



Frederick Community College Board of Trustees

President's Baseline Insight Report

EL 8 – Access to Education

Report Date: 4/23/2025

Compliance Status: (F) / P / N Compliant



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

I am submitting this baseline insight report to the Frederick Community College Board of Trustees, focusing on the Board's Executive Limitation Policy: "EL-8 Access to Education." 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.

A handwritten signature in blue ink, reading "Annesa L. P. Cheek", is written over a horizontal line.

4/23/2025

Annesa Cheek, Ed.D.
President

Date

The President shall not allow conditions that unnecessarily restrict student or potential student access to education.

Further, without limiting the scope of the above statement by the following list, the President shall not:

- 1. Cause or allow the setting of tuition and/or fees that do not provide for a reasonable balance of fiscal responsibility between students and taxpayers, that do not consider County and State appropriations, forecasted enrollment, major strategic initiatives, requirements for total cost recovery, or a contribution to the overhead of the College.**

INTERPRETATION:

EVIDENCE:

Compliance will be demonstrated when, prior to setting tuition and fees:

- a. The College forecasted billing credit hours based on enrollment projections.
- b. The College estimated state and county appropriations.
- c. The College calculated the financial requirements to meet union contracts.
- d. The College projected costs for obligations, major strategic initiatives, and estimated requirements for total cost recovery.
- e. The College calculated contribution to overhead.

- a. On 2/5/2025 the CFO/VPA confirmed that enrollment projections provided by the VP for Student Experience and Chief Foresight and Decision Support Officer were used to forecast billing credit hours.
- b. On 2/2/2025, the CFO/VPA confirmed the College's use of county and state appropriations estimates via consult with state and county representatives.
- c. On 2/5/2025, the CFO/VPA confirmed union contract requirements were funded via consult with the College's Labor Relations Specialist.
- d. On 2/2/2025, the CFO/VPA confirmed the review of departmental budgets, obligations and strategic initiative requests to project total cost recovery (via consult with the AVP for Finance and the entire Finance team) for the FY26 budget.
- e. On 2/5/2025, the CFO/VPA confirmed that information provided by the College auditor, SB & Co., was used to determine the contribution to overhead.

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INTERPRETATION:

EVIDENCE:

f. The College completed tuition and fee comparisons against community colleges in Maryland.

f. On 2/5/2025, the CFO/VPA confirmed that a tuition and fee review, comparing FCC to all other community colleges in Maryland was completed.

This interpretation is reasonable because it ensures an evidence-based process for determining an appropriate tuition and fee structure for the College and is a process used by peer institutions.

2. Fail to communicate to students and potential students plans for future tuition and/or fee increases to allow students to do financial planning.

INTERPRETATION:

EVIDENCE:

Compliance will be demonstrated when:

- a. The College communicates tuition and fees to students once the rates are approved by the Board of Trustees.

- a. On 2/19/2025 the Board approved the FY26 tuition and fees. On 4/1/2025, the CFO/VPA confirmed that the College published its FY26 tuition and fees on the website ([Tuition-Fees - Frederick Community College](#)).

This interpretation is reasonable because it ensures prompt communication to students about tuition and fees allowing them to plan and budget more effectively, which aligns with best practices identified by National Association of College and University Business Officers (NACUBO).

3. Be without a consistent method that provides for appropriate recognition of prior learning and/or demonstrated competency obtained outside of Frederick Community College provided educational programs.

INTERPRETATION:

EVIDENCE:

Compliance will be demonstrated when:

- a. The College has a procedure in place to recognize and award prior learning and competencies for students, using accepted higher education methods.
- b. The College has a procedure in place to recognize the transfer of credits into the College from other institutions.

- a. On 4/1/2025, the Provost and VP of Teaching, Learning, and Student Success confirmed that the College's [Prior Learning](#) procedures are accessible on the College website and are administered and maintained by the Articulation and Transfer Success Coordinator.
- b. On 4/1/2025, the Provost and VP of Teaching, Learning, and Student Success confirmed the College's credit transfer procedures are outlined in the academic catalog: [Transferring in Credits | Frederick Community College Academic Catalog](#) and in the [Academic Standards Policy](#).

This interpretation is reasonable because the College takes into consideration a quality-based recognition of knowledge and competency that has occurred outside of the College's own instructional programs in a manner that is broadly accepted in higher education and is based on frameworks and standards of the national Council for Adult and Experiential Learning (CAEL).

4. Permit academically qualified students from historically marginalized backgrounds, those with disabilities, or those with insufficient economic means to be without a supportive environment that enables them to complete their educational programs, while also not compromising academic standards, wherever possible.

INTERPRETATION:

EVIDENCE:

Compliance will be demonstrated when:

- a. The College provides support services for students with financial, mental, physical and other related barriers to ensure they have opportunities for academic success.
- b. The College provides clear communication to students about how they can receive financial aid assistance.
- c. The College leverages additional resources from the College's Foundation, and other sources to assist students with limited means.

- a. On 3/10/2025, the Interim Vice President for Student Experience confirmed that the College has a variety of established financial, mental, and physical support services for students including the Office of Financial Aid, FCC Foundation, FCC Live Well (mental health counseling & basic needs resources), and Disabilities Access Services (DAS). These offices provide ongoing informational programming and direct support for FCC students.
- b. On 3/10/2025, the Interim Vice President for Student Experience confirmed that the Office of Financial Aid provides direct outreach/ programming to students about financial aid resources, shares information in the weekly Student NewsBlast, and provides a wide array of student financial information on the College's [Consumer Information Disclosure](#) page.
- c. On 3/10/2025, the Executive Director for Development and the FCC Foundation confirmed that the Foundation maintains 117 endowed scholarships, 33 grants, and an emergency fund to support students. These funding sources awarded over \$1 million to students in FY24.

This interpretation is reasonable because it is based on research by the Community College Research Center (CCRC) that shows support services enhance success for students who lack supportive environments.

5. Permit activities, circumstances, or decisions that jeopardize the ability of students to enroll in and complete available courses, programs, or assessments, or to obtain the instructional hours required to complete their program of study.	
INTERPRETATION:	EVIDENCE:
<p>Compliance will be demonstrated when:</p> <p>a. The College has ‘teach-out plans’ when programs of study are cancelled which ensures that no student be academically/instructionally stranded.</p> <p>b. Students are offered alternative courses when a course is cancelled.</p> <p>c. The College has policies in place that provide students, with extenuating circumstances, support and guidance to withdraw from classes and/or complete courses.</p> <p>d. Prior learning and/or competency assessments are available to students.</p> <p>e. The College provides a wide variety of instructional modalities for students,</p>	<p>a. On 3/10/2025, the Provost and VP of Teaching, Learning, and Student Success confirmed that students in any discontinued degree or certificate programs are offered a teach out plan per Academic Standards Policy and Procedures section V.J.8.</p> <p>b. On 3/10/2025, the Provost and VP of Teaching, Learning, and Student Success confirmed that when courses are cancelled or modalities are changed, students receive a course cancellation or change notice, which provides suitable course alternatives.</p> <p>c. On 3/10/2025, the Provost and VP of Teaching, Learning, and Student Success confirmed that the College has a Student Withdraw Policy that includes guidelines and support for withdrawing, or requesting a short-term leave of absence, due to extenuating circumstances.</p> <p>d. On 3/10/2025, the Provost and VP of Teaching, Learning, and Student Success confirmed that the College’s Prior Learning procedures allow student’s work experiences, workplace training, professional licensure and certifications, military training and service, life experiences, competency assessment, and volunteering and/or community service activities to be evaluated for prior learning credits.</p> <p>e. On 3/10/2025, the Provost and VP of Teaching, Learning, and Student Success confirmed that courses are</p>

5. Permit activities, circumstances, or decisions that jeopardize the ability of students to enroll in and complete available courses, programs, or assessments, or to obtain the instructional hours required to complete their program of study.

INTERPRETATION:

EVIDENCE:

including in-person, online, hybrid options.

available to students in the following modalities (approximate percent of each in Fall 2023): in-person (59%), online (29%), hybrid (11%), and hyflex (can attend in-person or online, <1%).

This interpretation is reasonable because it provides options consistent with peer institutions for students on those occasions where learning may be disrupted and is consistent with Maryland Higher Education Commission (MHEC) requirements to provide teach out plans when discontinuing degree and certificate programs.