assessment of success criteria will be published in the annual Institutional Effectiveness Report.

## Organization of the Report

This report is organized using the strategic goals followed by the associated strategic objectives. Thereafter, the status updates of tactical plans that are reported to OPAIR from each unit are presented as bulleted lists.

**FCC 2020**

## 2015-2016 Annual Strategic Board of Trustees Priorities

- **Implement operational and best practices which enhance persistence, completion, and success with particular focus on adult learners and emerging populations in the following areas:**
    - Prior learning assessment plan
    - Student Success Grants implemented
    - Awarding credit for military MOS and training
    - Business process review and implementation for an improved credit and non-credit registration/admissions intake process
    - Create stackable credentials from continuing ed to credit courses in building trades, allied health, and IT
    - Enhance financial literacy for students and family members; access to financial aid – greater awareness and participation in financial aid and scholarship opportunities

- **Empower leadership to foster continuous institutional improvement**
    - Employee/faculty/adjunct/student handbooks
    - Completion of policies/procedures review and update, local, state and federal compliance
    - Implementation of performance management system
    - Review and operationalize safety and security plans
    - Facilities and maintenance planning, standards, and protocol
    - Develop and implement professional development throughout the College which supports the Board of Trustees Annual Strategic Priorities
    - Assess and implement new technology initiatives and increase utilization of existing software applications

- **Align Frederick Community College program development with city, county, and state economic development priorities**
    - Assessment of current program viability and development of a five-year plan for program/certificate creation which is responsive to career and transfer opportunities for employment and contributes to the financial sustainability of the institution
    - Enhance external partnerships with community-based organizations, other higher education institutions, and business and industry

- **Reimagine and reconstruct developmental education to ensure students are appropriately prepared and supported to succeed in credit-bearing courses in a way that supports goal completion and makes FCC more affordable**

- **Successfully complete the Middle States Accreditation process and respond as needed to the visiting team report**
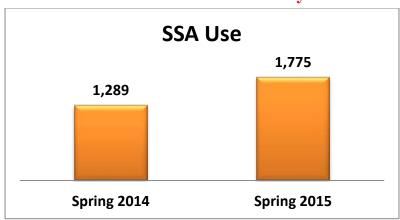
# *2015 Annual Status Report*

## 2014-15 Priorities

In FY 2015, the College formed a Strategic Advisory Team (SAT) under the leadership of President Burmaster with a membership of about 40 faculty and staff representing different areas of the College. The SAT established three annual strategic priorities for 2014-15 based on the 2013-2015 FCC Strategic Plan Goal to "enhance access, support, and opportunities that meet the needs of diverse and changing populations." As a result, teams developed a new Student Alert system, new strategies to respond to the needs of adult learners, and a new direction for enrollment development.

The new Student Success Alert system was adopted in Spring 2015 with proactive strategies to alert at-risk students by offering individualized interventions. Furthermore, the College adopted two Key Performance Indicators (KPI) in assessing the effectiveness of this initiative:

1. The utilization rate of the Early Success Alert by faculty members
2. End of semester course completion rates

## KPI 1: The Utilization Rate of the Early Success Alert

### SSA Use

| | |
|---|---|
| 1,289 | 1,775 |
| Spring 2014 | Spring 2015 |

1,289 Early Alerts were issued in Spring 2014 as compared to 1,775 Student Success Alerts (SSA) in Spring 2015, which represents a usage increase of 38%.

Subsequently, two surveys were designed to gauge the perceptions of students and faculty members about the SSA form and process. The following are the summary of the results.

# KPI 2: End of Semester Course Completion Rate

The withdraw rate declined by one percent in Spring 2015 while the same percentage increased for the F grade.

| | | Spring 2011 | | Spring 2012 | | Spring 2013 | | Spring 2014 | | Spring 2015 | | Only Students Received SSA<br>Spring 2015 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **All Students -Grade Distribution: Spring 2011-Spring 2015** | | | | | | | | | | | | | | |
| | **Grade** | # | % | # | % | # | % | # | % | # | % | # | % |
| Successful | A | 5721 | 34% | 5539 | 33% | 5446 | 34% | 5547 | 35% | 5274 | 34% | 31 | 2% |
| | B | 4188 | 25% | 4217 | 25% | 3948 | 24% | 3869 | 24% | 3758 | 24% | 171 | 10% |
| | C | 2185 | 13% | 2080 | 12% | 2102 | 13% | 2038 | 13% | 2079 | 14% | 225 | 13% |
| | D | 727 | 4% | 721 | 4% | 770 | 5% | 759 | 5% | 710 | 5% | 170 | 10% |
| | S | 434 | 3% | 479 | 3% | 434 | 3% | 283 | 2% | 312 | 2% | 34 | 2% |
| Unsuccessful | F | 1620 | 10% | 1566 | 9% | 1601 | 10% | 1550 | 10% | 1702 | 11% | 726 | 41% |
| | U | 84 | 0% | 104 | 1% | 125 | 1% | 46 | 0% | 75 | 0% | 59 | 3% |
| | Z or I (Incomplete) | 69 | 0% | 63 | 0% | 73 | 0% | 46 | 0% | 13 | 0% | 2 | 0.1% |
| | W | 1724 | 10% | 1818 | 11% | 1573 | 10% | 1581 | 10% | 1324 | 9% | 303 | 17% |
| NA | AU (Audit) | 130 | 1% | 130 | 1% | 101 | 1% | 118 | 1% | 139 | 1% | 30 | 2% |
| Total | Total Grades | 16882 | 100% | 16717 | 100% | 16173 | 100% | 15837 | 100% | 15386 | 100% | 1775 | 100.0 |
| | Successful | 13255 | 79% | 13036 | 78% | 12700 | 79% | 12496 | 79% | 12133 | 79% | 631 | 36% |
| | Unsuccessful (AU not included) | 3497 | 21% | 3551 | 21% | 3372 | 21% | 3223 | 20% | 3114 | 20% | 1090 | 61% |

1. 51% of students reported they did not receive the SSA email that was sent by their instructors.
2. 88% of the students reported that the contact with their instructor(s) helped in having them successfully complete the course.
3. 76% of faculty who responded to the survey reported they used the SSA form.
4. 80% of faculty reported that the SSA form was easy to use and 72% agreed the form was easy to locate.
5. 39% of faculty agreed the SSA form has all necessary components to guide students toward success.
6. 73% of faculty agreed that overall the SSA enhances the culture of persistence.
7. 61% of faculty agreed the SSA helps the students to succeed.

A full report was distributed that includes all comments from faculty and students.

The SAT team members met on October 5, 2015 and suggested the following initiatives based on the analysis of the report in an effort to close the assessment loop. The team will continue working on this initiative in FY 2015-16.

- Investigating the possibility of adding Service Indicators before students withdraw to require students to consult either in person or online before withdrawal.
- Sending texts to students notifying them to check their email messages when they receive a SSA.
- Reinforce with faculty the success that has been achieved with and the need for continued use of the SSA.
- Work with faculty to find ways to get more students to visit the Writing, Tutoring, and Math centers.
- Draft a more personal option to send a second, different message to students who receive the SSA. This could be a simple checklist or could include minimal language with more liberal use of a text box for faculty input.
- Continue surveying participants in order to collect data for a complete year.
- Continually communicate to Department Chairs to reinforce our progress and urge continued use of the SSA.

**Design and implement Short-Term Program Marketing**

The SAT Enrollment Development subgroup was charged with increasing the number of enrollments in the career programs. The team identified about 20 programs to target market. Five initial programs were selected: cybersecurity, culinary arts, personal/fitness training, business, and Certified Nursing Assistant (CNA).

The Marketing Department created an advertising campaign called "My Goal," which highlighted successful graduates and current students in these programs. A professional photographer was hired to capture video and photographs of graduates and students in their respective fields. The Marketing Department also developed banner advertisements in-house that were displayed on several websites frequently visited by Frederick County residents (FCC ads would pop up when residents typed the key words in Google searches). Banner ads were also displayed on targeted websites and directed toward "My Goal" campaign page on the FCC website.

Other advertising included online advertisements placed on the Frederick News Post website and print advertisements in Frederick Magazine and Frederick Gorilla. The College also placed those ads on transit buses beginning in July 2015. This campaign will be continued in the new fiscal year and further programs will be considered for program marketing.

## Promote academic excellence in teaching and learning

**Strategic Objectives:**

- Develop and implement standards for learning environments
- Develop a shared vision of a Learning College
- Identify and enhance policies or programs that support completion and goal attainment
- Enhance learning with a variety of student engagement opportunities
- Support innovative instruction

- In Fall 2014, 954 students attended speaker events for Co-Curricular Day speakers, compared to 729 students who attended Co-Curricular Day in Fall 2013 (increase of 225 students). In Spring 2015, 427 students attended Co-Curricular Day events, compared to 650 students in Spring 2014 (decrease of 223 students). The number of faculty who required students to attend the Fall 2014 and Spring 2015 events decreased from an average of 36% in Fall 2014 to 13% in Spring 2015. In a survey of 32 students who participated in co-curricular events, 72% indicated they attended because they were required by faculty or given information about the event from faculty, (23 of 32) 13% said they attended because of a family member/friend (4 of 32); 10% said advertising/blackboard alerted them to the event; and 6% did not respond to the question. The Center for Student Engagement (CSE) will be surveying faculty to find out why mandatory requirements declined in Spring 2015 and will be looking to the Co-Curricular Planning Team to evaluate delivery and timing of programming.

- Student leaders who participated in the Advanced Leadership Legacy Program through the CSE were exposed to presentations by professional businesses, nonprofit organizations, and community leaders at twice monthly leadership presentations. Students were also expected to attend a minimum of three co-curricular events and write about how the event made them "think, feel, and relate to academic work." Twenty-one student leaders participated in an assessment of the value of 16 different experiences listed on the survey. When asked if the experiences offered information that would help students succeed academically and in the workplace, 62% (13) strongly agreed; 14% (3) agreed; 14% (3) were neutral; and 10% (2) disagreed. Forty-eight percent of students (10 out of 21) strongly agreed or agreed that the event required the audience to think about important concepts, ideas, and/or issues that influenced society, with 10% (2 out of 21) neutral. Ninety-five percent (20 out of 21) responded that the events they attended inspired them to learn more about the subject with 5% (1 of 21) neutral. 100% said the experience exceeded their expectations; 100% said that they would recommend CSE events to friends.

- CSE modified the delivery to look at the value of student lunch bunches with a controlled group of Nursing Students in their clinical rotation. This was done in collaboration with the director of Nursing Department. Monthly dialogues and topics were facilitated by faculty and Student Development staff on a variety of topics ranging from professional development to social issues and awareness. On average, about 26 students participated monthly.

- Campus clubs and organizations hosted and/or participated in 40 events that showcased contemporary issues and a call to action. While the goal was to focus solely on issues of civility, the offerings were expanded to include civic, personal, and professional responsibility. Students were asked to write reflection pieces about their experiences. Most students focused on their community engagement in our Service Friday programs, the Poverty Simulation, Anti-Bullying initiatives, and Alternative Spring Break with Habitat for Humanity. Of the eight student leaders

who wrote about their experience with CSE's trip to Habitat for Humanity, all but one felt the event was life-changing, and helped them connect with the true purpose of their academic journey. Student clubs and organizations demonstrated their civic commitment by supporting non-profit agencies and democratic ideas through their work and advocacy. Eight student clubs and organizations raised more than $2,000 for local community agencies by hosting bake sales, talent shows, and special events; participated in or lead eight food drives, three blood drives, and 12 awareness campaigns; and through faculty directed service learning, approximately 325 students contributed more than 5,000 hours in service to local agencies during 2014-2015 academic year.

- Special population offices continue to receive notification of students placed on SSA. These students are contacted within days of receipt of notification. Additionally, a placeholder is provided in PeopleSoft and CAP.
- Initial map of intake process for credit, degree seeking, and new students entering in the fall of 2015 was created.
- Increase services to Continuing Education and Workforce Development (CSW) should include photo ID cards, myFCC email, etc. CEWD students do get myFCC email accounts assigned, but analysis and feedback suggests that this population prefers to use personal email addresses. Photo ID cards are available should this population want one, however, services remain available on main campus due to equipment, software, and staffing limitations.
- The College established a process for the course evaluation in 2014 to assure quality instruction that supports student course-level success. All credit courses are now being evaluated by an online instrument.

|  | Sections | Enrollment | Respondents | % Respondents |
|---|---|---|---|---|
| Fall 13 | 979 | 14,815 | 10,403 | 70.20% |
| Spring 14 | 1038 | 15,138 | 9,872 | 65.20% |
| Fall 14 | 1038 | 15,393 | 7,203 | 46.80% |
| Spring 15 | 972 | 14,223 | 8,581 | 60.30% |

- In 2014-2015, faculty representatives completed seven course level assessment projects. These assessment projects focused on critical thinking, computer competencies, mathematics and scientific reasoning, and oral and written communications. The results of the assessment projects were used to redesign courses to enhance student learning, which was documented in completed Action Plans.
- The College continues with comprehensive program review to ensure that every program is evaluated on a five-year cycle. All academic programs have identified their missions, goals/objectives, and student learning outcomes. In FY 2015, action plans for 60 programs were completed and enacted. By the end of summer 2016, the final 15 degrees, certificates, and letters of recognition program reviews will be completed. In Fall 2016, a new program review cycle will begin.
- In FY2015, the College developed one new articulation agreement with a four-year university in the state and four articulation agreements with four-year universities outside of the state. Curriculum revisions were made to 50 programs, with five degrees and three certificates being discontinued. In addition, three new degrees, three certificates, and one letter of recognition were created. The Curriculum Committee also approved 51 new courses, 94 revisions to existing courses, and the removal of 13courses.
- The College developed a College-wide Continuity of Operations Plan (COOP) to sustain essential college functions.

- A way finding project for signage on campus was completed to improve overall campus environment and flow of vehicle and pedestrian traffic.
- Two new online courses (BI 103 & BI104 - Anatomy and Physiology) were developed are offered.
- The information literacy instruction sessions increased 209% between FY12 and FY15.
- New assessment systems were created to support HR prior learning assessments. The College became a statewide leader in providing PARAPRO assessment services, which included helping UMD establish their own service.
- The Library, Writing Center, and Tutorial Services have undertaken a joint initiative to create a "Learning Commons," which will provide integrated academic support for information, writing, reading, subject, and digital literacies. The Learning Commons will occupy repurposed space in the Library, with a projected completion date of January 2016.
- Office Manager for Career Programs was hired and assumed the role as Internship Coordinator. The Internship Program section of the FCC website was updated, along with the program brochure with student testimonials and Student Workbook. An Internship Program Employer Handbook was created to provide prospective internship employers with an overview of program policies and procedures. Faculty Internship Advisors and Program Managers conducted outreach activities and became involved in program-related workforce meetings and development projects to secure student internship opportunities. They collaborated with the Program Managers and Faculty Internship Advisors to streamline internship processes, such as grading, faculty internship advisor payment, and registration questions or concerns. Enrollment in internships increased 14% in Fall 2014 compared to Fall 2013 and increased 16% from Spring 2014 to Spring 2015. Total internship enrollment was 33 students in Fall 2014 and 50 in Spring 2015.
- The College strengthened, defined, and prioritized initiatives for Core Curriculum and Dual Enrollment with Frederick County Public Schools and Career and Technology Center. As a result, the following three initiatives were adopted: 1) Three members of FCC staff are participating in the FCPS ELL Career and College Readiness Workgroup School; 2) dual enrollment has experienced over 350% growth since last year; 3) TJ High School offered the Finance Academy for the first time in fall 2015 and the students receive certificate in Business Management.
- An important strategy to enhance the student completion rate was to expand course offerings for accelerated programming to increase access and reduce the amount of time it takes to earn a degree. The College bolstered developmental education course offerings in this modality because the data for a pilot program revealed underprepared students were more successful in accelerated formats. As a result, accelerated programming has increased from spring 2014 to 2015. The College increased the total number of sessions in this modality by 50%, courses offered after 5p.m. increased by14%, offerings on Friday increased by 40%, Saturday course offerings increased by 21%, and developmental education courses in an accelerated format increased by 225%. In addition, the Computing Business and Technology Department required that all instructors who teach accelerated courses complete Blackboard Advanced training and have a mentor.
- The College implemented the notification of a 24-credit benchmark and Program Managers are advising students to complete a credit English and Math course within 24 credits.
- Expanded Writing Center (WC) services online to all English and Social Science online courses. The WC experienced a 57% increase in usage compared to the previous year. They also launched online resource sites for students. A writing site had 5,789 hits followed by the study skills site with 4,368 hits and an ESL site with 285 hits.

- Tutoring expanded its services and offered an increased number of math and science review sessions.
- The Testing Center cross-trained Learning Support staff in placement process and increased the number for certification exams.
- CEWD reevaluated the Monroe Center Plan based on the labor market data and proposed to MD State as a CIP project to meet the industry standard. As a result, Frederick County funding for design in 2016 is awarded and the renovation is targeted for 2017.
- CEWD expanded the Emergency Management Advisory board to include MSDE participants and Johns Hopkins University to expand the public safety partnership and established an inventory and assigned liaisons to business groups in maintaining the Workforce Partners forum.
- The College has strived to work collaboratively between academic and CEWD and as a result combined the management of ESOL into a single program area. The new CE ESOL courses added to the inventory will help fill the gap between CE community needs and academic needs. These new CE courses gained 50 enrollments in the first term offered. Academic Affairs and CEWT collaborated for supporting access for ESL/ABE/GED students. All courses offered in the evening sessions have accelerated courses. All instructors who teach accelerated courses have Blackboard Advanced training and other training sessions with a mentor. In addition, CNA to MDA CEWT to credit pathway was established and began in summer 2015. Furthermore, The Targeted ESL Program has been created in CEWT and designed to transition ESL students from Basic/Grant ESL courses into pre-academic ESL to prepare and encourage transfer/enrollment into Academic/Credit ESL. ESL 94, 96, and 97 were discontinued and absorbed into the Targeted ESL pre-academic program; ESL PM now counsels/advises ESL students testing below the ESL 98 level on which non-credit courses to take to achieve their academic and workplace goals; ESL PM counsels/advises current Basic/Grant/GED ESL students for next steps and pathways toward academic/workplace goals. The table below is the success rate of ESOL students that is annually submitted to the MHEC.

**Success Rate of Credit ESOL Students**

|  | Total Enrolled | Successful Completion | Completion Rate |
|---|---|---|---|
| Fall 2014 | 110 | 92 | 84% |
| Spring 2015 | 90 | 84 | 93% |
| Summer 2015 | 22 | 21 | 95% |
| Total | 222 | 197 | 89% |

**Success Rate of Non-Credit ESOL Students**

|  | Total Enrolled | Successful Completion | Completion Rate |
|---|---|---|---|
| FY 2015 | 1,874 | 1,088 | 58% |

## Increase student success and goal achievement

**Strategic Objectives:**
- ➡ Increase interdivisional collaboration and communication to support student success and/or goal achievement
- ➡ Improve and enhance data standards for available and future data
- ➡ Utilize data available to students and staff to increase student success
- ➡ Increase access to programs and services that support goal completion

- All offices providing services to the students have extended their hours to be more accessible. This was one of the priority goals of SAT during 2014-15.
- The I-dashboard was implemented allowing access to the strategic data needed for the campus community to make informed decisions. The live registration data access with graphics became available this year.
- OPAIR designed a link on the public website that provides reports to inform the public about the student population and the results of the surveys. On this site, the external reports are also shared. In addition, the OPAIR intranet site was re-designed with a friendlier look than in the past.
- A senior research analyst was hired who is responsible for external reporting and assisting the Continuing Education and Workforce Development team with its data analysis and reporting.
- Faculty and students have reported that the newly developed alert system that was adopted in Spring 2015 is a beneficial tool for improving students' goal achievements.
- Cross Awareness Training took place on May 1 at ThorpeWood for all areas of Learning Support and Student Accounts. OPAIR assisted with designing a survey to assess the usefulness of the training for the participants. Below is the result of the survey which was rated by the participants very positively.

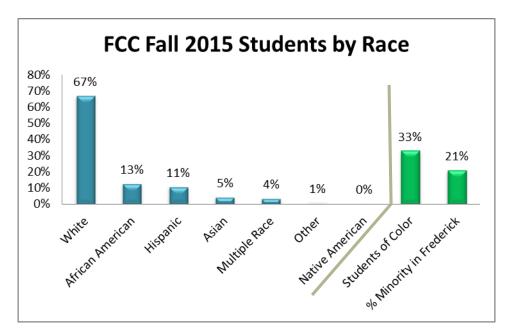|  | % Agree |
|---|---|
| My level of knowledge about other departments increased. | 95% |
| The information shared today will help me serve students better. | 93% |
| The information provided by the presenters was helpful to my overall learning. | 93% |
| There were clear objectives for the day. | 90% |
| The objectives were met. | 90% |
| Overall, the training met my expectations. | 88% |
| I have a clear idea of how to use what I learned. | 83% |
| Most of the information presented was new. | 29% |
| There was enough time for discussion/questions. | 27% |

- Over the past three years, the members of the Outcomes Assessment Council (OAC) worked on assessment projects to fulfill their part in the third assessment cycle. The results of all course level assessments are shared on the OPAIR intranet site.

- The OPAIR invited all OAC members to showcase their projects at the Celebration of

Excellence event. The campus community learned how each faculty member designed a meaningful project to assess student learning and enhance teaching.

- The College continued with comprehensive program review to ensure that every program is evaluated on a five-year cycle. All academic programs have identified their missions, goals/objectives, and student learning outcomes. In FY 2015, action plans for sixty (60) programs were completed and enacted. By the end of Summer 2016, the final 15 degrees, certificates, and letters of recognition program reviews will be completed. In Fall 2016, a new program review cycle will begin.
- The College formed an Institutional Review Board (IRB) with five members to review and approve all external research conducted at FCC. The board developed a new procedure and a form to enhance the process.
- The Public Safety and Security Department developed a mandatory Blackboard-hosted FCC Emergency Management training video for the student and instructor orientation training which is available on the FCC website.
- Parking lot analysis was conducted to reduce the impact to class participation resulting from traffic and parking issues.
- The CEWD is using a new technology program GENOO for target marketing through electronic means using mass customizations based on analysis of the individual's interest and enrollment patterns. As a result, an annual plan was developed. Furthermore, FCC is still seeking to improve front end data collection with prospects.

**Strategic Objectives:**

➡ Increase diversity of student and employee base

➡ Infuse global perspectives into programs and services

➡ Enhance an inclusive climate for students and employees

➡ Develop and implement policies and procedures that enable efficient access for all students

◼ FCC continues to place emphasis on the recruitment, support, and retention of culturally diverse students. Between Fall 2011 and 2015, the number of students of color increased by 19%, while the overall enrollment declined by 1%. Frederick Community College now enrolls proportionately more minority students (33%) than similar residents who live in its service area (21%).

## FCC Fall 2015 Students by Race



◼ There was a steady growth in the percentage of minority full-time faculty from Fall 2011 (12%) to Fall 2014 (18%) which surpassed the benchmark (15%) established for the MHEC Accountability indicator. The data for 2015 will be available in December.

◼ The percentage of minority full-time administrative and professional staff from Fall 2011 (15%) increased by two percent in Fall 2014 (17%) and is lower than the benchmark (20%); however, it is expected to have an increase in 2015 due to recent hires.

◼ The successful-persistence rate for Hispanic students (91%) was higher than all students combined (79%), and the rate for African American (78%) was one percentage point lower.

◼ The graduation-transfer rate for Hispanic students (71%) was higher than all students combined (65%), while the rate for African American (59%) students was lower by 6%.

◼ For the fourth consecutive year, the College received a grant from MHEC to continue with the Partnership for Achieving Student Success Program (PASS) program. The persistence rate (79%)
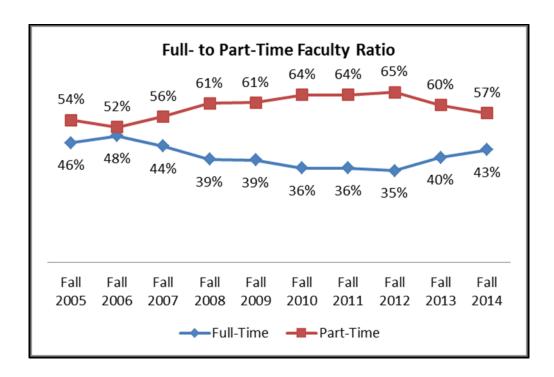
of PASS students was higher than the non-PASS group (70%), and FCC's minority students (72%). Also, the course completion rate of the PASS group (80%) was higher than the non-PASS (75%) and FCC minority students (70%).

- The Woman to Woman Mentoring Program (W2WM) is an intergenerational program that assists Frederick County women ages 18-35 who desire personal and professional guidance to transform their lives through mentoring relationships focused on career, education, and family concerns. Since the program's inception in 2009, W2WM have interviewed, matched, and supported 141 mentoring pairs.
- The College had an International Celebration on April 18, 2015 to learn about the many cultures and heritages that contribute to the diversity of FCC and the Frederick community. The visitors were provided a "passport," to visit the "countries" represented at the celebration, and virtually traveled the world without ever leaving home. This celebration was sponsored by the Office of Diversity, International Education, and English as a Second Language.
- CEWD now has an increase in Lumens use by students for registration and is working to reduce simultaneous lag time of updating PeopleSoft using data entered in Lumens.

## Expand opportunities for employee excellence and professional development

**Strategic Objectives:**
- ➡ Evaluate the current human resources policies and procedures
- ➡ Implement a formal plan for professional development
- ➡ Implement recognition and reward system for cross-divisional achievements
- ➡ Increase efficiency and effectiveness of the allocation of human resources (e.g. analysis of workload)
- ➡ Implement succession planning for the projected employment demands
- ➡ Implement a "Career Ladder" program to increase employee retention

- All policies and procedures are currently under review and will be updated by June 2016.
- A new performance appraisal process was implemented which evaluates the performance of employees by linking it to the goals and annual priorities in FCC 2020 Strategic Plan.
- The Academic Affairs team provided employee development and tuition reimbursement through HR with 56 *Teaching and Learning Hours* on topics that spanned disciplines. They also funded 73 full-time and 22 adjunct faculty members to attend conferences, held 133 BlackBoard training sessions, had five adjuncts moved up on the pay scale, and had 16 adjunct faculty as mentors for 29 mentees.
- Completed training for CEWD program managers focused on college readiness, pre-requisites, and curriculum development and invited CEWD adjuncts in these professional development sessions.
- The Testing Center provided cross-training for over 60 Learning Support employees on the administration of Accuplacer assessments, provided the Admissions Department with access to major Testing Center databases along with training to look up student records, and worked with registrar to begin training an hourly evening proctor on transcript evaluation.
- The Center for Teaching and Learning incorporated academic coaching and conflict management content into all tutor training provided by Tutoring Services.
- Through a systematic process, all federal credit hour requirements are revised by Program Managers and Department Chair every year.
- All courses are required to have a BlackBoard companion website.
- All adjunct faculty are required to have BlackBoard basic training.
- The Computing, Business, and Technology Department is offering accelerated courses in the evenings. All instructors teaching accelerated courses have BlackBoard Advanced training and other training sessions with a mentor.
- The Center for Teaching and Learning offers *Teaching and Learning Hours* accessible to full-time and adjunct faculty at a variety of times on high-demand topics.

■ In 2011, improving the full-time to part-time faculty ratio became a priority of the College, with the support of the College Board of Trustees. Because of a variety of strategies used by the College, there has been a positive increase in the full-time ratio over the past two fall semesters.

**Full- to Part-Time Faculty Ratio**

| | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 |
|---|---|---|---|---|---|---|---|---|---|---|
| Part-Time | 54% | 52% | 56% | 61% | 61% | 64% | 64% | 65% | 60% | 57% |
| Full-Time | 46% | 48% | 44% | 39% | 39% | 36% | 36% | 35% | 40% | 43% |

—◆—Full-Time    —■—Part-Time

# Identify and secure additional funding to meet the College's mission

**Strategic Objectives:**

➡ Engage in entrepreneurial resource development
➡ Increase strategic spending in order to leverage resources (e.g. human and financial)
➡ Invest in infrastructure to support the application process for grants and support after grants end

◼ The FY 2015 Budget was developed through a process that prioritized and funded strategic initiatives within available resources.

◼ A long-term facility use agreement with Hood College for shared use of the FCC baseball field was signed. FCC received Approximately $32,000 in revenue in FY 2015 from rental of the turf baseball field.

◼ An indirect rate agreement with Department of Health and Human Services was negotiated and signed on 2/6/15.

◼ A survey to assess the efficiency of the operations in dining services was completed. Plans are underway to revise the layout of the facility to provide more efficient and cost-effective operations.

◼ Through a collaborative process, the College was able to reallocate nearly $600,000 to fund initiatives from existing resources instead of asking for additional funds.

◼ For the 2015 fiscal year, the College implemented several cost saving and reallocation initiatives to assist in overall effectiveness and efficiency. The early retirement initiative for FY 2014 yielded savings in FY 2015. Due to the lapse in filling vacated positions, another early retirement incentive in FY 2015 will continue to yield an overall reduction in FY 2016 payroll costs.

◼ FCC continues to contain costs by participating in the block purchase of electricity usage as a part of the consortium with the Frederick County Government and the Frederick County Public School System. The College also continues to work with Frederick County government to gain synergies in providing purchasing services to the College. In addition to keeping software efficient and up-to-date, FCC implemented a centralized print management system (Paper Cut) to reduce printing costs campus-wide. To that end, FCC has also begun to update various applications such as email, accounting, payroll, and registration.

◼ The College received two grants, including a joint grant awarded to FCC, Hood College, and Mount Saint Mary's University by the National Science Foundation. This $330,975 grant enabled the three institutions to partner on curriculum, student internships, and obtaining state of the art lab equipment. FCC also received a grant totaling $731,614 from the U.S. Department of Labor Employment and Training Administration to develop a cybersecurity degree program that launched in fall 2015.

## Advance the College's commitment to and success in assessing its effectiveness in achieving its mission and goals

**Strategic Objectives:**

➡ Implement an improved Institutional Effectiveness Procedure
➡ Continue to use College resources effectively and efficiently
➡ Demonstrate a participatory culture of Strategic Planning and assessment
➡ Assess activities related to student access and completion
➡ Demonstrate implementation and decision-making as a result of the planning process

▪ The Institutional Effectiveness Procedure was implemented.
▪ FCC has spearheaded a comprehensive policy and procedure review which will ultimately result in more efficient business processes.
▪ The College has enhanced the participatory culture of strategic planning and assessment by revising the Annual Development Plans (ADPs) to link the strategic goals with the annual goals that each employee adopts. Supervisors will appraise their direct reports twice a year for non-probationary administrators and support staff, and three times a year for probationary administrators and support staff using the performance appraisal form. Ongoing coaching and informal supervision are expected throughout the year. ADPs are established at the start of each fiscal year between a supervisor or AVP and his or her direct report or faculty member. The form is located on the HR intranet site.
▪ The College continually assesses activities related to student access and completion. The three priority goals that were adopted by the SAT with the assessment reports were presented to the Board of Trustees.
▪ The College reported the status of 55 indicators related to the access and success and the progress toward their benchmarks to the MHEC on September 2015. The report was presented to the Board and received approval to be submitted to MHEC. The report is presented in Appendix I.

### Status of 55 Accountability Benchmarks

Did Not Reach 53%

Reached 47%

## Utilize new and emerging technologies that improve learning and business operations

**Strategic Objectives:**

- Develop an organized and sustainable plan to manage technology
- Develop technological proficiencies campus wide
- Increase the effectiveness of existing technologies
- Optimize the automation of business processes

- A CMMS system was implemented in Plant Operations to improve response time for work orders. Also, iPads were provided to all maintenance technicians.
- Academic Affairs provided creative learning formats through instructional technologies that support multi-modal learning including blended, flipped, inquiry-based, open source content, and semester-free class structures.
- The Science Department developed an online versions of BI 103 and BI 104, developed online modules for BI 55, and increased the number of sections using a 2.5 hour block format scheduled in laboratory rooms.
- The CBT and Nursing departments established Blackboard sites for evaluation and instructional enhancement of all courses.
- CTL increased the use of online/web-based technologies for academic support and faculty development and launched an online faculty resource site which received over 3,500 hits.
- In Summer 2015, the CTL piloted ThinkStorm online tutoring for online courses.
- The IDashboard was implemented in 2015 to provide the most up-to-date data to decision makers at FCC.

## Increase programs and services that anticipate and respond to current and future workforce needs

**Strategic Objectives:**
- ➡ Provide effective programs and services in response to business and community needs
- ➡ Improve the College's capacity to offer credit and non-credit programs
- ➡ Develop a capacity for an institutional response to workforce needs
- ➡ Integrate the FCC strategic planning with the strategic planning at the national, state, county, and local levels

- ▪ The Allied Health Building Facilities Master Plan was submitted to the State for funding in FY16.
- ▪ The Facilities Department created standard design criteria for new buildings and renovations which was used by design team on Building B.
- ▪ The College strengthen STEM majors through curriculum revision.
- ▪ Pathways for degree programs were developed for 55 programs. These pathways will be used to advise students by providing a suggested sequence for completing the course work for their degree within two years for most programs. Credit English and mathematics courses are included in the first 24 credits and where possible, certificate completion is included in the first 30 credits. This project is in its final stages and pathways should be linked to the degree plan in PeopleSoft and to the various program pages on the web by mid-December.
- ▪ All of our programs over 60 credits were revised last year and have been included in this year's catalog (2015-2016). All of our options have been submitted to MHEC for conversion to concentrations. The College completed Catoctin Hall renovation and will complete Braddock Hall by fall 2015.
- ▪ The Culinary and Hospitality program was revitalized by a preliminary self-study in summer 2015 using ACF (American Culinary Federation) guidelines. The change was submitted to the Culinary program and was approved.
- ▪ Hospitality Curriculum was built in collaboration with UMES program and was presented to the Curriculum program.
- ▪ A pathway from CNA to MDA was established and began in summer 2015 and the Medical Administration Specialist certificate was updated.
- ▪ Changed drama to theater curriculum to mirror program in transfer institutions and developed audio production certificate to meet industry demand.
- ▪ Maximized funding support for course, general education, and program level curriculum reform and funded summer grants and general education course review: implemented faculty innovation fund that supports curricular innovation and renewal; received and implemented TACCCT grant; supported program review and course-level outcomes assessment.
- ▪ The Academic Affairs Team eliminated seven degree options which did not meet the viability standards, mapped programs against transfer resulting in curricular reforms, and created accelerated course options to improve time to completion.
- ▪ The Distributed Learning Center reviewed distance education courses to assure they meet regulatory compliance, created the Federal Credit Hour Calculation Tool and made it available to all faculty, and all Quality Matter courses have been reviewed for compliance.

- CEWD began developing a process in FY 2015 to assess program output to a remapping account and program codes and to clean the data for a better judgment about trends in enrollment. This process will be used in the FY 2016 performance appraisal system.

## Student Characteristics *(not Benchmarked)*

| | | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 |
|---|---|---|---|---|---|
| A. | Percent of credit students enrolled part time | 63.3% | 64.6% | 62.5% | 65.8% |
| B. | Students with developmental education needs | 56.0% | 52.5% | 52.5% | 45.4% |

| | | Spring 2008 | Spring 2010 | Spring 2012 | Spring 2014 |
|---|---|---|---|---|---|
| C. | Percent of credit students who are first-generation college students (neither parent attended college) | 39.2% | 40.4% | 33.6% | 38.2% |

| | | FY 2011 | FY 2012 | FY 2013 | FY 2014 |
|---|---|---|---|---|---|
| D. | Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses | 1,479 | 1,534 | 1,999 | 2,129 |

| | | FY 2011 | FY 2012 | FY 2013 | FY 2014 |
|---|---|---|---|---|---|
| E. | Financial aid recipients | | | | |
| | a. Percent of credit students receiving Pell grants | 17.9% | 19.7% | 20.9% | **19.5%** |
| | b. Percent of credit students receiving loans, scholarships and/or need-based financial aid | 21.22% | 20.3% | 22.7% | **33.9%** |

| | | Spring 2008 | Spring 2010 | Spring 2012 | Spring 2014 |
|---|---|---|---|---|---|
| F. | Credit students employed more than 20 hours per week | 57.0% | 54.6% | 65.4% | 55.5% |

| | | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 |
|---|---|---|---|---|---|
| G. | Student racial/ethnic distribution | | | | |
| | a. Hispanic/Latino | 5.8% | 7.3% | 8.4% | **9.7%** |
| | b. Black/African American only | 12.7% | 12.5% | 12.9% | **12.9%** |
| | c. American Indian or Alaskan native only | 0.4% | 0.3% | 0.3% | **0.4%** |
| | d. Native Hawaiian or other Pacific Islander only | 0.2% | 0.1% | 0.0% | **0.0%** |
| | e. Asian only | 4.5% | 4.5% | 4.8% | **4.7%** |
| | f. White only | 72.3% | 70.7% | 68.4% | **68.2%** |
| | g. Multiple races | 1.5% | 2.6% | 3.5% | **3.1%** |
| | h. Foreign/Non-resident alien | 0.9% | 0.8% | 0.8% | **0.6%** |
| | i. Unknown/Unreported | 1.8% | 1.1% | 0.8% | **0.5%** |

| | | FY 2011 | FY 2012 | FY 2013 | FY 2014 |
|---|---|---|---|---|---|
| H. | Wage growth of occupational program graduates | | | | |
| | a. Median income one year prior to graduation | $15,976 | $25,987 | $22,414 | $17,951 |

| | | | | | |
|---|---|---|---|---|---|
| | b. Median income three years after graduation | $41,240 | $49,429 | $45,080 | $42,931 |

## Goal 1: Quality and Effectiveness

| | | Alumni Survey 2002 | Alumni Survey 2005 | Alumni Survey 2008 | Alumni Survey 2011 | Benchmark Alumni Survey 2014 |
|---|---|---|---|---|---|---|
| 1 | Graduate satisfaction with educational goal achievement | 95.0% | 95.2% | 97.0% | 96.8% | **96%** |

| | | Spring 2007 Cohort | Spring 2009 Cohort | Spring 2011 Cohort | Spring 2013 Cohort | Benchmark Spring 2015 Cohort |
|---|---|---|---|---|---|---|
| 2 | Non-returning student satisfaction with educational goal achievement | 82.0% | 77.0% | 73.0% | 68.4% | **78%** |

| | | Fall 2010 Cohort | Fall 2011 Cohort | Fall 2012 Cohort | Fall 2013 Cohort | Benchmark Fall 2014 Cohort |
|---|---|---|---|---|---|---|
| 3 | Fall-to-fall retention | | | | | |
| | a. Developmental students | 62.0% | 61.5% | 64.0% | 63.6% | **64%** |
| | b. College-ready students | 57.0% | 55.8% | 51.5% | 56.5% | **51%** |

| | | Fall 2007 Cohort | Fall 2008 Cohort | Fall 2009 Cohort | Fall 2010 Cohort | Benchmark Fall 2011 Cohort |
|---|---|---|---|---|---|---|
| 4 | Developmental completers after four years | 65.2% | 64.4% | 61.7% | 61.6% | **58%** |

| | | Fall 2007 Cohort | Fall 2008 Cohort | Fall 2009 Cohort | Fall 2010 Cohort | Benchmark Fall 2011 Cohort |
|---|---|---|---|---|---|---|
| 5 | Successful-persister rate after four years | | | | | |
| | a. College-ready students | 86.9% | 79.6% | 84.4% | 87.8% | **85%** |
| | b. Developmental completers | 81.5% | 81.1% | 80.1% | 77.7% | **85%** |
| | c. Developmental non-completers | 32.4% | 60.2% | 39.4% | 45.5% | **Not Applicable** |
| | d. All students in cohort | 78.0% | 78.7% | 77.5% | 79.2% | **80.0%** |

| | | Fall 2007 Cohort | Fall 2008 Cohort | Fall 2009 Cohort | Fall 2010 Cohort | Benchmark Fall 2011 Cohort |
|---|---|---|---|---|---|---|
| 6 | Graduation-transfer rate after four years | | | | | |
| | a. College-ready students | 82.5% | 78.1% | 80.5% | 80.2% | **77%** |
| | b. Developmental completers | 63.8% | 74.4% | 62.3% | 57.9% | **60%** |
| | c. Developmental non-completers | 26.7% | 55.9% | 29.8% | 33.0% | **Not Applicable** |
| | d. All students in cohort | 65.4% | 73.9% | 65.7% | 65.3% | **63%** |

| | | FY 2011 | FY 2012 | FY 2013 | FY 2014 | Benchmark FY 2015 |
|---|---|---|---|---|---|---|
| 7 | Licensure/certification examination pass rates | | | | | |
| | a. Registered Nursing | 94.9% | 95% | 88% | 79.5% | **94%** |

|  | Number of Candidates | 62 | 60 | 77 | 83 | |
| --- | --- | --- | --- | --- | --- | --- |
|  | b. Practical Nursing | 100.0% | 100% | 100% | 87.5% | **100%** |
|  | Number of Candidates | 16 | 16 | 9 | 8 | |
|  | c. Respiratory Care | 72.0% | 75.0% | 67.0% | 66.7% | **92%** |
|  | Number of Candidates | 25 | 16 | 16 | 15 | |

|  |  | FY 2011 | FY 2012 | FY 2013 | FY 2014 | Benchmark FY 2015 |
| --- | --- | --- | --- | --- | --- | --- |
| 8 | Percent of expenditures | | | | | |
|  | a. Instruction | 47.9% | 48.6% | 47.6% | 49.0% | **46%** |
|  | b. Academic Support | 4.9% | 5.7% | 5.8% | 4.4% | **7%** |
|  | c. Student Services | 13.5% | 13.3% | 13.6% | 12.9% | **13%** |
|  | d. Other | 33.8% | 32.3% | 33.1% | 33.8% | **35%** |

## Goal 2: Access and Affordability

|  |  | FY 2011 | FY 2012 | FY 2013 | FY 2014 | Benchmark FY 2015 |
| --- | --- | --- | --- | --- | --- | --- |
| 9 | Annual unduplicated headcount | | | | | |
|  | a. Total | 18,454 | 18,222 | 16,672 | 14,839 | **19,000** |
|  | b. Credit students | 9,087 | 9,012 | 8,553 | 8,535 | **9,360** |
|  | c. Continuing education students | 10,165 | 9,875 | 8,635 | 6,692 | **10,200** |

|  |  | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Benchmark Fall 2015 |
| --- | --- | --- | --- | --- | --- | --- |
| 10 | Market share of first-time, full-time freshmen | 55.4% | 53.1% | 54.0% | 49.9% | **56%** |

|  |  | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Benchmark Fall 2015 |
| --- | --- | --- | --- | --- | --- | --- |
| 11 | Market share of part-time undergraduates | 75.8% | 76.0% | 75.8% | 75.1% | **76%** |

|  |  | AY 10-11 | AY 11-12 | AY 12-13 | AY 13-14 | Benchmark AY 2014-15 |
| --- | --- | --- | --- | --- | --- | --- |
| 12 | Market share of recent, college-bound high school graduates | 60.0% | 63.4% | 59.4% | 66.3% | **61%** |

|  |  | FY 2011 | FY 2012 | FY 2013 | FY 2014 | Benchmark FY 2015 |
| --- | --- | --- | --- | --- | --- | --- |
| 13 | Annual enrollment in online courses | | | | | |
|  | a. Credit | 5,635 | 5,637 | 5,640 | 5,838 | **5,300** |
|  | b. Continuing Education | 150 | 227 | 324 | 396 | **200** |

|  |  | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Benchmark Fall 2015 |
| --- | --- | --- | --- | --- | --- | --- |
| 14 | High school student enrollment | 292 | 373 | 400 | 495 | **274** |

|  |  | FY 2012 | FY 2013 | FY 2014` | FY 2015 | Benchmark FY 2016 |
| --- | --- | --- | --- | --- | --- | --- |
| 15 | 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. | 48.7% | 48.7% | 48.4% | 47.1% | **48%** |

| | | FY 2011 | FY 2012 | FY 2013 | FY 2014 | Benchmark FY 2015 |
|---|---|---|---|---|---|---|
| 16 | Enrollment in continuing education community service and lifelong learning courses | | | | | |
| | a. Unduplicated annual headcount | 2,962 | 2,883 | 3,019 | 2,599 | **3,000** |
| | b. Annual course enrollments | 5,671 | 5,370 | 5,930 | 5,506 | **5,200** |

| | | FY 2011 | FY 2012 | FY 2013 | FY 2014 | Benchmark FY 2015 |
|---|---|---|---|---|---|---|
| 17 | Enrollment in continuing education basic skills and literacy courses | | | | | |
| | a. Unduplicated annual headcount | 1,284 | 1,432 | 1,528 | 1,458 | **830** |
| | b. Annual course enrollments | 1,766 | 2,458 | 3,048 | 2,943 | **1,200** |

## Goal 3: Diversity

| | | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Benchmark Fall 2015 |
|---|---|---|---|---|---|---|
| 18 | Minority student enrollment compared to service area population | | | | | |
| | a. Percent nonwhite enrollment | 27.5% | 29.3% | 31.6% | 31.8% | **25%** |
| | b. Percent nonwhite service area population, 18 or older | 19.6% | 20.0% | 20.7% | 21.3% | **Not Applicable** |

| | | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Benchmark Fall 2015 |
|---|---|---|---|---|---|---|
| 19 | Percent minorities of full-time faculty | 12.0% | 14.0% | 14% | 18% | **15%** |

| | | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Benchmark Fall 2015 |
|---|---|---|---|---|---|---|
| 20 | Percent minorities of full-time administrative and professional staff | 15.0% | 16.4% | 14.0% | 17.0% | **20.0%** |

| | | Fall 2007 Cohort | Fall 2008 Cohort | Fall 2009 Cohort | Fall 2010 Cohort | Benchmark Fall 2009 Cohort |
|---|---|---|---|---|---|---|
| 21 | Successful-persister rate after four years | | | | | |
| | a. African American | 74.5% | 71.0% | 62.4% | 78.1% | **Not Applicable** |
| | b. Asian, Pacific Islander | - | - | - | - | **Not Applicable** |
| | c. Hispanic | 86.0% | - | 72.8% | 90.5% | **Not Applicable** |

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

| | | Fall 2007 Cohort | Fall 2008 Cohort | Fall 2009 Cohort | Fall 2010 Cohort | Benchmark Fall 2009 Cohort |
|---|---|---|---|---|---|---|
| 22 | Graduation-transfer rate after four years | | | | | |
| | a. African American | 56.9% | 67.0% | 51.4% | 59.0% | **Not Applicable** |
| | b. Asian, Pacific Islander | - | - | - | - | **Not Applicable** |
| | c. Hispanic | 66.7% | 67.9% | 55.6% | 71.4% | **Not Applicable** |

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

## Goal 4: Student-Centered Learning

| | | AY 10-11 | AY 11-12 | AY 12-13 | AY 13-14 | Benchmark AY 2014-15 |
|---|---|---|---|---|---|---|
| 23 | Performance at transfer institutions | | | | | |
| | a. Percent with cumulative GPA after first year of 2.0 or above | 82.6% | 84.2% | 87.5% | MHEC did not provide | **83%** |
| | b. Mean GPA after first year | 2.76 | 2.82 | 2.93 | | **2.76** |

| | | Alumni Survey 2002 | Alumni Survey 2005 | Alumni Survey 2008 | Alumni Survey 2011 | Benchmark Alumni Survey 2014 |
|---|---|---|---|---|---|---|
| 24 | Graduate satisfaction with preparation for transfer<br>Note: Response categories changed starting in 2008. | 94.0% | 79.0% | 79.0% | 82.0% | **80%** |

| | | FY 2011 | FY 2012 | FY 2013 | FY 2014 | Benchmark FY 2015 |
|---|---|---|---|---|---|---|
| 25 | Associate degrees and credit certificates awarded | | | | | |
| | a. Career degrees | 276 | 322 | 308 | 321 | **273** |
| | b. Transfer degrees | 573 | 562 | 539 | 576 | **611** |
| | c. Certificates | 160 | 166 | 176 | 183 | **159** |

| | | Fall 2010 Cohort | Fall 2011 Cohort | Fall 2012 Cohort | Fall 2013 Cohort | Benchmark Fall 2014 Cohort |
|---|---|---|---|---|---|---|
| 26 | Fall-to-fall retention | | | | | |
| | a. Pell grant recipients | 57.1% | 58.2% | 59.8% | 61.2% | **62%** |
| | b. Non-recipients | 58.4% | 57.3% | 58.1% | 60.2% | **58%** |

| | | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | BenchmarkFall 2015 |
|---|---|---|---|---|---|---|
| 27 | Education transfer programs<br>a. Credit enrollment | 220 | 210 | 238 | 262 | **296** |

| | | FY 2011 | FY 2012 | FY 2013 | FY 2014 | Benchmark FY 2015 |
|---|---|---|---|---|---|---|
| | b. Credit awards | 23 | 21 | 21 | 22 | **28** |

## Goal 5: Economic Growth and Vitality

| | | Alumni Survey 2002 | Alumni Survey 2005 | Alumni Survey 2008 | Alumni Survey 2011 | Benchmark Alumni Survey 2014 |
|---|---|---|---|---|---|---|
| 28 | Percent of full-time employed career program graduates working in a related field | 83.0% | 85.5% | 96.0% | 90.3% | **89%** |

| | | Alumni Survey 2002 | Alumni Survey 2005 | Alumni Survey 2008 | Alumni Survey 2011 | Benchmark Alumni Survey 2014 |
|---|---|---|---|---|---|---|
| 29 | Graduate satisfaction with job preparation<br>Note: Response categories changed starting in 2008. | 100.0% | 83.1% | 89.0% | 96.3% | **89%** |

| | | FY 2011 | FY 2012 | FY 2013 | FY 2014 | Benchmark FY 2015 |
|---|---|---|---|---|---|---|
| 30 | Enrollment in continuing education workforce development courses | | | | | |
| | a. Unduplicated annual headcount | 6,271 | 5,801 | 4,355 | 2,791 | **7,853** |
| | b. Annual course enrollments | 9,155 | 8,060 | 5,968 | 3,808 | **11,464** |

| | | FY 2011 | FY 2012 | FY 2013 | FY 2014 | Benchmark FY 2015 |
|---|---|---|---|---|---|---|
| 31 | Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure | | | | | |
| | a. Unduplicated annual headcount | 1,334 | 1,236 | 1,503 | 976 | **1,649** |
| | b. Annual course enrollments | 3,970 | 1,710 | 1,868 | 1,281 | **2,824** |

| | | FY 2011 | FY 2012 | FY 2013 | FY 2014 | Benchmark FY 2015 |
|---|---|---|---|---|---|---|
| 32 | Number of business organizations provided training and services under contract | 63 | 62 | 49 | 35 | **78** |

| | | FY 2011 | FY 2012 | FY 2013 | FY 2014 | Benchmark FY 2015 |
|---|---|---|---|---|---|---|
| 33 | Enrollment in contract training courses | | | | | |
| | a. Unduplicated annual headcount | 3,621 | 3,685 | 2,127 | 1,341 | **4,500** |
| | b. Annual course enrollments | 5,408 | 4,964 | 3,323 | 1,812 | **7,028** |

| | | FY 2011 | FY 2012 | FY 2013 | FY 2014 | Benchmark FY 2015 |
|---|---|---|---|---|---|---|
| 34 | Employer satisfaction with contract training | 100.0% | 100.0% | 100.0% | 88.0% | **95%** |

| | | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Benchmark Fall 2015 |
|---|---|---|---|---|---|---|
| 35 | STEM programs | | | | | |
| | a. Credit enrollment | 1,710 | 1,702 | 1,676 | 1,707 | **1,800** |

| | | FY 2011 | FY 2012 | FY 2013 | FY 2014 | Benchmark FY 2015 |
|---|---|---|---|---|---|---|
| | b. Credit awards | 222 | 232 | 317 | 308 | **271** |