



Frederick Community College

2024-25 Self-Study Design

Last Revised: 01/24/2024

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Institutional Overview

Mission and Vision for the College

The [mission](#) of Frederick Community College (*FCC* or *the College*) is:

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.

The core values of the College describe the ways in which we approach our work:

- **Excellence:** Providing educational experiences and programming that reflect high academic standards, quality instruction, and exemplary student support.
- **Learning:** Engaging all learners in critical and creative thinking, problem solving, and the lifelong pursuit of knowledge and skills.
- **Diversity:** Being culturally conscious and inclusive by embracing the visible and invisible human differences that affect the learning and success of students, faculty, staff, administrators, and members of the community.
- **Innovation:** Encouraging creative thinking, technological solutions, and alternative approaches to advance learning and student success.
- **Community:** Responding to the needs of Frederick County with accessible, affordable education while encouraging engagement, communication, and collaboration within and beyond the College.
- **Integrity:** Applying fair and ethical standards in all policies, procedures, and practices.

The vision of the College describes what we aspire to do as an institution. Our vision as a college is to transform individuals and communities through learning. This is evident in our history of providing an affordable, quality education for students in Frederick County, since 1957.

Strategic Planning

FCC is guided by a five-year strategic plan, [FCC Forward, 2020-2025](#) that promotes, nurtures, and supports the mission, vision, and the core values of the College. The strategic plan has four goals, each intentionally aligned with specific MSCHE Standards.

- Goal 1: Model educational excellence by designing and delivering student learning experiences, pathways, and programs that increase student access, success, and completion (MSCHE Standards III and V)
- Goal 2: Support the student learning experience through data-informed enrollment management, responsive programming, and efficient systems (MSCHE Standard IV)
- Goal 3: Lead the College with excellence, transparency, and accountability (MSCHE Standards II, VII, and VI)
- Goal 4: Ensure the fiscal stability and sustainability of the College (MSCHE Standards II, VII, and VI)

In addition to FCC Forward, the College annually develops specific annual priorities to guide the fiscal year's activities. The Fiscal Year (FY) 2023-24 Annual Strategic Priorities are aligned with specific Goals of FCC Forward 2020-2025 and yield measurable outcomes by directing budgeted resources and attention to efforts that the College has prioritized. The Annual Strategic Priorities for both FY 2023 and FY 2024 were adopted as follows:

- Model educational excellence by designing and delivering student learning experiences, pathways, and programs that increase student access, success, and completion.
- Support the student learning experience through data-informed enrollment management, responsive programming, and efficient systems.
- Lead the College with excellence, transparency, and accountability.
- Ensure the fiscal stability and sustainability of the College.

A Brief History of the College

FCC is a comprehensive, public, associate degree-granting institution serving Frederick County, Maryland, accredited by the Middle States Commission on Higher Education (MSCHE). FCC is distinguished by its quality and affordability, making it attainable and valuable for local students.

In 1957, the College was founded as an evening school to support the Frederick County community. FCC was among the first four of the current 16 community colleges in Maryland. The College had 77 students enrolled in the first classes held at Frederick High School. Nine students comprised the first graduating class of the College in 1959.

FCC moved to its second location on North Market Street in downtown Frederick in 1966, expanding programs to include day and evening classes. Meanwhile, continued growth and the need for a larger facility prompted a parallel search for a permanent home. County officials bought the Maude L. Thomas farm on Opossumtown Pike, and FCC employees helped move the College to its current location in 1970.

FCC or the College received its initial accreditation in 1971. The College subsequently was reaccredited in 1986, 1996, 2006, and 2016.

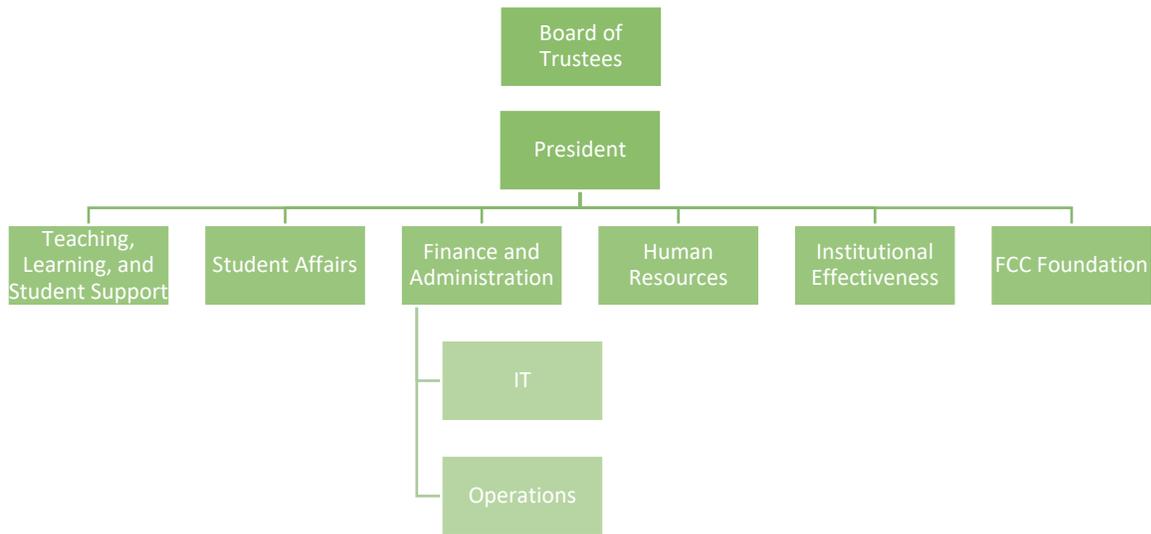
Today, FCC is a comprehensive community college that serves the citizens of Frederick County and Maryland. The College is an accredited, public, two-year, open-admission institution. FCC is governed by a seven-member [Board of Trustees](#), with additional regulation from the Maryland Higher Education Commission (MHEC).

Organizational Structure

The Board derives its authority from Education Article, Division III- HIGHER EDUCATION, Title 16- COMMUNITY COLLEGES, Subtitle 1 – Organization and Government, and the Annotated Code of the Public General Laws of Maryland as amended. The Board is responsible to the people of the County and State for developing the policies governing the general conduct of the affairs of the College in accordance with Education Article, Title 16, which provides the

legal basis for the control and administration of Maryland’s community colleges. The Board, as the final institutional authority, has the responsibility to ensure the College's integrity, develop and periodically evaluate policies and procedures for the College, and entrust the administration of those policies to the President. The control over the College by the Board is not by individual members, but through a majority vote whereby rules, regulations, and policies are adopted. The members of the Board have the legal authority to act only when the Board is in formal session and when a quorum is present. A majority of the total Board membership represents a quorum.

The President of the College reports directly to the Board of Trustees. President Annesa Payne Cheek serves as the College’s 11th president. In addition to the Office of the President, the College is organized into distinct teams as illustrated in the chart below.



Each team is headed by a leader who manages the affairs of their designated team. These individuals form the Senior Leadership of the College, serving as members of the President’s Senior Leadership Team (SLT), which includes the President; Provost and Vice President of Teaching, Learning, and Student Success (TLSS); the Vice President for Student Affairs, the Vice President for Finance and Administration (overseeing finance, IT, and Operations); the Vice President for Talent and Culture; and the Special Assistant to the President for Institutional Effectiveness.

Employee Advocacy Groups

In addition to the teams named on the organizational chart, the College has several internally organized affinity groups representing and advocating for their members. These affinity group leaders are intended to represent the collective interests of their groups, including but not limited to compensation, professional development, benefits, terms of employment, professional advancement, work schedules, working conditions, and other conditions of employment.

The Affinity Groups include:

- Administrative Staff Association (ASA)
- Faculty Association (FA)
- Support Staff Association (SSA)

In addition to the Affinity groups, the College has elected representatives to the College Senate. The Senate provides a framework of internal decision-making within which all College community members can participate. The Senate, which recognizes the final authority of the Board of Trustees in matters of internal decision-making of the College, is guided by the twin principles of participatory internal decision-making and functional representation. All students, regular employees (except the President), faculty, and adjuncts are represented in the Senate. Senate representation is by team or by the Student Government Association. The major matters of business are defined by the Senate Constitution.

FCC Campus

The current location of the main campus began with just five buildings and has grown to eighteen buildings by 2023, totaling almost 430,000 square feet. In addition, the College has a 55,000-square-foot building, the Monroe Center, which is home to our Hospitality, Culinary & Tourism Institute, as well as construction, engineering, business, technology, and non-credit healthcare training programs.

In recent years, the College has revamped its Library facilities into a modern Learning Commons, and expanded its Science, Technology, Engineering, and Math (STEM) laboratories and classrooms. In addition, Jefferson Hall was remodeled to serve students better as they register, inquire about financial aid, or meet with advisors. The Monroe Center has been renovated to better serve the workforce development needs of our community and is now collocated with Frederick County Workforce Services. Completed in 2022, the Linganore Hall renovation updated and improved the Health Science spaces to reflect today's clinical environment, enhanced the Testing Center, and provided collaborative student learning areas. Additionally, the project transitioned the current technology hub room, which had outgrown its current space and was in critical need of renovation and expansion into a 21st-century data center. Further renovations of the Student Center in 2023 allowed for additional space for dual enrollment students to study on campus. Approximately 545 square feet of the Student Center was renovated in the summer of 2023 to expand usable space for Early College students and staff and to improve the functionality of the space by designating a dedicated quiet study space for students, a dedicated AV-equipped meeting room, and two additional offices. The Early College expansion utilized the space being vacated by the ASL/Interpreting program, which is relocating to dedicated space elsewhere in the Student Center. Approximately 878 square feet of minor interior renovations occurred in the summer of 2023 to the recently relocated ASL Classroom and Lab. Renovations included reorienting the classroom layout and teaching wall to improve the functionality of the space and to better align with the programmatic needs of the ASL/Interpreting program.

Programs of Study

FCC offers Associate Degrees (Associate of Arts, Associate of Applied Science, Associate of Arts in Teaching, and Associate of Science), Certificates, Letters of Recognition, Digital Badges, Workforce Training Certificates, and continuing education options. In the 2023-24 fiscal year (FY), FCC had 55 active degree programs and areas of concentration options, 39 certificates and letter of recognition options, and 51 different subject areas in continuing education and workforce development (CEWD). Additionally, in FY 2022-23, there were 1,203 CEWD courses offered, and 2,448 credit courses.

In FY 2023, 14,190 students of all ages, backgrounds, and aspirations took credit and CEWD courses annually. CEWD is the continuing education offering of the College. FCC strives to be an academic leader nationwide, while catalyzing economic growth in our community. The College prepares students for the workforce of the future as they acquire immediate job skills, pursue degrees, or enrich their lives through lifelong learning.

The College at a Glance

FCC is a community made up of a variety of internal stakeholders including our students, faculty, and staff. These individuals embody the spirit, core values, and resolve of the College. This section provides information on our student body and our employee profile.

Students at a Glance

The College offers credit options (Associate Degree, Certificate, and Courses of Interest) and non-credit options in CEWD. The following are facts about the student profile in FY 2023. The unduplicated headcount for credit and CEWD students was 14,190. Of these students the total unduplicated headcount of students who took:

- Credit-only was 8,126
- CEWD-only was 5,660
- Credit and CEWD combination were 404
- In credit courses, 5,827 students were non-dual enrolled; the total dual-enrolled headcount was 2,703.
- The top areas of study by enrollment:
 - CREDIT CLUSTER AREAS (non-dual enrolled): 1) STEM and STEM Technology, 2) Healthcare 3) Business, 4) Arts and Humanities, and 5) Social Sciences.
 - CEWD CONTENT AREA: 1) Learning in Retirement 2) Basic ESL, 3) Kids on Campus, 4) Contract Training, and 5) Adult Basic Education.

Enrollment Trends.

The College offers courses across two main areas including credit and CEWD courses.

Credit Enrollment.

The unduplicated credit headcount for the student population for Fall 2023 was 6,796. This is +17.0% from the same time in Fall 2022, which had a total of 5,811 students and an increase of 10.9% compared to Fall 2019, which had a total of 6,129 students.

The Fall 2023 semester had 2,361 dual enrolled students (34.7% of the total population) across multiple categories that allow students in high school to study at FCC prior to completing their high school diploma. Dual enrolled students made up 1,436 in Fall 2019 and 1,837 in Fall 2022. The Fall 2022 profile showed a 64.4% increase over the past 5 years, and 28.5% above the same time in Fall 2022. More specific enrollment details on the dual enrolled population are expanded below.

For Fall 2023 47.1% (N=2,198) of students exclusively took their courses in-person, 13.7% (933) were traditional online only, 1.3% (N=90) took structured remote only, 3.1% (N=209) took hybrid only, and 34.8% (N=2,366) of students took courses in more than one modality option.

High-school based students made up 29.0% of the student population (N=1,970) and take courses on campus at their high schools, never physically coming to FCC for courses. Students who are Early College (EC) or Open Campus (OPN) come to campus for their courses. There were 391 combined Open Campus and Early College students equating to 5.8% of the total enrollment. Of these students, 37.6% (147) of students exclusively took their courses in-person, 21.2% (83) were traditional online only, 2.6% (10) took structured remote only, 1.5% (6) took hybrid only, and 37.1% (145) of students took courses in multiple options.

Of note is that traditional online, structured remote, and HS-based students do not attend campus in-person. This has implications for the use of physical space on campus. Overall, a total of 2,993 the total headcount did not take any classes on campus (including HS-Based students at 1,970, 933 fully online, and 90 structured remote). This means that 44.0% of students were not studying in a format that required them to come to campus.

Credit Demographics.

There was an overall 32.9% five-year increase in the makeup of Students of Color in the student headcount, including a 37.0% increase over five years among Asian students, 21.9% for Black/African Americans, 40.1% for Hispanic/Latinx population, and 42.0% for Multi-Race students. White students declined by -3.8% over the past five years, with a recovery in Fall 2023 by an increase of 37.4% from Fall 2022 to Fall 2023. Hispanic/Latinx students have shown a considerable increase over the past five years, with each year showing positive gains in headcount.

FCC additionally continues to be a space for females to gain a post-secondary education with 55.8% of the total credit population identifying as female. Comparing students of color (including Asian, Black or African American, Hispanic/Latinx, Native American or Alaska Native, Native Hawaiian or Other Pacific Islanders, and Multi-race students; excluding white and foreign or non-resident aliens) to white students shows disparities among different gender identities. In Fall 2023, there were 1,697 female students of color (making up 46.4% of the female population) compared to 1,963 white females (53.6%); there was a +20.4% increase in

female students of color compared to the same time last fall. There were 1,245 male students of color (making up 38.4% of the male population) and 1,680 white males; there was a +23.3% increase in male students of color compared to Fall 2022. Non-binary students were a smaller proportion of the overall student population (just over 1%), but there were 25 non-binary students of color (34.2% of the entire non-binary population) and 48 white non-binary students (35.8%); there was a +212.5% increase in non-binary students of color (8 students in Fall 2022 and 25 in Fall 2023). While there were gains in the overall students of color population, the proportion of female students of color were higher among females (46.4%) compared to male students of color (38.4%) compared to all males and non-binary.

The overall profile, combining dual enrolled and non-dual enrolled students, showed increases for all age groups from Fall 2022 to Fall 2023, including gains in both the dual and non-dual populations across all age categories. However, looking at the data over the past five years for non-dual enrolled students, there was a 17.1% increase among students 17 or less, -4.1% among the 18-21 year old category, -7.7% for 22-29 year olds, -8.9% for 30-39 year olds, 4.1% for 40-49 year olds, -36.4% for 50-59 year olds, and the data was unchanged for the 60 and older age group. The decline in the 50-59 year old group is notable.

Continuing Education and Workforce Development.

Title 10 of the Education Article of the Annotated Code of Maryland, Section 10-210(b)(5-6) states that the community colleges of Maryland shall (5) “provide a wide variety of continuing education programs to benefit citizens of the community,” and (6) “provide developmental and remedial education for citizens with needs in these areas.” Continuing Education and Workforce Development (CEWD) is the College offering for professional growth, adult basic education, or personal enrichment.

In Fiscal Year 2023, there were a total of 6,064 CEWD students, including those who took exclusively CEWD (5,660) and those who took some combination of CEWD and credit courses (404). Comparatively, in FY 2019, the total unduplicated headcount of students who took CEWD courses was 6,453 students including 6,110 who exclusively took CEWD courses and 343 who took some combination of CEWD and credit courses. The CEWD headcount declined significantly during the COVID-19 pandemic but has begun to rebound since FY 2023.

The FCC CEWD offerings include Workforce Development, Community Education, and Adult Education.

- **Workforce Development**: Short-term training that leads to employment, career enhancement, or identifiable occupational skills, certifications, or licensure for which academic credit is not awarded. For FY 2022, there were 2,207 registrations (duplicated headcounts) in workforce development.
- **Community Education**: Courses that provide lifelong learning opportunities for personal enrichment, artistic growth, or self-discovery for which academic credit is not awarded. For FY 2022, there were 5,464 enrollments in Community Education courses.

- **Adult Education:** Courses that provide literacy or remedial instruction designed to enhance literacy, lead to a high school equivalency, and/or remedy deficiencies in preparation for college-level work. This includes Adult Basic Education, GED preparation, other high school completion preparatory instruction, English as a Second Language (ESOL), SAT preparatory training, and other college entrance preparatory courses. These courses are not for academic credit. For FY 2022, there were 2,791 enrollments in adult education.

Additionally, the College offers contract training courses, designed for businesses or governmental agencies. In FY 2022, there were a total of 1,198 enrollments in contract training courses.

CEWD Demographics.

In Fiscal Year 2023, 38% of the students were White, 13% were Foreign or Non-Resident Aliens, 9% were Black or African American, 6% were Hispanic or Latinx, 5% were Asian, Other Ethnicities <1%, and Unknown or Not Reported was 29%. The unknown/not-reported data has decreased significantly over time as students have increasingly begun to regularly self-report this information during the online registration. The students of color (those who have reported an ethnicity other than White and for whom citizenship information was also self-reported, but excluding those in the US on a temporary status) have increased from 11% in FY 2019 to 17% in FY 22. The White population increased from 30% in FY 2019 to 37% in FY 2023, international students increased from 3% to 17%, and the unknown or not reported category decreased from 57% to 29%.

In FY 2022, the percentage of female students in CEWD was 57% (up from 56% in FY 2019), compared to 41% for males (down from 43% in FY 2019), and 2% for those identifying as non-binary (up from 1% in FY 2019).

For FY 2022, the percentage of students who were 17 or under studying in CEWD was 18% (compared to 20% in FY 2019), 18-21 year-olds made up 9% of the population (7% in FY 2019), 22-29-year-olds at 15% (14% in FY 2019), 30-39-year-olds at 16% (15% in FY 2019), 40-49-year-olds at 13% (12% in FY 2019), 50-59 year olds at 11% (11% in FY 2019), and 18% 60 or older (21% in FY 2019). The adult learners (those 25 or older) have made up most of the population in CEWD over time. In FY 2023, 66% of the population were adult learners (65% in FY 2018), while 34% were 24 or less (35% in FY 2019).

Student Achievement.

The number of degrees and certificates awarded in FY 2023 ($N=970$) increased 4% compared to FY 2022 (933). Over the past five years, there was a 2% decline in the number of graduates comparing FY 2023 to FY 2019 (987).

For the cohort of students starting in Fall 2020, the first-time, full-time, degree- and certificate-seeking students cohort who graduated in three years was 22%. The fall-to-fall retention rate for students starting in the Fall 2022 cohort was 66.7%.

FCC regularly collects data from the National Student Clearinghouse on students who have transferred to higher education institutions nationwide. Examination across semesters for the period of fall 2018 through fall 2022 showed that 7,154 students transferred to either a Maryland (approximately 62%) or an out-of-state institution (approximately 38%). Specifically, 55% ($N = 3,943$) transferred to Maryland four-year institutions, 7% ($N = 507$) transferred to Maryland two-year institutions, 36% ($n = 2,555$) transferred to out-of-state four-year institutions, and approximately 2% ($N = 149$) transferred to out-of-state two-year institutions. Approximately, 91% of FCC's transfer students moved on to a four-year educational institution.

The first-time pass rate for Registered Nursing students in FY 2021 was 86.0%, which increased one percent compared to FY 2018 (85.3%). Likewise, the first-time pass rate for students taking the Respiratory Care licensure and certification exam in FY 2021 was 73.7%, which marked an increase of 12.6% compared to FY 2018 (61.1%).

The rate of full-time career program graduates employed was 81.0%, which shows a healthy employment rate. The median income growth of 2018 career program graduates three years after graduation was \$44,552 compared to one year before graduation, which was \$22,752. The rate of growth showed a \$21,800 increase in the salary of career program graduates when they complete their programs at FCC.

The CEWD students' achievement tracking showed the percentage of students achieving at least one Adult Basic Educational (ABE) functional level was 19% in FY 2021, which declined 11%, compared to FY 2018 (30%). In addition, student achievement in at least one English as a Second Language (ESL) functional level declined -1.6% from 53% in FY 2018 to 51.4% in FY 2021 and an increase of 20.6% to 51.4% compared to last fiscal year (30.8%). Also, 53% of CEWD ESOL students completed their courses in FY 2022.

Employees at a Glance

As of Fall 2023, the College employed 1,210 individuals. Of these employees, 74% were faculty (41% adjunct faculty, 24% continuing education faculty, 9% full-time faculty, and 6% adult education faculty), 17% were administrators, and 9% were support staff. Of all employees, 34% were full-time, and 65% were part-time (94% of support staff were full-time and 96% of administrators were full-time). The average years of service for all employees was 7.5 years (11.3 years for full-time faculty, 8.4 years for support staff, 8.2 years for administrators, and 6.7 years for all other faculty).

Employee Diversity.

The overall employee profile in Fall 2023 showed employees of color made up 19% (*10% were black or African American, 4% were Asian, 5% were Hispanic or Latinx, <1% were with another race/ethnicity*), with White employees at 78%, and 3% did not have a specified race/ethnic identity. Support Staff were 35% employees of color, 18% of administrators were employees of color, 22% of full-time faculty were employees of color, and 17% of all other faculty were employees of color. Among teams (departments), the total percentage of employees of color was 34% for Operations, 43% for HR (a department with fewer than 10), 50% of the

Office of the President, 25.0% for Student Affairs, 19% for Institutional Effectiveness, 18% for TLSS, 15% of IT, and 8% for Finance.

Of all employees, 62.0% were female (19% were employees of color, and 36% were full-time) and 38.0% were male (20% were employees of color, and 31% were full-time). Among teams, the total percentage of female employees for Finance was 81%, HR was 86%, 81% of Student Affairs, 80% of the Office of the President, 62% of TLSS, 56% of Institutional Effectiveness, 38% of IT, and 25% of Operations.

Among all employees, 4% were between 20-29 years old, 19% were 30-39, 23% were 40-49, 25% were 50-59, 21% were 60-69, and 8% were 70 or over. The overall average age for all employees was 51; the average age for Administrators was 49, 50 for Support Staff, 52 for Full-Time Faculty, and 52 for all other faculty.

The average years of service across the College were 7.6 years and the maximum years of service were 46; among administrators, the average years of service were 8.1 and the maximum years of service was 34, the average for Support Staff was 8.4 and the maximum was 4, the average for full-time faculty was 11.6 years and the maximum was 46 years, and all other faculty had an average of 6.8 years of service and the maximum was 41 years.

Faculty Diversity.

Faculty are one of the most important groups at the College because they have the primary responsibility for student learning, and they are among the individuals who interact most with students in their time at the College. This section will focus on the diversity of the faculty. The faculty include Full-Time Faculty, Adjunct Faculty, Adult Education Faculty, and Continuing Education Faculty.

Among all faculty (across all faculty groups), 18% were faculty of color; 22% of Full-Time Faculty were faculty of color, 19% of adjuncts were faculty of color, 15% of Adult Education faculty were faculty of color, and 14% Continuing Education Faculty were faculty of color.

Among all faculty, 60% were female; 63% of Full-Time Faculty were female, 56% of Adjuncts were female, 77% of Adult Education Faculty were female, and 63% of Continuing Education Faculty were female.

Among all faculty, the average age was 52. For Full-Time Faculty 1.0% were 29 years old or younger, 42% were between 30-49, 55% were between 50-69, and 2% were 70 or older. Of Adjuncts, 3% were 29 years old or younger, 44% were 30-49, 44% were 50-59, and 9% were 70 or over. Among Adult Education Faculty, 4% were 29 years old or younger, 43% were 30-49, 43% were 50-69, and 10% were 70 or over. Of Continuing Education Faculty, 7% were 29 years old or younger, 32% were 30-49, 44% were 50-69, and 17% were 70 or older.

The average year of service for all faculty was 7.4 years and the maximum years of service was 46; among Full-Time Faculty, the average years of service was 11.6 and the maximum years of service was 46, the average for Adjunct Faculty was 7.3 and the maximum was 41, the average for Adult Education Faculty was 6.3 years and the maximum was 21 years, and CEWD Faculty had an average years of service at 5.8 years and a maximum at 34 years.

College Finances

The College operates on a fiscal year from July 1st to June 30th. The College defines its budgetary priorities for the fiscal year with approval from the Board of Trustees, working with Frederick County officials on final approval of the budget. Frederick County provides some funding to the College, specifically around 35% of the total revenue for the College.

Tuition and fees total around 25-30% of the total revenue for the College. The Board of Trustees approves changes to tuition and fees. The College has maintained its credit tuition and fees at the same rate for the past three fiscal years; Continuing Education course prices have increased with an increase in instructional costs.

In addition to tuition, one method of funding for the College from the state is calculated using Full-Time Equivalence (FTE), which is a measure derived from the credit loads of students. This is a value allowing the College to convert total registered credits by students into an equivalent of the number of full-time students. FTE is used to secure funding for FCC from the State through the [CADE Formula](#). It is calculated using the following means prescribed by the state of Maryland:

- **CREDIT PROGRAMS:** The total course credits enrolled are divided by 15 for the semester measure and 30 for the annual measure. FCC uses the annual measure as defined by the Maryland Higher Education Commission for state funding purposes.
- **ELIGIBLE CONTINUING EDUCATION:** The total contact hours are multiplied by 1.2, the total divided by 15, the total multiplied by the number of eligible students, and then divided by 30.

FTE is reported to the State annually, and funding for FTE is received two years later. State funding typically provides around 30% of the total revenue.

Finally, the College receives roughly 5% of its revenue from other funding means like grants and contract training.

The main priority for the College in FY 2022 was to support student learning and success with the continued impact of the COVID-19 pandemic. FCC was fiscally healthy in FY 2022 due to the support of the county, the state, student tuition, and the federal government. The FY 2022 Operating budget of \$59,732,461 represented an increase of \$7,076,081 or 13.0% from the FY 2021 budget. It is important to note that this increase follows a \$3,478,722 decrease or -6.2% in FY 2021 due to the pandemic. In keeping with the goal to keep College affordable for our students, the Board of Trustees approved a minimal increase to credit tuition for FY 2022 in February 2021. The budget included an increase of only \$1/credit for in-county tuition, which increased in-county tuition from \$128/credit to \$129/credit. County funding for FY 2022 included an additional \$1,500,000 to provide a 2% COLA increase for FCC employees. State funding included an appropriation to the College of \$13,283,579 for FY 2022, which represents a 19% increase in state aid from the FY 2021 budget.

In addition, the College continued to be supported by Federal Higher Education Emergency Relief Funds (HEERF) funds. The funds were divided into two funding streams, one for student aid and one for institutional support. In FY 2022, the College was able to award significant additional aid to eligible students using HEERF funds. Emergency Financial Aid funds from HEERF were distributed as follows:

- Between July 1, 2021 and September 30, 2021, a total of \$2,505,800 in Emergency Financial Aid grants was distributed to students.
- Between October 1, 2021 and December 31, 2021, a total of \$34,474 in Emergency Financial Aid grants was distributed to students.
- Between January 1, 2022 and March 31, 2022, a total of \$923,892.80 in Emergency Financial Aid grants was distributed to students.

This additional aid to FCC students was very helpful in giving them the resources to stay in College and meet their goals.

For HEERF Institutional Relief Funds, the College used approximately \$4,500,000 in FY 2022 to help navigate the COVID-19 Pandemic.

Diversity, Equity, Inclusion, and Belonging

FCC fosters a culture of inclusive excellence so all members of the College community may fully engage, live authentically, and flourish. In addition, FCC dedicates itself to intentional and ongoing reflection to meet the evolving needs of its surrounding communities.

Since the founding of FCC, the College has prepared an increasingly diverse student body to complete workforce preparation, transfer education, career development, and personal and career enrichment.

FCC has created a diversity, equity, and inclusion infrastructure that includes some of the following: the Office of Diversity, Equity, and Inclusion; the President's Diversity Advisory Council; MOSAIC Center; Counseling and Wellness Center, Veteran and Military Services; Disability Access Services; Racial Equity Strategic Advisory Team; Adult Education; and English as a Second Language programs. Additionally, the College offers student-centered and employee-centered programs, including those that support Faculty and Staff of Color, the LGBTQIA+ community, and immigrant students. These programs provide support and remove barriers for special populations.

As a reflection of the College's commitment to continuous improvement in diversity, equity, and inclusion, several mission critical initiatives have recently been undertaken: [The FCC Diversity, Equity, and Inclusion Strategic Plan 2019-2024](#) and [The FCC Institutional Racial Equity Plan 2021-2027](#). These strategic initiatives focus on the institutional climate and culture shifts to make FCC a place where diverse populations know they belong and thrive. As an example, in the 2022-23 academic year all credit academic programs focused on examining their program-specific student access and success data and instituting interventions to address any gender, race,

or ethnicity gaps. The College has provided funding to support administrative and faculty leadership development and necessary interventions for this initiative.

Environmental Factors

There are several environmental factors that have had an impact on the College or are expected to have an impact in the future.

Leadership Changes

President of the College.

On February 1, 2021, after seven years at FCC and 45 years in public education, Elizabeth Burmaster announced in her President's Newsletter that her retirement date would be July 31, 2021. The Board of Trustees announced that Dr. Thomas H. Powell would serve as Interim President of FCC from August 1, 2021 through June 31, 2022 while a national search was conducted to select a new president to move the College forward. On July 1, 2022, Dr. Annesa Payne Cheek was appointed as the 11th President of the College. In September 2022, the President announced the selection of a Transition Advisory Team who would support her transition to the College over the coming year.

Senior Leadership Team Vacancies During the Self-Study.

In November 2022, it was announced that Dr. Tony Hawkins, Provost and Executive Vice President for Academic Affairs, Continuing Education and Workforce Development was leaving his position. The role was replaced by Dr. Maryrose Eannace as the Interim Provost from January 3, 2023 through June 30, 2023. A national executive search was conducted, and a permanent Provost and Vice President of Teaching, Learning, and Student Success, Dr. Anne Davis, was appointed in July 2023.

Marie Billie was appointed as the Interim Vice President of Human Resources in August 2022. A permanent Vice President for talent and Culture, Bridgette Cofield, was appointed in in September 2023.

Barbara Larson was appointed as the Interim Vice President of Finance and Administration. She will maintain this role while a national executive search is conducted for the permanent replacement as the Vice President for Finance and Administration (overseeing finance, IT, and Operations).

On May 19, 2023, it was announced that Dr. Nora Clark would no longer serve in the role of Vice President of Student Affairs. On the same day, it was announced that Dr. Benita Rashaw would serve as the Interim Vice President of Student Affairs, through June 30, 2024. A formal search will begin in January 2024 for the individual to fill the permanent position.

Impact of COVID-19

Frederick Community College responded to the immediate impact of the COVID-19 pandemic by ensuring the college offered courses in three modalities: face-to-face, hybrid, and structured

remote, which focused on live virtual instruction using the latest communication technology such as Zoom. As a result of the successes and interest in these modalities, the College now offers more course modalities than ever before across multiple disciplines throughout the college. Additionally, COVID prompted the creation of a telework policy that intends to help FCC meet the changing needs of its students and employees. Finally, the college recognized the toll that COVID took on the mental health of its community and responded by increasing its investments in Counseling and Wellness Services by hiring an additional counselor and thus expanding its overall mental health services.

Changing Nature of Frederick County

Frederick County, Maryland is a county that has had significant change since 2000. This has a significant impact on planning for the College, as more efforts have been made to center diversity, equity, inclusion, and belonging into planning. The 2020-2025 Strategic Plan was the first to include a DEI focus.

The population has increased each decennial census, including a 30% increase between 1990 to 2000, a 19.5% increase from 2000 to 2010, and a 16.4% increase from 2010 to 2020, and the population is expected to increase by about 11% by 2030. By 2023, the county is the sixth most populous in all of Maryland, and is the number one in overall population growth state-wide since 2010. Frederick City is the number two largest municipality in the state. All of this points to a county that is evolving.

In 2021, the US Census Bureau estimates that the total population in Frederick County was 279,835. Comparing the current population to the 2000 census provides a picture of a more diverse county over time. As one example, the current population in Frederick County (as of 2021) had 15% who were 65 years of age or older (10% in 2000), 62% were between 18-64 (63% in 2000), and 23% were 17 or younger (27% in 2000). The county's population has grown older in comparison to the 2000 census. The population in 2021 who were individuals of color (i.e., non-white) was 31%, compared to 12% in 2000. The white population was 69% in 2021 (compared to 88% in 2000). The largest growing populations from 2000 to 2021 were Hispanic/Latinx individuals (11% in 2021 compared to 2% in 2000), Black or African American (11% in 2021 compared to 6% in 2000), and Asian (6% in 2021 compared to 2% in 2000). The foreign-born population increased from 4% in 2000 to 11% in 2020. The number of individuals who spoke a language other than English at home was 5.6% in 2000 and 14.4% in 2020. This again shows a more diverse county compared to 2000.

Further analysis shows that the population in Frederick County are more educated in 2021 compared to 2000. Individuals who were 25 or older who already possessed an associate degree or above made up 69.9% in 2021 compared to 52.2% in 2000. Individuals who had some college but no degree were 21.6% of the total population in 2021 compared to 29.4% in 2000, and individuals who were 25 or older without a high school diploma made up 8.5% of the population in 2021 compared to 18.45% in 2000.

Collective Bargaining

Approved legislation has the potential to impact the College over and beyond the period that the Self-Study will occur related to collective bargaining. First introduced in the Maryland General Assembly in 2014, a Bill legalizing collective bargaining at the state's community colleges passed in 2021 and went into effect September 1, 2022. This section outlines some specifics of how the College could be affected in the coming years.

Although the law allows certain community college employees the right to engage in collective bargaining, it does not guarantee unionization. In fact, the process to identify an "exclusive representative" is complex. The first step of which is to submit a petition to the State Higher Education Labor Relations Board ("SHELRB") seeking exclusive representation. The petition would need to be signed by at least 50% +1 of the employees that would be included in the collective bargaining unit. Once a petition has been verified, an election could be held or, if not challenged, the SHELRB could certify the petitioner as the exclusive representative for that unit. Additionally, there are several "what if" scenarios outlined in the law allowing the process to be adjusted as needed. This process could take anywhere from 3-6 months to complete and there are no guarantees employees will vote to unionize.

The law also provides specifics relating to who can engage in collective bargaining as well as what can be bargained. Colleges are limited to up to four collective bargaining units consisting of full-time faculty, part-time faculty, and non-exempt employees (2 units). Therefore, there are a number of employees that are excluded from participating in collective bargaining and/or being part of a union (e.g., supervisors). It also includes what must be negotiated (i.e., wages, hours, and other working conditions). Conversely, there are subjects that cannot be bargained and remain the purview of management (e.g., staff assignments).

To date, Frederick Community College ("FCC") has not had a petition submitted seeking exclusive representation for any of its eligible employee groups. However, there have been some informational meetings held with groups that could seek representation in the future. Given the July 1, 2023 date to begin negotiating wages, there may be an uptick in union activity on campus on or after this date.

Should a union be certified at FCC, they would have the sole right (exclusive representative) to negotiate on behalf of the employees (whether dues paying members or not) of that collective bargaining unit. There are subjects (mandatory) that must be included in negotiations: wages, hours, benefits, sick/annual leave, etc. Subjects of bargaining that cannot be negotiated (illegal) include goals of the community college, including the functions and programs of the community college, its overall budget, organizational structure, assignments of college personnel, etc.

It is important to note that certification of an exclusive representative would most likely change the role of the existing affinity groups as the union would become the collective voice of that group of employees.

Institutional Priorities to be Addressed in the Self-study

The mission of the College is as follows:

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.

The College Strategic Plan, [FCC Forward, 2020-2025](#) provides a framework for how the College operates toward achieving its mission. The FCC Forward includes four main goals and associated priorities. Below is a demonstration of how each goal aligns with the mission.

- Priority 1: Model educational excellence by designing and delivering student learning experiences, pathways, and programs that increase student access, success, and completion
 - *Alignment to the Mission: Teaching and learning are at the forefront of what the institution does. This goal focuses on ensuring that the educational programs and instruction are done with excellence.*
- Priority 2: Support the student learning experience through data-informed enrollment management, responsive programming, and efficient systems
 - *Alignment to the Mission: The mission emphasizes the importance of accessibility for all learners, and in order to do so students must be supported in and beyond the classroom. This goal ensures a continual emphasis on recruitment of a diverse student population, representative of the community, but also that they are supported throughout their time engaging with the College.*
- Priority 3: Lead the College with excellence, transparency, and accountability
 - *Alignment to the Mission: The mission includes a deliberate focus on ensuring that the College meaningfully serves, represents, and supports the entire community. The core of this goal focuses on ensuring that the College operates in a way that serves the community with processes that are transparent, representative of the community, and that include data and evidence-based practices that inform improvement efforts.*
- Priority 4: Ensure the fiscal stability and sustainability of the College
 - *Alignment to the Mission: In order to fulfill the mission, the College must be a steward of the resources provided to it by the state and county, as well as effectively manage its finances into the future. This goal focuses on ensuring that the College will be able to meet its current fiscal needs, but to also ensure that it continues to be a source of education for the entire community into the future.*

Applying the FCC Forward Strategic Goals and associated priorities helps to ensure that the Self-Study supports and aligns with the overall budgetary and strategic priorities. Each of the Goals of the Strategic Plan are aligned to specific Standards. The one Standard that underlies each of the goals is that of the mission, which serves to guide all activities of the College. The following demonstrate alignment between the specific goals of the Strategic Plan compared to the MSCHE Standards.

	Priority 1: Model educational excellence by designing and delivering student learning experiences, pathways, and programs that increase student access, success, and completion	Priority 2: Support the student learning experience through data-informed enrollment management, responsive programming, and efficient systems	Priority 3: Lead the College with excellence, transparency, and accountability	Priority 4: Ensure the fiscal stability and sustainability of the College
Standard I: Mission and Goals	X			
Standard II: Ethics and Integrity			X	X
Standard III: Design and Delivery of Student Learning Experience	X			
Standard IV: Support of the Student Experience		X		
Standard V: Educational Effectiveness Assessment	X			
Standard VI: Planning, Resources, and Institutional Improvement			X	X
Standard VII: Governance, Leadership, and Administration			X	X

The findings of the Self-Study will serve to inform the development of the next Strategic Plan, which will be implemented from 2026-2030. The goal is to apply findings from the Self-Study to then develop the next College Strategic Plan.

Intended Outcomes of the Self-Study

The following are the intended outcomes of the Self-Study:

1. Engage the College community in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the College
2. Demonstrate how the institution currently meets the Commission’s Standards for Accreditation and Requirements of Affiliation through the Self-Study
3. Demonstrate a data informed culture which focuses on institutional effectiveness and innovation in the attainment of the College mission and institutional priorities
4. Demonstrate a culture of diversity, equity, inclusion, and belonging is present at all levels of the College

Self-Study Approach

Frederick Community College is employing a standards-based approach for the self-study. The results of the 2024-25 Self-Study is intended to inform the development of the 2026-2030 Strategic Plan. For this reason, the College has elected to do a standards-based approach because of the comprehensive nature of the review. Applying a standards-based review, the Self-Study is organized around the MSCHE standards for accreditation, with one Work Group assigned to each of the seven standards.

Organizational Structure of the Steering Committee and Work Groups

In the fall of 2022, a scan of individuals across the College was conducted to identify potential individuals who could support the Self-Study, with an emphasis on a breadth of perspectives, expertise in the operations of the College, and the potential ability to serve in support of the Self-Study. This scan was conducted independent of employees' level of expertise with accreditation or years of service. It was also conducted to ensure that a variety of individuals from faculty to administrative and support staff could be involved in the process. The goal was to identify individuals who would best support the Self-Study throughout the multi-year process.

Charge of the Self-Study Co-Chairs

The College has selected two individuals to serve as Co-Chairs of the Self-Study. Their collective responsibilities are to:

1. Establish basic structures for the Self-Study.
2. Facilitate transparent, collaborative, and inclusive self-study process.
3. Organize and lead Steering Committee meetings and cross-institution coordination and communication about the Self-Study process and institutional accreditation.
4. Support all Steering Committee members in accomplishing their charges.
5. Ensure the Self-Study process meets all milestones on established timeline.
6. Edit and synthesize Work Group reports and other documents to create a coherent self-study design and Self-Study report that authentically represents input from institutional stakeholders.
7. Serve as liaisons between the Steering Committee, institutional leaders, stakeholders and representatives of the Middle States Commission on Higher Education (MSCHE) and manage all Self-Study related submissions to the MSCHE portal.
8. Coordinate all visits associated with the Self-Study process.
9. Prepare the campus community for the reaccreditation team's visit by leading the development and implementation of the steering committee's communication plan.
10. Assist the President in producing responses to the Evaluation Team Report.
11. Help identify institutional gaps of process or policy and work collaboratively with institutional stakeholders to reduce exposure and improve effectiveness.

Upon formal appointment by the College President, the two Co-Chairs invited individuals to participate in the Steering Committee, taking into account the initial scan that occurred prior to their appointment, as well as ensuring that there was representation from across the College.

Organization of the Steering Committee

Steering Committee Members support the overall work of the Self-Study. In the formation of the Steering Committee, the Co-Chairs sought individuals who had;

- Familiarity with the College mission, strategic goals and priorities, and the operations of the College;
- A commitment to the Self-Study process and evaluating the institutional priorities;
- A commitment to ensuring that the Self-Study is conducted in a rigorous manner that demonstrates, through evidence, the compliance of the College with the MSCHE Standards and Requirements of Affiliation;
- Broad institutional knowledge, perspectives, and experience; and
- Representation among a variety of individuals, roles, and responsibilities, composed sufficiently of a combination of staff and faculty.

The Committee is composed of two Co-Chairs of the Self-Study, Chairs of the Work Groups, and other individuals deemed necessary to the development of the final Self-Study.

The following are members of the Steering Committee:

Name and Role on the Steering Committee	Job Title/Role at FCC
Frederick Cope, Co-Chair	Assistant Professor of English
Kevin Martin, Co-Chair	Senior Researcher for Institutional Effectiveness
Colleen McKnight, Steering Committee and Archivist	Director, Library Services
Gerald Boyd, ALO	Special Assistant to the President for IE, ALO
Molly Carlson, Steering Committee	AVP, CEWD
Gohar Farahani, Steering Committee	Executive Director, Planning and IE
Brian Stipelman, Steering Committee	AVP, Dean of Liberal Arts
Karen Place, Steering Committee and Chair Work Group 1	Capital Project Planner, Capital Planning and Project Management
Diana Oliver, Steering Committee and Chair Work Group 2	Human Resources Manager
Julie Horton, Steering Committee and Chair Work Group 3	Education Program Coordinator
Nichole Pollard, Steering Committee and Chair Work Group 4	Interim Associate Vice President for Student Success
Sandy McCombe-Waller, Steering Committee and Chair Work Group 5	Associate Vice President, Dean Health/Business/Science/Technology
Jane Beatty, Steering Committee and Chair Work Group 6	Executive Director for Student Finance/Bursar
Karen Wilson, Steering Committee and Chair Work Group 7	Department Chair, Computing & Business Technology; Assistant Professor, Business Studies

Note: The Steering Committee has a commitment to focus on diversity, equity, inclusion, and belonging. As such, once the College appoints the permanent person into the capacity of the head of the College-wide diversity, equity, and inclusion initiatives, they will be invited to serve on the Steering Committee.

Charge of the Steering Committee

The Self Study Steering Committee is the body that ensures that the self-study is conducted in a rigorous manner that is inclusive, in-depth, and works toward achieving the intended outcomes of the self-study process. The Steering Committee is tasked with the following responsibilities:

- Designate a strategy for the Self-Study.
- Along with the leadership of the College, define 3-4 institutional priorities to be addressed in the Self-Study.
- Develop and finalize the Self-Study Design.
- Ensure that Work Groups have sufficient representation from across the College to ensure a representative and diverse set of ideas and perspectives.
- Ensure that evidence is collected to assist Work Groups in the development of their Interim Reports and that areas of strength and weakness are identified in relation to the achievement of the College mission.
- Develop and implement a Communication Plan and strategies for ensuring that stakeholders understand the process and the progress being made on the Self-Study.
- Develop a timeline and monitor the progress of the Self-Study.
- Review and edit Interim Reports from the Work Groups used to write the final Self-Study Report.
- Complete the collection of evidence and analysis for the Requirements of Affiliation
- Identify the most salient areas for institutional improvement and innovation found during the Self-Study process.
- Ensure that there is an institution-wide review of the Self-Study Report.
- Develop the final Self-Study Report.
- Oversee arrangements for the Evaluation Team visit.
- Assist the President in producing responses to the Evaluation Team Report.

Liaisons to the Work Groups

To help with streamlining communication and support directly to Work Groups as they progress through Phase II, the Co-Chairs instituted a liaison model whereby the Co-Chairs and the Archivist support specific Work Groups. The Co-Chairs and the Archivist meet periodically to discuss issues that occur within the Work Groups, and strategize on potential ways to mitigate concerns or build synergies wherever possible. The goal is to ensure that Work Groups have a specific and consistent person to help support them throughout the remainder of the process.

- Work Group I: Kevin Martin
- Work Group II: Colleen McKnight
- Work Group III: Frederick Cope
- Work Group IV: Kevin Martin
- Work Group V: Kevin Martin

- Work Group VI: Colleen McKnight
- Work Group VII: Frederick Cope

Charge of the Work Groups

There are seven workgroups of the Steering Committee, each aligned with a specific Standard. The Work Groups are the principal means of identifying compliance with the MSCHE standards and documenting their evidence. The Work Groups are led by a Chair and Vice Chair.

While each Work Group can define how it distributes work and roles, the following is the overarching framework outlined by the Steering Committee:

- **Chair:** The Chair is responsible for reporting the progress made within the Work Group to the Steering Committee and must be intimately involved in the overall process in order to do so.
- **Vice-Chair:** The Vice Chair of the Work Group is responsible for coordinating and facilitating the work of the Work Group.
- **Members:** Members will work between meetings to achieve the action items defined within the meetings of the Work Group. The selection of members within Work Groups is intentionally representative of a broad range of institutional perspectives. Members are elicited through a volunteer form and from recommendations/nominations from the College in order to bring representative voices and ideas to the Self-Study.

The Work Groups are principally responsible for identifying and collecting evidence (documents, data, reports, processes, information, observation, etc.) that demonstrates compliance with their assigned standard. The goal is to identify evidence of compliance with the standards, that what is being collected is being used, and the extent to which the use is being directed toward institutional improvement. The goals of the Work Groups are to:

- Identify, collect, and describe evidence demonstrating the extent to which the specific standard is being met
- Identify gaps in evidence or where the standard is under or un-supported
- Analyze the evidence to demonstrate if the standard is sufficiently met, that it is regularly collected and used in practice, and is being used to support institutional effectiveness
- Develop Interim Reports on the designated standard for the Steering Committee
- Provide recommendations on areas of opportunity for institutional effectiveness
- Promote the Self-Study process to the College community

Work Groups will:

- Hold regular meetings consistent with the timeframe of the Self-Study and scope of the standard
- Provide meeting minutes for all meetings that occur for the Work Group
- Submit Interim Reports on time
- Create a general timeline and set milestone deadlines to achieve Work Group goals

- Request resources from the Steering Committee
 - If time is a factor, directly reach out to the co-chairs to gain access to needed resources
- Regularly maintain the common Work Group SharePoint site up to date and accessible to all Work Group members and the Steering Committee
- Consult Steering Committee and/or Co-Chairs before deploying any campus-wide surveys
- Assist the President in producing responses to the Evaluation Team Report.

The Role of Students in the Self-Study

Students will be invited to participate in the Self-Study in a variety of means including potential (voluntary) participation in Work Groups, in any focus groups or surveys conducted throughout the Self-Study Process, and in regular campus updates. The voices of students are important, and the goal is to ensure that they are informed about the work of the Self-Study as well as given opportunities to participate.

The Role of the Board of Trustees in the Self-Study

FCC’s Board of Trustees will be intentionally involved throughout the Self-Study process through regular updates and opportunities for feedback and on-going discussions about the process and the progress of the Steering Committee. Regular updates to the Board of Trustees are intended via participation by the Co-Chairs of the Self-Study in regularly scheduled Board of Trustees meetings.

Recommendations from the 2016 Team Report

In 2016, the College concluded its last Self-Study and it was determined that “based on the review of the self-study, institutional documents, and interviews, the team affirms that Frederick Community College continues to meet the eligibility requirements established by the Middle States Commission.” Likewise, “based on the review of the self-study, institutional documents and interviews, the team affirms that Frederick Community College’s default rate is within federal limits and that the College meets all other federal requirements.” The Team Report included twenty-two recommendations as outlined below. The Standards at the time of review in 2016 were different than those employed during the 2024-25 Self-Study. Notations next to each recommendation reflect the alignment of the recommendation to the 13th edition of the standards (employed in this Self-Study). These recommendations will be reviewed by their corresponding Work Group, and an update will be provided on each recommendation.

1. The College will strengthen the alignment between budget development and resource prioritization with the Strategic Goals and Annual Priorities to create a more synchronized flow through various levels of goal setting and resource allocation. (Standard VI)

2. The College will complete the comprehensive review of all Board policies and continue with the established on-going cycle of review and updating. (Standard VII)
3. The College will develop and implement a periodic assessment of the governance structure that includes both qualitative and quantitative data collection. (Standard VII)
4. The College will strengthen employee leadership development programs to increase internal promotion and advance succession planning efforts that support long-term leadership stability for the institution at all levels. (Standard II, Standard VII)
5. The FCC community, at all levels, should be empowered to foster continuous institutional performance. (Standard I, Standard II, Standard IV, Standard VI, Standard VII)
6. The College will formally assess the effectiveness of the new administrative structure. (Standard VII)
7. The team concurs with the self-study recommendation that the College will create and update the employee, faculty, adjunct and student handbooks. (Standard VII)
8. The team concurs with the self-study recommendation that the College will begin the second cycle of academic program review and implement a systematic review process for evaluating non-academic areas of the College. (Standard V)
9. The College will streamline a documented, organized, assessment process to evaluate and improve the total range of programs and services; achievement of institutional mission, goals, and plans; and compliance with accreditation standards that is related to the work of the assessed areas and of sufficient simplicity, practicality, detail, and ownership to be meaningful and sustainable. (Standard I, Standard II, Standard IV, Standard VI, Standard VII)
10. The College will streamline a documented and organized, assessment process to evaluate and improve the total range of programs, courses, and services; achievement of institutional mission, goals, and plans; and compliance with accreditation standards that is related to the work of the assessed areas and of sufficient simplicity, practicality, detail, and ownership to be meaningful and sustainable. (Standard III, Standard V)
11. The College will develop an Enrollment Management Plan, including student retention and marketing, to further engage recruited, continuing, and returning students and ensure long-term organizational sustainability. (Standard IV)
12. The team concurs with the self-study recommendation that the College will redesign the full-time faculty promotion and evaluation processes. (Standard II)
13. The team concurs with the self-study recommendation that the College will expand assessment activities to further evaluate FCC's general education goals. (Standard III)
14. The team concurs with the self-study recommendation that the College will provide professional development for faculty regarding emerging issues (e.g., persistence, completion, achievement gap). (Standard III)
15. The team concurs with the self-study recommendation that the College will assess current academic program viability and develop a five-year plan for program and certificate creation which is responsive to career and transfer opportunities for employment. (Standard V)

16. The team concurs with the self-study recommendation that the College will review the current designations of 100 and 200-level courses to ensure that the rigor and course outcomes are appropriately assigned. (Standard III, Standard V)
17. The team concurs with the self-study recommendation that the College will expand assessment activities to further evaluate the College General Education goals. (Standard V)
18. The team concurs with the self-study recommendation that the College will review interdisciplinary and emerging issues courses every three years for relevancy and currency. (Standard III)
19. The team concurs with the self-study recommendation that the College will increase adjunct faculty participation in course-level assessment. (Standard III, Standard V)
20. The College will expand the assessment of student learning beyond the assessment of General Education outcomes to include assessment of course objectives and program outcomes and include the use of results in the five-year Academic Program Review. (Standard III, Standard V)
21. The Team recommends FCC acquire and implement an assessment software package. (Standard III, Standard V)

Lines of Inquiry

Work Groups are tasked with developing lines of inquiry to assist with vetting the extent to which a standard is being met, and to assist in helping to focus the work of the Work Group. Work Groups are provided with a set of potential lines of inquiry as they begin their work. They can choose to add or modify these potential lines of inquiry as they go.

Work Groups are encouraged to collaborate on the collection of evidence with other Work Groups that have some overlap in their scope. When the Steering Committee meets, discussions occur around potential bottlenecks or overlapping topics/concepts that might exist between Work Groups. This is an intentional focus of the Steering Committee to assist Work Groups with finding potential alignment with other Work Groups.

Work Group 1 Lines of Inquiry

Workgroup 1 is principally tasked with Standard I: Mission and Goals:

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

The following are potential lines of inquiry around this Standard:

- How are the mission and strategic goals/priorities developed, implemented, and assessed? To what extent is there alignment across the mission and strategic goals/priorities and planning? To what extent are they realistic and appropriate for a higher education institution?

- What measures are in place to determine if the College is achieving its mission? What processes are used to periodically assess the mission and strategic goals/priorities? What evidence demonstrates that the mission guides decision-making at the College?
- To what extent is the mission understood by the internal College community and external stakeholders? How effective is the College at communicating and publicizing the mission and strategic goals/priorities? What evidence is available that demonstrates the level of awareness internally and externally?
- Judge the extent to which the strategic goals/priorities support student learning and success, and institutional improvement. What evidence demonstrates that the goals are being acted upon in administrative, educational, and student support programs and services?
- What actions could be taken to ensure that the mission and strategic goals/priorities are at the center of everything we do at the College?
- To what extent are diversity, equity, inclusion, and belonging incorporated into the strategic planning of the College, the strategic priorities, and the mission?
- How does the College demonstrate periodic assessment around this standard in relation to institutional policies, processes, and practices? In what ways are these implemented, and how do they impact institutional effectiveness.

This Work Group may benefit from collaborating with Work Groups IV, VI, and VII.

The Work Group will also provide an update on the following recommendations from the 2016 Team Report that align with this Standard:

- The College will streamline a documented, organized, assessment process to evaluate and improve the total range of programs and services; achievement of institutional mission, goals, and plans; and compliance with accreditation standards that is related to the work of the assessed areas and of sufficient simplicity, practicality, detail, and ownership to be meaningful and sustainable. (Standard I, Standard II, Standard IV, Standard VI, Standard VII)
- The FCC community, at all levels, should be empowered to foster continuous institutional performance. (Standard I, Standard II, Standard IV, Standard VI, Standard VII)

In addition, this Work Group will be responsible for the following Requirements of Affiliation

- Requirement of Affiliation 1: The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both. Authorization or licensure is from an appropriate governmental organization or agency within the Middle States region (Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands), as well as by other agencies as required by each of the jurisdictions, regions, or countries in which the institution operates.
- Requirement of Affiliation 7: The institution has a statement of mission and goals, approved by its governing body that defines its purpose within the context of higher education.

Work Group 2 Lines of Inquiry

Workgroup 2 is principally tasked with Standard II: Ethics and Integrity:

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

The following are potential lines of inquiry around this Standard:

- To what extent does the institution ensure fair and ethical standards in its policies, procedures, and practices? To what extent does the College demonstrate a commitment to academic freedom, intellectual freedom, freedom of expression, respect for intellectual property rights, and avoidance of conflicts of interest?
- In what ways does the College exhibit evidence of a commitment to diversity, equity, inclusion, and belonging? How are these incorporated into practices and policies and procedures of the college? How does the College demonstrate respect and appreciation for individuals with diverse personal and professional backgrounds, ideas, and perspectives? To what extent does the College foster an environment of inclusion and respect for diversity among students, faculty, and staff?
- How effectively does the institution address, investigate, and redress grievances submitted by students, staff, faculty, and external stakeholders, and how are these processes communicated to all constituents?
- How does the institution ensure accurate and honest communication with all internal and external constituents and what processes does the College employ to ensure the accuracy and transparency of communications? How does the College provide information on its accreditation status?
- How effective are the policies and procedures related to assuring fair and impartial hiring, evaluation, promotion, discipline, and separation of employees?
- How does the College demonstrate periodic assessment around this standard in relation to institutional policies, processes, and practices? In what ways are these implemented, and how do they impact institutional effectiveness?

This Work Group may benefit from collaborating with Work Groups I and VII.

The Work Group will also provide an update on the following recommendations from the 2016 Team Report that align with this Standard:

- The FCC community, at all levels, should be empowered to foster continuous institutional performance. (Standard I, Standard II, Standard IV, Standard VI, Standard VII)
- The College will streamline a documented, organized, assessment process to evaluate and improve the total range of programs and services; achievement of institutional mission, goals, and plans; and compliance with accreditation standards that is related to the work of the assessed areas and of sufficient simplicity, practicality, detail, and ownership to be

meaningful and sustainable. (Standard I, Standard II, Standard IV, Standard VI, Standard VII)

- The team concurs with the self-study recommendation that the College will redesign the full-time faculty promotion and evaluation processes. (Standard II)

In addition, this Work Group will be responsible for the following Requirements of Affiliation

- Requirement of Affiliation 6: The institution complies with applicable Commission, interregional, and inter-institutional policies. These policies can be viewed on the Commission website, www.msche.org.

Work Group 3 Lines of Inquiry

Workgroup 3 is principally tasked with Standard III: Design and Delivery of Student Learning Experience:

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

The following are potential lines of inquiry around this Standard:

- How are programs and courses designed at the College? How does the College determine whether or not credentials meet the length (including number of credits, number of courses, and amount of work) appropriate for the objectives of the credential, and that they are designed in a manner that fosters and promotes an effective learning experience? How does the College ensure that these programs prepare students for their future academic or career success? How does the College ensure that current or new programs align with the mission of the institution?
- How does the College ensure that student learning experiences possess the necessary rigor across modalities, credential levels, and enrollment types? How does the curriculum support student learning and prepare them for achievement? How does the College define success of its students?
- How does the College ensure that faculty are hired with the necessary qualifications and experience to teach and assess in the discipline? Are the number of faculty sufficient for the student population and the program content?
- What processes does the institution employ to encourage, recognize, value, and evaluate faculty efforts to assess student learning and to improve their teaching? How successful are these processes? What types of professional learning opportunities and/or resources are provided to faculty to help promote learning and innovative teaching practices?
- What are the perceptions of students related to their learning experience?
- What impact has COVID had on the design and delivery student experience at FCC?
- How does the College accurately communicate information about its program offerings, instructional practices, student progress, student outcomes, and resources to foster student success?

- To what extent are diversity, equity, inclusion, and belonging integrated into the learning experiences?
- How does the College demonstrate periodic assessment around this standard in relation to institutional policies, processes, and practices? In what ways are these implemented, and how do they impact institutional effectiveness?

This Work Group may benefit from collaborating with Work Groups II, and V.

The Work Group will also provide an update on the following recommendations from the 2016 Team Report that align with this Standard:

- The College will streamline a documented, organized, assessment process to evaluate and improve the total range of programs, courses, and services; achievement of institutional mission, goals, and plans; and compliance with accreditation standards that is related to the work of the assessed areas and of sufficient simplicity, practicality, detail, and ownership to be meaningful and sustainable. (Standard III, Standard V)
- The team concurs with the self-study recommendation that the College will expand assessment activities to further evaluate FCC's general education goals. (Standard III)
- The team concurs with the self-study recommendation that the College will provide professional development for faculty regarding emerging issues (e.g., persistence, completion, achievement gap). (Standard III)
- The team concurs with the self-study recommendation that the College will review the current designations of 100 and 200-level courses to ensure that the rigor and course outcomes are appropriately assigned. (Standard III, Standard V)
- The team concurs with the self-study recommendation that the College will review interdisciplinary and emerging issues courses every three years for relevancy and currency. (Standard III)
- The team concurs with the self-study recommendation that the College will increase adjunct faculty participation in course-level assessment. (Standard III, Standard V)
- The College will expand the assessment of student learning beyond the assessment of General Education outcomes to include assessment of course objectives and program outcomes and include the use of results in the five-year Academic Program Review. (Standard III, Standard V)
- The Team recommends FCC acquire and implement an assessment software package. (Standard III, Standard V)

In addition, this Work Group will be responsible for the following Requirements of Affiliation

- Requirement of Affiliation 9: The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.
- Requirement of Affiliation 15: The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the

institution to assure the continuity and coherence of the institution's educational programs.

Work Group 4 Lines of Inquiry

Workgroup 4 is principally tasked with Standard IV: Support of the Student Experience:

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

The following are potential lines of inquiry around this Standard:

- How does the College assess its student support services? How are these support services integrated into a cohesive framework to promote student success? To what extent do these functional areas assess/evaluate their effectiveness in support of the student experience?
- How effectively does the College guide students throughout the student life cycle (from pre-recruitment efforts, recruitment, admission, enrollment, program placement, academic success, completion, and post-completion) across credential levels, modalities, skill levels, enrollment types, and curricular offerings? How effective is the institution in guiding students to develop realistic completion goals and encourage the utilization of appropriate support services? How do student support programs offered by the College promote student retention and completion?
- To what extent is accurate and comprehensive information regarding the cost of attendance, funding opportunities (such as scholarships, grants, loans, etc.), fiscal responsibilities, repayment options, and refunds communicated to current and prospective students and interested parties?
- How do academic and learning support services such as tutoring, academic and career counseling, co-curricular activities, and experiential learning opportunities support the achievement of student learning outcomes and promote college values?
- What processes are used to disaggregate and analyze student achievement data? How is this information used to improve outcomes for all students at the College?
- How does the College evaluate advanced academic standing for prospective and current students? How well is this information communicated to current and prospective students? How does the College ensure fair and transparent policies and procedures related to evaluation and acceptance of transfer credits, credits awarded through experience learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches?
- How effective is the College in ensuring the protection of student information and records? Are there sufficient mechanisms in place to ensure that data breaches do not occur or that they would be mitigated?

- To what extent are diversity, equity, inclusion, and belonging integrated across the student experience?
- How does the College demonstrate periodic assessment around this standard in relation to institutional policies, processes, and practices? In what ways are these implemented, and how do they impact institutional effectiveness?

This Work Group may benefit from collaborating with Work Groups I, II, III, V, and VI.

The Work Group will also provide an update on the following recommendations from the 2016 Team Report that align with this Standard:

- The FCC community, at all levels, should be empowered to foster continuous institutional performance. (Standard I, Standard II, Standard IV, Standard VI, Standard VII)
- The College will streamline a documented, organized, assessment process to evaluate and improve the total range of programs and services; achievement of institutional mission, goals, and plans; and compliance with accreditation standards that is related to the work of the assessed areas and of sufficient simplicity, practicality, detail, and ownership to be meaningful and sustainable. (Standard I, Standard II, Standard IV, Standard VI, Standard VII)
- The College will develop an Enrollment Management Plan, including student retention and marketing, to further engage recruited, continuing, and returning students and ensure long-term organizational sustainability. (Standard IV)

In addition, this Work Group will be responsible for the following Requirements of Affiliation

- Requirement of Affiliation 2: The institution is operational, with students actively enrolled in its degree programs.

Work Group 5 Lines of Inquiry

Workgroup 5 is principally tasked with Standard V: Educational Effectiveness Assessment:

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

The following are potential lines of inquiry around this Standard:

- How effectively do all academic programs and disciplines document that the curriculum helps students achieve each core learning outcome? How effectively does the institution provide students with clear information on how they are expected to achieve each PLO (Program Learning Outcome) (i.e., the ability to demonstrate knowledge required to succeed in higher education, in a career, and/or in society) and CLOs (Course Learning Outcomes) (i.e., what assignments and learning experiences will help them achieve it)?
- What routine and systematic methods are employed to assess student learning at the College? Are assessments of student learning of adequate quality, and are they effective?

How does the College disaggregate and analyze student achievement data for all student populations? Do they yield direct evidence that is clear, tangible, convincing, and purposefully relates to the PLOs, CLOs, and Core Learning Outcomes, having results that are sufficiently accurate and truthful that they can be used with confidence to make decisions? How is this information used to make changes to improve student learning? Are the achievements in core learning outcomes consistent across all learning modalities (i.e. face-to-face, structured remote, hybrid, and fully online) and student populations for the same course?

- How well are PLOs, CLOs, and Core Learning Outcomes defined and communicated to students and interested parties? How well are they integrated with one another? How well do they align with the mission of the College?
- To what extent does the College evaluate student success at the program and institutional level to include retention rates, graduation rates, transfer rates, certification or licensure rates (as applicable), and other key performance indicators? How do these results inform the academic and student support services, curriculum design, the development of faculty resources and supports, and educational programs?
- To what extent are diversity, equity, inclusion, and belonging integrated into the educational assessment practices?
- How does the College demonstrate periodic assessment around this standard in relation to institutional policies, processes, and practices? In what ways are these implemented, and how do they impact institutional effectiveness?

This Work Group may benefit from collaborating with Work Groups III, IV, and VI.

The Work Group will also provide an update on the following recommendations from the 2016 Team Report that align with this Standard:

- The team concurs with the self-study recommendation that the College will begin the second cycle of academic program review and implement a systematic review process for evaluating non-academic areas of the College. (Standard V)
- The College will streamline a documented, organized, assessment process to evaluate and improve the total range of programs, courses, and services; achievement of institutional mission, goals, and plans; and compliance with accreditation standards that is related to the work of the assessed areas and of sufficient simplicity, practicality, detail, and ownership to be meaningful and sustainable. (Standard III, Standard V)
- The team concurs with the self-study recommendation that the College will assess current academic program viability and develop a five-year plan for program and certificate creation which is responsive to career and transfer opportunities for employment. (Standard V)
- The team concurs with the self-study recommendation that the College will review the current designations of 100 and 200-level courses to ensure that the rigor and course outcomes are appropriately assigned. (Standard III, Standard V)
- The team concurs with the self-study recommendation that the College will expand assessment activities to further evaluate the College General Education goals. (Standard V)

- The team concurs with the self-study recommendation that the College will increase adjunct faculty participation in course-level assessment. (Standard III, Standard V)
- The College will expand the assessment of student learning beyond the assessment of General Education outcomes to include assessment of course objectives and program outcomes and include the use of results in the five-year Academic Program Review. (Standard III, Standard V)
- The Team recommends FCC acquire and implement an assessment software package. (Standard III, Standard V)

In addition, this Work Group will be responsible for the following Requirements of Affiliation

- Requirement of Affiliation 8: The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.

Work Group 6 Lines of Inquiry

Workgroup 6 is principally tasked with Standard VI: Planning, Resources, and Institutional Improvement:

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

The following are potential lines of inquiry around this Standard:

- How does the College develop its Strategic Plan and strategic goals? How effective is the College at assessing its progress toward meeting its Strategic Plan? How has the Strategic Plan evolved to support the effectiveness and strategic improvement of the College? How does the Strategic Plan guide the allocation of resources, budgeting, and managing institutional resources?
- How does the College ensure broad, ongoing assessment of operations through non-curricular assessment? To what extent do individual units across the College have clearly stated unit-level goals and planning? How do unit and departmental plans align with and support the overall College's strategic plan and goals? What is the level of institutional understanding and support for organizational assessment and data-informed decision-making?
- To what extent is the financial planning and budgeting process aligned with the mission of the College? How effectively are institutional resources allocated in a sustainable and efficient manner to support staffing, technology, facilities, and employee professional development needs? How are the allocation of these institutional resources tied back to institutional goals and strategic objectives? How well does the resource allocation process reflect the strategic plan and priorities using metrics to measure the effectiveness of this process?
- How are the College finances monitored to ensure that student, county, and state resources are being used in an efficient and effective way? How does the College

demonstrate documented financial resources, funding base, and plans for financial development to support its educational purposes and programs? To what extent does the institution demonstrate fiscal viability?

- How does the College ensure compliance with its program responsibilities under existing federal title IV and other state laws and regulations, including any audits of financial aid programs as required by federal and state regulations?
- How does the College ensure that its physical, technical infrastructures, and human resources meet the needs of its operations and are updated as needed? How does the College ensure that the needs of current and future academic programs can be met?
- To what extent are diversity, equity, inclusion, and belonging integrated into the institutional planning? How does the College ensure sufficient resources exist for traditionally minoritized populations?
- How does the College demonstrate periodic assessment around this standard in relation to institutional policies, processes, and practices? In what ways are these implemented, and how do they impact institutional effectiveness?

This Work Group may benefit from collaborating with Work Groups I and VII.

The Work Group will also provide an update on the following recommendations from the 2016 Team Report that align with this Standard:

- The College will strengthen the alignment between budget development and resource prioritization with the Strategic Goals and Annual Priorities to create a more synchronized flow through various levels of goal setting and resource allocation. (Standard VI)
- The FCC community, at all levels, should be empowered to foster continuous institutional performance. (Standard I, Standard II, Standard IV, Standard VI, Standard VII)
- The College will streamline a documented, organized, assessment process to evaluate and improve the total range of programs and services; achievement of institutional mission, goals, and plans; and compliance with accreditation standards that is related to the work of the assessed areas and of sufficient simplicity, practicality, detail, and ownership to be meaningful and sustainable. (Standard I, Standard II, Standard IV, Standard VI, Standard VII)

In addition, this Work Group will be responsible for the following Requirements of Affiliation

- Requirement of Affiliation 10: Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.
- Requirement of Affiliation 11: The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal

management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis.

Work Group 7 Lines of Inquiry

Workgroup 7 is principally tasked with Standard VII: Governance, Leadership, and Administration:

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

The following are potential lines of inquiry around this Standard:

- How well defined is the governance structure and how well is this system understood and communicated to various constituencies? Is the current model of governance useful and does it serve the changing needs of our students, faculty, staff, community, and the changing higher education landscape? What impact does the leadership and governance structure have on decision making? How does this governance structure support the mission of the College? How is the governance structure evaluated to ensure that the College is able to meet its strategic goals and the mission?
- Does the governance structure – affinity groups (Administrative Staff Association, Faculty Association, and Support Staff Association), Senate, Cabinet, Student Government Association, Senior Leadership Team, and Board of Trustees – allow for effective communication among faculty, staff, students, and trustees? Is the decision-making process transparent and are decisions shared effectively with the campus community? Are the roles of groups in the governance process clearly defined? Do the groups in the governance process understand their roles? How are they held accountable for their institutional responsibilities?
- How effective are the administrative structures and how does the institution assess what, if any, changes need to be made? How does the organization periodically evaluate administrative structures and how are any resulting changes communicated to faculty and staff? How do the administrative structures and services support learning? How does the institution’s administrative structures and service support accurate and timely communication between students, faculty, and staff? How does the institution ensure the effectiveness of these lines of communication?
- In what ways does the Board of Trustees provide its oversight to the College? In what ways does the Board demonstrate sufficient diversity, independence, and expertise to ensure the integrity of the College? What procedures are in place to avoid conflicts of interest? How does the Board ensure that the President of the College is able to manage the day-to-day functions of the College with autonomy? How does the Board ensure that the College makes freely available to its accreditors and the state accurate, fair, and complete information on its operations and ensures consistency in its descriptions across

all accrediting and regulatory agencies? How does the Board evaluate the President of the College? How does the Board evaluate itself?

- What structures are in place to facilitate progress in times of leadership transition? How has the College's recent transition affected its goal achievement?
- How does the College demonstrate its commitment to diversity, equity, inclusion, and belonging in its governance, leadership, and administration?
- How does the College demonstrate periodic assessment around this standard in relation to institutional policies, processes, and practices? In what ways are these implemented, and how do they impact institutional effectiveness?

This Work Group may benefit from collaborating with Work Groups II, and V.

The Work Group will also provide an update on the following recommendations from the 2016 Team Report that align with this Standard:

- The College will complete the comprehensive review of all Board policies and continue with the established on-going cycle of review and updating. (Standard VII)
- The College will develop and implement a periodic assessment of the governance structure that includes both qualitative and quantitative data collection. (Standard VII)
- The College will strengthen employee leadership development programs to increase internal promotion and advance succession planning efforts that support long-term leadership stability for the institution at all levels. (Standard VII)
- The FCC community, at all levels, should be empowered to foster continuous institutional performance. (Standard I, Standard II, Standard IV, Standard VI, Standard VII)
- The College will formally assess the effectiveness of the new administrative structure. (Standard VII)
- The team concurs with the self-study recommendation that the College will create and update the employee, faculty, adjunct and student handbooks. (Standard VII)
- The College will streamline a documented, organized, assessment process to evaluate and improve the total range of programs and services; achievement of institutional mission, goals, and plans; and compliance with accreditation standards that is related to the work of the assessed areas and of sufficient simplicity, practicality, detail, and ownership to be meaningful and sustainable. (Standard I, Standard II, Standard IV, Standard VI, Standard VII)

In addition, this Work Group will be responsible for the following Requirements of Affiliation

- Requirement of Affiliation 12: The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). The institution's governing body is responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being carried out.
- Requirement of Affiliation 13: A majority of the institution's governing body's members have no employment, family, ownership, or other personal financial interest in the

institution. The governing body adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution’s district/system or other chief executive officer shall not serve as the chair of the governing body.

- Requirement of Affiliation 14: The institution and its governing body/bodies will make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations. The governing body/bodies ensure that the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information (including levels of governing body compensation, if any) required by the Commission to carry out its accrediting responsibilities.

Strategy for Verification of Compliance with Applicable Federal Regulatory Requirements

The Co-Chairs of the Self-Study will conduct the initial scan of documents required for the verification of compliance with applicable federal regulatory requirements. This will include contacting relevant offices/teams across the College to collect required evidence. They will then compile these documents and narratives to demonstrate compliance. The Co-Chairs will regularly update the Steering Committee on progress. Drafts of this compliance documentation will be written and made to the Steering Committee on the same timelines as the Interim Reports from the Work Groups.

The following are based upon the [June 2022](#) compliance requirements:

#	Applicable Federal Regulatory Requirements	Consulting Departments
1	Student Identification Verification in Distance and Correspondence Education	• <u>Verification of Identify</u> : <i>Online Learning and Instructional Innovation</i>
		• <u>Protection of Privacy</u> : <i>Registration and Records & Information Technology</i>
		• <u>Additional Charges</u> (identity verification or travel to campus): <i>Financial Aid & Finance</i>
2	Transfer of Credit Policies and Articulation Agreements	<ul style="list-style-type: none"> • <u>Transfer Credit Policies and Alternative Learning Approaches</u>: <i>Teaching, Learning, and Student Support</i> • <u>Articulation Agreements</u>: <i>Teaching, Learning, and Student Support</i>
3	Title IV Program Responsibilities	<ul style="list-style-type: none"> • <u>Three-Year Cohort Default Rates</u>: Financial Aid • <u>Composite Scores</u>: Finance & Financial Aid • Public Institution Status: • Program Review Determination: Financial Aid • Single Audit on Federal Programs: Financial Aid • Correspondence from the USDE: Financial Aid

4	Institutional Record of Student Complaints	<ul style="list-style-type: none"> • <u>Policy on Student Complaints</u>: Student Affairs & Teaching, Learning, and Student Support • <u>Contact Information for Student Complaints</u>: Student Affairs & Teaching, Learning, and Student Support
5	Required Information for Student and the Public	<ul style="list-style-type: none"> • <u>Academic Catalog and Student Handbooks</u>: Teaching, Learning, and Student Support • <u>Students Right to Know</u>: Student Affairs • <u>Satisfactory Academic Progress</u>: Teaching, Learning, and Student Support • <u>Withdrawal</u>: Teaching, Learning, and Student Support • <u>Leave of Absence</u>: Teaching, Learning, and Student Support • <u>Attendance</u>: Teaching, Learning, and Student Support • <u>Program Completion/Licensure Requirements</u>: Teaching, Learning, and Student Support • <u>Accreditation Status</u>: Institutional Effectiveness • <u>State Licensure</u>: Institutional Effectiveness • <u>Student Outcome Accuracy</u>: Institutional Effectiveness
6	Standing with State and Other Accrediting Agencies	<ul style="list-style-type: none"> • <u>NCSARA</u>: Online Learning and Instructional Innovation • <u>Degree Granting Authority</u> (MD State Department of Education): Institutional Effectiveness • <u>Non-Compliance Reports</u>: Institutional Effectiveness • <u>Veteran Affairs Benefits</u>: Veteran Affairs • <u>Programmatic Accreditation</u>: Teaching, Learning, and Student Support
7	Written Arrangements	<ul style="list-style-type: none"> • <u>Third Party Educational Providers</u>: Teaching, Learning, and Student Support
8	Assignment of Credit Hours	<ul style="list-style-type: none"> • <u>Assignment of Credit Hours</u>: Teaching, Learning, and Student Support • <u>Course/Program Review Process</u>: Teaching, Learning, and Student Support • <u>Verification of Length of Academic Period and Compliance with Credit hours</u>: Teaching, Learning, and Student Support

Self-Study Timetable

A timetable was developed (see Appendix A) that includes three main phases:

- **Phase 1 2022-23**: Self-Study Design, Formation of the Steering Committee, formation of the Work Groups, Communication Plan Development, Self-Study Outcomes Defined, and Approval of the Self-Study Design
- **Phase 2 2023-24**: Collection of Evidence and formalization of the Evidence Inventory, Work Group Drafts and Collaboration with the Steering Committee, Draft of the Self-Study Completed

- **Phase 3: 2024-25:** Self-Study Report presented to the Campus Community, Feedback and Editing of the Report, Submission of the Report to the Evaluation Team Chair, On-site Evaluation, and Notice of Action from MSCHE

Guidelines for Reporting

The Co-Chairs will meet bi-weekly throughout the Self-Study process to discuss progress, deliverables, develop strategies to address any issues or gaps that might exist, and to help ensure that the Self-Study remains on track. The Steering Committee will meet at least monthly throughout the process in order to ensure collaboration, cross communication between Work Groups and key stakeholders, to share success and areas for improvement within the overall Self-Study process, to report on progress toward meeting the goals of the Self-Study and timeline milestones, and to ensure that everyone has the necessary professional development to make the entire process successful.

Work Groups will be formed at the end of the first-year of the Self-Study (starting in Spring 2023), and will begin regular meetings at the start of the second-year of the Self-Study (in Fall 2023). The Co-Chairs will periodically convene meetings with the Chairs of the Work Groups in order to offer professional development, ensure lines of communication are open between the Work Groups, share successes, encourage collaboration, and to assist with any issues that might hinder the work of these entities. With the support of the Steering Committee, evidence will be collected starting from the Spring of 2023, running through the summer of 2023 for evidence that might support the work of the Work Groups in determining compliance with the Standards for Accreditation and Requirements of Affiliation.

The Work Groups will provide updates on their progress via interim reports to the Steering Committee. Drafts of the interim reports will be provided monthly to the Steering Committee for review starting in September 2023, with a working draft provided by December 2023. Feedback will be provided from the Steering Committee to the Work Groups in January 2024. Second Drafts of the interim reports will be returned to the Steering Committee in March 2024, and the final draft will be provided in mid-April 2024. The results of the final drafts will identify the most salient areas for institutional improvement and innovation found during the Self-Study process. The timeline for the Work Group activities is provided in Appendix B.

Communication Plan

The Steering Committee commits to ensuring that all students, staff, faculty, and interested community members are kept aware of the Self-Study process via regular communication. One of the principal means of communication is done through the Self-Study 2024-25 website: <https://www.frederick.edu/about-fcc/accreditation/self-study.aspx>. This public-facing website is intended to provide an overview of the process, explain the progress of the College, and to communicate any news to the College. It also includes access to a blog that will be regularly updated throughout the process to provide updates to the entire campus community.

The Communication Plan (see Appendix C) was devised in order to ensure that accurate and timely communication occurs during the Self-Study Process. Overall, the plan outlines the practices that will guide the regular and consistent communication around the Self-Study.

The Steering Committee and Work Groups have a means of conducting internal communication and document sharing via a Self-Study Steering Committee hosted here:

<https://myfccfrederick.sharepoint.com/sites/FCCItranet/MSCHE>

Additionally, the College developed a form to allow stakeholders to express interest in participating in the Self-Study process (see Appendix D).

Contacts Regarding the Self-Study

To contact the Co-Chairs of the Self-Study for any questions, comments, or concerns, please email: selfstudy@frederick.edu.

Organization of the Final Self-Study

The final Self-Study will be organized by chapters as follows:

- Executive Summary
- Introduction
- Standard I
- Standard II
- Standard III
- Standard IV
- Standard V
- Standard VI
- Standard VII
- Requirements of Affiliation
- Conclusion and Recommendations
- Appendices

Each chapter will include a descriptive evaluation of the compliance of the College with the MSCHE Standards and/or Requirements of Affiliation. With this description, reference will be made to specific evidence demonstrating proof of compliance. Finally, any recommendations for improvement that are made by the Steering Committee will be included.

Evaluation Team Profile

Frederick Community College (FCC or the College) was founded in 1957 and received its initial accreditation in 1971. The College subsequently was reaccredited in 1986, 1996, 2006, and 2016. Today, FCC is a comprehensive, public, associate degree-granting institution serving Frederick County, Maryland, accredited by the Middle States Commission on Higher Education (MSCHE).

The College is an accredited, public, two-year, open-admission institution, governed by a seven-member [Board of Trustees](#), with additional regulation from the Maryland Higher Education Commission (MHEC).

FCC is a mid-sized community college that served 7,305 credit students, 4,700 continuing education and workforce development (CEWD) students, and 3465 students who took a combination of credit and CEWD courses at the conclusion of Fiscal Year 2022. The College straddles increasingly diverse rural and suburban centers around Frederick County.

The chair of the evaluation team should be someone who is a current or former community college president, provost, or member of a college's senior leadership team from a similarly sized institution. Members from mid-sized community colleges with experience in rural and suburban regions would best compliment the evaluation team.

The College also has significant student populations in continuing education and workforce development. Therefore, there should be some representation from individuals who have experience with continuing education programs/courses.

The following program areas have the largest enrollment:

- Business Administration and Management
- Health Sciences (includes Emergency Medical Technician/Paramedic, Exercise Science, Medical Assisting, Nursing, Physical Therapist Assistant, Respiratory Care, Surgical Technology, Phlebotomy, Nursing Assistant, Sterile Processing, Dental Assisting)
- Computer Science (includes Computer Science, Game and Simulation Development)
- STEM Technology (includes Biology, Chemistry, Engineering, Math, Cybersecurity, Computer Management Information Systems, Advanced Manufacturing)
- Arts and Humanities
- General Education
- Education (early childhood certification and degrees, and transfer programs in English, Mathematics, and Spanish Education)
- Continuing Education and Workforce Development

There are also several programs that are not found at all college and should be considered when developing the final profile of the team:

- Addictions Counseling
- American Sign Language Interpreter Preparatory Program
- Audio Production
- Biotechnology
- Building Trades Technology
- Emergency Management

The college has a significant dual enrollment population. As such, having team members or a chair that has experience with dual enrollment would be of benefit to the College.

The community colleges in Maryland are not members of a single statewide system; instead, each college operates independently. The following are colleges in Maryland that are of a similar size, are situated between rural and suburban centers, and could be considered peer institutions that do not draw upon the same student populations that FCC does:

- College of Southern Maryland
- Harford Community College

Some additional prospective institutions that have similar enrollment, that are between urban and rural environments, and that include a similar program profile include some of the following:

- New Jersey:
 - Atlantic Cape Community College
 - County College of Morris
 - Mercer County College
 - Passaic County Community College
 - Raritan Valley Community College
 - Warren County Community College
- New York:
 - Cayuga County Community College
 - Dutchess County Community College
 - Finger Lakes Community College
 - Genesee Community College
 - Jamestown Community College
 - Mohawk Valley Community College
 - Niagara County Community College
 - Schenectady County Community College
- Pennsylvania:
 - Bucks County Community College
 - Butler County Community College
 - Harrisburg Area Community College
 - Lehigh Carbon Community College
 - Luzerne County Community College
 - Pennsylvania College of Technology

Evidence Inventory Strategy

The Evidence Inventory process was begun by collecting documentation in subfolders on an institution-created SharePoint site. The site contains sub folders for each of the standards of accreditation and maps to the standards approach the institution will be taking in the self-study work. Once the documents are compiled on the SharePoint site, Work Groups will have the ability to request and/or add additional documents.

Steering Committee members will identify which standard(s) they wish to support in the identification and collection of evidence. As evidence is collected, the Steering Committee will

conduct an initial gap analysis of evidence. This gap analysis will allow the Steering Committee to work to identify if the evidence exists in some form, and if not, to work with relevant stakeholders to ensure that the gap is addressed promptly. As the Work Groups continue their writing and collection of evidence, any potential gaps that are found will be communicated to the Co-Chairs who will work with the Steering Committee on addressing the gaps.

Each Work Group will be assigned a folder that corresponds to their standard where any possible evidence that could be of importance to the standard can be uploaded. Anyone in the Work Group can add documents to the main standard folder. The Steering Committee will provide a standard set of resources for the Work Group to use through an initial scan of documents. This is intended to support the Work Groups as they begin their self-study inquiries. In Fall 2023, the Work Groups will first work on creating an annotated report where they will evaluate the evidence to determine its relevance to the standard (and if so, how it is related) and whether sufficient information is available to determine compliance with the standard. If sufficient evidence is deemed to not be available, the Work Group will work to identify other evidence that could be used.

Within the main folder for each Work Group, there will be a sub-folder titled “Potential Evidence” where Work Group will move potential evidence that would be of use in determining compliance with the standard. Once the annotated report portion is completed, an additional sub-folder (Standard Narrative) will be added to each Work Group for use in storing the cited evidence for the narrative version of each standard.

Because the College will need to provide evidence in the MSCHE portal by standard, within the Work Group’s Standard Narrative folder, there will be folders for each Requirement of Affiliation/Standard and Criterion to capture the evidence in a way that will make it more conducive to uploading into the MSCHE portal. As Work Groups cite documents in their narrative write-up, they will ensure that the evidence is captured in the relevant sub-folders for each standard/sub-standard. As an example, Standard I has four criteria, so there will be a main folder for Standard I, and within that folder there will be sub-folder for each criterion (Standard I.1; Standard I.2; Standard I.3; and Standard I.4) where the evidence for each of those criteria is stored.

As the work is being done on the annotated reports and the standard narratives are being completed, the Steering Committee’s Archivist will periodically check the folders to ensure that evidence is being captured and stored appropriately.

The institution will define a standard naming convention for documents to include the standard, criteria, and sub criteria before any document title to ensure effective alignment. This system will also allow for the narrative to include uniform document titles that correspond with the evidence being referenced.

Once the evidence inventory and written report are complete the narrative document and all supporting evidence will be exported from SharePoint in order to upload them into the sections of the Middle States Commission on Higher Education (MSCHE) portal in alignment with the standards they support to provide ease of access to the review team. During the visit, any

additional documents requested will be tracked to ensure the review team has noted all documents used to support their findings during the review stage.

Appendix A: Self-Study Timeline

Fiscal Year	Timeframe	Self-Study Deliverables
2022-23	October-November 2022	<ul style="list-style-type: none"> FCC representatives participate in the Self-Study Institute
	December 2022	<ul style="list-style-type: none"> President Cheek appoints the Self-Study Chairs Self-Study Chairs select Steering Committee Members
	January 2023	<ul style="list-style-type: none"> President Cheek charges the Steering Committee Steering Committee drafts the Self-Study Design
	February-March 2023	<ul style="list-style-type: none"> Steering Committee recruits members of the Work Groups Steering Committee develops a Communication Plan
	April 2023	<ul style="list-style-type: none"> Steering Committee finalizes the Self-Study Design 2023 Co-Chairs submit Self-Study Design to MSCHE 2023 Steering Committee recruits members of the Work Group
	May 2023	<ul style="list-style-type: none"> FCC hosts MSCHE VP Liaison Steering Committee selects members of the Work Group
	June 2023	<ul style="list-style-type: none"> MSCHE accepts Self-study design
2023-24	July to August 2023	<ul style="list-style-type: none"> Steering Committee identify potential evidence demonstrating compliance
	September to December 2023	<ul style="list-style-type: none"> Work Groups continue the collection and evaluation of evidence around their assigned standard
	January to May 2024	<ul style="list-style-type: none"> Work Groups develop initial drafts of their narrative, receive feedback from the Steering Committee, and refine their chapters MSCHE selects Team chair
	May to August 2024	<ul style="list-style-type: none"> Steering Committee develops draft of the Self-Study Report
2024-25	September to October 2024	<ul style="list-style-type: none"> The Steering Committee presents the Self-Study Report to the College community for feedback and review The Steering Committee continues to develop of the Self-Study Report based on feedback
	October 2024	<ul style="list-style-type: none"> The Steering Committee submits the Self-Study Report to the evaluation team chair
	November to December 2024	<ul style="list-style-type: none"> The Team chair conducts an on-site evaluation The Steering Committee revises the Self-Study Report draft as needed based on team chair feedback The Steering Committee presents the final Self-Study Report to the campus community
	January 2025	<ul style="list-style-type: none"> President Cheek submits the Final Self-Study Report and evidence to MSCHE and the Team chair
	February to April 2025	<ul style="list-style-type: none"> MSCHE Peer Review Team conducts the on-site evaluation President Cheek receives team report and the Steering Committee prepares and submits an institutional response
	May to November 2025	<ul style="list-style-type: none"> MSCHE notifies FCC of action

Appendix B: Work Group Timelines

Fiscal Year	Timeframe	Self-Study Deliverables
2022-23	January 2023	<ul style="list-style-type: none"> • Steering Committee selects Work Group Chairs
	February-May 2023	<ul style="list-style-type: none"> • Steering Committee recruits members of the Work Groups
2023-24	July to August 2023	<ul style="list-style-type: none"> • Steering Committee identify potential evidence demonstrating compliance
	Mid-September	<ul style="list-style-type: none"> • Co-Chairs check-in with Work Group Chairs
	September 29, 2023	<ul style="list-style-type: none"> • Work Groups submit Interim Report 1 (annotated report on evidence)
	Mid-October	<ul style="list-style-type: none"> • Co-Chairs check-in with Work Group Chairs
	October 31, 2023	<ul style="list-style-type: none"> • Work Groups submit Interim Report 2 (annotated report and preliminary determinations of compliance; potential topics and section assignment to members)
	November 11, 2023	<ul style="list-style-type: none"> • Work Groups submit final draft of Interim Report 2
	Mid-November	<ul style="list-style-type: none"> • Co-Chairs check-in with Work Group Chairs
	December 15, 2023	<ul style="list-style-type: none"> • Work Groups submit Interim Report 3 (rough draft: outline)
	February 2, 2024	<ul style="list-style-type: none"> • Work Groups submit Rough Draft of Interim Report 4 (refined rough draft: final outline with connected evidence and initial drafted sections) for Feedback from the Work Group Liaisons
	March 1, 2024	<ul style="list-style-type: none"> • Work Groups submit Chapter Preliminary Draft for Feedback from the Steering Committee
	March 15, 2024	<ul style="list-style-type: none"> • Steering Committee provides feedback to the Preliminary Draft to the Work Groups
	April 19, 2024	<ul style="list-style-type: none"> • Work Groups provide final Narrative Draft for feedback
	May 10, 2024	<ul style="list-style-type: none"> • Steering Committee provides feedback on Final Narrative Draft
May 31, 2024	<ul style="list-style-type: none"> • Work Group Chairs provide final revised Final Drafts based on Steering Committee feedback 	

Appendix C: Communication Plan

Fiscal Year	Timeframe	Self-Study Deliverables	Intended Audience							Progress	
			Students	Alumni	Faculty	Staff	Steering Committee	Work Groups	Board of Trustees		External Community
2022-23	November 2022	• Sharepoint Site Created					X				Completed
		• Announcement of the start of the Self-Study to Affinity Groups and Senate by Affiliation Liaison Officer (Gerald Boyd)			X	X					Completed
		• Announcement of the start of the Self-Study process to the Board of Trustees by the ALO							X		Completed
	December 2022	• Beginning collection of relevant evidence within Sharepoint					X	X			Completed
	January 2023	• Announcement of the Self-Study Co-Chairs by the ALO			X	X	X	X	X		Completed
		• Public Website Created	X	X	X	X	X	X	X	X	Completed
	February 2023	• Kick-off with Academic Department Chairs			X	X					Completed
	March 2023	• Announcement of the Steering Committee composition and the Self-Study website			X	X	X	X			Completed
		• Announcement of Self-Study Interest Form and seeking members for Work Groups	X	X	X	X	X	X			Completed
		• Affinity Group Kick-off: Meetings with Administrative Support Staff Association (SSA);			X	X	X	X			Completed
		• Announcement to the President's Diversity, Equity, and Inclusion Committee of the inclusion of a DEIB focused Goal				X					Completed
	April 2023	• Creation of a Word Press Blog for distribution of information to the community; Posting of first blog	X	X	X	X	X	X	X	X	Completed
		• Emails to Student Groups (via Student Affairs) about the Self-Study and Current Progress	X								Completed
		• Affinity Group Kick-off: Meetings with Staff Association (ASA); Faculty Association (FA); Senate			X	X					Completed
	June 2023	• Steering Committee/The Importance of the Self-Study/Blog	X	X	X	X	X	X	X	X	Completed
2023-24	July 2023	• Steering Committee Profile/Co-Chair Profiles/Blog	X	X	X	X	X	X	X	X	Completed
	August 2023	• Steering Committee Update on Progress/Blog and Email Blast (recap any summer posts)	X	X	X	X	X	X	X	X	Completed

	<ul style="list-style-type: none"> Steering Committee Phase II of the Self-Study Kick-off/Blog and Email Blast 	X	X	X	X	X	X	X	X	Completed
September 2023	<ul style="list-style-type: none"> All Faculty Meeting/Discussion of the Process for the Self-Study and Current Progress 			X	X					Completed
	<ul style="list-style-type: none"> Affinity Group Information Visits: Meetings with Administrative Support Staff Association (SSA); Staff Association (ASA); Faculty Association (FA); Senate 			X	X					Completed
	<ul style="list-style-type: none"> Emails to Student Groups (via Student Affairs) about the Self-Study and Current Progress 	X								Completed
	<ul style="list-style-type: none"> Steering Committee Member Profile/Work Group Chairs/Blog and Email Blast 	X	X	X	X	X	X	X	X	Completed
	<ul style="list-style-type: none"> New Faculty Orientation: Meeting with new faculty and informing them of our Self-Study process 			X						Completed
November 2023	<ul style="list-style-type: none"> New Faculty Orientation: Meeting with new faculty and informing them of our Self-Study process 	X	X	X	X	X	X	X	X	Completed
	<ul style="list-style-type: none"> Report to President's Cabinet 				X					Completed
	<ul style="list-style-type: none"> Report to Administrative Staff Association (ASA) on Self-Study Progress 				X					Completed
	<ul style="list-style-type: none"> Update to the Board of Trustees 							X	X	Completed
January 2024	<ul style="list-style-type: none"> TLSS Learning Retreat/Discussion of the Process for the Self-Study and Current Progress 			X	X					Completed
	<ul style="list-style-type: none"> Spring 2024 Convocation: Reaccreditation and Self-Study Progress Updates 			X	X	X	X	X		Completed
	<ul style="list-style-type: none"> MSCHE Standards Training/Comparison of the 13th and 14th Edition of the Standards 			X						Completed
	<ul style="list-style-type: none"> Cross-Work Group Retreat #1 					X	X			Completed
	<ul style="list-style-type: none"> Report to President's Cabinet 					X				Completed
February 2024	<ul style="list-style-type: none"> Affinity Group Information Visits: Meetings with Administrative Support Staff Association (SSA); Staff Association (ASA); Faculty Association (FA); Senate 			X						To be Completed
	<ul style="list-style-type: none"> President's Newsletter/Message on Self-Study Update (email to employees) 			X	X	X	X			To be Completed
	<ul style="list-style-type: none"> Emails to Student Groups (via Student Affairs) about the Self-Study and Current Progress 	X								To be Completed

		<ul style="list-style-type: none"> Self-Study FAQ Updates on Website 	X	X	X	X	X	X	X	X	To be Completed
		<ul style="list-style-type: none"> Report to President's Cabinet 				X					To be Completed
		<ul style="list-style-type: none"> New Hire Orientation (Employees and Faculty) what the Self-Study is and Progress 			X	X					To be Completed
		<ul style="list-style-type: none"> New Faculty Orientation: Meeting with new faculty and informing them of our Self-Study process 			X						To be Completed
	March 2024	<ul style="list-style-type: none"> Steering Committee/First Drafts of the Self-Study Chapters/Blog and Email Blast 	X	X	X	X	X	X	X	X	To be Completed
		<ul style="list-style-type: none"> Faculty Chair Updates 			X						
		<ul style="list-style-type: none"> Cross Work Group Retreat #2 			X	X					
		<ul style="list-style-type: none"> President's Newsletter/Message on Self-Study Update (email to employees) 			X	X	X	X			To be Completed
		<ul style="list-style-type: none"> Report to President's Cabinet 				X					To be Completed
	April 2024	<ul style="list-style-type: none"> Campus Update Session/Townhall (virtual and in-person) 	X	X	X	X	X	X	X	X	To be Completed
		<ul style="list-style-type: none"> Report to President's Cabinet 				X					To be Completed
		<ul style="list-style-type: none"> President's Newsletter/Message on Self-Study Update (email to employees) 			X	X	X	X			To be Completed
		<ul style="list-style-type: none"> Steering Committee/First Drafts of the Self-Study Chapters/Blog and Email Blast 	X	X	X	X	X	X	X	X	To be Completed
	May 2024	<ul style="list-style-type: none"> Steering Committee/Next Steps After Drafts of the Self-Study Drafts of the Self-Study Chapters/Blog and Email Blast 	X	X	X	X	X	X	X	X	To be Completed
		<ul style="list-style-type: none"> President's Newsletter/Message on Self-Study Update (email to employees) 			X	X	X	X			To be Completed
		<ul style="list-style-type: none"> Report to President's Cabinet 				X					To be Completed
	June 2024	<ul style="list-style-type: none"> Steering Committee/Progress Update/Blog and Email Blast 	X	X	X	X	X	X	X	X	To be Completed
2024-25	August 2024	<ul style="list-style-type: none"> Steering Committee Phase III of the Self-Study Kick-off/Blog and Email Blast 	X	X	X	X	X	X	X	X	To be Completed
		<ul style="list-style-type: none"> Fall 2024 Convocation/Reaccreditation and Self-Study Progress Updates 			X	X	X	X	X		To be Completed
		<ul style="list-style-type: none"> Steering Committee/Final Chapter Drafts and Collection of Feedback/Blog and Email Blast 	X	X	X	X	X	X	X	X	To be Completed
	September 2024	<ul style="list-style-type: none"> All Faculty Meeting/Discussion of the Process for the Self-Study and Current Progress 			X	X					To be Completed
		<ul style="list-style-type: none"> Report to President's Cabinet 				X					To be Completed
		<ul style="list-style-type: none"> President's Message on Self-Study Update (email to employees) 									To be Completed

		<ul style="list-style-type: none"> • Emails to Student Groups (via Student Affairs) about the Self-Study and Current Progress 	X								To be Completed
		<ul style="list-style-type: none"> • Affinity Group Information Visits: Meetings with Administrative Support Staff Association (SSA); Staff Association (ASA); Faculty Association (FA); Senate 			X	X					To be Completed
		<ul style="list-style-type: none"> • New Faculty Orientation: Meeting with new faculty and informing them of our Self-Study process 			X	X					To be Completed
		<ul style="list-style-type: none"> • Steering Committee/Final Chapter Drafts and Announcement of Collection of Feedback/Blog and Email Blast 	X	X	X	X	X	X	X	X	To be Completed
		<ul style="list-style-type: none"> • Update to the Board of Trustees 							X	X	To be Completed
		<ul style="list-style-type: none"> • Self-Study Findings, Recommendations, Points of Pride, and Campus Update (virtual and in-person) 	X	X	X	X	X	X	X	X	To be Completed
	October 2024	<ul style="list-style-type: none"> • Campus Update Sessions (virtual and in-person) 	X	X	X	X	X	X	X	X	To be Completed
		<ul style="list-style-type: none"> • Report to President’s Cabinet 				X					To be Completed
		<ul style="list-style-type: none"> • President’s Message on Self-Study Update (email to employees) 			X	X	X	X			To be Completed
		<ul style="list-style-type: none"> • Steering Committee/Final Chapter Drafts and Collection of Feedback 2/Blog and Email Blast 	X	X	X	X	X	X	X	X	To be Completed
	November 2024	<ul style="list-style-type: none"> • Steering Committee/Announcement of the On-Site Visit/Blog and Email Blast 	X	X	X	X	X	X	X	X	To be Completed
		<ul style="list-style-type: none"> • Report to President’s Cabinet 				X					To be Completed
		<ul style="list-style-type: none"> • Campus Update Sessions (virtual and in-person) 	X	X	X	X	X	X	X	X	To be Completed
	December 2024	<ul style="list-style-type: none"> • Steering Committee/Next Steps for the Self-Study/Blog and Email Blast 	X	X	X	X	X	X	X	X	To be Completed
	January 2025	<ul style="list-style-type: none"> • Campus Update Sessions (virtual and in-person) 	X	X	X	X	X	X	X	X	To be Completed
		<ul style="list-style-type: none"> • Report to President’s Cabinet 				X					To be Completed
		<ul style="list-style-type: none"> • Spring 2025 Convocation/Reaccreditation and Self-Study Progress Updates 			X	X	X	X	X		To be Completed
		<ul style="list-style-type: none"> • Steering Committee/Announcement of the Submission of the Self-Study to MSCHE 	X	X	X	X	X	X	X	X	To be Completed
		<ul style="list-style-type: none"> • Emails to Student Groups (via Student Affairs) about the Self-Study and Current Progress 	X								To be Completed
		<ul style="list-style-type: none"> • Steering Committee/Preparing for the On-Site Visit/Blog and Email Blast 	X	X	X	X	X	X	X	X	To be Completed

February 2025	• All Faculty Meeting/Discussion of the Process for the Self-Study and Current Progress			X	X					To be Completed
	• Report to President’s Cabinet				X					To be Completed
	• President’s Message on Self-Study Update (email to employees)			X	X	X	X			To be Completed
	• Affinity Group Information Visits: Meetings with Administrative Support Staff Association (SSA); Staff Association (ASA); Faculty Association (FA); Senate			X	X					To be Completed
	• Update to the Board of Trustees							X	X	To be Completed
	• Steering Committee/What to Expect in the On-Site Visit /Blog and Email Blast	X	X	X	X	X	X	X	X	To be Completed
March 2025	• Campus Update Sessions (virtual and in-person)	X	X	X	X	X	X	X	X	To be Completed
	• President’s Message on Self-Study Update (email to employees)			X	X	X	X			To be Completed
	• Steering Committee/Final Preparations for the On-Site Visit/Blog and Email Blast	X	X	X	X	X	X	X	X	To be Completed
April 2025	• Steering Committee/Announcement of On-Site visit Schedule/Blog and Email Blast	X	X	X	X	X	X	X	X	To be Completed
	• President’s Message on Self-Study Update (email to employees)			X	X	X	X			To be Completed
	• Report to President’s Cabinet				X					To be Completed
May 2025	• Steering Committee/Announcement of the conclusion of the On-Site Visit and Next Steps/Blog and Email Blast	X	X	X	X	X	X	X	X	To be Completed
	• President’s Message on Self-Study Update (email to employees)			X	X	X	X			To be Completed
	• Report to President’s Cabinet				X					To be Completed
June 2025	• Update to the Board of Trustees							X	X	To be Completed
	• President’s Message on Self-Study Update (email to employees)			X	X	X	X			To be Completed
	• Campus Update Sessions (virtual and in-person)	X	X	X	X	X	X	X	X	To be Completed

Appendix D: Self -Study Interest Form

A Self -Study Interest Form was created to allow for individuals to express their interest in participating in some for in the process. It was made on Microsoft Forms and is available here: <https://forms.office.com/r/B2WacsJfzd>

Self-Study Interest Form

The Self-Study process is intentional collaborative and representative of the varied thoughts and visions of the College community. As such, we welcome individuals to self-nominate for areas in which they feel they might best contribute to the Self-Study. The following are areas in which the Steering Committee has greatest need for support: 1) participation in a Work Group and 2) serving as secondary readers and commenters on drafted chapters of the self-study.

- Work Group Chairs: Serve as a liaison on the Steering Committee for the Work Group.
- Work Group Members: Members will work between meetings to achieve the action items defined within the meetings of the Work Group.
- Secondary Readers: Proofread and provide feedback on one or more of the reports from a Work Group.

Note that by submitting this form, you are expressing interest in participating as a volunteer. Someone will reach out to you with further information upon submission. Please consult the Co-Chairs for any specific questions prior to submitting this form.

Depending on demand, we may not be able to assign everyone to a specific Work Group, but we will try to allow for opportunities for participation in other ways.

1. What is your first name?

2. What is your last name?

3. Provide your email. (Note: If you have an FCC email, please provide that email).

4. What is your affiliation to FCC?

- Student (credit)
- Student (continuing education)
- Faculty
- Support Staff
- Administrative Staff
- Alumna/Alumnus
- Community Member

5. Where would be be interested in volunteering?

- Work Group Chair
- Work Group Member
- Secondary Reader and Commenter on a Chapter of the Self-Study

6. If you would be interested in serving (based on your response above), which area(s) would you be most interested in? Note that each Work Group aligns with a specific MSCHE standard (<https://www.msche.org/standards/>), which defines the scope of the Work Group.

- Work Group 1: Mission and Goals
- Work Group 2: Ethics and Integrity
- Work Group 3: Design and Delivery of Student Learning Experiences
- Work Group 4: Support of the Student Experience
- Work Group 5: Educational Effectiveness Assessment
- Work Group 6: Planning, Resources, and Institutional Improvement
- Work Group 7: Governance, Leadership, and Administration

7. Why are you interested in serving the College in support of the Self-Study?

Enter your answer

8. If you would like to contribute in another way that was not specifically defined here, please provide a detailed explanation.

Appendix E: Requirements of Affiliation Matrix

In order to ensure that the Requirements of Affiliation will be addressed, the following matrix shows which entities will be responsible for addressing each requirement.

Requirement of Affiliation	Responsible Entity
1. The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both. Authorization or licensure is from an appropriate governmental organization or agency within the Middle States region (Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands), as well as by other agencies as required by each of the jurisdictions, regions, or countries in which the institution operates.	Work Group 1
2. The institution is operational, with students actively pursuing its degree programs.	Work Group 4
3. For institutions pursuing Candidacy or Initial Accreditation, the institution will graduate at least one class before the evaluation team visit for initial accreditation takes place (Step 7 of the initial accreditation process), unless the institution can demonstrate to the satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate appropriate learning outcomes.	N/A
4. The institution’s representatives communicate with the Commission in English, both orally and in writing.	Co-Chairs of the Self-Study
5. The institution complies with all applicable government (usually Federal and state) policies, regulations, and requirements.	Co-Chairs of the Self-Study
6. The institution complies with applicable Commission, interregional, and inter-institutional policies. These policies can be viewed on the Commission website, www.msche.org .	Work Group 2
7. The institution has a statement of mission and goals, approved by its governing body that defines its purpose within the context of higher education.	Work Group 1
8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.	Work Group 5
9. The institution’s student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.	Work Group 3

Requirement of Affiliation	Responsible Entity
10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.	Work Group 6
11. The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis.	Work Group 6
12. The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). The institution's governing body is responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being carried out.	Work Group 7
13. A majority of the institution's governing body's members have no employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution's district/system or other chief executive officer shall not serve as the chair of the governing body.	Work Group 7
14. The institution and its governing body/bodies will make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations. The governing body/bodies ensure that the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information (including levels of governing body compensation, if any) required by the Commission to carry out its accrediting responsibilities.	Work Group 7
15. The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs.	Work Group 3

Appendix F: Revisions and Updates to the Self-Study Design

The Self-Study Design is intended to be a living document throughout the Self-Study. Therefore, to help with understanding the changes that occur over time to this document, this appendix highlights updates to the SSD over time.

- **12/14/2023:** Updates were made to the leadership of Work Groups I and V; Updates on renovations that occurred in the Summer of 2023 were included in the FCC Campus section to include information on the renovations to the Student Center (ASL Classroom/Lab and Early College spaces)
- **01/24/2024:** The communication plan was updated to include additional targeted outreach and communications for Spring 2024; addition of a description of the Work Group Liaison Model; Updating Work Group 6 leadership; addition of the selfstudy@frederick.edu email.