

SPRING 2022 CREDIT STUDENT PROFILE

EXECUTIVE SUMMARY

Frederick Community College (“FCC” or the “College”) generates a profile of the credit student population each semester. This profile focuses on key indicators related to institutional effectiveness for the College. The profile is a snapshot at the time that the data are captured, generally three weeks after the start of the term, and provides a comparison to the same time periods in previous years to understand the progress that the College is making towards institutional/departmental goals and the overall strategic plan.

Overall Enrollment Highlights

The unduplicated credit headcount for the student population for Spring 2022 was 5,072. This is -3.2% from the same time in Spring 2021, which had a total of 5,241 students and a decrease of -11.7% compared to Spring 2018, which had a total of 5,744 students.

Of note in the profile is the fact that a large percentage of the population constitutes dual enrolled students (1,567 [across multiple categories](#) allowing students in high school to study at FCC prior to completing their high school diploma, or 30.9% of the total population). Dual enrolled students as a group constituted several sub-populations, which will be expanded in the summary below. Dual enrolled students made up 1,031 in Spring 2018 and 1,510 in Spring 2021. The Spring 2022 profile showed a 65.8% increase over the past 5 years.

There was an overall 5.2% five-year increase in the number of Students of Color, and a 14.9% increase over five years in the Hispanic/Latinx population. White students declined by -21.0% over the past five years. The Black student population decreased by -8.1 over five years%. The overall student population declined by -11.7% over the past five years. Of note is that the Black student population, while down over five years, declined less rapidly than the overall population. White students as a population declined nearly twice as fast as the overall population.

FCC additionally continues to be a space for females to gain a post-secondary education with 58.6% of the total credit population being female. However, the breakdown of ethnicity by gender revealed that the White population declined in both male and female students at -6.56% and -6.80% respectively. This trend was seen only in white students; all other ethnic groups had more stable trends when comparing gender to ethnicity from Spring 2018 to Spring 2022.

The overall profile, combining dual enrolled and non-dual enrolled students, showed decreases for all age groups aside from the 17 or Less group; however, the decreases were only seen in the non-dual enrolled population. For non-dual enrolled, the five-year difference for 17 and under was down by -25.9% from Spring 2017 to Spring 2022, 18-21 down by -21.0% 22-29 down by -32.9% 30-39 down by -21.0% 40-49 down by -25.4%, 50-59 down by -56.8%, and 60+ down by -23.7%. In contrast, dual enrolled students were up in all categories. For dual enrolled students who were 17 and under, the five-year difference was up by 20.9% from Spring 2017 to Spring 2022, and 18-21 were up by 21.5%.

The [Course Modality has continued to diversify](#) in the past two years due to the COVID-19 Pandemic. The College began offering more options for learning in different formats, including structured remote and hybrid options. Students can register for a single type of modality or a combination of modalities to create their personalized schedule. The College began offering more in-person instruction this semester (see *Environmental Factors* in this report) with 37.4% of students exclusively taking their courses in-person, 18.8% were traditional online only, 3.2% took structured remote only, 3.6% took hybrid only, and 37.1% of students took courses in multiple options. More detailed nuances by student sub-population are provided in the remainder of this summary.

Of note is that traditional online, structured remote, and dual enrolled students do not attend campus in-person. This has implications for the use of physical space on campus. High-school based students made up 1,248 (24.6%); students in Early College (EC) or Open Campus (OPN) who were studying exclusively online were 81 (1.6%) and structured remote with 25 (0.5%); non-dual enrolled studying in an online only format were 871 (17.7%), and non-dual enrolled who were in a structured remote format were 101 (2.0%). This means that 45.9% of students were not studying in a format that required them to come to campus. In-person-only students were 782 (703 non-dual and 79 EC/OPN) (15.4%). The remaining two categories include hybrid-remote students with 184 (169 non-dual and 15 EC and OPN) (3.6%) who study some portion on campus, but not all classes, and students taking some combination of classes in different modalities at 1,672 (1,661 non-dual and 119 EC/OPN) (33.0%). For hybrid-remote and combination students (totaling 36.0%), their on-campus status likely required some in-person instruction, but not all courses were in-person.

Non-Dual Enrolled Credit Students

To understand the various population types that make up the credit profile, this section analyzes a subset of the profile for those students who are not dual enrolled. The data in this section are for sub-populations within the overall credit profile, while the overall credit profile reflects aggregated data (or dual and non-dual enrolled students). This section removes students who may be high-school based students, early college, or open campus students. The headcount for non-dual enrolled students was 3,505, which constituted 69.1% of the total student population.

- Full-Time/Part-Time Status: 36.3% FT; 63.7% PT.
- Average Enrolled Credits: The average credits enrolled were 9.31 overall with full-time students on average taking 14.1 credits, and part-time students taking 6.6.
- Course Modality: 24.9% studied exclusively in a traditional online format, 2.9% in a structured remote format, 4.8% in a hybrid format, 20.0% exclusively face-to-face, and 47.4% in a combination of modalities (any combination of online, structured remote, hybrid, and in-person).
- Age: 17 and under made up 0.6%, 18-21 made up 53.5%, 22-29 made up 22.5%, 30-39 made up 13.1%, 40-49 made up 6.0%, 50-59 made up 2.2%, and 60+ made up 2.1%. The average age was 25.68.
- Five Year Change in Age: 17 and under were down by -25.9% from Spring 2017 to Spring 2022, 18-21 down by -21.0% 22-29 down by -32.9% 30-39 down by -21.0% 40-49 down by -25.4%, 50-59 down by -56.8%, and 60 or older were down by -23.7%.

- Gender Identity: 58.4% Female, 41.2% Male, and 0.4% Non-Binary.
- Reason for Attending: 57.2% were enrolled in an associate degree program in order to transfer to another 2 or 4 year college/university, 17.5% were pursuing an associate degree in order to start a career, 5.4% were working toward a certificate, 9.0% intended to transfer before completing, 0.5% were in an English as a second language program, and 10.2% were enrolled in courses of interest.
- High School Source: 58.5% came from Frederick County Public Schools, 3.3% from home schooling, 1.3% from private schools in Frederick County, 4.5% earned a GED, 26.8% from a non-FCPS school, 5.4% with a HS diploma from outside of the United States, 0.1% without a HS diploma or GED, and 0.2% unspecified.
- Veteran: 3.9% were veterans.
- First Generation: 31.9% were first generation.
- Ethnicity: Hispanic/Latinx Students made up 16.4%, Black at 15.1%, Native American at 0.1%, Pacific Islander at 0.1%, Asian at 4.3%, White at 55.5%, Multi-race at 5.3%, Foreign or Non-Resident Aliens at 3.1%, and Other at 0.1%. The total Students of Color were 44.5%.
- Student Type: 5.8% were newly admitted students, 2.0% were readmitted, 6.6% were students who transferred-in to FCC, and 85.6% were continuing students.
- Residency: Frederick County Residents made up 88.5% of the total population, Out of County made up 6.8%, Out of State made up 3.8%, and Employees made up 1.0%.
- Annualized FTE: 32,627 total credit hours were taken by non-dual enrolled students, which equates to 1087.6 annualized FTE, making non-dual enrolled 80.6% of the total FTE for the semester.

Dual Enrolled Credit Students

This section exclusively analyzes students who are dual enrolled. This includes several pathways for students who are enrolled in high school to work toward a high school diploma and credit courses at FCC. This includes:

- **High School Based:** High school students in this program take FCC courses at their high school during the regular school day. These are college level, credit-bearing courses taught by FCPS teachers.
- **Open Campus:** High school students in this program take college courses on the FCC campus or online during the day or in the evening. These are college level, credit-bearing courses.
- **Early College:** High school students in the Early College program at FCC have the opportunity to earn an associate degree while still completing high school by attending FCC full-time during their junior and senior years. Similar to traditional full-time undergraduate students, Early College students follow the FCC academic calendar and have the option to take day, evening, online, and weekend courses.

The spring 2022 unduplicated credit dual enrolled students constituted 1,567 of the total population (30.9%) with 279 in Open Campus (17.8% of the total dual enrolled students), 40 were in the Early

College program (2.6% of dual enrolled), and 1,248 in High-School Based courses (79.6%). Over the past 5 years, dual enrolled students in all categories increased 77.7%. Some specific highlights about the dual enrolled student population:

- Full-Time/Part-Time Status: 6.6% FT; 93.4% part-time
- Average Enrolled Credit: The average credits enrolled were 4.35 overall, with full-time students on average taking 12.68 credits, and part-time students taking 4.20 credits.
- Age: 76.8% 17 or below, 23.2% 18 to 21; the average age was 17.03.
- Five Year Change in Age: 17 and under were up by 20.9% from Spring 2017 to Spring 2022, and 18-21 were up by 21.5%.
- Course Modality: 5.2% studied exclusively in a traditional online format, 3.8% in a structured remote format, 0.9% in a hybrid format, 76.2% exclusively face-to-face, and 13.9% in a combination of modalities (any combination of online, structured remote, hybrid, and in-person).
- Gender Identity: 58.5% Female, 41.2%, 0.3% Non-Binary.
- High School Source: 95.1% came from Frederick County Public Schools, 0.4% came from a private school, 3.6% were home schooled, 0.1% were from a high school outside of the country, 0.8% from another high school source.
- First Generation: 88.0% were not first generation; 11.6% were first generation.
- Ethnicity: Hispanic/Latinx Students made up 11.4%, Black at 9.8%, Native American at 0.2%, Pacific Islander at 0.1%, Asian at 7.4%, White at 62.8%, Multi-race at 5.5%, Foreign or Non-Resident Aliens at 2.7%, and unknown at 0.1%. The total Students of Color were 37.2%.
- Residency: Frederick County Residents made up 97.2% of the total population, Out of County made up 0.4%, Out of State made up 2.0%, and Employees made up 0.3%.
- Annualized FTE: 7,849 total credit hours were taken by dual enrolled students, which equates to 261.6 annualized FTE, making dual enrolled 19.4% of the total FTE for the semester.

NOTES ON THE PROFILE

Freeze Date

The semesterly snapshot was taken on **February 12, 2022**. This “freeze date” includes all the sessions up to and including this date, but does not include students who enrolled in late session after this date. Therefore, it is a snapshot of all the student registered on the date that the data were captured.

Environmental Factors Influencing Enrollment

The COVID-19 Pandemic began on March 13, 2020. The pandemic caused changes in operation at the College, including additional modalities. Additionally, enrollment was impacted year-over-year, reflected in declines in overall enrollment in Spring 2021 and Spring 2022. As it is reported in the

[Washington Post](#) "This year's economic rebound, with wages rising and unemployment falling, could be influencing many to stay away from college. But continuing public health troubles and other factors — including disparities in Internet access and unexpected family caregiving obligations — may also be in play. "

New Elements Within the Profile

The profile is meant to evolve with FCC, and several new elements were included on this profile that were not on the prior semester profile.

- Gender Identity vs. Legal Sex: FCC is committed to diversity, equity, and inclusion. Two sections are included on the profile, legal sex and gender identity. Legal sex was previously included on the profile as "gender." FCC began to collect gender identity starting June 2021, and this profile begins to reflect greater inclusivity and a broader understanding of gender identity, while also keeping legal sex, which is often used for external reporting purposes. As a result, the profile was updated to make the invisible more visible. The results of the Gender Identity question likely reflect new students who completed their applications after June 2021; continuing students are not required to update this information but could do so if they wished. Therefore, the data will improve over time as new students enter and existing students update their status.
- Ethnicity: The College made orchestrated efforts over the past few years to increase the racial/ethnic diversity of its students to achieve its racial equity benchmarks. This profile began to include Pacific Islander as a stand-alone category. This was previously included in the "Other" category. With the College focus on increasing diversity, this data point is intended to allow FCC to focus on its successes and areas for improvement in relation to the ethnic profile of the student population.
- Dual Enrollment – Early College: The College began admitting students into its Early College offerings in Fall 2020. This profile included the Early College students for the first time. Data for Spring 2021 were also updated to allow for comparisons over time.

Additionally, the profile was updated to focus on an overview of the FCC enrollment (page 1) as compared to the demographic information for its student population (page 2).

NOTE: The College added legal sex, parental status, and marital statuses to the admission application in June 2021 to understand the student population better and to provide supports where necessary for students. Parental status and marital status data are being collected, but only 22.4% of students reported their status in these two categories. As a result, these data will be included in future profiles as new and continuing students update their statuses.