

2020 PERFORMANCE ACCOUNTABILITY REPORT

This report was approved by the Board of Trustees on September 16, 2020 and submitted to the Maryland Higher Education Commission.

2020 Performance Accountability Report Frederick Community College (FCC)

MISSION

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

INSTITUTIONAL ASSESSMENT

On July 1, 2020, FCC began operating under the new college strategic plan, "FCC Forward, 2020-2025." The plan is the culmination of work completed by College stakeholders using a collaborative process. The process was led by a Steering Committee created through an open call to the College community. The committee consisted of 27 members, including Board of Trustees, senior leadership, faculty, administrators, staff, students, and community members. At the same time, the College also used a strategic planning consultation service. Over the course of eight months, the Steering Committee engaged in detailed data review, guided activities, and discussions, encouraging faculty, staff, administrators, and students to participate in the process.

Due to the COVID-19 pandemic and in response to guidance from Maryland state officials and the Frederick County Health Department, all instruction at Frederick Community College was transitioned into online and alternative modes of learning on March 16, 2020. The next day, most College employees started working remotely. A College Coronavirus-COVID-19 website was developed and launched March 16, 2020 to provide information and credible resource links related to COVID-19, and to keep College and community stakeholders informed of the College status. The website provides a link for students that supports online learning and a link for faculty that supports online instruction. Resources were made available to students for academic and student support services that continue to be provided online, through email, and by telephone. Students have access to virtual library services and instructional support, and IT Helpdesk support is being provided online, via email, and by phone.

The College performance in relation to the goals outlined in the 2017-2021 Maryland State Plan (MSP) is summarized below. The following initiatives and programs fully support the goals and objectives of the MSP and the vision of "increasing student success with less debt."

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

As it is stated in Strategy 2 of the MSP: "Cultivate greater financial literacy for students and families to encourage financial planning and to prepare for postsecondary education," FCC implemented systems to increase opportunities for students to gain financial literacy skills to fuel their completion goals. The College developed a model of Financial Wellness and created a webpage with important content for students. Now, students have access to CashCourse.org, which is a free online financial education resource designed specifically for college students. Faculty and administrators can also access financial education materials to integrate into courses or other activities.

The College developed the Parents Lead (PL) program in fall 2018, in concert with the Annotated Code of Maryland, Education Article §10-205(a), to increase the adult population to hold at least an associate degree. FCC has received a national grant that will assist in its continued commitment to helping student parents, including single mothers, earn a college

degree. FCC is one of eight community colleges selected through a competitive application process to participate in College Success for Single Mothers. FCC has numerous programs such as Project Forward Step and Parents Lead in place to help parents earn a degree.

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

- An increase in the market share of first-time, full-time freshmen in fall 2019 (52%) compared to fall 2018 (49%), which was below the benchmark by one percent (53%).
- An increase in the market share of part-time undergraduates (76%) in fall 2019 compared to fall 2018 (73%) which met the benchmark (76%).
- Students concurrently enrolled in both college-level and high school courses increased 40% (1,026 to 1,436), or by 566 students from fall 2016 to fall 2019, and exceeded the benchmark of 870 students.
- Online credit enrollment increased 27% (7,803 to 9,928) from FY 2016 to FY 2019, and exceeded the benchmark of 9,032.
- Online continuing education enrollment increased 6% (456 to 485) from FY 2018 to FY 2019 and was lower than the benchmark (750). Changes in online course registrations were due to the variable nature of contracts that allowed for spikes in the numbers in FY 2016 and 2017.
- Tuition and fees remained at 47% of the Maryland state public universities rates, supporting the affordability of attending FCC and meeting the benchmark. Tuition and fees for 30 credits at FCC was \$4,579 in FY 2019. This calculates to be 47% of the average at the four-year public universities in Maryland, which was \$9,686.
- The unduplicated headcount in continuing education, community service, and lifelong learning courses increased 10% (2,542 to 2,797) between FY 2016 and FY 2019, and is short of the benchmark (2,861) by 64 students. The duplicated headcount (6,262) increased 17% for the same period and exceeded the benchmark (6,010) by 252 students.
- The percent of nonwhite students enrolled in credit (37%) and continuing education (30%) courses was higher than the percent of the nonwhite population in Frederick County (24%) in 2018. The Census Bureau announced the 2019 population by race data would be available in 2021.
- The percent of full-time, nonwhite faculty between fall 2018 and fall 2019 stayed the same at 17%, which was lower than the benchmark (21%).

The College continues to address the following indicators:

- The combined unduplicated credit and continuing education headcount declined 2% (15,034 to 14,746) from FY 2016 to FY 2019, and is short of the benchmark of 15,635 that was set for FY 2020.
- Credit enrollment declined 2% (8,775 to 8,636) from FY 2016 to FY 2019 and was short of the 2020 benchmark of 9,126.
- The unduplicated headcount in continuing education declined 2% (6,576 to 6,453) from FY 2016 to FY 2019, and did not meet the 2020 benchmark (6,980).
- The market share of recent, college-bound high school graduates declined 7% overall from 59% in fall 2015 to 52% in fall 2019 and the rate was lower than the benchmark (61%).

- The unduplicated headcount in continuing education basic skills and literacy courses declined 5% (1,680 to 1,597) from FY 2016 to FY 2019, and was short of the benchmark (1,891).
- The percent of nonwhite students in continuing education courses in FY 2019 was 30%, and was lower than the benchmark (36%).
- The percent of nonwhite students in credit courses was 37% in FY 2019 and exceeded the benchmark (36%).
- The percent of full-time nonwhite administrative and professional staff declined 2% between fall 2018 and fall 2019 to 16%, and was lower than the benchmark (21%).

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

In FY 2020, the College continued to increase student access through the implementation of best practices in recruitment, persistence, retention, advising, scheduling, and affordability. The College developed an advising pathway for all credit students to include utilization of program managers and faculty advisors in an effort to address Strategy 7 of the MSP. As a result, a transparent student life cycle process based on Guided Pathways principles was developed to eliminate barriers in the intake process and offer a seamless transition through each phase of the student experience. The Credit Student Life Cycle (CSLC) was developed as an advising pathway for all credit students, which includes the utilization of program managers and faculty advisors. Based on the advising caseload model, FCC professional academic advisors now provide consistent and ongoing support to a caseload of students based on their major, maintaining the advisor/student relationship through students' time at FCC. The goal is to help students identify long-term academic and career goals and ensure that all decisions are in service of those goals.

The College developed a holistic action plan to address the achievement gap for students of color at FCC. FCC conducted an extensive review of institutional data and determined specific areas of intervention to close the achievement gap and address opportunity gaps for African American and Hispanic/Latino students. The College drafted specific interventions and an action plan to address the achievement gap including courses where students specifically seem to get "caught" and are not able to progress in their pathway. The development of pilot Math and English courses focusing on reforming placement of students in developmental courses were also included in the interventions.

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

- The fall-to-fall retention rate (fall 2018 to fall 2019 cohorts) for developmental students was 62%, a six percent increase compared to the last year and lower than the benchmark (64%). The same rate for college-ready students was 59%, and one percent lower than the benchmark (60%).
- The fall-to-fall retention rate (fall 2018 to fall 2019 cohorts) for Pell Grant recipients was 61%, and was higher than the benchmark of 59%. The same rate was 61% for non-Pell recipients and no benchmark was required for this indicator.
- The developmental student completion rate for fall 2015 cohort after four years was 75%, which was higher than the benchmark (63%).
- The successful-persister rate for all students (71%) was below the benchmark (81%), although this rate among college-ready students was higher (80%), but did not meet

the benchmark of 87%. The developmental completers rate (70%) was lower than the benchmark (84%) and declined by 9% compared to the fall 2014 cohort. For the developmental non-completers cohort, the pass rate was 33% and was higher than the last cohort, and has fluctuated across the past three cohorts (34%, 32%, and 30% respectively).

- The successful-persister rate after four years for the 2015 cohort of Black/African-American students was 63%. This rate was lower than the benchmark of 71% and was nine percent lower than the white student cohort (73%). The Hispanic/Latino student cohort successful-persister rate of 71% was two percent lower than the white student cohort (73%), and was lower than the benchmark of 76%. The 2015 cohort of Asian students achieved a 72% successful-persister rate, which was the same as the white student cohort and lower than the benchmark of 81%.
- The graduation-transfer rate after four years for all students in the 2015 cohort was 69% and was higher than the 2014 cohort (65%) and three percent higher than the benchmark (66%). The rate for college-ready students was 78% and was two percent lower than the benchmark of 80%. The rate for developmental completers was 68% and exceeded the benchmark (60%) and was higher than the 2014 cohort. The pass rate among developmental non-completers, which is a cohort with only 19 students, was 33%, and was higher than the last cohort and has fluctuated across the past three cohorts (32%, 27%, 30% respectively).
- The graduation-transfer rate for the 2015 cohorts of Hispanic students (60%), Black/African-American students (61%), and Asian students (72%) all met or surpassed their benchmarks of 60%, 55%, and 66%, respectively.
- Credit enrollments in STEM programs increased 6% since fall 2016 (1,631; 1,730; and 1,691) to 1,726 in fall 2019, and was below the benchmark of 1,811.
- STEM program credentials awarded in FY 2019 increased 36% from FY 2016 (401 to 546) and exceeded the benchmark of 357.
- Graduate satisfaction with educational goal achievement remained high (96%) and met the benchmark (96%).
- Non-returning student satisfaction with educational goal achievement was 74% for the spring 2019 cohort, and exceeded the benchmark (73%).
- The first-time pass rate for Registered Nursing students in FY2019 was 91% and higher than the benchmark (86%).
- The first-time pass rate for students taking the Respiratory Care licensure and certification exam in FY 2019 was 79%, which marked an increase compared to the past three years (70%, 64%, 61%), and is near reaching the benchmark of 80%.
- The mean GPA after their first year (AY 2018-2019) of transfer students at Maryland public universities was 2.86, which nearly reached the benchmark of 2.88.
- The percent of total FY 2019 unrestricted operating expenditures on instruction (49%) met the benchmark (49%). Academic support was 2% and fell short of the benchmark (3%), student services was 15% and exceeded the benchmark of 14%, and “other expenditures” was 34% and exceeded the benchmark of 33%.

The College continues to address the following indicators:

- The number of career degrees awarded in FY 2019 (197) declined 3% compared to FY 2016 and was lower than the benchmark (355).

- The number of transfer degrees awarded in FY 2019 (660) declined by nine graduates compared to last year and 11% (778) since 2016 and was lower than the benchmark (736).
- There were 167 certificates awarded in FY 2019, with a decline of 20 fewer graduates since 2016, and did not meet the benchmark (211).
- The number of degrees and certificates awarded in FY 2019 (1,024) declined 12% compared to FY 2016 (1,168), and was lower than the 2020 benchmark (1,302).
- Graduate satisfaction with transfer preparation, based on FY 2018 graduates' responses to the Graduate Follow-Up Survey, was 85% and was lower than the benchmark (90%).

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

Educational excellence is one of the themes highlighted in the newly developed Academic Affairs, Continuing Education, and Workforce Development Master Plan. An objective in the plan includes expanding innovative learning modalities to improve student outcomes.

The Mid-Atlantic Center for Emergency Management & Public Safety (MACEM&PS) is leading state and national emergency preparedness efforts and acquired a \$1 million Department of Homeland Security Continuing Training Grant to develop and deliver nationwide Community Lifelines and won a competitive five-year renewal of the Jacobs/FEMA Independent Study Program contract.

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

- Course enrollments in unduplicated continuing professional education leading to government or industry-required certification or licensure increased 67% (814 to 1,362) from FY 2016 to FY 2019, and exceeded the benchmark of 864.
- The employer satisfaction rate with contract training courses was 100%, which exceeded the benchmark of 95%.

The College continues to address the following indicators:

- Course enrollments in Continuing Education and Workforce Development declined 9% (2,517 to 2,299) from FY 2016 to FY 2019, and was lower than the benchmark of 2,671.
- Course enrollments in contract training declined 10% (1,001 to 899) from FY 2016 to FY 2019, and did not meet the benchmark of 1,032. The number of business organizations (21) that utilized FCC training was below the benchmark (70).
- The rate of career program graduates employed full-time in a related field was 83%, which was below the benchmark (89%).
- Graduate satisfaction with job preparation was (72%), and was below the benchmark (90%).

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Student Characteristics (not Benchmarked)

These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
A. Credit students enrolled part time	68.1%	67.4%	69.5%	69.9%
B. Credit students with developmental education needs	52.5%	49.2%	50.0%	24.0%
	Spring 2017	Spring 2018	Spring 2019	Spring 2020
C. Credit students who are first-generation college students (neither parent attended college)	26.4%	26.0%	26.0%	27.0%
	FY 2016	FY 2017	FY 2018	FY 2019
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	2,642	2,864	2,941	2,957
	FY 2016	FY 2017	FY 2018	FY 2019
E. Financial aid recipients				
a. Credit students receiving Pell grants	18.4%	16.2%	15.8%	15.0%
b. Credit students receiving loans, scholarships and/or need-based financial aid	32.1%	29.5%	28.8%	28.2%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019
F. Students 25 years old or older	28.9%	28.3%	27.9%	25.5%
a. Credit students				
	FY 2016	FY 2017	FY 2018	FY 2019
b. Continuing education students	79.3%	79.1%	69.5%	67.8%
	Spring 2014	Spring 2016	Spring 2019	Spring 2020
G. Credit students employed more than 20 hours per week	55.5%	67.0%	66.8%	53.0%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019
H. Credit student racial/ethnic distribution				
a. Hispanic/Latino	10.9%	11.7%	12.4%	13.1%
b. Black/African-American only	12.4%	12.7%	12.3%	13.0%
c. American Indian or Alaskan native only	0.3%	0.2%	0.3%	0.2%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.1%	0.1%
e. Asian only	4.5%	4.8%	4.5%	4.6%
f. White only	66.5%	64.4%	64.5%	62.6%
g. Multiple races	4.5%	4.8%	4.9%	5.4%
h. Foreign/Non-resident alien	0.6%	1.1%	1.0%	0.9%
i. Unknown/Unreported	0.2%	0.3%	0.1%	0.1%
	FY 2016	FY 2017	FY 2018	FY 2019
I. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$17,703	\$16,653	\$18,297	\$16,399
b. Median income three years after graduation	\$42,120	\$43,624	\$44,893	\$44,192

Goal 1: Access

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
1. Annual unduplicated headcount					
a. Total	15,034	15,610	16,003	14,746	15,635
b. Credit students	8,775	8,994	8,896	8,636	9,126
c. Continuing education students	6,576	6,948	7,107	6,453	6,980
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
2. Market share of first-time, full-time freshmen	54.4%	50.0%	49.4%	52.0%	53.0%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
3. Market share of part-time undergraduates	75.5%	74.7%	73.4%	75.5%	76.0%
	Fall 2015	Fall 2016	Fall 2017	Fall 2019	Benchmark Fall 2020
4. Market share of recent, college-bound high school graduates Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.	59.4%	59.7%	57.3%	52.0%	61.0%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
5. High school student enrollment	1,026	990	1,165	1,436	870

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	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
6	Enrollments in online courses				
a.	7,803	8,315	9,076	9,928	9,032
b.	897	1,407	456	485	750
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.				
	FY 2017	FY 2018	FY 2019	FY 2019	Benchmark FY 2021
	47.0%	47.4%	47.1%	47.3%	48.0%
8	Enrollment in continuing education community service and lifelong learning courses				
a.	2,542	2,951	2,937	2,797	2861
b.	5,340	5,886	6,209	6,262	6,010
9	Enrollment in continuing education basic skills and literacy courses				
a.	1,680	1,665	1,586	1,597	1,891
b.	3,610	3,596	3,646	3,618	4,063
10	Minority student enrollment compared to service area population				
a.	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
	33.6%	35.6%	35.6%	37.4%	36.0%
b.	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
	37.2%	36.9%	30.0%	30.1%	36.0%
c.	July 2016	July 2017	July 2018	Jul-19	Benchmark July 2020
	22.6%	23.5%	24.3%	N/A	Not Applicable
11	Percent minorities (nonwhite) of full-time faculty				
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
	18.2%	18.6%	17.1%	16.8%	21.0%
12	Percent minorities (nonwhite) of full-time administrative and professional staff				
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
	19.0%	21.0%	18.0%	15.8%	21.0%

Goal 2: Success

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2019 Cohort
13	Fall-to-fall retention				
a.	65.6%	62.7%	56.3%	62.3%	64.0%
b.	58.9%	59.5%	55.9%	58.6%	60.0%
14	Fall-to-fall retention				
a.	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2019 Cohort
	64.6%	61.8%	53.1%	61.0%	59.0%
b.	59.2%	59.6%	59.2%	60.7%	Not Applicable

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		Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
15	Developmental completers after four years	64.9%	66.0%	61.4%	75.2%	63.0%
		Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
16	Successful-persister rate after four years					
	a. College-ready students	87.8%	88.6%	87.3%	79.9%	87.0%
	b. Developmental completers	82.2%	81.3%	81.2%	70.4%	84.0%
	c. Developmental non-completers	34.3%	32.2%	29.9%	32.9%	Not Applicable
	d. All students in cohort	79.8%	80.1%	76.5%	70.6%	81.0%
		Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
17	Successful-persister rate after four years					
	a. Black/African-American only	71.2%	68.9%	77.9%	62.8%	71.0%
	b. Asian only	89.8%	74.1%	68.6%	72.1%	81.0%
	c. Hispanic/Latino	83.5%	67.0%	73.6%	70.5%	76.0%
	Note: Not reported for groups with < 50 students in the cohort for analysis.					
		Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
18	Graduation-transfer rate after four years					
	a. College-ready students	78.6%	83.3%	81.9%	78.4%	80.0%
	b. Developmental completers	62.0%	60.1%	62.3%	67.9%	60.0%
	c. Developmental non-completers	32.2%	26.7%	29.9%	32.9%	Not Applicable
	d. All students in cohort	65.9%	66.7%	65.1%	68.5%	66.0%
		Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
19	Graduation-transfer rate after four years					
	a. Black/African-American only	55.3%	55.7%	58.2%	60.5%	55.0%
	b. Asian only	74.6%	70.7%	68.6%	72.1%	66.0%
	c. Hispanic/Latino	61.5%	48.5%	73.6%	59.8%	60.0%
	Note: Not reported for groups with < 50 students in the cohort for analysis.					
		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
20	Associate degrees and credit certificates awarded					
	a. Career degrees	203	193	213	197	355
	b. Transfer degrees	778	684	669	660	736
	c. Certificates	187	265	230	167	211
	d. Total awards	1,168	1,142	1,112	1,024	1,302
		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
21	STEM programs					
	a. Credit enrollment	1,631	1,730	1,691	1,726	1,811
		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
	b. Credit awards	401	508	563	546	357
		Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
22	Graduate satisfaction with educational goal achievement	96.8%	96.5%	97.0%	96.3%	96.0%
		Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Spring 2019 Cohort	Benchmark Spring 2019 Cohort
23	Non-returning student satisfaction with educational goal achievement	68.4%	75.0%	74.4%	74.0%	73.0%
		Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
24	Graduate satisfaction with preparation for transfer	96.8%	85.0%	90.0%	84.6%	90.0%

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Note: Response categories changed starting in 2016.

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
25 Licensure/certification examination pass rates					
a. Registered Nursing	91.2%	85.1%	85.3%	90.8%	86.0%
Number of Candidates	81	67	61	65	
b. Respiratory Care	70.0%	64.3%	61.1%	78.9%	80.0%
Number of Candidates	22	14	18	19	
	AY 15-16	AY 16-17	AY 16-18	AY 18-19	Benchmark AY 2019-20
26 Performance at transfer institutions					
a. Cumulative GPA after first year of 2.0 or above	90.4%	86.9%	87.0%	85.0%	84.0%
b. Mean GPA after first year	2.97	2.94	2.93	2.86	2.88
Methodology to calculate this indicator changed starting in AY 15-16					
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
27 Expenditures by function					
a. Instruction	49.1%	49.3%	48.9%	48.9%	49.0%
b. Academic support	3.2%	2.4%	2.5%	2.2%	4.5%
c. Student services	14.6%	15.2%	14.9%	14.7%	13.5%
d. Other	33.1%	33.1%	33.7%	34.2%	33.0%
Goal 3: Innovation					
	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
28 Full-time employed career program graduates working in a related field	90.3%	90.5%	80.0%	83.0%	89.0%
	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
29 Graduate satisfaction with job preparation Note: Response categories changed starting in 2016.	96.3%	90.5%	62.5%	71.8%	90.0%
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
30 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	2,517	2,854	2,917	2,299	2,671
b. Annual course enrollments	3,800	5,014	3,781	3,250	4,033
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
31 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	814	1,019	1,214	1,362	864
b. Annual course enrollments	1,150	1,240	1,400	1,605	1,221
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
32 Number of business organizations provided training and services under contract	25	26	31	21	70
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
33 Enrollment in contract training courses					
a. Unduplicated annual headcount	1,001	1,673	1,305	899	1,032
b. Annual course enrollments	2,312	3,438	1,763	1,288	1,979
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
34 Employer satisfaction with contract training	100.0%	100.0%	100.0%	100.0%	95.0%