



**BOARD OF TRUSTEES
Regular Monthly Meeting**

**Wednesday, September 18, 2024 – 4:30 p.m.
Conference Center (E126AB)**

Zoom Option:

<https://frederick-edu.zoom.us/j/85369506423?pwd=kv4wJBixKpdo6HWRd6lbCY2DoDGGrb.1>

Call-in Option:

Phone Number: 301-715-8592 | Meeting ID: 853 6950 6423 | Passcode: 699441

- 1. Call to Order**
- 2. Approval of Minutes* August 21, 2024 (Regular Meeting)**
- 3. Board & CEO Comments**
- 4. Consent Agenda**
 - A. Approval of the 2024 Performance Accountability Report to the Maryland Higher Education Commission*
 - B. Approval of Piggyback Contract with Keller Brothers, Inc. for the Restroom Access Enhancement Project in the amount \$153,029; Piggyback of the Frederick County Public Schools (FCPS) Contract #21MISC3, Qualifications of General Construction Contractors for Minor Construction Projects*
- 5. Information/Discussion Items**
 - A. Fiscal Year-to-Date Unaudited Draft Financial Report through the Quarter Ending June 30, 2024*
 - B. Monitoring CEO Performance
 - i. Review of Draft Interpretation of EL-4 Financial Conditions and Activities*
 - C. Monitoring Board Performance
 - i. Board Survey Review: BCD-3 Delegation to the President*
 - ii. Board Policy Review: BCD-01 Unity of Control*
 - iii. Board Policy Review: GP-10 Board Expenses*

*Backup documentation is available for this agenda item in the meeting packet.

6. Action Items

A. Approval of Revisions to BCD-4 Monitoring President Performance*

7. Meeting Content Review*

Consideration of areas for meeting content improvement: This item on the agenda provides the Board the opportunity to give the Board Chairman and the President feedback on the quality of the content provided during this Board Meeting. We would appreciate receiving suggestions wherein you would like to see changes made to future Board meetings.

8. Closed Session

The Board of Trustees will hold a public vote to meet in closed session in accordance with the Maryland Open Meetings Act, Section 3-305(b)(7) to consult with counsel to obtain legal advice; Section 3-305(b)(9) to conduct collective bargaining negotiations or consider matters that relate to the negotiations; and Section 3-305(b)(13) to comply with a specific constitutional, statutory, or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter. The topics are: to obtain legal advice related to collective bargaining strategy and potential positions; and review and approval of closed session minutes from August 21, 2024 pursuant to Section 3-306(c)(3)(ii) of the General Provisions Article of the Maryland Annotated Code.

9. Administrative Function

10. Adjournment

NEXT MEETING: Wednesday – October 16, 2024
▪ 4:30 p.m. – Regular Monthly FCC Board Meeting

Under the ADA and Section 504, Frederick Community College (FCC) makes every effort to accommodate individuals with disabilities for College-sponsored events and programs. For FCC employees needing accommodations, including interpreting, please email humanresources@frederick.edu. For students and others with accommodation needs or questions, please call 301-846-2408, or to request sign language interpreter services, please email Interpreting@frederick.edu. Sign language interpreters will not be automatically provided for College-sponsored events without a request for services. Requests must be made at least five workdays before a scheduled event to guarantee accommodations.

*Backup documentation is available for this agenda item in the meeting packet.

**BOARD OF TRUSTEES
FREDERICK COMMUNITY COLLEGE**

**August 21, 2024
Regular Meeting**

The Board of Trustees of Frederick Community College met in **regular session** on Wednesday, August 21, 2024 in the Conference Center (E126AB). A virtual option to participate was provided. Participating in person were: Trustees Theodore Luck, Chair; Tom Lynch, Vice Chair; Carolyn Kimberlin; Dr. John Molesworth; and Dr. William Reid. Trustee Tracey McPherson was unable to attend. Also attending in person were President Dr. Annesa Payne Cheek, Secretary/Treasurer of the Board; and Janice Spiegel, Special Projects Manager/Budget Office Frederick County Government.

Participating virtually were Trustee Myrna Whitworth; Edmund O'Meally, PK Law, College legal counsel; and Dr. Daniel Phelan, Consultant.

CALL TO ORDER

The meeting was called to order by Chair Luck at 4:30 p.m.

APPROVAL OF MINUTES

Chair Luck called for approval of the minutes of the June 4, 2024 regular meeting.

On a motion made by Vice Chair Lynch, the Board approved the June 4, 2024 regular meeting minutes 6-0-1, as presented, with Trustee McPherson absent.

Chair Luck called for approval of the minutes of the June 18, 2024 special meeting.

On a motion made by Vice Chair Lynch, the Board approved the June 18, 2024 special meeting minutes 6-0-1, as presented, with Trustee McPherson absent.

Chair Luck called for approval of the minutes of the July 9, 2024 board retreat.

On a motion made by Trustee Reid, the Board approved the July 9, 2024 board retreat minutes 6-0-1, as presented, with Trustee McPherson absent.

BOARD & CEO COMMENTS

Trustee Reid shared his joy to be back from vacation. Chair Kimberlin expressed appreciation for Trustee Luck in his role as Chair. Vice Chair Lynch shared gratitude for the Institute for Learning in Retirement and the new font being used in Board materials. He also commented on a recent article from *The Wall Street Journal* titled “A New Problem With Four-Year Degrees: The Surge in College Closures” and its relation to Frederick Community College being perfectly positioned as one of the fundamental educational resources of this country. Trustee Molesworth echoed Vice Chair Lynch’s sentiment and wished Chair Luck a great year. Chair Luck expressed his pleasure to be here.

President Cheek introduced Scott McVicker, who began serving as the Chief Financial Officer and Vice President of Administration on June 24, 2024. She commented that employees made good use of the Wellness Days they were afforded this summer and she expressed excitement for tomorrow’s convocation and the start of the fall semester.

CONSENT AGENDA

There was discussion regarding the 2024-2025 Diversity, Equity, Inclusion, and Belonging Plan and its connection to the Board’s Ends policy, as well as the importance of using data to measure outcomes.

On a motion made by Trustee Kimberlin, the Board approved the following items 6-0-1, as presented, with Trustee McPherson absent:

- Piggyback Contract with BSN Sports LLC for Athletic Equipment and Supplies and Team Uniforms in the not to exceed amount of \$120,000; Piggyback of Omnia/National IPA Region 4 Education Service Center Contract R201101
- 2024 Frederick Community College Cultural Diversity Plan – Annual Progress Report for submission to the Maryland Higher Education Commission
- 2024-2025 Diversity, Equity, Inclusion, and Belonging Plan as required by the Maryland Higher Education Commission

ITEMS FOR DISCUSSION

Review of Draft Interpretation of EL-1 Treatment of Students (Monitoring CEO Performance) – The Board discussed this interpretation. Dr. Phelan clarified that the purpose of reviewing the interpretation is not for the Board to wordsmith, but to decide whether the majority of the Board believes the interpretation is reasonable, whether the President needs to go further in her interpretation, or if the Board believes they need to go further in being declarative in their policy. There was also discussion regarding the ability of the Board to modify their policies at any time, but the President must then be afforded the time to revise the interpretation. There were no suggested revisions.

Review of Draft Interpretation of EL-2 Treatment of Employees (Monitoring CEO Performance) – The Board discussed this interpretation. There were no suggested revisions.

Vice Chair Lynch commented on the comprehensiveness of the interpretations and expressed that waiting to approve them next month is unnecessary.

Vice Chair Lynch moved that the Board approve Interpretation of EL-1 Treatment of Students and Interpretation of EL-2 Treatment of Employees at this meeting, as presented. The Board approved Interpretation of EL-1 Treatment of Students and Interpretation of EL-2 Treatment of Employees 6-0-1, as presented, with Trustee McPherson absent.

Review of BCD-3 Delegation to the President (Monitoring Board Performance) –

The Board reviewed this policy for currency. There were no suggested revisions. A self-evaluation survey will be distributed to Trustees and the results will be compiled and presented at the next Board meeting.

Review of BCD-4 Monitoring President Performance (Monitoring Board Performance) – The Board reviewed proposed revisions to this policy to update the monitoring schedule for FY 2025. The revised policy will be presented for approval at the next Board meeting.

MEETING CONTENT REVIEW

Chair Luck led a discussion for the consideration of areas for meeting content improvement and the effectiveness of the meeting as it adheres to the principles of Policy Governance®. Dr. Phelan clarified that the purpose of this agenda item is to guide the development of future agendas by evaluating whether the agenda and deliberations for this meeting reflect the ten principles, as well as to evaluate whether the Board adhered to these principles. This includes whether Trustees stayed in their swim lanes, if they focused on the Ends and means, there were no preoccupations of the past, and the Board focused on the future. Trustee Kimberlin suggested a designation of the expected action for each item on the agenda. It was noted that agenda topics are outlined in the Board of Trustees

Bylaws and they may need to be revised. Vice Chair Lynch commented on the future work of obtaining input from the Ownership and the need to develop a plan, and asked how the Jackson College Board of Trustees does it. Dr. Phelan detailed the process of obtaining external feedback from stakeholders who will be impacted by the College's strategic direction over the next decade, either through face-to-face meetings or surveys, to ensure that the Board receives relevant input to guide governance and support the President effectively.

CLOSED SESSION

At 5:35 p.m., the motion was made by Vice Chair Lynch to convene in closed session and approved by the Board 6-0-1, with Trustee McPherson absent.

This action was taken in accordance with Maryland's Open Meetings Act, Section 3-305(b)(1) to discuss (i) the appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of an appointee, employee, or official over whom this public body has jurisdiction; or (ii) any other personnel matter that affects one or more specific individuals; Section 3-305(b)(7) to consult with counsel to obtain legal advice; Section 3-305(b)(9) to conduct collective bargaining negotiations or consider matters that relate to the negotiations; and Section 3-305(b)(13) to comply with a specific constitutional, statutory, or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter.

The Board convened in **closed session** in the Conference Center (E126AB). A virtual option to participate was provided. Attending in person were: Trustees Theodore Luck, Chair; Tom Lynch, Vice Chair; Carolyn Kimberlin; Dr. John Molesworth; and Dr. William

Reid. Trustee Tracey McPherson was unable to attend. Also attending in person were President Dr. Annesa Payne Cheek, Secretary/Treasurer of the Board; Avis Boyd, Chief of Staff to the President; Dr. Bridgette Cofield, Vice President (VP) for Talent and Culture; Dr. Anne Davis, Provost and VP for Teaching, Learning and Student Success; Scott McVicker, Chief Financial Officer (CFO) and VP for Administration; and Kari Melvin, Recording Secretary.

Participating virtually were Trustee Myrna Whitworth; Pamela Murphy, Labor Relations Specialist; and Edmund O'Meally, PK Law, College legal counsel.

The Board reviewed closed session minutes from June 4, 2024.

On a motion made by Vice Chair Lynch, the Board approved the June 4, 2024 closed session minutes 5-0-1-1, with Trustee McPherson absent and Trustee Whitworth abstaining.

The Board reviewed closed session minutes from June 18, 2024.

On a motion made by Vice Chair Lynch, the Board approved the June 18, 2024 closed session minutes 5-0-1-1, with Trustee McPherson absent and Trustee Whitworth abstaining.

The Board obtained legal advice on matters related to collective bargaining strategy and potential positions. No action was taken.

VP Cofield, Provost/VP Davis, CFO/VP McVicker, and Labor Relations Specialist Murphy left the meeting.

The Board discussed the evaluation of the president. No action was taken.

The meeting adjourned at 6:05 p.m.

NEXT MEETING

The next regular meeting of the Board will be held on Wednesday, September 18, 2024.

Dr. Annesa Payne Cheek
Secretary/Treasurer

Prepared by Kari Melvin
Office of the President
Frederick Community College

DRAFT



To: Frederick Community College Board of Trustees

From: Dr. Annesa Payne Cheek, President

Date: September 18, 2024

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

OVERVIEW

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

ANALYSIS

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

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

- **Goal 3 (Innovation):** Licensure rates for the most recent graduates from the Registered Nursing and Respiratory Care programs exceed the benchmarks. More significantly, recent credit graduates are securing employment within one year (80%) and their median annualized income after three years (\$58,128) has increased 29.2% in the past three years. Continuing education course activity in workforce development, Continuing Professional Education, and contract training has rebounded from COVID-19 pandemic lows and unduplicated headcounts returned to levels that are on track to meet the benchmarks set for FY 2025.
- **Prompts #1 - #5:** The College has implemented or launched a number of initiatives to support equitable student success leading to successful transfer to 4-year programs and employment. FCC anticipates further improvements spurred by comprehensive and coordinated actions undertaken through the College's participation in Achieving the Dream during the next three years. In addition, the College won over \$1.25 million federal grant funding for innovations in advanced technology and STEM education, and to support child care access for parents who attend FCC.

RECOMMENDATION

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

ATTACHMENT(S)

2024 FCC Performance Accountability Report

FREDERICK COMMUNITY COLLEGE

2024 PERFORMANCE ACCOUNTABILITY REPORT

Mission

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

Institutional Assessment

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

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

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

2022 Maryland State Plan Goals –

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Response to the Commission’s Prompts

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Community Outreach and Impact

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

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

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

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

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

FREDERICK COMMUNITY COLLEGE 2024 ACCOUNTABILITY REPORT

Student & Institutional 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 2020	Fall 2021	Fall 2022	Fall 2023
A Fall credit enrollment				
a. Unduplicated headcount	5,756	5,389	5,811	6,796
b. Percent of students enrolled part time	70.1%	71.5%	71.0%	72.6%
	Fall 2020	Fall 2021	Fall 2022	Fall 2023
B First-time credit students with developmental education needs Note: Attending higher education for the first time, excludes high school student attendance	15.9%	17.6%	22.4%	30.6%
	FY 2020	FY 2021	FY 2022	FY2023
C Credit students who are first-generation college students (neither parent attended college)	25.8%	25.9%	24.8%	24.8%
	FY 2020	FY 2021	FY 2022	FY2023
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	2,485	1,233	1,557	2,137
	FY 2020	FY 2021	FY 2022	FY2023
E Credit students receiving financial aid				
a. Receiving any financial aid	29.3%	25.9%	26.5%	25.5%
b. Receiving Pell grants	15.4%	15.0%	15.9%	15.0%
	Fall 2020	Fall 2021	Fall 2022	FY2023
F Students 25 years old or older				
a. Credit students	24.4%	23.2%	20.7%	20.3%
	FY 2020	FY 2021	FY 2022	FY2023
b. Continuing education students	66.8%	70.0%	68.8%	66.7%
	FY 2021	FY 2021	FY 2022	FY2023
G Credit students employed more than 20 hours per week	60.0%	61.0%	68.0%	68.0%
	Fall 2020	Fall 2021	Fall 2022	Fall 2023
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	13.8%	15.3%	16.1%	16.5%
b. Black/African American only	12.8%	12.6%	13.7%	14.3%
c. American Indian or Alaskan native only	0.2%	0.2%	0.2%	0.1%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.1%	0.1%
e. Asian only	4.6%	5.3%	5.8%	5.7%
f. White only	59.1%	58.3%	55.9%	54.3%
g. Multiple races	5.6%	5.5%	5.9%	6.9%
h. Foreign/Non-resident alien	3.8%	2.7%	2.4%	2.0%
i. Unknown/Unreported	0.1%	0.1%	0.0%	0.0%
	Fall 2020	Fall 2021	Fall 2022	Fall 2023
I Credit student distance education enrollment				
a. Enrolled exclusively in distance education	27.5%	31.6%	18.6%	16.6%
b. Enrolled in some, but not all, distance education	37.2%	26.4%	35.0%	25.7%
c. Not enrolled in any distance education	35.3%	42.0%	46.4%	57.6%
	FY 2020	FY 2021	FY 2022	FY2023
J Unrestricted revenue by source				
a. Tuition and fees	35.6%	30.9%	28.9%	29.1%
b. State funding	22.8%	21.4%	24.2%	27.3%
c. Local funding	38.5%	38.8%	39.7%	37.5%
d. Other	3.1%	8.9%	7.2%	6.1%

FREDERICK COMMUNITY COLLEGE 2024 ACCOUNTABILITY REPORT

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

Goal 1: Access

	FY 2020	FY 2021	FY 2022	FY2023	Benchmark FY 2025
1 Annual unduplicated headcount					
a. Total	13,898	11,209	12,351	14,190	14,746
b. Credit students	8,690	8,017	7,651	8,530	8,636
c. Continuing education students	5,558	3,516	5,046	6,064	6,836
2 Market share of first-time, full-time students					
Note: Attending higher education for the first time, excludes high school student attendance					
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
	51.2%	46.3%	44.9%	42.8%	52.6%
3 Market share of part-time students					
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
	74.2%	73.8%	75.6%	77.5%	75.5%
4 Market share of recent, college-bound high school graduates					
	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2024
	57.8%	57.5%	52.4%	53.9%	57.8%
5 High school student enrollment					
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
	1,509	1,481	1,837	2,361	1,660
6 Annual enrollment in online/hybrid courses					
a. Credit, online	7,820	15,103	11,830	11,142	6,787
b. Continuing education, online	528	650	758	863	607
c. Credit, hybrid	3,430	4,765	5,064	3,704	3,576
d. Continuing education, hybrid	57	480	411	487	66
7 Tuition and mandatory fees					
a. Annual tuition and fees for full-time students	4,669	4,717	4,717	4,717	NA
b. Percent of tuition/fees at Md public four-year institutions	48.3%	48.0%	47.0%	45.9%	47.5%
Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated headcount	2,464	1,138	2,175	2,703	2,895
b. Annual course enrollments	5,720	2,812	4,310	5,944	6,119

FREDERICK COMMUNITY COLLEGE 2024 ACCOUNTABILITY REPORT

	FY 2020	FY 2021	FY 2022	FY2023	Benchmark FY 2025
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	1,424	704	1,038	1,302	1,616
b. Annual course enrollments	3,167	1,651	1,972	2,603	3,620
	FY 2020	FY 2021	FY 2022	FY2023	Benchmark FY 2025
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	26.6%	19.4%	31.5%	44.2%	25.0%
b. At least one ESL educational functioning level	30.8%	51.4%	58.9%	67.7%	47.0%
Note: Not reported if < 50 students in the cohort					
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
11 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	38.2%	37.1%	42.8%	44.6%	43.0%
	FY 2020	FY 2021	FY 2022	FY2023	Benchmark FY 2025
b. Percent nonwhite continuing education enrollment	25.1%	32.7%	31.8%	32.0%	34.0%
	July 2020	July 2021	July 2022	July 2023	Benchmark Not Required
c. Percent nonwhite service area population, 15 or older	26.8%	28.1%	30.0%	31.9%	NA
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
12 Percent minorities (nonwhite) of full-time faculty	17.1%	20.4%	24.0%	21.9%	23.0%
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
13 Percent minorities (nonwhite) of full-time administrative and professional staff	20.0%	18.4%	17.5%	20.4%	23.0%

Goal 2: Success

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

FREDERICK COMMUNITY COLLEGE
2024 ACCOUNTABILITY REPORT

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	70.5%	61.4%	59.4%	62.0%	71.0%
					Benchmark
	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	86.9%	82.9%	82.2%	81.0%	90.0%
b. Developmental completers	76.9%	73.2%	71.5%	61.8%	75.0%
c. Developmental non-completers	62.1%	37.7%	48.5%	64.1%	NA
d. All students in cohort	80.4%	76.1%	75.2%	76.1%	80.0%
					Benchmark
	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Not Required
17 Successful-persister rate after four years					
a. White only	82.9%	81.8%	74.7%	78.6%	NA
b. Black/African American only	74.2%	71.8%	77.0%	66.9%	NA
c. Asian only	71.2%	N/A	N/A	72.2%	NA
d. Hispanic/Latino	79.4%	74.0%	77.9%	77.1%	NA
Note: Not reported if < 50 students in the cohort for analysis					
					Benchmark
	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	82.9%	78.4%	75.4%	73.8%	86.0%
b. Developmental completers	60.7%	60.4%	53.6%	53.3%	58.6%
c. Developmental non-completers	51.7%	31.1%	38.2%	59.0%	NA
d. All students in cohort	70.0%	68.3%	63.9%	68.8%	70.0%
					Benchmark
	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Not Required
19 Graduation-transfer rate after four years					
a. White only	72.4%	74.5%	65.1%	72.3%	NA
b. Black/African American only	62.1%	62.2%	61.1%	62.3%	NA
c. Asian only	66.1%	N/A	N/A	64.8%	NA
d. Hispanic/Latino	69.5%	65.0%	61.5%	61.9%	NA
Note: Not reported if < 50 students in the cohort for analysis					
					Benchmark
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	1,007	1,050	931	970	1,043
b. Career degrees	202	214	206	194	NA
c. Transfer degrees	660	697	600	653	NA
d. Certificates	145	139	125	123	NA
e. Unduplicated graduates	910	957	844	862	NA

FREDERICK COMMUNITY COLLEGE 2024 ACCOUNTABILITY REPORT

	AY 19-20	AY 20-21	AY 21-22	AY 22-23	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	87.0%	85.0%	87.7%	88.6%	87.0%
	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY2022 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	52.3%	58.6%	55.7%	54.5%	43.0%

Goal 3: Innovation

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

Note: Not reported if <5 candidates in a year

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

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

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

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

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

Note: NA designates not applicable

* designates data not available

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

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

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

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

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

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



To: Frederick Community College Board of Trustees

From: Dr. Annesa Payne Cheek, President

Cc: Scott McVicker, CFO and Vice President for Administration

Date: September 18, 2024

Subject: Consent Item
Approval of Piggyback Contract with Keller Brothers, Inc. for the Restroom Access Enhancement project in the amount of \$153,029; Piggyback of the Frederick County Public Schools (FCPS) Contract #21MISC3 Qualifications of General Construction Contractors for Minor Construction Projects

OVERVIEW

In 2023, FCC's Disabilities Access Services (DAS) had an external review conducted by the Association on Higher Education and Disability (AHEAD). As a result of this review, the College formed a task force to review and recommend physical access issues. For FY25, the recommendation action is to install door actuators on high-traffic restrooms.

The project scope consists of the installation of automatic door operators on restroom doors across multiple locations, including various buildings on the main campus and The Monroe Center. The scope of work includes, but is not limited to, the provision and installation of all automatic door operators, control switches, wiring, mounting hardware, and any additional components required to ensure a complete and functional installation. All hardware must be installed by a certified hardware installer to guarantee adherence to industry standards, meet manufacturer recommendations, and ensure optimal performance.

ANALYSIS

A request for quotes (RFQ) was solicited from four (4) pre-approved General Contractors. Four (4) quotes were received, and all quotes exceeded the project budget. The College revised the project scope of work and solicited quotes from the two (2) lowest responsive bidders for re-pricing.

The low bidder, Keller Brothers, Inc., submitted a revised bid that aligned with the available funding. This project is within the Systemics/Miscellaneous Renovations Capital Improvements Program (CIP) budget appropriations.

RECOMMENDATION

It is recommended that the Board of Trustees approve the use of the Frederick County Public Schools (FCPS) Contract #21MISC3 with Keller Brothers, Inc. for Construction Services related to the Restroom Access Enhancement Project in the amount of \$139,117, plus a 10% contingency fee of \$13,912 for a total award of \$153,029.

ATTACHMENT(S)

No attachments



To: Frederick Community College Board of Trustees

From: Dr. Annesa Payne Cheek, President

Cc: Scott McVicker, CFO and Vice President for Finance and Administration

Date: September 18, 2024

Subject: **Information/Discussion Item**
Fiscal year-to-date Unaudited Draft Financial Report through the quarter ending June 30, 2024

OVERVIEW

Frederick Community College's fiscal year-to-date financial reports are prepared and distributed to the Board of Trustees on a quarterly basis. Attached is the fiscal year-to-date financial report, which provides preliminary unaudited financial statements through the quarter ending June 30, 2024, for your information and review.

ANALYSIS

Current Unrestricted Fund (Operating Budget)

Presented is a draft of the FY 2024 Year-To-Date Financial Statements through the quarter ending June 30, 2024.

Revenues

- With 100% of the fiscal year expired, 101% of budgeted revenues have been received. This is due, in part, to Fall semester tuition and Spring semester tuition having exceeded budgeted revenues by \$1.8 million combined. The decrease in summer tuition for FY24 is a result of a change in the deferred revenue calculation, not lower enrollment. More revenue will be recognized in FY 2025 instead of FY 2024 as a result of this change.
- Enrollment growth has also positively affected tuition and fee revenue, with a year-over-year increase of 6%. Dual-enrollment students increased by 26.5% compared to the prior fiscal year.
- Continuing Education tuition and fee revenues are up year over year by 1%, and total Continuing Education revenue exceeded the budgeted amount by over \$100,000 by the end of the fiscal year.
- 100% of County and State revenue has been recorded for the fiscal year.
- Interest rates remain high, and the College's investment income through June 30, 2024, increased by 60% over the prior fiscal year.

- Actual contract revenue has exceeded budgeted revenue by \$571,520. This is primarily due to the ongoing Federal Emergency Management Agency (FEMA) Independent Study contract. This international program supports a wide range of individuals earning academic credentials in emergency management and public safety-sector roles, such as firefighters, emergency managers, police officers, public works employees, and more.

Expenses

With 100% of the fiscal year expired, total expenses represent 93% of the adopted annual budget.

- Through June 2024, all functional areas except Continuing Education spent at rates that exceeded the prior year to date. Increases are primarily attributable to enrollment growth and to higher salaries and wages as cost-of-living adjustments totaling 5% were approved last year. In Instruction, in addition to wage increases, there has been a higher reliance on adjunct faculty and clinical instructors to meet student demand.
- As noted above, despite higher year-over-year spending, total expenses represent 93% of the budget, with 100% of the year expired. A significant factor contributing to savings is full-time position vacancies. When positions are vacant, the College experiences savings in salaries or wages as well as in associated fringe benefit costs.
- Other factors driving operating expense increases over the prior year include miscellaneous contracted services for a benefits brokerage firm and interim positions (up \$340,000 or 63% over the prior year) as well as electricity costs (up \$218,000 or 39% over the same time a year ago).
- It should be noted that scholarships and transfers, primarily transfers to support college operations from consolidated service fees, are accomplished at the start of the fiscal year. Therefore, Scholarships and Transfers expenses are 108% of the FY 2024 budget. The higher-than-budgeted transfer expenditure is the result of several factors. Additional Student Activity Fee revenue was received due to higher enrollment, and that fee revenue is then transferred to the student activity budget.

Fund Balance

- Revenue exceeds expenses by \$5.8 million for this fiscal year to date, June 30, 2024, due to higher than anticipated enrollment and other revenue sources exceeding budget, and favorable expenses.

Auxiliaries

Overall, Auxiliary Enterprises that includes the bookstore, the Carl and Norma Miller Children's Center, and dining services, recorded a combined net income loss of \$390,163 as of June 30, 2024. However, this does not include subsidies paid to the auxiliaries totaling \$501,128. It is important to note that operating revenues (not including subsidies) for dining services and the bookstore exceeded revenues for the same period a year ago. In Fiscal Year 2023, with the assistance of the College's auditors, a formula was developed to determine indirect costs for each Auxiliary unit. The amount is based on services provided to the unit by the College for items such as utilities, custodial and security services, and other overhead services, and is allocated based on the square footage of space provided to the auxiliary service.

Bookstore

- Total revenues increased by 18% over the prior year to date. The report includes a College subsidy of \$80,712, but the revenue trend is positive even if the subsidy was not considered. Cost of goods sold decreased by 26% over the same period, from \$999,478 through June 2023 to \$743,659 through June 2024.
- Operating expenses increased by 60% over the same period last year. This is primarily due to salary and benefit increases and Contracted Services, which include credit card fees. Smaller credit card transactions for things like convenience items resulted in higher cost per transaction to the Bookstore but represented significant service to our students.
- Digital Subscription and Dual Enrollment are new expense line items this fiscal year. The College provides Frederick County Public Schools (FCPS) dual enrollment students digital materials for their courses through a third-party provider called Slingshot. Formerly, the cost of traditional texts for dual enrollment students was recorded under Cost of Goods Sold. These new expenses are budgeted for FY 2025.
- As of June 30, 2024, net income is (\$115,279), compared to net income of (\$247,656) a year ago.

Children's Center

At 100% of the year expired, the Children's Center financials reflect increased activity. Just as the College's student enrollment has increased, the Children's Center is serving nine more children (up 7.4%) than the prior year.

- Total revenue increased 11% over the prior year to date, with revenue increases for most categories of children served. The increase also includes the College subsidy of \$110,026 for the fiscal year.
- Classroom expenses increased by 55% compared to the same period a year ago. This is primarily the result of the implementation of the direct compensation and classification study, which increased the pay and added benefits for full-time teachers and aides.

- A portion of the prior year Classroom Expenses were funded using a HEERF grant.
- As of June 30, 2024, net income is (\$274,884) compared to net income of (\$45,870) for the prior fiscal year.

Dining Services

- The College subsidy of \$310,390 is shown among Dining Services revenues through June 30, 2024. Without the subsidy, operating revenues are up over \$200,000 compared to the prior year, with substantial increases in café and catering sales.
- Operating expenses increased 11% over the prior year to date.
- Dining Services is at break even, compared to a net loss of \$329,761 a year ago. Although the analysis includes a subsidy from the College to Dining Services, the subsidy amount is behind budget, with 85% of the subsidy budget required for the fiscal year.

Balance Sheet

- Cash and cash investments are at \$37.4 million, indicating a strong liquid position. The available cash complies with the Board's Financial Conditions and Activities policy requiring 16.6% of Adopted Expenditures available as operating fund balance reserves.
- Accounts Receivable (AR) decreased overall by \$602K. This net decrease is primarily due to a decrease in Governmental AR due to payments received from the State and County for Capital Improvement Projects (CIP).
- Current liabilities increased by \$539K primarily due to increases in unearned revenue and accrued salaries.
- The College continues to maintain minimal long-term liabilities with current outstanding bond debt of \$4,538,050.
- The net position as of June 30, 2024, is \$120.0 million, which includes the fiscal year- ended revenues over expenses.

The College is financially strong. Continuing to be mindful of spending and hiring patterns will ensure we remain so.

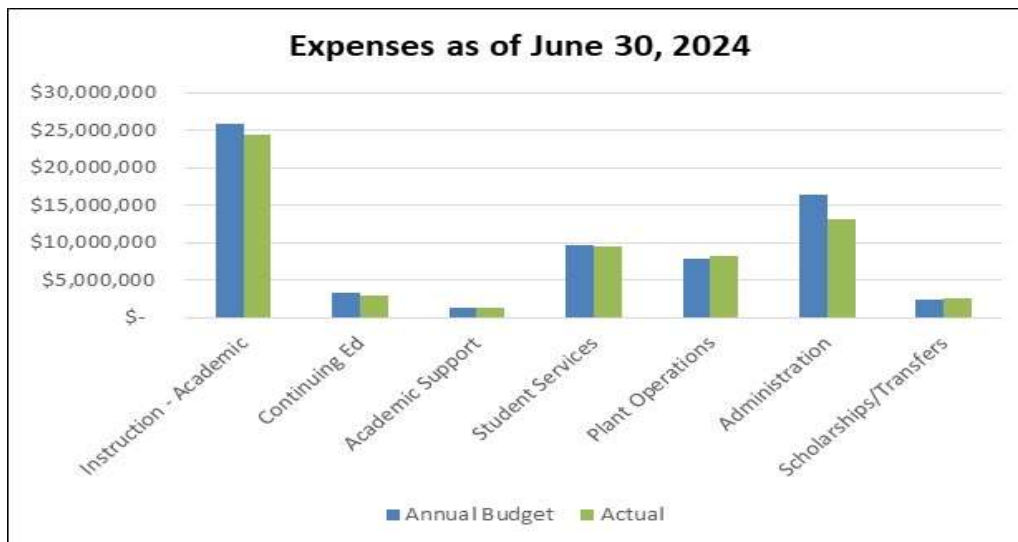
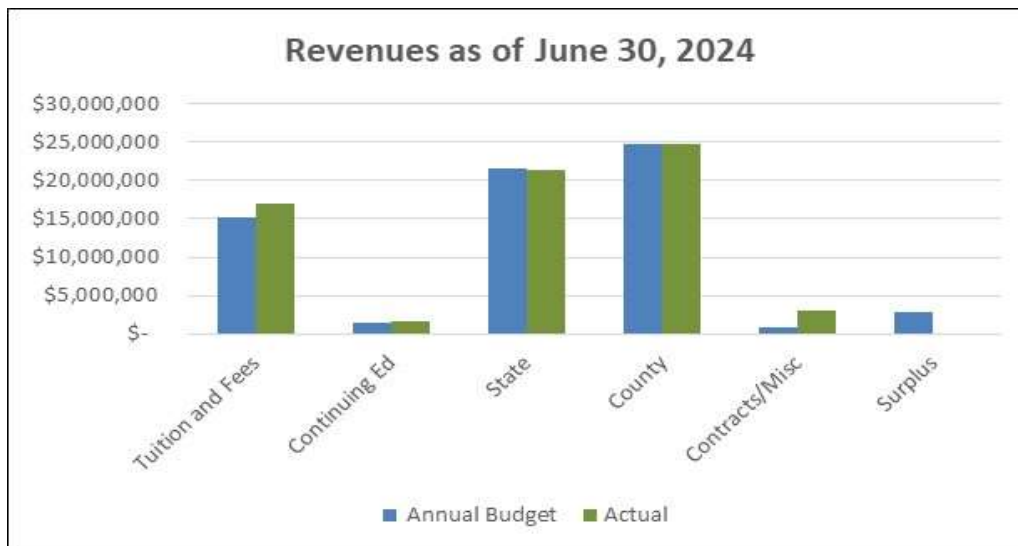
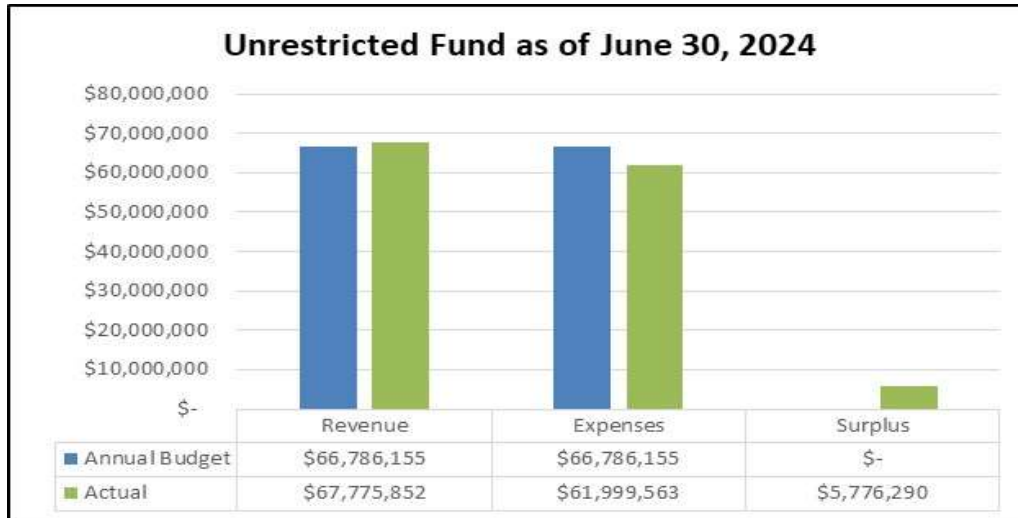
RECOMMENDATION

This item is provided for information only. No action required.

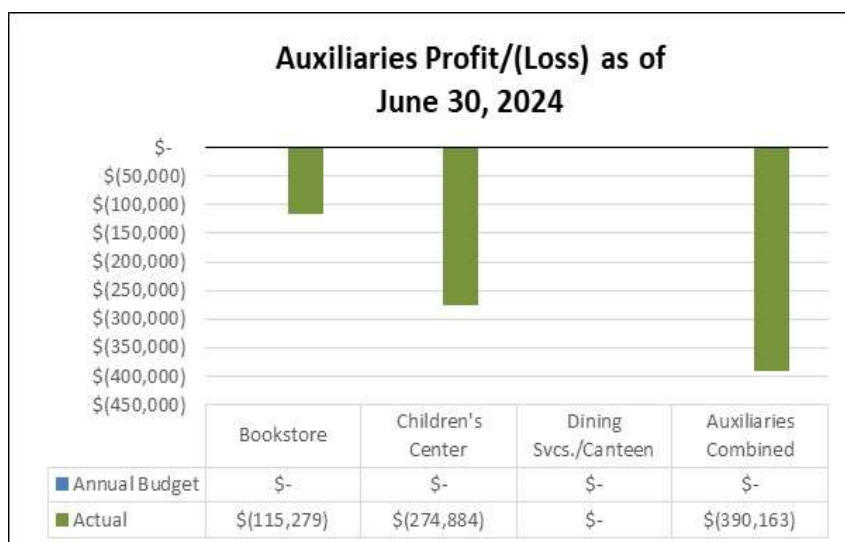
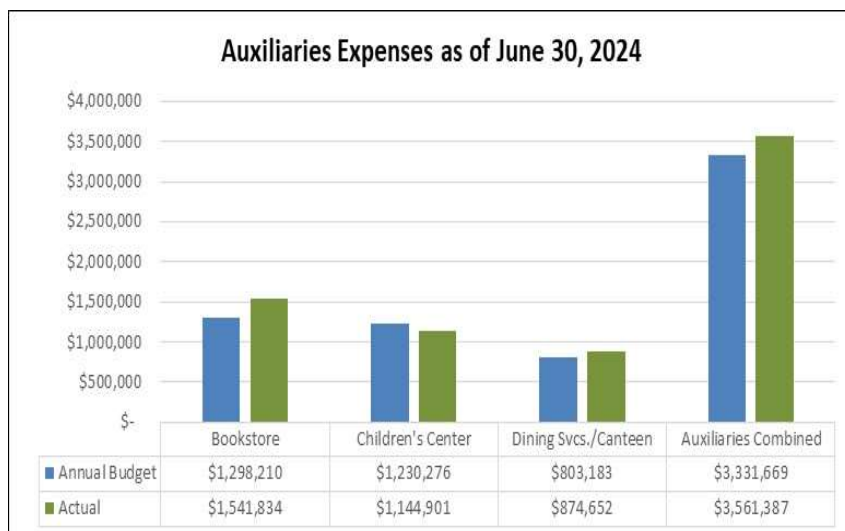
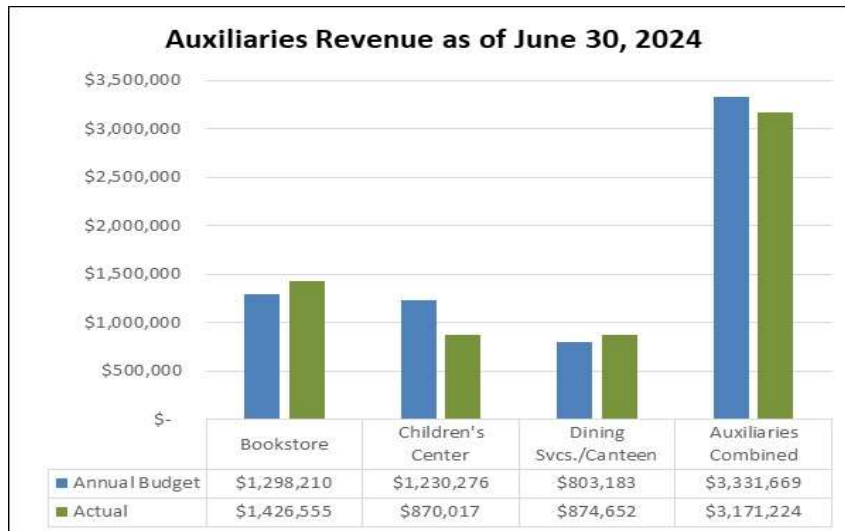
**FREDERICK COMMUNITY COLLEGE
FINANCIAL REPORT**

Fiscal year-to-date through June 30, 2024

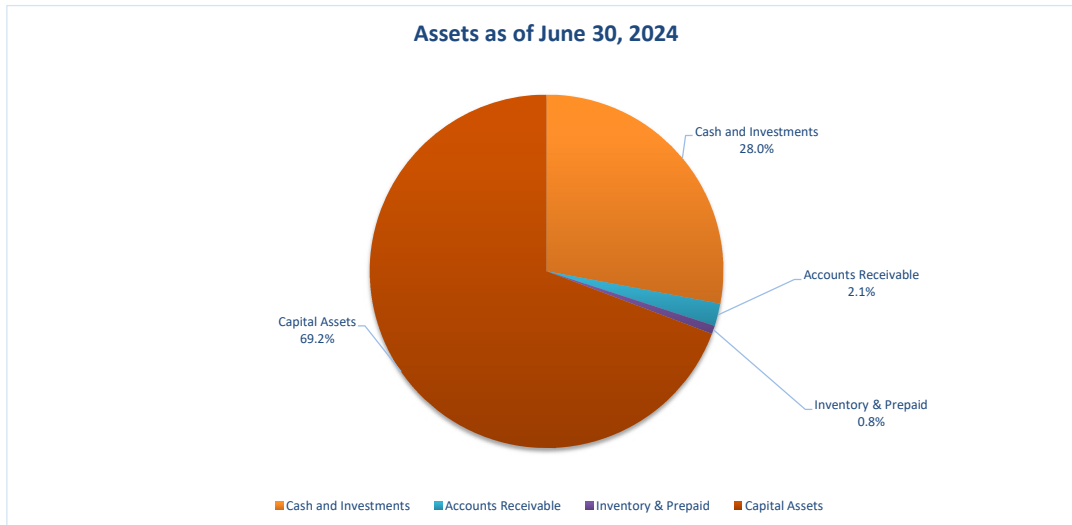
**FREDERICK COMMUNITY COLLEGE
FINANCIAL STATEMENT ANALYSIS AS OF JUNE 30, 2024
100% OF THE FISCAL YEAR EXPIRED**



**FREDERICK COMMUNITY COLLEGE
FINANCIAL STATEMENT ANALYSIS AS OF JUNE 30, 2024
100% OF THE FISCAL YEAR EXPIRED**
(Expenses Include Cost of Goods Sold and College Contribution)
(Any variances due to rounding)

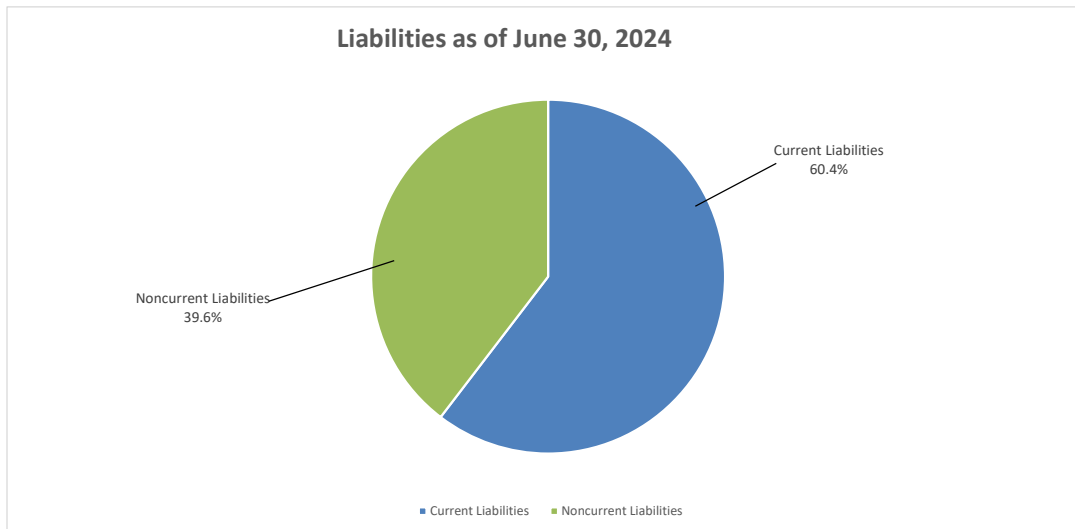


**FREDERICK COMMUNITY COLLEGE
FINANCIAL STATEMENT ANALYSIS AS OF JUNE 30, 2024
100% OF THE FISCAL YEAR EXPIRED**



Assets:

Cash and Investments	\$	37,457,081
Accounts Receivable	\$	2,747,639
Inventory & Prepaid	\$	1,017,196
Capital Assets	\$	<u>92,784,737</u>
	\$	134,006,653



Liabilities and Net Position:

Current Liabilities	\$	8,431,009
Noncurrent Liabilities	\$	5,531,782
Net Position	\$	<u>120,043,861</u>
	\$	134,006,652

Financial Ratios as of June 30, 2024			
Current Ratio	(current assets/current liabilities)	4.9	A ratio > 1 indicates liquidity is sufficient to meet current obligations.
Debt Ratio	(liabilities/assets)	0.10	A low debt ratio (< .5) indicates conservative financing. The College finances most of its assets from net assets (similar to equity).

FREDERICK COMMUNITY COLLEGE
UNAUDITED DRAFT STATEMENTS OF REVENUE, EXPENSES AND TRANSFERS
CURRENT UNRESTRICTED FUND - EDUCATIONAL AND GENERAL
FOR THE PERIOD JUNE 30,2024
100% OF THE YEAR EXPIRED

	FY23 PYTD ACTUAL	FY24 YTD ACTUAL	ACTUALS TO ACTUALS VARIANCE	FY24 BUDGET	(OVER)/UNDER BUDGET	ACTUAL % OF BUDGET
Revenue						
Tuition and Fees						
Fall Tuition	\$ 5,951,649	\$ 6,671,210	112%	\$ 5,630,573	\$ (1,040,637)	118%
Spring Tuition	5,770,320	6,204,347	108%	5,440,129	(764,218)	114%
Summer Tuition	1,520,080	1,161,356	76%	1,562,462	401,106	74%
Fees	2,696,505	2,922,352	108%	2,629,434	(292,918)	111%
Total Academic	15,938,554	16,959,265	106%	15,262,598	(1,696,667)	111%
Continue Ed/Credit Adj/Coaches	1,594,861	1,607,035	101%	1,506,291	(100,744)	107%
Total Tuition and Fees	17,533,415	18,566,301	106%	16,768,889	(1,797,412)	111%
State Aid	19,251,190	21,453,614	111%	21,499,828	46,214	100%
County Revenue	22,618,303	24,675,478	109%	24,735,845	60,367	100%
Investment Income	854,706	1,370,504	160%	50,000	(1,320,504)	2741%
Miscellaneous Income	1,384,873	391,436	28%	175,111	(216,325)	224%
Contract Revenue	1,129,371	1,071,520	95%	500,000	(571,520)	214%
Indirect Cost Recovery	80,850	247,000	306%	150,527	(96,473)	164%
Budgeted Surplus*	-	-	-	2,905,955	2,905,955	0%
Total Revenue	\$ 62,852,708	\$ 67,775,852	108%	\$ 66,786,155	\$ (989,697)	101%
Expenses and Transfers						
Instruction						
Academic	\$ 23,288,773	\$ 24,459,002	105%	\$ 25,784,766	\$ 1,325,764	95%
Continuing Education	3,158,050	2,913,507	92%	3,321,814	408,307	88%
Total Instruction	26,446,823	27,372,509	104%	29,106,580	1,734,071	94%
Academic Support	1,173,246	1,341,389	114%	1,384,290	42,901	97%
Student Services	8,333,557	9,425,085	113%	9,710,893	285,808	97%
Plant Operation and Maintenance	6,393,141	8,150,184	127%	7,763,195	(386,989)	105%
Administration	12,072,989	13,077,080	108%	16,377,991	3,300,911	80%
Scholarships and Transfers	2,403,702	2,633,316	110%	2,443,206	(190,110)	108%
Total Expenses and Transfers	\$ 56,823,459	\$ 61,999,563	109%	\$ 66,786,155	\$ 4,786,592	93%
Fund Balance	\$ 6,029,249	\$ 5,776,290	96%	\$ -	\$ (5,776,290)	

* Per the Financial Conditions and Activities policy number EL-4, section 5.1, the President shall not allow a combined operating fund balance reserve to be less than the Government Finance Officers Association recommended minimum of 16.6% (two months) of annual operating expenses. For FY 2024, this amounts to \$11,086,502.

**FREDERICK COMMUNITY COLLEGE
BOOKSTORE
UNAUDITED DRAFT FINANCIAL REPORT FOR THE PERIOD ENDING JUNE 30, 2024
100% OF THE YEAR EXPIRED**

	FY23 PYTD ACTUAL	FY24 YTD ACTUAL	ACTUALS TO ACTUALS VARIANCE	FY24 BUDGET	(OVER)/UNDER BUDGET	ACTUAL % OF BUDGET
Revenue						
Books	\$ 788,826	\$ 798,597	101%	\$ 750,000	\$ (48,597)	106%
Supplies	183,210	180,820	99%	200,000	19,180	90%
Clothing	121,746	76,437	63%	144,000	67,563	53%
Convenience	43,115	66,220	154%	60,000	(6,220)	110%
Gift	62,160	41,940	67%	58,000	16,060	72%
Non Merchandise	640	649	101%	2,500	1,851	26%
Commissions - Books/gifts	6,171	3,510	57%	3,000	(510)	117%
Dual Enrollment-Slingshot	-	177,671	-	-	(177,671)	-
College Subsidy	-	80,712	-	80,710	(2)	100%
Total Revenue	1,205,869	1,426,555	118%	1,298,210	(128,345)	110%
Cost of Goods Sold	999,478	743,659	74%	784,660	41,001	95%
Gross Profit	206,391	682,896	331%	513,550	(169,346)	133%
Operating Expenses						
Compensation						
Admin/Support Staff Compensation	202,841	209,256	103%	210,000	744	100%
Auxiliary PT	38,765	49,653	128%	72,000	22,347	69%
Benefits	76,037	78,970	104%	77,000	(1,970)	103%
Total Compensation	317,643	337,880	106%	359,000	21,120	94%
Contracted Services	26,262	50,552	192%	27,000	(23,552)	187%
Advertising	1,885	-	0%	5,000	5,000	0%
Supplies	7,961	4,518	57%	7,500	2,982	60%
Digital Subscription	64,471	124,318	193%	-	(124,318)	-
Shipping and Postage	45	657	1451%	50	(607)	1315%
Telecommunications	545	554	102%	500	(54)	111%
Software	19,952	21,737	109%	19,000	(2,737)	114%
Travel/Professional Development	6,808	5,352	79%	10,000	4,648	54%
Dual Enrollment-Slingshot	-	169,096	-	-	(169,096)	-
Other Expenses	124	10	8%	-	(10)	-
Deferred Maintenance	2,500	2,500	100%	2,500	-	100%
Depreciation	-	-	-	2,000	2,000	0%
Total Operating Expenses	448,196	717,174	160%	432,550	(284,624)	166%
Operating Profit (Loss)	\$ (241,806)	\$ (34,279)	14%	\$ 81,000	\$ 115,279	-42%
Indirect Cost Transfer	5,850	81,000	1385%	81,000	-	100%
Total College Contribution	5,850	81,000	1385%	81,000	-	100%
Net Income (Loss)	\$ (247,656)	\$ (115,279)	47%	\$ -	\$ 115,279	-
Gross Profit %	17.1%	47.9%		39.6%		
Operating Expense % Revenue	37.2%	50.3%		33.3%		
Net Income % Revenue	-20.5%	-8.1%		0.0%		

FREDERICK COMMUNITY COLLEGE
THE CARL & NORMA MILLER CHILDREN'S CENTER
UNAUDITED DRAFT FINANCIAL REPORT FOR THE PERIOD ENDING JUNE 30, 2024
100% FOR THE YEAR EXPIRED

	FY23 PYTD ACTUAL	FY24 YTD ACTUAL	ACTUALS TO ACTUALS VARIANCE	FY24 BUDGET	(OVER)/UNDER BUDGET	ACTUAL % OF BUDGET
Revenue						
Infants/Toddler	\$ 136,861	\$ 143,974	105%	\$ 181,000	\$ 37,026	80%
Two-Year Olds	113,986	132,759	116%	141,000	8,242	94%
Three-Year Olds	93,914	100,742	107%	214,000	113,259	47%
Four-Year Olds	73,075	88,615	121%	214,000	125,385	41%
Preschool/Pre-K/Kindergarten	117,316	111,012	95%	225,000	113,989	49%
Summer Camp	444	8,141	1834%	-	(8,141)	-
Head Start	-	-	-	8,250	8,250	0%
Other	122,983	30,551	25%	-	(30,551)	-
Excels/Vouchers	-	13,500	-	15,000	1,500	90%
County Contribution	124,983	130,699	105%	130,000	(699)	101%
College Subsidy	-	110,026	-	102,026	(8,000)	108%
Total Revenue	783,562	870,017	111%	1,230,276	360,259	71%
Classroom Expense						
Auxiliary FT Teacher Compensation	356,158	522,524	147%	575,500	52,976	91%
Auxiliary FT & PT Teacher Benefits	121,687	212,584	175%	150,000	(62,584)	142%
Auxiliary PT Teacher Compensation	57,601	97,266	169%	126,000	28,734	77%
Total Classroom Expenses	535,446	832,373	155%	851,500	19,127	98%
Gross Profit	248,116	37,644	15%	378,776	341,132	10%
Operating Expenses						
Compensation						
Admin/Support Staff Compensation	115,017	137,094	119%	157,000	19,906	87%
Benefits	50,282	47,752	95%	66,586	18,834	72%
Total Compensation	165,299	184,846	112%	223,586	38,740	83%
Contracted Services	9,977	8,409	84%	24,000	15,591	35%
Advertising	-	-	-	5,000	5,000	0%
Supplies	33,425	25,069	75%	29,000	3,931	86%
Telecommunications	545	554	102%	600	46	92%
Shipping and Postage	24	69	291%	90	21	76%
Professional Dues	925	2,554	276%	2,500	(54)	102%
Course Costs/Field Trips	2,603	6,012	231%	7,000	988	86%
Software	3,690	1,200	33%	3,500	2,300	34%
Furniture and Equipment	-	315	-	-	(315)	-
Deferred Maintenance	2,500	2,500	100%	2,500	-	100%
Total Operating Expenses	218,986	231,528	106%	297,776	66,248	78%
Operating Profit (Loss)	29,130	(193,884)	-666%	81,000	274,884	-239%
College Contribution						
Indirect Cost Transfer	75,000	81,000	108%	81,000	-	100%
Total College Contribution	75,000	81,000	108%	81,000	-	100%
Net Income (Loss)	(45,870)	(274,884)	599%	-	274,883	-
Gross Profit %	31.7%	4.3%		30.8%		
Operating Expense % Revenue	27.9%	26.6%		24.2%		
Net income % Revenue	-5.9%	-31.6%		0.0%		

**FREDERICK COMMUNITY COLLEGE
DINING SERVICES
UNAUDITED DRAFT FINANCIAL REPORT FOR THE PERIOD ENDING JUNE 30, 2024
100% OF THE FISCAL YEAR EXPIRED**

	FY23 PYTD ACTUAL	FY24 YTD ACTUAL	ACTUALS TO ACTUALS VARIANCE	FY24 Budget	(OVER)/UNDER BUDGET	ACTUAL % OF BUDGET
Canteen Revenue						
Café Sales	\$ 180,529	\$ 303,493	168%	\$ 175,560	\$ (127,933)	173%
Coffee Shop Sales		\$ -	-	112,500	112,500	0%
Catering Sales	155,582	\$ 237,746	153%	120,000	(117,746)	198%
College Revenue						
Vending	22,408	\$ 23,023	103%	30,000	6,977	77%
College Subsidy		\$ 310,390	-	365,123	54,733	85%
Misc. Income	3					
Total Revenue	358,522	874,652	244%	803,183	(71,469)	109%
Canteen Cost of Goods Sold (COGS)						
Cougar Café & Catering	206,477	\$ 267,730	130%	168,469	(99,261)	159%
Coffee Shop	-	\$ -	-	50,625	50,625	0%
Subtotal COGS	206,477	267,730	130%	219,094	(48,636)	122%
Gross Profit	152,045	606,922	399%	584,089	(22,833)	104%
Canteen Operating Expenses						
Compensation	339,180	\$ 403,484	119%	364,369	(39,115)	111%
Other Canteen Expenses						
Business Expenses	85,659	\$ 68,484	80%	75,262	6,778	91%
College Expenses						
Contracted Services	3,360	\$ 3,514	105%	15,000	11,486	23%
Equipment Repair		\$ -	-	5,000	5,000	0%
Total Operating Expenses	428,199	475,482	111%	459,631	(15,851)	103%
Operating Profit (Loss)	\$ (276,154)	\$ 131,440	-48%	\$ 124,458	\$ (6,982)	106%
Contract Fees						
Management Fee	30,000	\$ 30,001	100%	30,000	(1)	100%
Admin Fee	16,440	\$ 16,441	100%	9,458	(6,983)	174%
Outreach and Recognition	7,167	\$ 4,335				
Total Fees	53,607	46,442	87%	39,458	(6,984)	118%
College Contribution						
Indirect Cost Transfer	-	\$ 84,998	-	85,000	2	100%
Total College Contribution	-	84,998	-	85,000	2	100%
Net Income/(Loss)	\$ (329,761)	\$ (0)	0%	\$ -	\$ 0	-
Gross Profit %	42.4%	69.4%		72.7%		
Operating Expense % Revenue	119.4%	54.4%		57.2%		
Net Income % Revenue	-92.0%	0.0%		0.0%		

FREDERICK COMMUNITY COLLEGE
UNAUDITED DRAFT BALANCE SHEET - ALL FUNDS
AS OF JUNE 30, 2024

	PRIOR FYE	FY24 ACTUAL	CHANGE	% CHANGE
Assets				
Current Assets				
Cash	\$ 726,139	\$ 2,644,050	\$ 1,917,911	264%
Investments	30,053,082	34,813,031	4,759,949	16%
Total cash and investments	30,779,221	37,457,081	6,677,860	22%
Accounts Receivable				
Students, net of allowance	315,053	415,657	100,604	32%
Governmental	2,631,591	1,719,753	(911,838)	-35%
Other	402,742	612,229	209,487	52%
Total accounts receivable	3,349,386	2,747,639	(601,747)	-18%
Prepaid expenses	568,611	808,986	240,375	42%
Inventory	205,513	208,209	2,696	1%
Total Current Assets	34,902,731	41,221,915	6,319,184	18%
Noncurrent Assets				
Capital assets, net of accumulated depreciation	95,135,028	92,784,737	(2,350,291)	-2%
Total Noncurrent Assets	95,135,028	92,784,737	(2,350,291)	-2%
Total Assets	\$ 130,037,759	\$ 134,006,653	\$ 3,968,894	3%
Liabilities and Net Position				
Liabilities				
Current Liabilities				
Accrued salaries	\$ 957,072	\$ 1,110,779	\$ 153,707	16%
Accounts payable	1,775,866	1,798,240	22,374	1%
Accrued liabilities	618,239	766,971	148,732	24%
Accrued leave	1,883,269	1,883,269	-	0%
Bond payable	320,000	320,000	-	0%
SBITA payable	345,015	345,015	-	0%
Unearned revenue	1,741,629	1,932,835	191,206	11%
Deposits held for others	250,643	273,900	23,257	9%
Total Current Liabilities	7,891,733	8,431,009	539,277	7%
Noncurrent Liabilities				
Bond payable, net of discount	4,931,902	4,538,050	(393,852)	-8%
SBITA payable	761,737	761,737	0	0%
Accrued leave	29,170	231,995	202,825	695%
Total Noncurrent Liabilities	5,722,809	5,531,782	(191,027)	-3%
Total Liabilities	13,614,542	13,962,792	348,250	3%
Net Position				
Net Position Prior Year Balance (per audit)	110,951,037	116,423,217	5,472,180	5%
Net Income (Loss) - All funds	5,472,180	3,620,644	(1,851,536)	-34%
Total Net Position	116,423,217	120,043,861	3,620,644	3%
Total Liabilities and Net Position	\$ 130,037,759	\$ 134,006,653	\$ 3,968,894	3%



**Frederick Community College
Board of Trustees**

**President’s Performance Monitoring
Report**

EL 4 – Financial Conditions and Activities

Report Date: TBD
Compliance Status: F/P/N Compliant



Note: Board Policy is indicated in bold typeface throughout the report.

I am submitting this monitoring report to the Frederick Community College Board of Trustees, focusing on the Board’s Executive Limitation Policy: “EL-4 Financial Conditions and Activities.” This report is submitted for your review. I confirm that the information provided is accurate and establishes a baseline for compliance with the policy as approved by the Board, unless noted otherwise.

Annese Cheek, Ed.D. XX.XX.XX
President Date

With respect to the actual, ongoing financial conditions and activities, the President shall not cause, or allow, the development of fiscal jeopardy, or actual expenditures, that are not aligned with achievement of the Board’s Ends.

Accordingly, the President shall not:

- 1. Expend more funds than have been approved by the Board in the fiscal year unless there has been Board approval to do otherwise.**

INTERPRETATION:

Compliance will be demonstrated when:

- a. A review of the College’s quarterly financial statements over the previous fiscal year and the audited annual financial statement do not indicate that annual expenses exceeded annual revenues.

This interpretation is reasonable because quarterly statements provide a clear view of expenditure patterns of the institution on a regular basis and ultimately conclude with the year-end financial status report which occurs following June 30th of each year wherein the Board can compare revenues to expenditures directly. Furthermore, these quarterly statements are eventually subject to audit by the Board's selected auditor for review and ultimate audit report, which would further indicate if there was an excess of expenditures over revenues.

2. Incur debt in an amount greater than can be repaid by certain, otherwise unencumbered revenues within the current fiscal year or that can be repaid to accounts previously established by the Board for that purpose.

INTERPRETATION:

Compliance will be demonstrated when:

- a. The previous fiscal year's debt service schedule of all annual obligations is not greater than that which can be repaid within the year.

This interpretation is reasonable because the Board reviews the long-term liabilities schedule as part of the annual financial audit, and reviews and approves each fiscal year's budget.

3. Jeopardize fiscal integrity by expending College funds in a manner that will result in a negative fund balance at the close of the fiscal year unless approved by the Board.

INTERPRETATION:

Compliance will be demonstrated when:

- a. The College's annual operating expenditures do not exceed annual operating revenues unless the Board of Trustees has approved the use of the Strategic Reserve fund balance as part of the annual budget approval process.
- b. The College received Board approval for using the Strategic Reserve fund to cover unforeseen expenses not included in the annual budget.

This interpretation is reasonable because the Board reviews and approves the annual budget, which would include any planned use of fund balances as part of the adopted budget. In addition, the Board reviews and approves any requests for emergency funding.

4. Use funds from restricted or designated accounts for purposes other than that for which the account was established.

INTERPRETATION:

Compliance will be demonstrated when:

- a. A review of the quarterly financial statements and the annual audited financial statements confirm that balances for the designated funds do not indicate allocations for purposes other than that for which the funds had been designated.
- b. An external review of restricted fund use as part of the annual financial audit is conducted and confirms use has been limited to intended use.

This interpretation is reasonable because the College's financial statements are the vehicle by which all financial transactions are summarized, within a reporting period.

5. Allow the College's cash position in any month to be less than is needed to satisfy obligations in that month.

5.1. Allow a combined operating fund balance reserve to be less than the Government Finance Officers Association recommended minimum of 16.6% (two months) of annual operating expenses.

INTERPRETATION:

Compliance will be demonstrated when:

- a. A review of the College's quarterly financial reports confirms that an amount equal to, or greater than 2/12ths or 16.6% of average annual expenses, is held in reserve.

This interpretation is reasonable because a Board review of quarterly financial statements will demonstrate the College's current fund balances.

6. Allow the untimely payment of payroll and debts.

INTERPRETATION:

Compliance will be demonstrated when:

- a. Audited payroll records verify payment of employees is consistent with written Human Resources employment and collective bargaining agreements.
- b. Accounts payable show no material amounts outstanding beyond the agreed terms with the vendor unless a payment is under dispute. Additionally, the College is not in collections with vendors regarding the lack of payment for goods and services provided.

This interpretation is reasonable because it meets contractual agreements and commitments to employees and vendors and minimizes payment of interest.

7. Allow tax payments or other government-ordered payments or filings to be overdue.

INTERPRETATION:

Compliance will be demonstrated when:

- a. The year-end informational reports, required by the IRS, are submitted in a timely manner and with no penalties;
- b. Sales Use taxes are submitted monthly by the required deadline;
- c. Quarterly 941 Reports have been submitted to the IRS;
- d. MD unemployment quarterly filings, quarterly and annual tax filings, annual retirement report;
- e. Department of Commerce survey;
- f. MHEC retirement filing; and
- g. Payroll withholding taxes are submitted on a semi-monthly or monthly basis as required by regulatory authorities and align with the payroll schedule.

This interpretation is reasonable because it addresses all required federal and state reporting requirements, timelines, and provides for verification of submissions. Failure to take the aforementioned steps would prompt a letter of concern to the College by the respective authority.

8. Purchase, lease, condemn, or otherwise acquire any real property without Board approval.

INTERPRETATION:

Compliance will be demonstrated when:

- a. There has been no acquisition, encumbrance, or disposal of land or buildings without receiving prior Board approval.

This is a reasonable interpretation because it aligns with industry best practices.

9. Write off receivables without having first pursued payment after a reasonable grace period.

INTERPRETATION:

Compliance will be demonstrated when:

- a. The College adheres to a standard operating procedure for receiving payments and sending past due balances to collections after a 90-day grace period.
- b. The College adheres to a standard operating procedure for writing off uncollectable receivables after 2 years.

This interpretation is reasonable because it aligns with industry best practices.

10. Fail to provide to the Board, at their designated frequency, reports on the College's current financial condition that will continually enhance the Board's ability to meet its fiduciary responsibility.

INTERPRETATION:

Compliance will be demonstrated when:

- a. The College's Chief Financial Officer/VP for Administration provides reports following the close of each financial quarter to the Board of Trustees for review.

This interpretation is reasonable because it aligns with industry best practices.

11. Fail to present to the Board of Trustees an annual budget for its review and approval, and which adheres to intergovernmental submission timelines.

INTERPRETATION:

Compliance will be demonstrated when:

- a. The College Administration presented the annual budget to the Board of Trustees in adherence to the submission timelines of Frederick County.

This interpretation is reasonable because preparing and finalizing an annual budget in advance of a new fiscal year is an industry best practice, and it addresses all requirements to submit an approved budget to intergovernmental agencies.

12. Fail to meet requirements for annual financial audits, or to respond in a timely manner to any findings from financial or operational audits, reviews, or assessments.

INTERPRETATION:

Compliance will be demonstrated when:

- a. The College Administration provided needed information and cooperation to external auditors to meet requirements for Board review of year-end financial statements and submitted final statements to required intergovernmental agencies.
- b. The College has a written plan to address any findings from financial or operational reviews or assessments.

This interpretation is reasonable because Maryland law requires completion and submission of community college annual financial audits to state agencies within 90 days of June 30 (the end of a fiscal year) unless an extension is granted. The Maryland Higher Education Commission requires that community colleges respond to any material audit findings. The Interagency Internal Audit Authority (IIAA) also requires the College to respond to any audit findings.

13. Fail to recommend on an annual basis, as appropriate, other Strategic Reserves at levels approved by the Board. Strategic Reserves are over and above the operating fund balance reserve (16.6% of operating expenses). Strategic Reserves are for one-time expenses or projects, and provide for such items as:

- a. Emergencies - Reserve to provide for unforeseen natural or manmade disasters to support business continuity and recovery actions.**
- b. Student Success and Completion Initiatives - Investments to enhance the student experience and remove obstacles to student success and completion.**
- c. Academic Program Initiatives - Investments to provide start-up funding for innovative new programs which serve the College's educational mission.**
- d. Talent Cultivation - Investments to provide professional development opportunities and to promote continuous learning among faculty and staff.**
- e. Unplanned Capital Repair & Replacement - Reserve to cover critical system or component failure that might occur outside of the annual capital improvement budget approval cycle.**
- f. Technology Projects - Reserve to provide for technology upgrades or system replacements not covered by other funding sources.**
- g. Strategic Planning and Future-Proofing – Future-oriented investments to strengthen the College's value, relevance, responsiveness and adaptability to emerging trends and protect the long-term viability of the institution.**

INTERPRETATION:

Compliance will be demonstrated when:

- a. The College Administration has determined if there are available reserves over and above the required 16.6% operating fund balance reserve, and if so, has recommended to the Board how balances may be segmented to meet future strategic, one-time needs.

This interpretation is reasonable because the practice of planning for and investing in one-time projects using accumulated reserves is a means by which the College may advance larger projects while still ensuring that adequate cash reserves are available to address cashflow or emergency needs and maintain the College's fiscal strength.



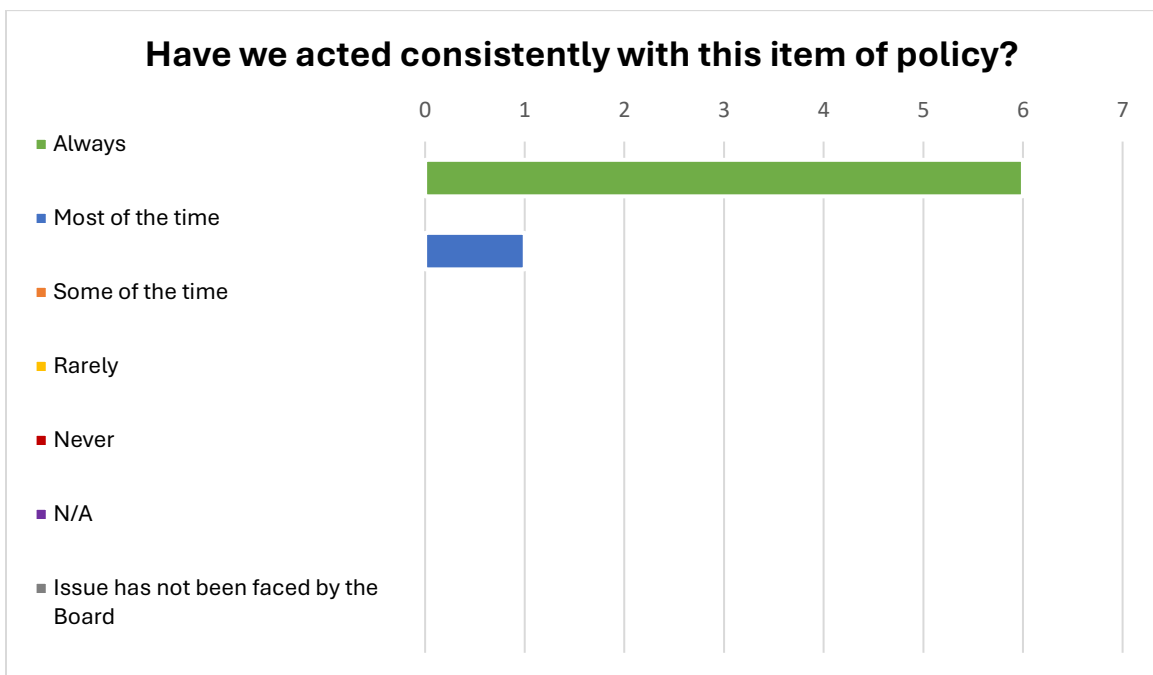
Frederick Community College Board of Trustees

**Board Self-Monitoring Survey Results:
BCD-3 Delegation to the President
Date: 9/18/2024**

Number of Responses: 7

Global Board-President Delegation Statement:

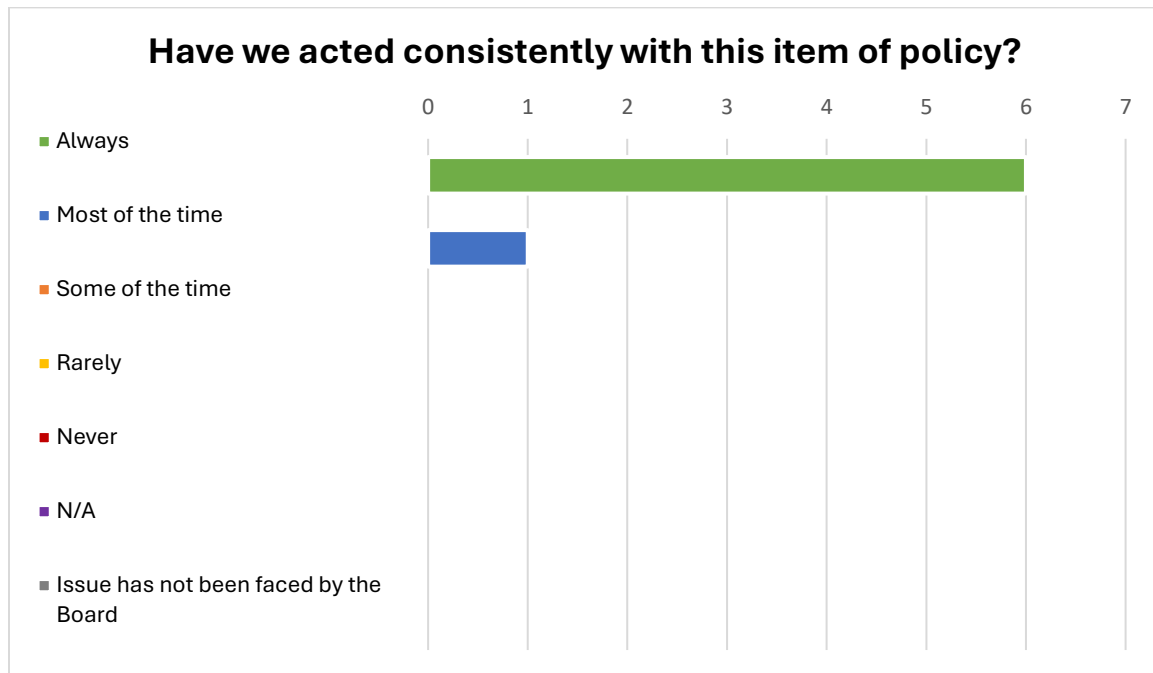
The Board will instruct the President through written policies which prescribe the organizational Ends to be achieved, and describe organizational situations and actions to be avoided, i.e., Executive Limitations, allowing the President to use any reasonable interpretation of these policies.



Provide specific representative examples to support your above response when applicable.

- We have spent enormous amounts of time over the past year formulating and adopting ends and executive limitations policies. All of the Board members have shown commitment to the principles of policy governance throughout and have listened to and learned from Dr. Phelan. For a volunteer Board, it is hard to do anything but praise the commitment the Board has shown as a collective unit.
- Now that this policy has been developed and agreed upon, the current Board members have a clear understanding of their role as policy makers and monitors.
- I am most proud of the commitment of each Board member with regard to this extensive learning process of adopting Policy Governance. We've had multiple retreats addressing the various aspects of this model of Board leadership.
- I believe that it has been a year of learning to define the Ends policy and what the interpretations look like. I cannot recall any time that we have acted inconsistently.
- Specific examples forthcoming
- The board defines in writing its expectations about the effects to be produced, the recipients of the effects, and their worth. The board's sole official connection with operations is through the president, with executive limitations in place. The Board agrees to follow the Policy Governance model.
- Just passed in current by-laws.

- 1. The Board appoints the President as the Chief Executive Officer of the College, and delegates to the President the authority to develop and oversee administrative policies and procedures which advance the mission and day-to-day operations of the College. The President has all management rights in accordance with Board policies and applicable laws and regulations.**

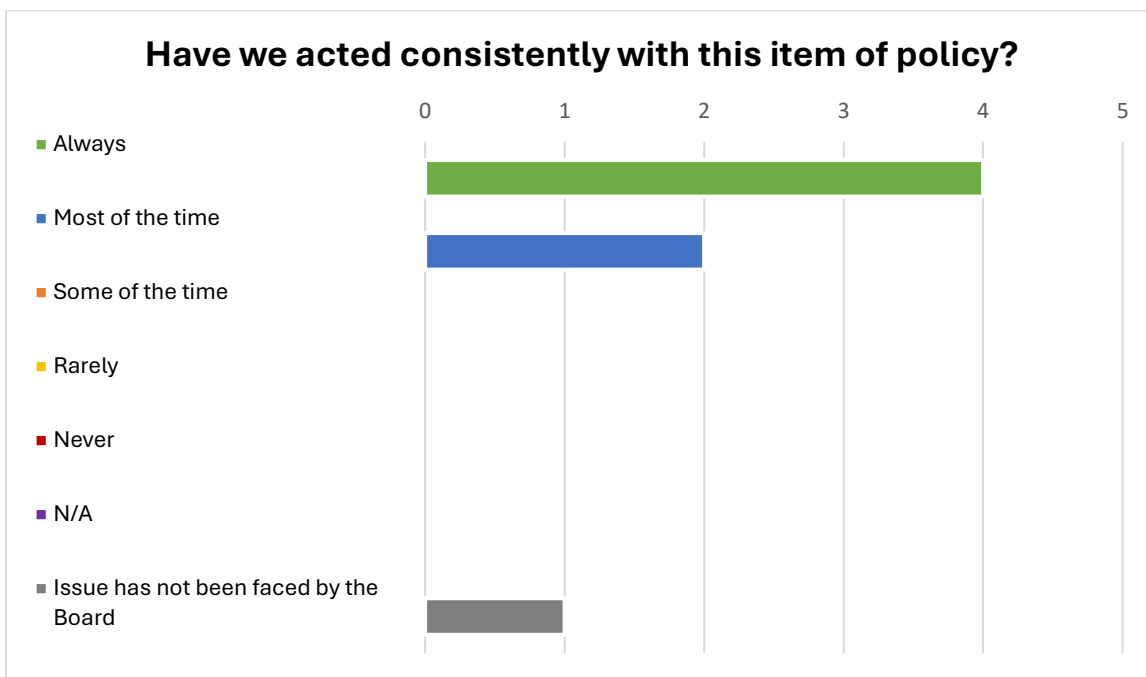


Provide specific representative examples to support your above response when applicable.

- We have followed this process throughout the formative stages of the policy governance model as we have all been learning. The Board and President showed flexibility and mutual understanding and respect as we proceeded through the President's review which was handled successfully and respectfully by all although policy governance is still a work in progress.
- Now that this policy has been developed and agreed upon, the current Board members have a clear understanding of their role as policy makers and monitors.
- Yes, I feel we have been very consistent in defining and executing our particular responsibilities.
- I do feel like the board generally supports the management of the school and does not try to interfere with operations. I recall some discussions may have ventured into operations but once pointed out, the board was self correcting. This I believe is part of learning disciplined board governance.

- The President and the Board are adapting the policy governance model to determine how best to effectively direct the mission and requirements of the board and the President. Major progress has been made in the past year as we define our roles and responsibilities and work together to strengthen and define the governance of the college. We are making progress and working collaboratively. As we become more comfortable with the governance model I predict that we will continue to build on the model
- As a board, we have all agreed that the president is responsible for developing the college's day-to-day operations, with limitations set by the board (executive limitations). The Board is not involved with day-to-day operational decision.
- Thus far per by laws.

2. The Board will direct the President to achieve specified results, for specified recipients, at a specified worth through the establishment of Ends policies. Policies that do not address the subjects of results, recipients or worth will not be included in Ends, as they relate to means.



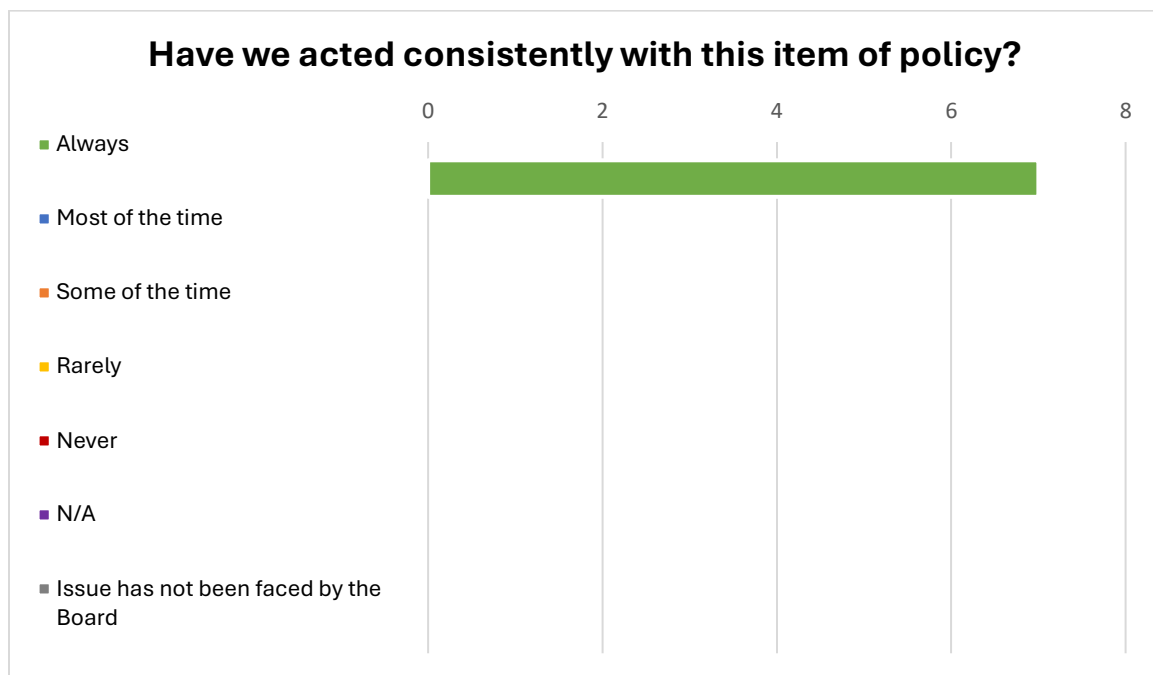
Provide specific representative examples to support your above response when applicable.

- All of our ends policies have been crafted and advanced consistent with this formula keeping in mind the difference between end and implementation practices to achieve that end -- those are in the executive and not the Board "lane". How we approached the budgeting process is a good example. We all became better educated, working with the President, about the budget process and keeping separate the role of the Board and the role of the executive team.
- Now that this policy has been developed and agreed upon, the current Board members have a clear understanding of their role as policy makers and monitors.
- Yes, we have agreement on what constitutes an End Policy and have an understanding of its practical function.
- I believe we spent most of the year establishing these policies and I cannot honestly say that I can think of an example that there was an issue.
- We are learning. This is a work in progress and each day we become more comfortable with our roles in a policy governance model. As a Board I find that we are starting to think in new ways to define our roles and responsibilities.
- As a board, we worked collectively to arrive at End policies. We now anticipate that the president will submit her specific policy interpretation for the board's consideration before she develops policy means.
- First year so not able to answer.

3. The Board will limit the latitude the President may exercise in practices, methods, conduct and other “means” to the ends through establishment of Executive Limitations policies.

3.1 These limiting policies will describe those practices, activities, decisions and circumstances that would be unacceptable to the board, even if they were to be effective. These policies will be developed systematically from the broadest, most general level to more defined levels.

3.2 The Board will never prescribe organizational means delegated to the President.

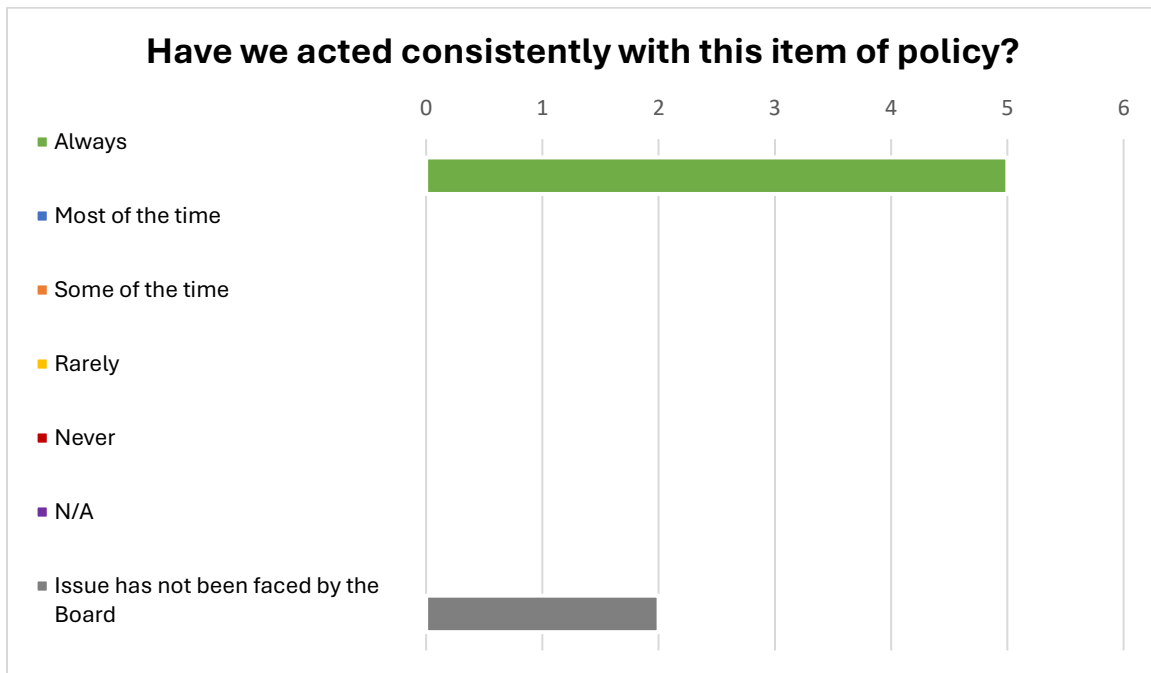


Provide specific representative examples to support your above response when applicable.

- From my perspective, the Board and all of its members have been respectful that it is the President's role how to implement practices and activities to achieve the College's ends. The President has been creative in approach to such things as Convocation, Inauguration and Graduation. The Board supported these efforts by our attendance, encouragement, etc. without attempting in any way to be directive.
- Now that this policy has been developed and agreed upon, the current Board members have a clear understanding of their role as policy makers and monitors.
- Our actions demonstrate an agreement regarding the Board's responsibilities.

- I believe our executive limitation policies are clear and broad enough, do not interfere with operations.
- We are a work in progress but as a member of the Board I am pleased with what we have accomplished with the creation of a governing model that the President and the Board can work with. It has been a challenging year but working as a team we are creating a new approach to leadership.
- As stated previously, the board works collectively to arrive at End policies. We anticipate the president submitting specific policy interpretations to the board for consideration before developing and executing means policies within the confines of the executive limitations.
- Not job of board.

4. The Board may change the scope and content of its Ends and Executive Limitations policies, thereby changing the latitude of choice given to the President. But as long as any particular Ends or Executive Limitations policy delegation is in place, the Board will respect and support any reasonable President interpretation of the policies. This does not prevent the Board from obtaining information from the President about the delegated areas, except for data protected by privacy legislation.



Provide specific representative examples to support your above response when applicable.

- We are at the very initial stages of receiving the President's interpretations of the executive limitations policies. We just went through our first session at the past Board meeting on this effort and it was a learning experience for all with Dr. Phelan's able guidance. We all now have a better perspective on how to approach the interpretations as they are presented. No ends policies have been amended or recrafted at this point due to a review of the proposed interpretations by the President.
- Now that this policy has been developed and agreed upon, the current Board members have a clear understanding of their role as policy makers and monitors.
- Yes, we have acted consistently with this item of policy. The Board recently had a discussion, clarification, agreement on this item of policy.
- When requested back up data and information is always provided to extent it is available/permissible.
- None come immediately to mind.
- The board instructs the president through written policies regarding organizational ends and limitations. The president interprets the board's end policies within the executive limitations. For example, the president provided her written interpretation of student and employee treatment end policies, and the board will evaluate her interpretation for final approval as reasonable. The president is authorized to establish all further policies, make all decisions, take all actions, establish all practices, and develop all activities. Such decisions of the President shall have full force and authority as if the Board decides.
- Not faced by Board as of yet.

5. Only decisions of the Board acting as a body are binding upon the President.

5.1 Decisions or instructions of individual Board members are not binding on the President except in rare instances when the Board has specifically authorized such exercise of authority.

5.2 In the case of Board members requesting information or assistance without Board authorization, the President can refuse such requests that require, in the President's judgment, a material amount of staff time or funds or are disruptive.

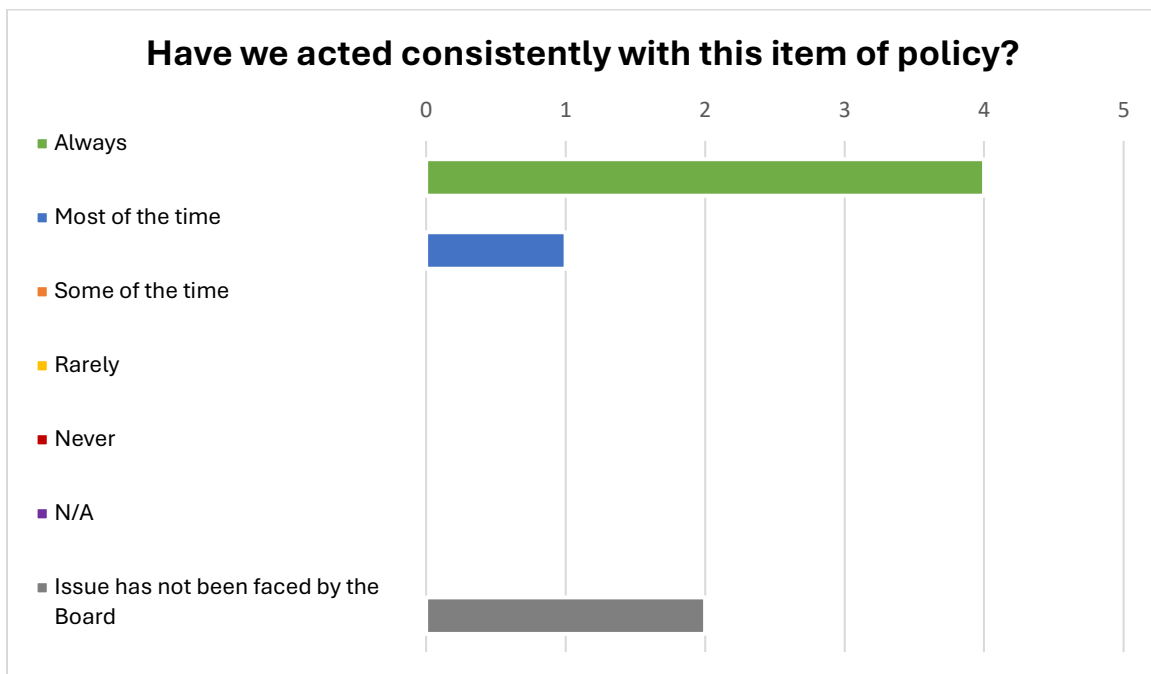


Provide specific representative examples to support your above response when applicable.

- All Board members understand that we are a unit and that no Board member individually can demand information or assistance that is burdensome or not appropriate and we fully understand, I believe, that the President has the right to decline such requests. We have had no instance with the current Board, unlike in the past, of a Board member using his or her position to express personal opinions or group opinions on political or similar issues.
- Now that this policy has been developed and agreed upon, the current Board members have a clear understanding of their role as policy makers and monitors.
- The Board recently had a discussion, clarification, agreement on this item of policy.

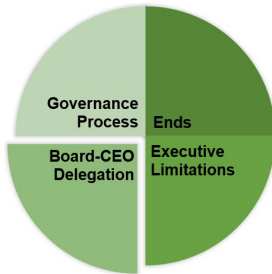
- I am not sure any of the instances that would apply, but am sure that in my learning as a new board member, I may have asked questions or requested things outside of the correct chain of communications, however each time the Presidents (presidents office) corrected course and directed appropriately.
- This does not need to be contentious. Working together within the policy governance framework we should be able to work out any differences going forward.
- There have been instances where board members made requests to the president that were decided would require costly administrative time to complete. The board decided that this information was not needed to accomplish the mission.
- As written in by-laws.

6. As long as the President utilizes the written interpretation deemed reasonable by the Board for Ends and Executive Limitations, the President is authorized to establish all further policies, make all decisions, take all actions, establish all practices and develop all activities. Such decisions of the President shall have full force and authority as if decided by the Board.



Provide specific representative examples to support your above response when applicable.

- Again, we are at the very inception of the process of receiving the President's interpretations, so we have not had the opportunity yet to address an issue of this type. Having said that, I feel confident that this Board will be diligent in its adherence to the philosophy of approach of policy governance as applied to actions taken by the President consistent with a reasonable interpretation of an Executive Limitations Policy,
- Now that this policy has been developed and agreed upon, the current Board members have a clear understanding of their role as policy makers and monitors.
- The Board is in full agreement regarding the domain and responsibilities of the President re: written interpretations.
- I cannot think of any instance where the board interfered with the president's establishment of policies.
- Continue to work and define these examples.
- For example, the president gave the board a written interpretation of student and employee treatment end policies. The board will evaluate the interpretation as reasonable within the executive limitations. The president is authorized to establish all further policies, make all decisions, take all actions, establish all practices, and develop all activities. Such decisions of the President shall have full force and authority as if the Board decides.
- As far as I am aware.



FCC BOARD OF TRUSTEES POLICY

Policy Type: Board-CEO Delegation

Policy Title: Unity of Control

Policy Number: BCD-1

Date Adopted: 10.18.2023

Version: 1.0

Date Last Reviewed: 10.18.2023

Responsible Party: President's Office

Reviewing Committee: Board of Trustees

Only officially passed motions of the Board are binding on the President.

1. Decisions or instructions of individual Trustees, officers or committees are not binding on the President.
2. In the case of Board members or committees requesting information or assistance without Board authorization, the President can refuse such requests that require in the President's opinion, a material amount of staff time, other resources or is deemed disruptive.
3. Only the Board acting as a body politic can employ, terminate, discipline, or change the conditions of employment of the President.

Date Of Change	Version	Description of Change	Responsible Party
10/18/2023	1.0	First release following Policy Governance consulting work.	President



FCC BOARD OF TRUSTEES POLICY

Policy Type: Governance Process

Policy Title: Board Expenses

Policy Number: GP-10

Date Adopted: 5.22.2024

Version: 1.0

Date Last Reviewed: 5.22.2024

Office Responsible: President's Office

Reviewing Committee: Board of Trustees

As provided by §16-407(c) of the Education Article, Maryland Annotated Code, each member of the Board is entitled to \$500 a year for expenses. Additionally, Board members may be reimbursed for reasonable, necessary, and approved expenses incurred while traveling on official College business per College administrative policy. This may include, but is not limited to, conferences and professional development activities.

Date Of Change	Version	Description of Change	Responsible Party
5.22.2024	1.0	First release following Policy Governance consulting work.	President



FCC BOARD OF TRUSTEES POLICY

Policy Type: Board-CEO Delegation

Policy Title: Monitoring President Performance

Policy Number: BCD-4

Date Adopted: 2.21.2024

Version: 2.0

Date Last Reviewed: 9.18.2024

Responsible Party: President's Office

Reviewing Committee: Board of Trustees

Monitoring CEO performance is synonymous with monitoring organizational performance against Board policies on Ends and on Executive Limitations. Any evaluation of the President's performance, formal or informal, may be derived only from these monitoring data. Systematic and rigorous monitoring of President job performance will be solely against the Board's required President job outputs: organizational accomplishment of the President's reasonable interpretation of Ends policies and organizational performance with the boundaries of the President's reasonable interpretation of Executive Limitations policies.

1. The purpose of monitoring is to determine the degree to which Board policies are being fulfilled. Only information which addresses this will be considered to be monitoring.
2. A given policy may be monitored in one or more of three ways:
 - 2.1. Internal report: Disclosure of compliance information by the President, along with his or her explicit interpretation of Board policy, and justification for the reasonableness of interpretation.
 - 2.2. External report: Discovery of compliance information by an external, disinterested third party, who has appropriate qualifications and a suitable level of independence from management, and who is selected by and reports directly to the Board. The President should be notified of this activity.
 - 2.3. Direct Board Inspection: Discovery of compliance information by a Board Member, a committee or the Board as a whole. This is a Board inspection of documents, activities or circumstances directed by the Board which allows a "reasonable/sound judgment" test of policy compliance. Such an inspection is only undertaken at the instruction of the Board and requires notification to the President.

3. Regardless of the method of monitoring, the standard for compliance shall be any reasonable President interpretation of the Board policy being monitored. The Board is the final arbiter of reasonableness, but will always judge with a “reasonable person” test rather than interpretations favored by Board members, the disinterested third party, or even the Board as a whole.
4. Upon the choice of the Board, any policy can be monitored by any of the above methods at any time. For regular monitoring, however, each Ends and Executive Limitations policy will be classified by the Board according to frequency and method.
5. A formal evaluation of the President by the Board will occur annually in June, based on the achievement of the Board’s Ends policies and non-violation of its Executive Limitations policies. This formal evaluation will be conducted by cumulating the regular monitoring data provided during the year and the Board’s recorded acceptance or non-acceptance of the reports, and identifying performance trends evidenced by that data.

MONITORING SCHEDULE				
Number	Policy	Method	Frequency	FY 2025
E-1	Ends	Internal Report	Annually	August 2025
EL-0	Global Executive Constraint	Internal Report	Annually	March 2025
EL-1	Treatment of Students	Internal Report	Annually	October 2024
EL-2	Treatment of Employees	Internal Report	Annually	October 2024
EL-3	Communication & Support to the Board	Internal Report	Annually	June 2025
EL-4	Financial Conditions and Activities	Internal Report	Annually	November 2024
EL-5	Organizational Culture	Internal Report	Annually	March 2025
EL-6	Planning	Internal Report	Annually	January 2025
EL-7	Land Use	Internal Report	Annually	January 2025
EL-8	Access to Education	Internal Report	Annually	August 2025
EL-9	Asset Protection	Internal Report	Annually	February 2025
EL-10	Investments	Internal Report	Annually	February 2025
EL-11	Compensation and Benefits	Internal Report	Annually	April 2025

Date Of Change	Version	Description of Change	Responsible Party
2/21/2024	1.0	First release following Policy Governance consulting work.	President
9/18/2024	2.0	Regular Review - Updated Monitoring Schedule	President

POLICY GOVERNANCE® SOURCE DOCUMENT

Why a Source Document?

A “source” is a point of origin. A source document is a “fundamental document or record on which subsequent writings, compositions, opinions, beliefs, or practices are based.” (Websters)

Without a simply expressed clear point of source, interpretations, opinions, writings and implementations may intentionally or unintentionally diverge from the originating intent and ultimately be undifferentiated. The point of source (“authoritative source”) is John Carver, the creator of Policy Governance, with Miriam Carver his fellow master teacher.

Without a simply expressed clear source document, Policy Governance is not reliably grounded and not transferable as a paradigm of governance. It is left vulnerable to interpretation, adaptation and impotence. This document has been produced by the International Policy Governance Association and approved by John and Miriam Carver as being true to source.

What is Policy Governance?

Policy Governance is a comprehensive set of integrated principles that, when consistently applied, allows governing boards to realize owner-accountable organizations.

Starting with recognition of the fundamental reasons that boards exist and the nature of board authority, Policy Governance integrates a number of unique principles designed to enable accountable board leadership.

What Policy Governance is NOT!

1. Policy Governance is not a specific board structure. It does not dictate board size, specific officers, or require a CEO. While it gives rise to principles for committees, it does not prohibit committees nor require specific committees.
2. Policy Governance is not a set of individual “best practices” or tips for piecemeal improvement.
3. Policy Governance does not dictate what a board should do or say about group dynamics, methods of needs assessment, basic problem solving, fund raising, managing change.
4. Policy Governance does not limit human interaction or stifle collective or individual thinking.

Principles of Policy Governance

1. **Ownership:** The board exists to act as the informed voice and agent of the owners, whether they are owners in a legal or moral sense. All owners are stakeholders, but not all stakeholders are owners, only those whose position in relation to an organization is equivalent to the position of shareholders in a for-profit corporation.
2. **Position of Board:** The board is accountable to owners that the organization is successful. As such it is not advisory to staff but an active link in the chain of command. All authority in the staff organization and in components of the board flows from the board.
3. **Board Holism:** The authority of the board is held and used as a body. The board speaks with one voice in that instructions are expressed by the board as a whole. Individual board members have no authority to instruct staff.
4. **Ends Policies:** The board defines in writing its expectations about the intended effects to be produced, the intended recipients of those effects, and the intended worth (cost-benefit or priority) of the effects. These are Ends policies. All decisions made about effects, recipients, and worth are Ends decisions. All decisions about issues that do not fit the definition of Ends are means decisions. Hence in Policy Governance, means are simply not Ends.
5. **Board Means Policies:** The board defines in writing the job results, practices, delegation style, and discipline that make up its own job. These are board means decisions, categorized as Governance Process policies and Board- Management Delegation policies.



POLICY GOVERNANCE® SOURCE DOCUMENT

6. **Executive Limitations Policies:** The board defines in writing its expectations about the means of the operational organization. However, rather than prescribing board-chosen means -- which would enable the CEO to escape accountability for attaining Ends, these policies define limits on operational means, thereby placing boundaries on the authority granted to the CEO. In effect, the board describes those means that would be unacceptable even if they were to work. These are Executive Limitations policies.
7. **Policy Sizes:** The board decides its policies in each category first at the broadest, most inclusive level. It further defines each policy in descending levels of detail until reaching the level of detail at which it is willing to accept any reasonable interpretation by the applicable delegatee of its words thus far. Ends, Executive Limitations, Governance Process, and Board-Management Delegation policies are exhaustive in that they establish control over the entire organization, both board and staff. They replace, at the board level, more traditional documents such as mission statements, strategic plans and budgets.
8. **Clarity and Coherence of Delegation:** The identification of any delegatee must be unambiguous as to authority and responsibility. No subparts of the board, such as committees or officers, can be given jobs that interfere with, duplicate, or obscure the job given to the CEO.
9. **Any Reasonable interpretation:** More detailed decisions about Ends and operational means are delegated to the CEO if there is one. If there is no CEO, the board must delegate to two or more delegates, avoiding overlapping expectations or causing confusion about the authority of various managers. In the case of board means, delegation is to the CGO unless part of the delegation is explicitly directed elsewhere, for example, to a committee. The delegatee has the right to use any reasonable interpretation of the applicable board policies.
10. **Monitoring:** The board must monitor organizational performance against previously stated Ends policies and Executive Limitations policies. Monitoring is for the purpose of discovering if the organization achieved a reasonable interpretation of these board policies. The board must therefore judge the CEO's interpretation for its reasonableness, and the data demonstrating the accomplishment of the interpretation. The ongoing monitoring of board's Ends and Executive Limitations policies constitutes the CEO's performance evaluation.

All other practices, documents, and disciplines must be consistent with the above principles. For example, if an outside authority demands board actions inconsistent with Policy Governance, the board should use a 'required approvals agenda' or other device to be lawful without compromising governance.

Policy Governance is a precision system that promises excellence in governance only if used with precision. These governance principles form a seamless paradigm or model. As with a clock, removing one wheel may not spoil its looks but will seriously damage its ability to tell time. So in Policy Governance, all the above pieces must be in place for Policy Governance to be effective. When all brought into play, they allow for a governing board to realize owner accountability. When they are not used completely, true owner accountability is not available.

Policy Governance boards live these principles in everything they are, do and say.

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Reference: Carver Guides, 2nd Edition, 2009

