2025 Self-Study

Submitted to The Middle States Commission on Higher Education

January 17, 2025

Frederick Community College

Dr. Annesa Payne Cheek, President

College Administration

Board of Trustees

Frederick Community College is proactively governed by a seven-member Board of Trustees, appointed by the Governor of Maryland, and is to govern the institution within the framework of the Education Article of the Maryland Annotated Code, Division III – Higher Education, Title 16 – Community Colleges, Subtitle 1 – Organization and Government of Community Colleges, Section 16-103 – Powers and Duties of Board, as amended, and to assure that adequate and competent administration is provided for effective operation of Frederick Community College.

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Tom Lynch, *Vice Chair*
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Dr. John Molesworth
Dr. William Reid
Myrna Whitworth
Dr. Annesa Payne Cheek, *FCC President, Secretary/Treasurer*

Per the Board Bylaws: The Board may invite an individual from Frederick County Government to attend meetings as a non-voting liaison. The County Executive has designated Janice Spiegel, Special Project Manager, Budget Office for Frederick County, to serve in this capacity.

College Administration

Annesa Payne Cheek, EdD
President

Senior Leadership Team

Avis Boyd, BS
Chief of Staff to the President

Gerald Boyd, MA
Special Assistant to the President for Institutional Effectiveness

Bridgette Cofield, JD
Vice President for Talent and Culture

Anne P. Davis, DM
Provost and Vice President of Teaching, Learning, and Student Success

Greg Enloe, MA
Executive Director for Development and the FCC Foundation

Chris Kielt, MA
Interim Chief Information Officer

Scott McVicker, MBA
Chief Financial Officer and Vice President for Administration

Matthew Paushter, EdD
Chief Foresight and Decision Support Officer

Benita Rashaw, PhD
Vice President for Student Experience

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Overview of the Self-Study Process

Frederick Community College (FCC or the College) employed a standards-based approach for this Self-Study due to its comprehensive nature. The results of the 2025 Self-Study were intended to inform the development of the College's next Strategic Plan.

Intended Outcomes
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 the extent to which a data informed culture focused on institutional effectiveness and innovation exists.
4. Demonstrate the extent to which a culture of diversity, equity, inclusion, and belonging is present at all levels of the College.

At the outset, it is appropriate to recognize the work of the many individuals who served on the various committees and Work Groups, and who informed the development of this document.

Executive Committee
This committee was responsible for serving as liaisons to specific Work Groups as a resource while the narrative was being developed, and to help steward the Self-Study after Work Groups concluded their efforts.
- Frederick Cope: Co-Chair; Assistant Professor, English
- Kevin Martin: ALO (FY 2024-25 to Present); Co-Chair; Senior Researcher for Institutional Effectiveness
- Colleen McKnight: Archivist; Director, Library Services
- Gerald Boyd: ALO (FY 2022-23 and 2023-24) and Special Assistant to the President for Institutional Effectiveness

Steering Committee
This committee ensured that the Self-Study process was conducted in a manner that was rigorous, inclusive, in-depth, and focused on the outcomes listed above.
- Jane Beatty: Executive Director for Student Finance/Bursar
- Molly Carlson: Associate Vice President, Dean, Continuing Education, and Workforce Development
- Gohar Farahani: Executive Director, Planning and Institutional Effectiveness
- Julie Horton: Education Program Coordinator
- Sandy McCombe Waller: Associate Vice President, Dean Health, Business, Science, Technology
- Diana Oliver: Human Resources Manager
- Karen Place: Capital Project Planner, Capital Planning and Project Management
- Nichole Pollard-Alford: Associate Vice President for Student and Financial Support Services
- Brian Stipelman: Associate Vice President, Dean of Liberal Arts
- Karen Wilson: Department Chair, Computing & Business Technology; Assistant Professor, Business Studies

Organization
Each chapter includes information on the College's compliance with the Middle States Commission on Higher Education (MSCHE) *Standards of Accreditation* (SOA) and *Requirements of Affiliation* (ROA). The Self-Study reflects the thoughtful work of dedicated College employees who sought to critically analyze the College's operations and support FCC on its journey of continuous improvement. Each chapter explores evidence-based "Points of Pride" (areas of success) and "Recommendations to Create the Right Conditions" (areas for improvement).

While the College received no official recommendations from the 2016 Self-Study visit, the Work Groups addressed *collegial recommendations* (provided as evidence) included in the Evidence Inventory in Standard II.

Work Groups

Seven workgroups reported to the Steering Committee, each aligned with a specific Standard. The Work Groups were the principal means of identifying compliance with the MSCHE Standards and documenting evidence. The Work Groups were led by a Chair and Vice Chair, with a supporting Executive Committee Liaison.

Work Group 1: Standard I - Mission and Goals
Chair: Karen Place
Vice Chair: Courtney Sloan
Digital Librarian: Courtney Sloan
Members: Kelli Ackiewicz, Eric Hall, Heather Hinkle, Nathalie Mattson, Jeanni Winston-Muir
Executive Committee Liaison: Kevin Martin

Work Group 2: Standard II - Ethics and Integrity
Chair: Diana Oliver
Vice Chair: Alesha Rosen
Digital Librarian: Alesha Rosen
Members: Danielle Duvall, Joseph Healey, Fred Hockenberry, Vell Lyles, Jennifer Sealy, Jessica Young
Executive Committee Liaison: Colleen McKnight

Work Group 3: Standard III - Design and Delivery of Student Learning Experience
Chair: Julie Horton
Vice Chair: Delaine Welch
Digital Librarian: Chelsea Daggett
Members: Darrin Berkley, Lora Diaz, Carrie Dorman, Jennifer McAninley, Erin Peterson, Douglas Valentine, Irene Von Lazar, Jessica Young
Executive Committee Liaison: Frederick Cope

Work Group 4: Standard IV - Support of the Student Experience
Chair: Nichole Pollard-Alford
Vice Chair: Renee Davis
Digital Librarian: Esther Slack-Metellus
Members: Robin Abell, Michael Anderson, Diana "Didi" Culp, Sara Goodman, Megan Henry, Michelle Ricketts
Executive Committee Liaison: Kevin Martin

Work Group 5: Standard V - Educational Effectiveness Assessment
Chair: Sandy McCombe Waller
Vice Chair: Brian Stipelman
Digital Librarians: Laura Renninger and Courtney Sloan
Members: Gohar Farahani, Earl (Dex) Mantheiy, Jessica Newnam, Deepa Ramakrishnan, Marie Jean Singh
Executive Committee Liaison: Kevin Martin

Work Group 6: Standard VI - Planning, Resources, and Institutional Improvement
Chair: Jane Beatty
Vice Chair: Scott Reece
Digital Librarian: Sheri Bailey
Members: Michele Tertel, Gohar Farahani, Jen Frank, Elizabeth Nichols, Susan Waddington
Executive Committee Liaison: Colleen McKnight

Work Group 7: Standard VII - Governance, Leadership, and Administration
Chair: Karen Wilson
Vice Chair: Lauren Lippiello
Digital Librarian: Matthew Miles
Members: Stephen Carter, Elizabeth Hadfield, Amany Madkour, Lama Masri, William Sheppard
Executive Committee Liaison: Frederick Cope

Stakeholder Feedback

In addition to contributions from the Work Groups, feedback was elicited from stakeholders from across the College to include the Senior Leadership Team, employees, and students. This document reflects input from these important voices about the College's practices since the last self-study process concluded in 2016.

Executive Summary

This Self-Study was a multi-year process that evaluated the extent to which FCC complied with the SOA and ROA of the MSCHE. This Self-Study applied a Standards-based approach and was organized around the MSCHE SOA, with one Work Group assigned to each Standard and associated ROAs.

Standard I: Mission and Goals
The mission serves as the foundation for how the College approaches its work in serving the community. This chapter demonstrates how the College develops, plans for, and lives its mission in practice.

Standard II: Ethics and Integrity
Ethics and integrity are fundamental principles that the College commits to in its internal and external activities. This chapter demonstrates the ways in which the College works to uphold its commitment, reflected in efforts to be transparent; foster the principles of academic freedom and diversity, equity, inclusion, and belonging (DEIB); and implement fair employment practices with emphasis on avoiding conflicts of interest.

Standard III: Design and Delivery of Student Learning Experience
As is core to the mission, the College offers learning experiences through its programs and course offerings, intended to serve students across their lifespans. This chapter demonstrates the ways in which programs are designed, led and monitored by qualified faculty, have appropriate resources and support to foster learning, and instill the foundational skills, knowledge, and experiences afforded by a standalone General Education curriculum.

Standard IV: Support of the Student Experience
The College supports the notion that all students can learn, and the College serves to create the right conditions for student success through sufficient support, inside and outside the classroom. This chapter demonstrates how the institution supports its students from before an applicant applies through graduation and beyond.

Standard V: Educational Effectiveness Assessment
Core to FCC's commitment to educational excellence are demonstrated ways in which the College knows its students are successful. This chapter explores how educational assessment is systematized and acted upon, how equitable outcomes are reinforced across diverse learners, and the extent to which a culture of educational assessment is evident.

Standard VI: Planning, Resources, and Institutional Improvement
FCC works to ensure it has the human, fiscal, and physical resources available to serve the community both now and in the future. This chapter demonstrates how planning and resource allocation are applied, how fiscal responsibility is implemented in practice, how decisions are made, how goals are defined and fulfilled, and how the College works toward continuous improvement.

Standard VII: Governance, Leadership, and Administration
The Board of Trustees serves as a proactive and representative governing body who ensures the College is effective in living its mission. The Board delegates to the President the authority to oversee the day-to-day operations of the College. This chapter demonstrates how the governing structure of the College is organized and fulfilled in the day-to-day work occurring at the College, how the College stewards its resources, and how the principles of governance are cultivated within College operations.

Introduction

Focused on teaching and learning, FCC provides affordable, flexible access to lifelong education that responds to the needs of diverse learners and the community. This is the mission of FCC and serves as the foundation for all activities of the College. This is further embodied in the *Global Ends Statement* policy, adopted by the Board of Trustees in October, 2023: "*Frederick Community College exists to provide all Frederick County residents and others who choose to enroll at the College, with the education, workforce preparation, skills, abilities, and personal growth necessary to succeed in an increasingly interconnected world, at a cost that demonstrates the prudent use of the College's available resources.*"

A Brief History

In 1957, the College was founded as an evening school to support the Frederick County community. FCC was among the first four of the 16 current community colleges in Maryland. Seventy-seven 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 the College moved to its current location in 1970. The College is an accredited, public, two-year, open-admission institution, receiving its initial accreditation in 1971. The College was subsequently reaccredited in 1986, 1996, 2006, and 2016.

FCC is authorized to operate in the state of Maryland by the Maryland Higher Education Commission (MHEC) to award Letters of Recognition, Certificates, and Associate of Arts, Associate of Science, Associate of Applied Science, and Associate of Arts in Teaching degrees (ROA01.01).

Organizational Structure

FCC is governed by a seven-member Board of Trustees (FCC Board or the Board) and is authorized to operate as an institution of higher education in Maryland by MHEC (ROA01.02). The Board derives its authority from - *Title 16 of the Education Article of the Annotated Code of Maryland* (COMAR). 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 -Title 16, of the Education Article, 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, to develop and periodically evaluate policies and procedures for the College, and to 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, represented by a majority of the total Board membership.

The President of the College reports to the Board. Dr. Annesa Payne Cheek serves as the College's 11th president. The College is organized into distinct teams as illustrated below.

Figure 1: Organizational Structure
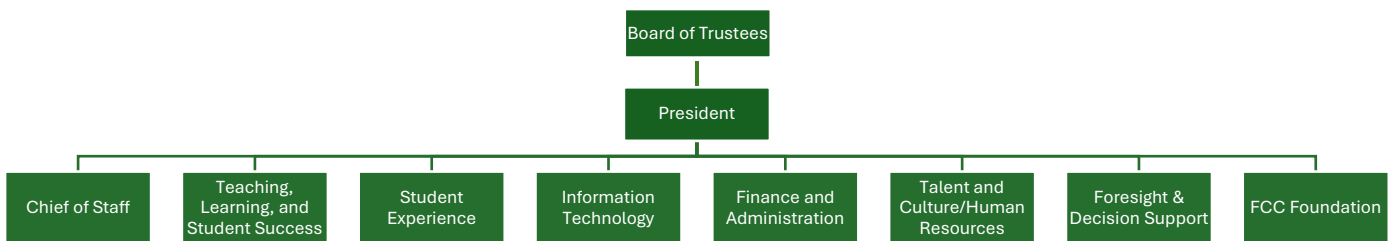
An executive leader provides oversight for each designated team. Together, these individuals serve as the President's Senior Leadership Team (SLT). The SLT includes the President; Provost and Vice President (VP), Teaching, Learning, and Student Success (TLSS); VP, Student Experience; Chief Information Officer (CIO); Chief Financial Officer (CFO) and Vice President, Administration; Vice President, Talent and Culture; Special Assistant to the President for Institutional Effectiveness; Chief Foresight and Decision Support Officer; Executive Director for Development and the FCC Foundation; and Chief of Staff, Office of the President.

The College at a Glance
FCC is a vibrant community composed of a diverse range of internal stakeholders, including students, faculty, and administrative staff, all of whom embody the spirit and core values of the College. This section provides a snapshot of the student body and employees.

Enrollment
The College offers credit options (Associate Degree, Certificate, and Courses of Interest) and non-credit options in Continuing Education and Workforce Development (CEWD). Annualized unduplicated headcount and full-time equivalent (FTE) are shown for Fiscal Year (FY) 2016 through FY 2024.

Table 1: *Annual Enrollment by Fiscal Year*

	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
ANNUAL UNDUPLICATED TOTAL	**15,034**	**15,610**	**15,656**	**14,746**	**13,898**	**11,209**	**12,351**	**14,190**	**15,243**
FULL-TIME EQUIVALENT	**4,460**	**4,320**	**4,459**	**4,309**	**4,116**	**3,684**	**3,568**	**4,179**	**4,391**
Enrollment by Type									
Credit students served	*8,775*	*8,994*	*8,896*	*8,636*	*8,690*	*8,017*	*7,650*	*8,530*	*9,530*
Non-credit student served	*6,576*	*6,948*	*7,107*	*6,453*	*5,558*	*3,517*	*5,046*	*6,064*	*6,102*
Students took both Credit and CEWD	*317*	*332*	*347*	*343*	*350*	*325*	*346*	*404*	*389*

SOURCES: OPAIR Student Profile/Enrollment Information System & OPAIR CEWD Student Profile/CE Enrollment.

Overall, student headcount (credit and non-credit combined) and FTE have improved since COVID and returned to pre-COVID levels in FY 2024. While the credit enrollment surpassed pre-COVID levels as of FY 2024, the non-credit headcount has not yet returned to pre-COVID levels.

Credit Enrollment
The College had its highest credit headcount in history in Fall 2023 and again in Fall 2024, surpassing pre-CODI levels. In Fall 2024, the College had an unduplicated headcount of 7,293 and saw a one-year 7% increase over Fall 2023; this was 17% higher than the same period in Fall 2016.

Since Fall 2016, part-time students have consistently comprised the majority of the credit student population. Part-time enrollment was 73% of the total population in Fall 2024 and was 68% in Fall 2016.

The percent of students pursuing Associate degree programs has decreased since Fall 2016 (from 73% in Fall 2016 to 55% in Fall 2024), enrollment in certificate programs has decreased (from 5% in Fall 2016 to 3% in Fall 2024), courses of interest (non-dual enrolled students taking one or more courses, but not enrolled in a formal degree or certificate program) is also down (from 6% in Fall 2016 to 4% in Fall 2024).

Spurred by state-level efforts to increase dual enrollment access for public school students, dual enrollment has become an increasingly larger population at the College. The College has responded to this growth by increasing available options for Frederick County Public School (FCPS) students, including Open Campus (OPN), Early College (EC), and High-School Based (HSB) options. The dual enrollment population has increased since Fall 2016 from 16% of the total population to 38% in Fall 2024, led largely by increases in the HSB dual enrollment population. There were a total of 1,026 credit dual enrolled students in Fall 2016 (HSB *N*=795 and Open Campus *N*=231) and 2,783 in Fall 2024 (HSB *N*=2,279, Open Campus *N*=386, and Early college *N*=118). From Fall 2016 to Fall 2024, dual enrolled headcount was up by 171%, while non-dual enrollment headcount was down by -14%. For the headcount, students may study in more than one dual enrollment status and are reported in one primary status as Early College, followed by High School-Based, and then Open Campus.

Table 2: *Credit Student Headcount*

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Credit Headcount	**6,252**	**6,220**	**6,000**	**6,129**	**5,756**	**5,389**	**5,811**	**6,796**	**7,293**
Attendance Status									
Full-time	32%	33%	30%	30%	30%	29%	29%	27%	27%
Part-time	68%	67%	70%	70%	70%	71%	71%	73%	73%
Makeup of Total FCC Enrollment									
# Non-Dual	5,226	5,230	4,830	4,693	4,247	3,902	3,974	4,435	4,510
Non-Dual % of Total	84%	84%	80%	77%	74%	72%	68%	65%	62%
# Dual Enrollment	1,026	990	1,170	1,436	1,509	1,487	1,837	2,361	2,783
Dual Enrollment % of Total	16%	16%	20%	23%	26%	28%	32%	35%	38%
Enrollment Type [a]									
Open Campus DE (OPN)	4%	4%	4%	4%	5%	4%	4%	5%	5%
Early College DE (EC)	NR	NR	NR	NR	<1%	1%	1%	1%	2%
HS Based DE (HSB)	13%	12%	15%	19%	21%	23%	27%	29%	31%
First-Time to College	23%	22%	20%	20%	18%	19%	19%	19%	17%
Continuing Students	53%	55%	51%	47%	46%	45%	37%	38%	37%
Transfer-in Students	3%	3%	6%	6%	6%	6%	6%	5%	5%
Visiting Students	<1%	1%	1%	1%	1%	<1%	<1%	<1%	1%
Re-admitted Students	3%	3%	3%	3%	3%	2%	6%	3%	2%
Degree or Enrollment Type									
Associate Degree	73%	74%	70%	67%	66%	64%	60%	58%	55%
Certificate	5%	4%	4%	4%	3%	3%	3%	3%	3%
Courses of Interest	6%	6%	6%	6%	5%	5%	5%	4%	4%
Dual Enrollment	16%	16%	20%	23%	26%	28%	32%	35%	38%

NOTE: Dual Enrollment students (including students studying in any type of dual enrollment attendance option) are technically enrolled in "courses of interest" but they are shown as a distinct group here to demonstrate the breakdown of this specific population. | a. For the headcount, students are reported in a primary status as Early College, followed by High School-Based, and then Open Campus. Students may take more than one type of course (for example, taking a course in their high school as HSB and attending FCC for a class in the evening; this student is reported as HSB for the headcount). | SOURCE: OPAIR Student Profile/Enrollment Information System.

The student population has also grown more diverse since the last Self-Study process with Students of Color making up 47% of the total population in Fall 2024 (*N*=3,382) compared to 33% in Fall 2016 (*N*=2,050). The largest increases have been among Hispanic/Latinx students (Fall 2024: 18% of the total population, *N*=1,332; Fall 2016: 11.0% of the total population, *N*=683), Black/African American (Fall 2024: 15%, *N*=1,122; Fall 2016: 12%, *N*=777), and Multi-race populations (Fall 2024: 7% of the total population, *N*=482; Fall 2016: 5% of the total population, *N*=280). White students as a percent of the overall population made up 66% in Fall 2016 (*N*=4,152) and made up 52% in Fall 2024 (*N*=3,784). The College has seen a decrease in the proportion of adult learners (aged 25 and over) since Fall 2016 (Fall 2024: 18% of the total population, *N*=1,316; Fall 2016: 29% of the total population, *N*=1,808). First generation students made up 29% of the student population in Fall 2016 (33% of non-dual enrolled students and 10% of dual enrolled students identified as first generation) and made up 33% of the student population in Fall 2024 (30% of non-dual enrolled students and 38% of dual enrolled students identified as first generation); note that the admission application question for first generation status changed in Fall 2024, and dual enrolled responses were markedly different in Fall 2024 as a result. The overall residency makeup of has largely remained unchanged since Fall 2016 with Frederick County residents making up roughly 92% of the total population each fall semester (*N*=5,731 in Fall 2016; *N*=6,722 in Fall 2024).

Table 3: *Credit Student Demographics*

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Credit Headcount	**6,252**	**6,220**	**6,000**	**6,129**	**5,756**	**5,389**	**5,811**	**6,796**	**7,293**
Gender Identity/Legal Sex[1]									
Female	56%	56%	57%	57%	59%	58%	56%	55%	56%
Male	44%	44%	43%	43%	41%	42%	43%	44%	43%
Non-Binary	NR	NR	NR	NR	NR	<1%	1%	1%	1%
Race/Ethnicity									
Asian	5%	5%	5%	5%	5%	5%	6%	6%	6%
Black/African American	12%	13%	12%	13%	13%	13%	14%	14%	15%
Hispanic/Latinx	11%	12%	12%	13%	14%	15%	16%	17%	18%

Multiple Races	5%	5%	5%	5%	6%	6%	6%	7%	7%
White	66%	64%	65%	63%	59%	58%	56%	54%	52%
Not Reported or Unknown	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
Other (Students of Color) [2]	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<%
Foreign or Non-Resident Alien	1%	1%	1%	1%	4%	3%	2%	2%	2%
Students of Color [3]									
Students of Color	33%	35%	35%	37%	39%	40%	43%	45%	47%
First Generation [4]									
First Generation	29%	29%	27%	27%	26%	26%	25%	25%	33%
Residency									
Frederick County	92%	91%	92%	92%	93%	92%	91%	92%	92%
Out of County (MD Resident)	5%	5%	4%	4%	4%	4%	4%	5%	5%
Out of State	2%	3%	3%	3%	2%	3%	4%	2%	2%
Employees	1%	1%	1%	1%	1%	1%	1%	1%	1%
Adult Learners									
25+ Years Old	29%	28%	27%	26%	24%	23%	21%	20%	18%
Age									
17 or Under	20%	18%	21%	24%	27%	28%	32%	36%	39%
18 to 21	41%	43%	42%	42%	41%	41%	39%	37%	36%
22 to 29	20%	20%	19%	16%	15%	15%	14%	13%	13%
30 to 39	9%	9%	9%	9%	9%	9%	8%	8%	7%
40 to 49	5%	5%	4%	4%	4%	4%	4%	4%	3%
50 to 59	3%	3%	3%	3%	2%	2%	1%	1%	1%
60 or older	2%	2%	2%	2%	2%	1%	2%	1%	1%

1 Gender Identity was first collected/reported from Fall 2021, prior to this, only legal sex was collected. The data report gender identity from Fall 2021 and legal sex prior to this timeframe. | 2 Other (Students of Color) for Race/Ethnicity include small populations in other ethnicities identified as students of color that are suppressed to protect personally identifiable information. | 3 Following state reporting requirements, Students of Color includes all students reporting as Black/African American, Asian, Pacific Islander, Hispanic/Latinx, or Multiple Races. Unknown and foreign students/non-resident aliens are excluded from the total population for the overall percentage. The %Students of Color = (#Students of Color) / (#Students of Color + # White Students). | 4 First Generation is calculated based on those students who provided a response to the question; non-responders are excluded. Before Fall 2024, the admissions application asked if a student was a first generation student and allowed for a yes/no response; the application question was changed in Fall 2024 and requested more nuanced information. Responses are converted to a yes/no response for this table and were markedly different than in prior years, but mainly among dual enrolled students. | SOURCE: OPAIR Student Profile/Enrollment Information System.

Continuing Education and Workforce Development

COMAR (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." CEWD is the unit of the College that offers these continuing education programs.

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.
- **Community Education**: Courses providing lifelong learning opportunities for personal enrichment, artistic growth, or self-discovery for which academic credit is not awarded.
- **Adult Education**: Courses providing remedial instruction designed to enhance literacy, lead to a high school equivalency, and/or remedy gaps 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.

In FY 2024, there were a total of 6,102 CEWD students, including those who enrolled exclusively in CEWD courses (*N*=5,713) and those who took some combination of CEWD and credit courses (*N*=389). Comparatively, in FY 2016, the total unduplicated headcount of students who took CEWD courses was 6,576 students including 6,259 who exclusively took CEWD courses and 317 who took some combination of CEWD and credit courses. The CEWD headcount declined significantly during COVID-19 and is currently just below pre-COVID headcounts. In addition to the general offerings above, the College also offers contract training courses designed for businesses or governmental agencies. In FY 2024, the College offered contract training courses to 20 different institutions.

Overall, CEWD headcount enrollment increased in FY 2017 and FY 2018, but declined by 9% in FY 2019. The pandemic particularly impacted CEWD enrollment in FY 2020 and FY 2021 because some courses/programs simply could not be offered. Headcount began to improve in FY 2022 compared to the prior year and increased over the next two FYs; however, the overall headcount in FY 2024 was still below pre-COVID levels (-5.4%), and was down compared to FY 2016 (-7.2%), the timeframe of the last Self-Study. Course enrollments in Community Education have served as one of the largest enrollment areas since FY 2016 followed by Adult Education.

Table 4: *CEWD Enrollments*

	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
CEWD Headcount	6,576	6,948	7,107	6,453	5,558	3,517	5,046	6,064	6,102
Course Enrollments	12,938	14,533	13,695	13,130	11,558	6,887	9,068	11,717	12,301
Enrollment by Area									
Adult Education	28%	25%	27%	27%	28%	30%	25%	24%	29%
Community Education	39%	41%	45%	50%	50%	38%	44%	47%	44%
Workforce Development	30%	22%	26%	20%	15%	24%	20%	19%	17%
Contract Training	3%	12%	2%	3%	7%	8%	11%	10%	10%
Course Counts	1,623	1,635	1,532	1,452	1,250	950	1,141	1,200	1,216

NOTE: Course Enrollments show the total number of course registrations; students can register for multiple courses across CEWD areas. | SOURCE: OPAIR CEWD Student Profile/CE Enrollment.

Since the last Self-Study, CEWD has made improvements in its ability to collect demographic information from students. For several demographic categories, the percentage of unknown responses has significantly decreased since FY 2016, allowing the College to better track demographic trends. In FY 2016, of those continuing education students who self-reported ethnicity/race information, the total proportion of Students of Color was 28% (*N*=2,774), compared to 37% in FY 2024 (*N*=3,700). Since FY 2016, the percentage of individuals identifying as female has increased, while the overall number of those who identify as female was similar (FY 2016: 53%, *N*=3,517; FY 2024: 57%, *N*=3,495). While fluctuating from year-to-year, students in continuing education courses predominately come from Frederick County (FY 2016: 84%, *N*=5,582; FY 2024: 83%, *N*=5,068). The continuing education offering has consistently enrolled a high number of adult learners (students 25 or older), with 65% of the entire continuing education population being represented by adult learners in FY 2016 (*N*=4,340) compared to FY 2024 at 67% (*N*=4,044). There is also a large population of students under the age of 17, due in part to programming catering to younger students especially in the summer months with students 14 or under making up 18% of the student population in FY 2016 (*N*=1,224) and 13% in FY 2024 (*N*=777), and ages 15 to 17 making up 4% of the population in FY 2016 (*N*=246) and 5% in FY 2024 (*N*=339).

Table 5: *CEWD Student Demographics*

	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
CEWD Headcount	6,576	6,948	7,107	6,453	5,558	3,517	5,041	6,064	6,102
Gender Identity/Legal Sex[1]									
Female	53%	53%	54%	56%	59%	60%	58%	57%	57%
Male	41%	41%	44%	43%	41%	40%	40%	41%	41%
Non-Binary	0%	0%	0%	0%	0%	0%	0%	1%	1%
Unknown or Not Specified	6%	6%	2%	1%	0%	<1%	2%	1%	1%
Race/Ethnicity									
Asian	3%	3%	2%	3%	3%	4%	4%	5%	5%
Black/African American	5%	5%	5%	5%	5%	8%	8%	9%	10%
Hispanic/Latinx	3%	3%	3%	3%	3%	6%	6%	6%	7%
White	30%	28%	25%	30%	32%	33%	32%	38%	38%
Not Reported or Unknown	58%	60%	64%	57%	55%	47%	43%	28%	24%
Other[2]	<1%	<1%	<1%	<1%	<1	<1%	<1%	<1%	<1%
Foreign or Non-Resident Alien	1%	1%	1%	2%	2%	2%	7%	14%	16%
Students of Color [3]									
Students of Color	28%	28%	30%	29%	28%	36%	35%	35%	37%
Residency									
Frederick County	84%	83%	77%	81%	83%	77%	78%	79%	83%

Out of County	16%	17%	23%	19%	17%	23%	22%	21%	17%
Adult Groups									
Age 17 or Under	22%	22%	19%	20%	21%	13%	17%	18%	18%
18-24 Years Old	13%	13%	12%	13%	13%	17%	14%	14%	15%
25+ Years Old	65%	65%	69%	67%	66%	70%	69%	67%	67%
Age									
14 or Under	18%	18%	15%	16%	17%	7%	11%	13%	13%
15 to 17	4%	4%	4%	4%	4%	6%	6%	5%	5%
18 to 21	7%	8%	7%	7%	7%	10%	8%	9%	9%
22 to 29	14%	13%	13%	13%	14%	17%	15%	15%	15%
30 to 39	15%	15%	16%	16%	16%	18%	18%	16%	16%
40 to 49	13%	12%	13%	12%	11%	13%	12%	13%	13%
50 to 59	13%	13%	13%	11%	10%	12%	11%	11%	10%
60 or older	16%	17%	19%	21%	21%	17%	19%	18%	19%

1 Gender Identity was first collected/reported from Fall 2021, prior to this, only legal sex was collected. The data report gender identity from Fall 2021 and legal sex prior to this timeframe. | 2 Other for Race/Ethnicity include small populations that are suppressed to protect personally identifiable information. | 3 Students of Color includes all students reporting as Black/African American, Asian, Pacific Islander, Hispanic/Latinx, or Multiple Races. Unknown and foreign students/non-resident aliens are excluded from the total population for the overall percentage. The %Students of Color = (#Students of Color) / (#Students of Color + # White Students). | SOURCE: OPAIR CEWD Student Profile/CE Enrollment.

Human Talent at a Glance

The College classifies its human talent (talent or employees throughout) in a variety of groups, including faculty and non-faculty. From Fall 2016 to Fall 2023, the total number of employees increased by 4%. The College has maintained the full-time faculty count around 100 since Fall 2016 (a 4% increase in full-time faculty between Fall 2016 and Fall 2024); as of Fall 2024, there were 255 adjunct faculty (a -32% decrease since Fall 2016). Other Employees increased by 27% over the same period.

Table 6: *Employee Profile*

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
TOTAL EMPLOYEE HEADCOUNT[1]	**1,020**	**1,083**	**1,115**	**1,118**	**962**	**937**	**979**	**1,061**	**1,051**
TOTAL EMPLOYEE FTE[8]	**598**	**634**	**650**	**647**	**579**	**576**	**628**	**646**	**648**
Faculty Headcount	475	409	399	388	338	334	351	369	358
Faculty FTE	224	204	203	197	180	177	186	193	188
Faculty Status									
Full-time Credit Faculty	99	102	105	102	101	98	104	105	103
Credit Adjunct Faculty	376	307	294	286	237	236	247	264	255
Legal Sex[2]									
Female	55%	55%	43%	56%	59%	57%	57%	55%	57%
Male	45%	45%	57%	44%	41%	43%	43%	45%	43%
Race/Ethnicity									
Asian	3%	5%	5%	5%	6%	6%	7%	6%	5%
Black/African American	7%	7%	8%	10%	10%	9%	9%	8%	8%
Hispanic/Latinx	4%	3%	4%	4%	5%	5%	4%	4%	5%
White	84%	82%	80%	79%	77%	77%	77%	78%	79%
Not Reported or Unknown	2%	3%	3%	2%	2%	3%	3%	4%	3%
Other	0%	0%	1%	0%	0%	0%	0%	0%	0%
Faculty of Color[3]									
Faculty of Color	16%	16%	17%	19%	20%	20%	21%	19%	18%
Other Employees Headcount	545	674	716	730	624	603	628	692	693
Other Employees FTE	374	430	447	450	399	399	442	453	460
Occupational Category									
Administration[4]	67	80	63	76	69	71	73	80	86
Non-Credit Instructional	46	40	59	70	49	28	62	58	47
Professional[5]	158	242	163	201	162	150	165	179	188
Public Service[6]	11	0	0	95	72	72	59	74	75
Support Staff[7]	263	312	431	288	272	282	269	301	297
Legal Sex[1]									
Female	68%	71%	69%	70%	69%	71%	69%	69%	68%
Male	32%	29%	31%	30%	31%	29%	31%	31%	32%

Race/Ethnicity									
Asian	*4%*	*3%*	*3%*	*3%*	*4%*	*4%*	*3%*	*3%*	*4%*
Black/African American	*13%*	*12%*	*11%*	*10%*	*9%*	*10%*	*11%*	*12%*	*12%*
Hispanic/Latinx	*5%*	*5%*	*5%*	*5%*	*6%*	*6%*	*6%*	*6%*	*9%*
White	*75%*	*77%*	*78%*	*79%*	*78%*	*76%*	*75%*	*74%*	*72%*
Not Reported or Unknown	*3%*	*3%*	*3%*	*3%*	*3%*	*4%*	*5%*	*5%*	*3%*
Other	*0%*	*0%*	*1%*	*0%*	*0%*	*0%*	*0%*	*0%*	*<1*
Staff of Color[3]									
Non-Faculty of Color	*25%*	*20%*	*19%*	*19%*	*18%*	*21%*	*20%*	*21%*	*26%*

1 All Employee headcounts are a snapshot as of November 1st, aligning with the institution's IPEDS submission. | 2 This reports one's legal sex at birth. | 3 Employees of Color includes all individuals reporting as Black/African American, Asian, Pacific Islander, Hispanic/Latinx, or Multiple Races. Unknown and foreign or non-residents are excluded from the total population for the overall percentage. The %Employees of Color = (#Employees of Color) / (#Employees of Color + # White Employees). | 4 Currently includes occupations categorized by Standard Occupational Classification (SOC) for Management occupations. | 5 Currently includes SOC codes for Business and Financial Operations; Computer, Engineering, and Science; Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media; Librarians, Curators, and Archivists; Student and Academic Affairs and Other Education Services Occupations. | 6 Currently includes SOC codes for Public Service (non-instructional); or Healthcare Practitioners and Technical. | 7 Currently includes SOC codes for Office and Administrative Support Occupations; Natural Resources, Construction, and Maintenance Occupations; and Production, Transportation, and Material Moving Occupations. | 8 FTE refers to full-time equivalent employees and is calculated by summing the total number of full-time staff and adding one-third of the total number of part-time staff. | NOTE: A reclassification of employees and their occupational classifications occurred between Fall 2017 to Fall 2018 and Fall 2018 to Fall 2019 that impacted how employees were counted in the Professional, Public Service, and Support Staff rows. No significant headcount changes in employees in those categories occurred, and this was only a reclassification based on new SOC codes. | SOURCE: HR Employee Profile/Employee Data System.

The College has made concerted efforts to increase the diversity of faculty and non-faculty (i.e., administrators, other professionals, support staff, non-credit instructional, etc.) at the College. Faculty of Color increased between Fall 2016 and Fall 2020 but remained flat through Fall 2023, while the percentage of non-faculty employees of color has decreased. Since the last Self-Study the percentage of faculty of color increased from 16% in Fall 2016 to 18% in Fall 2024; non-faculty of color were 25% of the population in Fall 2016 and 26% in Fall 2024.

Changing Nature of Frederick County
Frederick County, Maryland has undergone significant change since 2000. This has had a significant impact on planning for the College, as more efforts have been made to center (DEIB); as an example, the 2020-2025 strategic plan was the first to include a DEIB focus.

The county population has increased each decennial census, including a 30% increase between 1990 to 2000, a 20% increase from 2000 to 2010, and a 16% increase from 2010 to 2020, and the population is expected to increase by approximately 11% by 2030. In 2023, the county was ranked the sixth most populous in all of Maryland, and since 2010 has been number one, state-wide, for overall population growth. Frederick City is the second largest municipality in the state. These growth indicators demonstrate that the county is evolving.

The 2023 US Census estimated the total population of Frederick County at 293,391. Comparing the current population to the 2000 census provides a picture of a more diverse county over time. For example (based on the 2023 census), 16% of the population was 65 years of age or older (10% in 2000), 61% were between the age of 18 and 64 (63% in 2000), and 23% were 17 years of age or younger (27% in 2000). Simply stated, the county's population has grown older during the last two decades.

In 2023, individuals of color (i.e., non-white) comprised 35% of the total population, compared to 12% in 2000 (a 19% increase). During this same period, the white population decreased by 23% (from 88% in 2000 to 65% in 2023). The fastest growing populations from 2000 to 2023 were Hispanic/Latinx (13% in 2023 compared to 2% in 2000), Black or African American (13% in 2023 compared to 6% in 2000), and Asian (7% in 2023 compared to 2% in 2000). The foreign-born population increased from 4% in 2000 to 12% in 2023. The number of individuals who spoke a language other than English at home was 6% in 2000 and 16% in 2023. This again shows a more diverse county compared to 2000.

Further analysis of the most recently available census data for Frederick County showed that the population was more educated in 2022 compared to 2000. Individuals who were 25 or older who already possessed an associate degree or above made up 56% of the population in 2022 compared to 30% in 2000; 47% of the county population had a bachelor's degree or higher in 2022 compared to 30% in 2000; individuals who had some college but no degree were 17% of the total population in 2022 compared to 29% in 2000, and individuals who were 25 years of age or older without a high school diploma made up 6% of the population in 2023 compared to 18% in 2000.

Diversity, Equity, Inclusion, and Belonging

FCC fosters a culture of inclusivity so all members of the College community may fully engage, live authentically, and flourish. FCC is dedicated to intentional and ongoing reflection to meet the evolving needs of its surrounding communities. Since its founding, FCC has prepared an increasingly diverse student body to complete workforce preparation, transfer education, career development, and personal and career enrichment.

FCC has worked to create a DEIB infrastructure comprised of offices, teams, and personnel dedicated to providing support and removing barriers for special populations. As a reflection of the College's commitment to continuous improvement in DEIB, several mission critical initiatives have recently been undertaken: *The FCC Diversity, Equity, and Inclusion Strategic Plan 2019-2024*, the *FCC Institutional Racial Equity Plan 2021-2027*, and the *2024-25 DEIB Plan*. These plans began focusing on the institutional climate and cultural shifts necessary to make FCC a place where diverse populations know they belong and can thrive. As an example, in the 2022-23 academic year, all credit program faculty examined their program-specific student access and success data and instituted interventions to address any gender, race, or ethnicity gaps.

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.

Evidence of meeting Requirements of Affiliation found in Standard I:
- **Requirement 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, as well as by other agencies as required by each of the jurisdictions, regions, or countries in which the institution operates.
- **Requirement 7**: The institution has a statement of mission and related goals, approved by its governing board, that defines its purpose within the context of higher education.
- **Requirement 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.

FCC is a public, two-year institution authorized to operate in the state of Maryland and award Letters of Recognition, Certificate, Associate of Arts, Associate of Science, Associate of Applied Science, and Associate of Arts in Teaching by MHEC (ROA01.01; ROA01.02).

The mission statement of FCC 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 mission statement is approved by the College Board of Trustees. The values of the College describe how the College approaches its work to include: *excellence, learning, diversity, innovation, community, and integrity*. The vision statement is *We transform individuals and communities through learning*. This is evident in the College's history of providing an affordable, quality education for students in Frederick County since 1957 and aligned with state guidelines and requirements (I.1.01).

Mission Statement Development and Approval
Since the last accreditation visit in 2016, the College mission statement has been refined, and goals have evolved in response to significant shifts within and outside of higher education institutions including funding, competition, technology, changes in student needs and expectations, and socio-economic influences (ROA07.01/I.4.01). The institutional 2020-2025 strategic plan, *FCC Forward* (ROA07.02/I.1.02), is a continuation of the institution's history of mission-driven planning and goal setting. The plan identifies how the College measures its success toward achievement of the mission. The process for the development of *FCC Forward* was initiated by the Board through the Strategic Planning Steering Committee (SPSC)in the summer of 2019, and implementation began in FY 2020. The plan will expire in conjunction with the culmination of the College reaccreditation process in FY 2025.

After engaging in a highly collaborative, comprehensive process that was documented internally through the FCC intranet Communication Central (CommCentral) (I.1.03) and a common Sharepoint site, the SPSC reviewed the previous strategic plan's progress; the Environmental Scan; Strengths, Opportunities, Aspirations, and Results (SOAR) analysis; and collective input from the College community and drafted the plan. During their April 29, 2020 virtual meeting, the SPSC reviewed and revised the initial draft of the plan, the College mission statement and core values descriptions. After reaching consensus, members shared proposed revisions with the College community for feedback, leveraging existing communication venues including the President's Cabinet, Affinity Groups, Senate, the SLT, and CommCentral. On May 20, 2020, the Steering Committee convened for a final time. In addition to reviewing the College community feedback, they completed the final revisions to the plan, mission statement, and core values descriptions; and voted to submit information to the Board (ROA10.01/I.4.02). The current mission

statement was approved by the Board at their June 10, 2020 meeting as part of the *2020-2025 Strategic Plan* and became effective on July 1, 2020 (I.1.04).

The 15-month process yielded a more concise mission statement, which emphasized the College's focus on teaching and learning as well as the diverse backgrounds, intents, and desires of students. The new mission statement became "*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 new mission statement demonstrated the College's awareness of the changing needs and access options across an increasingly diverse population in Frederick County, the need to address the skilled workforce needs of employers, the need to be financially accessible and sustainable, and the importance of providing the necessary support services to help students be successful. The College seized the opportunity to align its academic standards and student support with strategic planning to advance a student success agenda.

Current Mission Statement Implementation
The mission statement has been published and can be found on the College website, and within both the *Academic Catalog* and the *FCC Forward Strategic Plan* (ROA07.03/I.1.05; ROA07.04/I.1.06; ROA07.02/I.1.02). It is incorporated into College planning on both a large and small scale through the strategic planning process and in daily decisions. To improve understanding of the mission throughout the College, revisions were made to the new faculty and staff orientation and training programs to heighten awareness and increase exposure to the campus culture's driving force (I.1.07).

Strategic Planning and Priorities
With the 2016 Self-Study, the College saw an opportunity to align accreditation Standards and timelines with goal setting, and strategic and long-range planning. The 2016 Self-Study recommendations and findings were used to inform planning efforts and provide evidence of achievement of College-level priorities. The recommendations turned a "looking backward" process into a "looking forward" and action-oriented process that served as the foundation for the College's strategic planning. This process has continued to be a driving force for the *FCC Forward* strategic plan expiring at the end of FY 2025.

Guided by the five-year strategic plan, FCC promotes, nurtures, and supports the mission, vision, and 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).

New leadership and the return to campus after the pandemic crisis provided FCC the opportunity to assess the relevancy of goals and processes through the development of College annual priorities meant to guide the FY 2022 activities. The FY 2023 and 2024 Annual Strategic Priorities (ASPs) were aligned with specific Goals of *FCC Forward* to help direct budgeting and resource allocation in support of College priorities (I.2.01). The following served as ASPs for FY 2023 and FY 2024:
Goal 1 FY 2023 and 2024 Priorities:
- *Develop and implement a plan to ensure all prospective and enrolled students are advised appropriately and enrolled in a pathway aligned with their career and/or transfer choice.*
- *Reduce the racial equity gap in student performance for minoritized populations through the implementation of Collegewide and department level interventions and strategies.*
- *Implement curricular enhancements and explore new workforce development programming that enhance student success and progress through clear and seamless educational pathways.*
Goal 2 FY 2023 and 2024 Priorities:

- *Establish a student experience framework and supportive data structure that more effectively and equitably advance student access, success, and completion, including transitions to other institutions and the workforce.*
- *Develop a plan that ensures for a functional and secure IT environment that advances Collegewide goals and objectives.*
- *Evaluate the pervasiveness and strength of a student-focused culture that advances student progress and success.*

<u>Goal 3 FY 2023 and 2024 Priorities:</u>
- *Plan and complete the Self-Study Design for the 2025 Self-Study reaccreditation process.*
- *Assess employee perceptions and satisfaction with aspects of the College climate to identify areas for improvement related to employee well-being and workplace experience.*

<u>Goal 4 FY 2023 and 2024 Priorities:</u>
- *Identify opportunities for partnership with FCPS through the rollout of the Blueprint for Maryland's Future.*
- *Support the future viability and vibrancy of a safe, accessible, and innovative learning and working environment through the completion of the 10-year Facilities Master Plan.*
- *Enhance the College's ability to advance student access, progress, and success through increased philanthropic support.*

These mission-driven strategic goals and priorities were used to create and update the various unit strategic plans, allowing for increased budget alignment (more detail in Standard VI). The emphasis on mission is seen throughout College-level planning and assessment. For example, credit program review mapping is intentionally aligned to the mission, allowing for direct connection between the mission and program assessment (I.1.08).

Policy Governance Model
In the summer of 2023, the Board began transitioning to the Carver Policy Governance Model (Policy Governance). This model provides a structured framework for effective governance, emphasizing strategic leadership, clarity of roles and responsibilities, accountability, and continuous improvement to support the success and sustainability of FCC moving forward. The transition to Policy Governance has already and will continue to impact how the College approaches planning, particularly the alignment of operational planning goals and priorities with the "Ends Policy" (Ends). The Ends are the Board's written expectation for the President about the intended results to be produced, the intended recipients of those results, and the intended worth or value of those results and will guide the organization's actions and decisions towards fulfilling its mission and serving its stakeholders (I.1.09) (further explored in Standard VII).

With the FY 2025 budget development process beginning in October of 2023, it was important that the FY 2025 priorities be developed prior to the kickoff of the budget development process. Informed by the newly adopted Ends Policy in October 2023, the President guided the FCC SLT in a process to develop the 2025 Priorities with an eye on building upon past work. The Global Ends Statement, the subsequent supporting Ends Statements, and the underlying Ends Statement Assumptions provided a framework for developing the FY 2025 ASPs (I.2.02).

Global End Statement
FCC exists to provide all Frederick County residents and others who choose to enroll at the College, with the education, workforce preparation, skills, abilities, and personal growth necessary to succeed in an increasingly interconnected world, at a cost that demonstrates the prudent use of the College's available resources. The Ends Statements and Assumptions underscore this work and how it is fulfilled.

<u>Ends Statements</u>
- *1.0   Student Achievement and Workforce Preparation*
- *2.0   Diverse populations of learners experience learning and academic success responsive to their unique whole learner needs.*
- *3.0   Regional Impact and Engagement*

<u>Assumptions Underlying the Ends Statements</u>
- *A.1   Safe, Secure, and Attractive Campus*
- *A.2   Fiscal Stability*
- *A.3   Technology*

A.4 Talent and Culture
A.5 Data and Research

Leadership Changes

The College experienced leadership changes since the conclusion of the last Self-Study as shown in the figure below. Interim leadership (highlighted in yellow below) guided the College through these times of transition, and the College still maintains interim leadership in the Chief Information Officer role. While filling these interim roles with permanent leadership is necessary, finding the right leaders to create the right conditions is critical in attaining optimal success in achieving the mission.

Figure 2: *Senior Leadership Changes by Fiscal Year*

	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
President	Burmaster	Burmaster	Burmaster	Burmaster	Burmaster	T. Powell	Cheek	Cheek	Cheek
Chief of Staff [1]							A. Boyd	A. Boyd	A. Boyd
Provost and Vice President of Teaching, Learning and Student Support (TLSS) [2,3]	Hawkins	Hawkins	Hawkins	Hawkins	Hawkins	Hawkins	Hawkins / Eannace	Davis	Davis
Vice President for Continuing Education and Workforce Development (CEWD) [3]	Croghan	Croghan							
Vice President for Student Experience [4]	Barbour	Barbour	Barbour / Haynes / Mears	Clark	Clark	Clark	Clark / Rashaw	Rashaw	Rashaw
Vice President for Finance and Human Resources [6]	McDonald	McDonald							
Vice President for Finance & Administration/CFO [5]			McDonald	McDonald / Anderson / Jones	Jones	Jones / Stake	Stake	Larson / McVicker	McVicker
Vice President for Talent and Culture [6,7]			Bard	Bard	Bard	Jones / Oliver [6a]	Oliver / Billie	Billie / Cofield	Cofield
Special Assistant to the President	G. Boyd	G. Boyd	G. Boyd	G. Boyd	G. Boyd	G. Boyd	G. Boyd	G. Boyd	G. Boyd
Chief of Operations [8]	Wichser	Wichser	Wichser / Shuler	Shuler / Barnes	Godwin	Godwin	Godwin		
Chief Information Officer [9]		McCormick	McCormick	McCormick	McCormick	McCormick / Reno	Reno	Reno / Kielt	Kielt
Executive Director for the Office of Institutional Advancement and FCC Foundation [10]						D. Powell	D. Powell	D. Powell	Reid / Enloe
Vice President of Diversity, Equity, Inclusion, and Belonging (DEIB) [11]								Howard-Bostic [12]	
Chief Foresight and Decision Support Officer									Paushter

■ - Permanent Senior Leadership Position   ■ - Interim Senior Leadership Position   ■ - Senior Leadership Position did not Exist

1 Chief of Staff position newly created in FY 2023 | 2 Provost and VP of Academic Affairs (VPAA) title change to Provost and VP of Teaching, Learning, and Student Success (VP TLSS) in FY 2024 | 3 VP for CEWD position combined with Provost and VPAA position in FY19 | 4 VP for Learning Support title changed to VP of Student Affairs in FY 2022 and to VP for Student Experience in FY 24 | 5 VP for Finance title changed to VP for Finance and Administration in FY 24 and to CFP and VP for administration in FY 2025 | 6 VP for Finance and HR position split into two senior leadership positions in FY19 (VP for Finance and VP for HR) | 6a VP for HR position duties temporarily assigned to Director of HR | 7 VP for HR title change to VP for Talent and Culture in FY 2024 | 8 Chief of Operations moved under VP for Finance and Administration in FY 2024 | 9 CIO position split from Special Assistant to the President in FY17 | 10 Executive Director for the Office of Institutional Advancement and FCC Foundation transitioned to Senior Leadership role in 2022 | 11 Vacant Director of DEIB transitioned to VP of DEIB position in FY 2024 | 12 In place April 2024 - June 2024. Position to be reclassified to be part of the Talent and Culture

Through these periods of transition, the College continued to live its mission by working to achieve its strategic goals and priorities.

Living the Mission

Between 2017 and 2022, the College published an annual Institutional Effectiveness Report (IER) that summarized efforts supporting the strategic plan (I.3.01). The IER characterized Institutional Effectiveness (IE) as a collaborative, ongoing, evidence-driven, and inclusive assessment and evaluation process. The report's primary objective was to serve as a comprehensive evaluation of the College's success in realizing the objectives and goals outlined in the strategic plan.

This report also assessed College efforts toward meeting the MSCHE Standards for Accreditation, highlighting planning, budgeting, evaluation, and assessment activities across the College that are measured, documented,

and confirmed annually through several general processes, such as Regional Accreditation, Federal and State Reporting, Academic Program Review, Course Level Assessment, and Co-Curricular Program Review, all working toward demonstrating achievement of the College mission.

In addition to the IER, the College also prepares annual Performance Accountability Reports (PAR) in accordance with MHEC as required under Title 11 of the Education Article of the COMAR (I.3.02). The PAR is annually submitted to MHEC following approval by the Board and summarizes the performance of the College in relation to the goals outlined in the Maryland State Plan for Postsecondary Education (MSP) (I.3.03). During the 2023 PAR development, many redundancies with the IER were noted. The Board now receives progress on student benchmarks through the PAR which is intended to serve as an end of the year assessment for the College (I.3.04). In FY 2023, an additional progress report on the ASPs was provided to SLT as an update on relevant strategic goals in *FCC Forward 2020-2025* (I.3.05). For FY 2024, the PAR was submitted to the Board as a progress report. As the College moves toward fully implementing Policy Governance and the RISE Framework (discussed in more detail in Standard VII and Standard VI respectively), reporting on end of the year progress toward goals not found in the PAR will need to be established. This annual progress report could be done as part of the *Monitoring Report* (detailed in Standard VII), which serves as a means of monitoring CEO performance and organizational performance.

The following highlight examples of progress towards achieving goals of *FCC Forward*:
- Goal I: 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]*
    - *Diversity, Equity, and Inclusion Strategic Plan created to better support actual student needs (Discussed in Standard II, V, and VI).*
    - *Strategic Enrollment Management Plan updated in Spring 2024 (Discussed in Standard IV).*
    - *FCC Foundation online-giving campaigns and annual events raised scholarship funds for students allowing increased access and success.*
    - *Completed student need surveys, which drove the College to focus upon the belonging and socioeconomic needs of the student body to better close achievement gaps (Discussed in Standard II and Standard IV).*
    - *Development of a new Health Sciences Associate of Science degree program, Health Sciences Physical Therapist Assistant program, and program Areas of Concentration in Exercise Science and in Public Health to meet community-employer needs.*
    - *Several non-credit programs were added to address community-employer needs (Community Health Worker, Peer Recovery Specialist, Global Career Development Facilitator, Logistics & Production, Food Business Entrepreneurship, Culinary Medicine for Foodservice Professionals, Agroforestry).*
- Goal II: Support the student learning experience through data-informed enrollment management, responsive programming, and efficient systems. *[MSCHE Standard IV]*
    - *Annual Program Reviews completed by CEWD considering enrollment, demographic, and financial data.*
    - *Created Information Technology Plan for FY 2023-24 that served as a College-wide plan ensuring a functional and secure IT environment (Discussed in Standard VI).*
    - *Annual data analysis and reporting of all Academic Learning Support Services under the umbrella of the Center for Teaching and Learning (CTL).*
    - *Development of Interprofessional Health Sciences programming and expanded Simulation Training in conjunction with the completion of the 2022 Linganore Hall renovations.*
- Goal III: Lead the College with excellence, transparency, and accountability. *[MSCHE Standards II, VII, VI]*
    - *FCC Foundation webpage provides data and testimony on the availability and awarding of scholarships.*
    - *Institutional Racial Equity Plan developed and administered to address closing racial equity gaps in access and success (Discussed in Standard V).*
    - *Policy and Procedures on the Creation and Administration of College Policies and Procedures was created and approved along with a schedule to update and maintain them (Discussed in Standard II).*
    - *Board Policies were reviewed and the Board transitioned to the Carver Policy Governance Model; the Board adopted the Ends Statements, which provide a framework for planning and execution of the mission (Discussed in Standard VII).*
    - *Assessed employee climate to identify areas for improvement related to employee well-being and workplace experience (Discussed in Standard II).*
- Goal IV: Ensure the fiscal stability and sustainability of the College. *[MSCHE Standards II, VII, VI]*

- *Development and completion of the 2023 – 2033 Facilities Master Plan laying a roadmap for capital investment and sustainability (Discussed in Standard VI).*
- *Administration and staff use of goals as part of planning, resource allocation, and funding requests.*
- *The adoption of the Board of Trustees policy on Planning stating that the President shall not permit planning that endangers the fiscal soundness of future years or ignore the organizational capability (people, programs, services, facilities) required to achieve Board Ends in future years; and Asset Protection stating that the President shall not allow College assets to be unprotected, inadequately maintained or unnecessarily risked (Discussed in Standard VI and VII).*

The College ensures the linkage between its mission and aspects of budgeting, resource allocation, and decision making (explored further in Standard VI). In TLSS previously known as Academic Affairs and Continuing Education, and Workforce Development [AACEWD]), there is a newly created annual program review process that requires Program Managers to connect requests to the strategic plan and provide data to show progress on past goals (explored further in Standard V).

Prior to COVID, Employee Development Plans (EDP) were part of the annual employee review process. Employees were asked to create individual, job-related goals annually in support of the strategic priorities, and they were evaluated on their progress toward those goals. This practice ensured that the mission and strategic priorities were widely known to internal stakeholders and highlighted for individual employees their specific role in supporting these efforts (I.1.10). During COVID this EDP process was suspended. Current Talent and Culture/Human Resources (HR) leadership is evaluating new employee goal setting processes to be incorporated into performance evaluations. While current performance evaluations (discussed in more detail in Standard II) link employee performance to the mission and support of strategic goals, it is recommended that the new goal setting process include alignment to the mission and annual priorities of the College.

Periodic Assessment of Mission and Goals
In accordance with Title 11 of the Education Article of COMAR, FCC reviews its mission statement quadrennially (every four years) in the year following issuance of a new state plan and as directed by the State. The mission statement review conducted with the development of *FCC Forward* occurred outside of this cycle at the request of the Board (I.4.03). FCC provided MHEC with the updated mission statement in June 2021 (I.1.11).

The College assesses its achievement of the mission via ASPs and the *FCC Forward* goals (for 2023 and beyond using the PAR; from 2017 to 2022 using the IER and PAR).

Summary and Conclusion
FCC's mission is intricately woven into its overarching purpose within the higher education landscape, guiding its interactions with students and the development of its objectives. The institution's articulated goals are closely aligned with this mission statement, illustrating its commitment to fulfilling its core values and anchored by four institutional priorities—*educational excellence*, *student learning*, *responsible leadership*, and *fiscal sustainability*. Concrete examples underscore FCC's efforts in line with its mission and strategic vision.

Points of Pride
- FCC's mission statement and goals illustrate a College-wide commitment to students and have evolved to better support individual student needs.
- FCC's continuity of mission during numerous leadership changes and transitions.

Recommendations to Create the Right Conditions
- **Align employee and institutional goals/priorities and professional development:** As part of the individual employee performance management process, strategically align employee goals and professional development with division- and institutional-level goals.
- **Ends Statement and Governance**: Ensure that strategic planning processes clearly align with Board policy.

- **Institutional Progress Report**: Develop a consistent means of monitoring organizational performance and the institution's progress towards achieving these goals.

List of Cited Evidence

- I.1.01 AnnotatedCodeMarylandEducationArticle.Sections11-302,11-303
- I.4.01 MHECMissionStatementReviewReport.2018
- I.1.02 FCCForwardStrategicPlan.2020-2025
- I.1.03 FCCForwardCommunication
- I.4.02 SummaryReportStrategicPlanningProcess.2020
- I.1.04 BoardTrusteesMinutes.June2020
- I.1.05 AboutFCC.September2024
- I.1.06 AcademicCatalogMissionStatement.2024-2025
- I.1.07 NewFacultyStaffAdministratorsOrientation.2024
- I.2.01 StrategicPriorities.FY23-FY24
- I.1.08 ProgramReviewMapTemplate.FY24
- I.1.09 BoardTrusteesPolicyends.2023
- I.2.02 StrategicInitiativePlanningDocument.FY2025
- I.3.01 InstitutionalEffectivenessReport.2017-2022
- I.3.02 PerformanceAccountabilityReport.2019-2024
- I.3.03 MarylandStatePlanHigherEducation.2022
- I.3.04 PerformanceAccountabilityReport.2023-2024
- I.3.05 ProgressReportStrategicPriorities.FY2023
- I.1.10 EDPGoalSettingGuidelines.2020
- I.4.03 BoardTrusteesMinutes.September2018
- I.1.11 MHECCommunicationMissionUpdate.2021
- ROA01.01 MHEC&MSCHEProfile.2024
- ROA01.02 MHECAuthorityComunityCollegesOperate
- ROA07.01 MHECMissionStatementReviewReport.2018
- ROA07.02 FCCForwardStrategicPlan-2020-2025.pdf
- ROA07.03 AboutFCC.September2024
- ROA07.04 AcademicCatalogMissionStatement.2024-2025
- ROA10.01 SummaryReportStrategicPlanningProcess.2020

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.

Evidence of meeting Requirements of Affiliation found in Standard II:
- **Requirement 5**: The institution complies with all applicable government (usually Federal and state) laws and regulations.
- **Requirement 6**: The institution complies with applicable Commission, inter-regional, and inter-institutional policies. These policies can be viewed on the Commission website, www.msche.org.

The principles of ethics and integrity are fundamental to the mission, core values, and culture of FCC. This dedication is reflected through improved transparency in communications, robust commitments to DEIB, and the implementation of fair employment practices with emphasis on avoiding conflicts of interest.

Transparency
Transparency, fundamental to ethics and integrity, is emphasized in the following philosophical statement in the *FCC Employee Handbook* (II.1.01): "At FCC, we strive to work together as a college community. We seek to be consistent and transparent in College practices" (p. 14).

FCC reports annually on institutional effectiveness to the Board (using the IER from FY 2014 to FY 2022 and the PAR beginning in FY 2023 (II.8.01; II.8.02). Full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure, and pass rates is led by the Office of Planning, Assessment, and Institutional Research (OPAIR). OPAIR collects, analyzes, synthesizes, and disseminates data, trends, and practices to stakeholders of the College both internally (on the College intranet site) and externally (via the OPAIR webpage). These insights and data are shared and published on the College website on the Consumer Disclosure Information webpage, in compliance with MSCHE's policies (II.8.03).

FCC has been accredited by MSCHE since 1971 and the College's accreditation was last reaffirmed in 2016 with no official recommendations received (II.8.04). The *About FCC* webpage prominently displays the strategic plan, priorities, accreditation status, and information on Self-Study (II.8.05). There is also a webpage for communicating information on the reaccreditation process, the MSCHE Notice of Action, and other relevant state and programmatic accreditation statements (ROA06.01).

Commitment to Essential Freedoms in Higher Education
In recognizing the importance of essential freedoms in higher education, FCC supports academic freedom as outlined in the *Faculty Addendum of the Employee Handbook*, which states that *The College supports the concept of academic freedom. Faculty members are entitled to academic freedom in the classroom in discussing subject matter. This freedom extends to research and publishing of results, subject to the approval of the College's Institutional Research Board* (II.1.02).

The College, through its guidance and policies on Intellectual Property, endeavors to foster equity among creators who are employees of the College. By establishing clear guidelines, this ensures fairness and adherence to laws governing patents, copyright, trademarks, and other intellectual property rights during performance of official College tasks (II.1.03). FCC provides comprehensive guidelines for employees on requirements for compliance with copyright laws, delineating the principles of "fair use" and "public performance" rights, along with defining the scope of the 2022 Technology, Education, and Copyright Harmonization (TEACH) Act (II.1.04).

An *Expressive Activity Policy*, published in August 2024, is intended to endorse and foster a diverse and inclusive educational environment that promotes the free exchange of ideas while ensuring the safety, well-being, and respect of all campus community members (II.1.05). The policy aims to uphold the principles of the First Amendment while maintaining an atmosphere of civility, respect, and tolerance. It also balances the rights of students, employees, and members of the community when utilizing FCC Property for expressive activity while

also upholding the right of FCC to carry out its educational mission. The College recognizes the importance of encouraging open dialogue and respectful exchange of ideas to enhance the educational experience for all members of the academic community.

Internal Communication

FCC's *Employee Handbook* emphasizes the College's commitment to "clear and transparent communication" (II.1.01, p 6-7). As FCC implemented transitions in 2023 through the Board's Policy Governance framework and operational decisions in process, the *Employee Handbook* revisions were placed on hold and the most recent revisions were last made to the Handbook in 2023. College policies are being updated as necessary pursuant to legal or compliance requirements and in conjunction with operational processes at the College that are aligned with the College's Policy Governance transition and Board's updated policies, end statements, executive limitations. The College contracted consulting services in FY 2025 to align institutional policies and procedures to the Board's Policy Governance Model and other state/Federal requirements (II.9.01), and one of the eleven strategic areas of focus for these consulting services was the review and recommendations for streamlining the Employee Handbook. The intended timeline is for suggested revisions to be provided to the College by mid-April 2025, with revisions to the Handbook to occur thereafter.

The College uses multiple official channels of communication with employees, including supervisory/departmental venues, CommCentral, eNewsletters, and FCC Alerts. CommCentral is the employee intranet site that provides secure access to a centralized hub for information, documents, and resources. This employee resource facilitates communication and allows for the dissemination of information in the form of announcements, news, and events. It also serves as a digital repository for departments and teams to share relevant documents and processes Collegewide.

Fostering an environment of open and clear communication is a shared responsibility between leadership and employees (faculty, staff, and students). College leadership is responsible for communicating expectations, setting the tone, and modeling transparency, openness, and responsiveness. Additionally, leadership should support policies and practices that encourage open dialogue and provide opportunities for feedback from stakeholders. Leaders can also ensure employees have access to training on effective communication, actively solicit feedback, and show that stakeholder feedback is valued and considered. At the same time, employees have a responsibility to be actively engaged, practice openness, build relationships within and outside of their departments, and provide input and feedback.

The College previously provided venues for transmitting information such as the Supervisor's Forum (which transitioned to Supervisors and Department Chairs Communication Notes, and later known as Sup's Notes during the COVID-19 Pandemic) (II.6.01), which was comprised of all FCC employees with supervisory responsibility and was intended to provide written information and face-to-face opportunity for clarification on relevant College operations. While the Supervisor's Forum was disbanded during the interim Presidency of Dr. Powell and has not been revived, the President's Cabinet (comprised primarily of administrators, faculty, support personnel, Affinity Group chairs, and the convener of the Department Chairs) still exists and meets regularly. Under President Cheek's leadership, Cabinet membership has been expanded to include Executive Directors across a wide range of functional areas. In addition to the Cabinet, communication of information occurs via multiple, distributed channels including CommCentral announcements, emails from the President, Affinity Groups, Cabinet, Senate meetings, and team meetings led by supervisors/SLT members. While CommCentral is useful as a notification tool for announcements and reminders, a new means of communicating College-wide initiatives that allows for more employee engagement (e.g., Q&A, open discussion, etc.) would better support the College's efforts in being transparent and support the dissemination of consistent information across all levels of the organization. In March 2023, an HR Communication Committee was formed that was headed by the VP of Talent and Culture at the time, and the committee discussed developing a survey that could be used to gather such information. This initiative could be revived to collect information from employees about the current means and preferred methods of receiving information to inform the mechanisms employed in the future.

In FY 2025, the President's Office sought to hire a Director of Communication to elevate the importance of strategic communication at the College. The role is intended to lead the development of College-wide communications policies/procedures, critical communications involving College-wide alerts/emergency/weather/closure messaging, and other initiatives and resources as merited (II.6.02). In conjunction with this role, the gaps between communication, notification, and engagement should be prioritized.

Policy Review
In January 2019, the College underwent an external review of its governance model by Dr. Roy A. Church, President Emeritus of Lorain County Community College (II.9.02). Further details on the impetus behind the review can be found in Standard VII. The "Church Report" recommended restructuring the institutional governance model to promote and ensure ethical conduct and integrity among decision-makers and those who are affected by changes. According to the report, this would facilitate an environment that would allow for clearer communication that was more collaborative versus authoritative. As a result, the Board began exploring a new policy review framework that would lend itself to more transparency in decision-making practices. In 2021, the Board approved the *Policies and Procedures on the Creation and Administration of College Policies and Procedures* which documents the process by which new policies are created and existing policies are reviewed (II.9.03). During Spring 2022, in response to feedback received during numerous listening sessions and consultation with senior leaders, AVPs/Deans, and the leaders of the Affinity Groups and Senate, President Cheek proposed a streamlined policy review process to increase transparency, provide greater clarity, reduce time dedicated to policy review and clarify roles. After receiving full support from the Cabinet, the College adopted a "pilot" policy review process during FY 2023 (II.9.04). At the conclusion of the year, Senate leadership and Cabinet members expressed support for continuing the pilot policy review process during FY 2024 (with some modifications based on feedback). The "pilot" process was not incorporated into the *Policies and Procedures on the Creation and Administration of College Policies and Procedures*. With the adoption of Policy Governance by the Board, the College's Administrative Polices will need to be reviewed and updated to align with Board policies. In addition, College leadership agreed that Administrative policies and procedures should be separated. The review process should include a technology solution to create more effective workflows, the pilot process should be reviewed and a permanent review process implemented, and committee structures should be reimagined as part of this review. In October 2024, to support this work, the President requested a cross-functional team of stakeholders be assembled to assist with how to address these items and an outside expert will be hired following the College's procurement guidelines. The President also temporarily paused "all policy creation, review, and revision, except for those policies relating to campus safety, federal/state mandates, and/or pressing matters impacting continuity of operations or student success" until a comprehensive plan for policy review is in place (II.9.05; II.9.06).

Honesty and Truthfulness
To operate with utmost transparency, the College's external website (frederick.edu) functions as the public-facing source of information. It serves as a pivotal platform for accessing vital details about the institution. The incorporation of essential components such as policies (including those repealed), mission statement, Academic Catalog, net price calculator, tuition and fees, and cost of attendance is essential for fostering transparent communication and helps students and other stakeholders understand the expectations and standards upheld by the College (II.1.06).

The Academic Catalog, published annually, serves as the official record of the requirements for admission, registration, policies and procedures, and program content (II.6.03). It is an important resource for students to plan their academic journey and make informed decisions about their educational pursuits. In FY 2021, the College adopted Courseleaf, an online platform, for publicizing the Academic Catalog and for curriculum management. The Courseleaf Catalog module (CAT) was implemented between 2020 and 2021, with the first academic catalog published in CourseLeaf in April 2021 for the 2021-2022 Academic Catalog. With Courseleaf, students have online access through the FCC website to both a dynamic version of the Catalog as well as archives of previous versions. The net price calculator, found on the Financial Services webpage, is a valuable tool for prospective students and their families to estimate the actual cost of attending the College after factoring in any financial aid. It is an

interactive, linear, self-service tool that is personalized to prospective students to generate a final approximate cost estimate. The calculator fosters financial transparency and aids prospective students and their families in responsible financial planning for college (II.7.01). Each program page on the FCC website provides students with a list of contacts, credentials offered, a curriculum pathway to completion, and transfer and job outlook information. This collection of information makes it possible for students to have a clear understanding of curricular requirements, transfer options, and job prospects for each degree or certificate (II.6.04).

Presenting tuition and fees clearly on the website and including projected earnings based on Department of Labor and Statistics data is essential for prospective students and their families to understand the financial commitments associated with attending college and the return on investment (II.7.02). The *Cost of Attendance* encompasses various expenses beyond tuition and fees, including indirect costs, which may include books, supplies, housing, food and other personal expenses. In addition, FCC calls attention to expenses such as childcare and transportation and provides resources to help students factor these considerations into their financial planning. Providing this information on the website ensures a clearer and more comprehensive view of the overall financial considerations associated with attending FCC (II.7.03). While the general *Cost of Attendance* provides students with a general sense of the costs associated with attendance, including any program-specific costs, such as costs associated with additional uniforms or other required program materials, would provide even more transparency to prospective students.

Tuition and fees did not increase between FY 2022 through FY 2024, and only a modest increase of 3% was implemented in FY 2025. FCC's tuition ranks among the 7th least expensive per credit hour compared to all other Maryland community colleges (II.7.04).

FCC represents itself honestly and truthfully in all public relations announcements, advertisements, recruiting, admission materials, and marketing practices (II.6.05). Marketing oversees and manages the College's website and works with departments, such as Admissions, on the design, development, and disbursement of recruitment and admission materials. The Marketing team also developed and published a style guide on CommCentral that includes boilerplate language for consistent wording for any required statements, including the College's accreditation status, non-discrimination statements, and accommodation statements, among others (II.6.06). Over time, unofficial social media accounts have been developed by employees representing the College. While guidelines were created for the development and management of social media accounts representing the College, any existing account needs to be reviewed, evaluated, and approved to ensure clarity and consistency of messaging and to preserve the strength of the FCC brand (II.6.07).

Transparency is the foundation upon which FCC operates in maintaining ethical conduct among employees, across operations, policies, procedures, and programming. It empowers stakeholders to make informed decisions, ensures accountability through its accreditation status and state approvals, and fosters a sense of trust and openness within the College community. The College acknowledges ongoing efforts and the necessity for increased transparency between decision-makers and the wider community. With new leadership, fresh perspectives, and a commitment to data-informed decision-making, comes optimism that the institution will continue to improve. Transparent communications are crucial for building a positive and supportive educational environment where all members of the College community have access to the information they need to succeed.

Commitment to Diversity, Equity, Inclusion, and Belonging
FCC is dedicated to fostering a diverse, equitable, and inclusive educational environment that promotes a sense of belonging. The College acknowledges that DEIB constitutes an ongoing journey of continuous learning, adapting, and proactively addressing the evolving needs and well-being of the campus community. DEIB is a core value of the College and reflected in all the goals of *FCC Forward 2020-2025*. The results of the 2023 PACE survey showed that respondents felt that student diversity was prioritized at the institution (with a mean of 4.3 out of 5).

The first *DEIB Strategic Plan* was approved by the Board in June 2019, covering five years (II.2.01); a second plan was approved in August 2024 covering FY 2025 (II.2.02). The plan aims to address equity and access gaps among

students with progress monitored in an annual report submitted to MHEC (II.2.03). The DEIB office was reimagined in Fall 2024 (II.2.04), and the College intends to hire a new AVP of DEIB, reporting to the VP for Talent and Culture.

In Fall 2024, Marketing and Admissions co-created recruitment materials that apply a consistent College branding message. Recruitment materials were offered in Spanish for the Bilingual First Year program, which is welcoming its first cohort of students who will be accessing special courses taught in a bilingual Spanish format. OPAIR, as well as other contributing departments, verify that the data used in these recruitment pieces is accurate. This is a multi-unit effort, ensuring that the College is accurate in the way that it represents itself to current and prospective students. Staff from Marketing and Admissions collaborate to ensure collateral is aligned with strategic enrollment management strategies. While these efforts demonstrate a commitment to students who identify as Hispanic, there are opportunities for improvement. For example, the College could implement targeted marketing strategies for academic programs based on workforce needs and the Strategic Enrollment Management Plan.

While the College has made significant efforts to bring DEIB to the forefront, there is still additional work to do including collecting more nuanced information about individual identities and how these are reflected in the institution's data. Throughout the Self-Study, there are efforts to disaggregate student and employee data using certain broad demographic categories (race, sex/gender identity, etc.), there is acknowledgment that these do not reflect the full identities, lived realities, or socioeconomic statuses of these individuals. In some instances, the College has built up its capabilities to collect better information, but it can continue to expand and update these collection efforts to reflect intersectional of identities. Therefore, while the Self-Study reflects a snapshot in time, the College is continuing to evolve and improve its efforts to more fully reflect the identities of the FCC community.

Cultural Competency
Cultural competence is essential for living and working effectively in a diverse society. As outlined in the College catalog, all degree-seeking students must complete a course that satisfies the cultural competence requirement to gain critical "knowledge and skills to necessary to participate effectively in dynamic, evolving multicultural contexts." To advance cultural responsiveness in the classroom, the CTL provided an intensive summer institute called *Equity Scholars* to recruit and train faculty and staff on culturally responsive teaching and learning. As part of this effort, faculty and staff were provided training and insights to create an inclusive and culturally responsive learning environment and engage in race-consciousness in the classroom. Equity Scholars have strengthened pedagogy, practices, and assignments, and/or changed the content of gateway and high-impact courses to be more racially and culturally responsive to Black/African American and Hispanic/Latinx students (II.2.05).

Survey of Campus Climate
FCC has demonstrated a commitment to improving its campus climate through periodic climate surveys for students and employees. In 2016, FCC implemented a bi-annual Title IX/Sexual Harassment student survey. This survey provides feedback on students' awareness of FCC's sexual harassment policies and procedures, perceptions of safety and general campus climate, and perceptions on the College's readiness and ability to address issues of sexual harassment. It is distributed online to all current students age 18 and over. The 2024 survey showed that 89% of respondents were aware of policies and procedures around Title IX, 68% of respondents said that they knew a staff or faculty member who could help them if they needed to report sexual harassment, and 85% of respondents felt that the College created an environment where sexual harassment and misconduct would not be tolerated. While respondents generally noted that they understood the policy, 49% said that they were unaware of what occurs after a report of sexual harassment is made. Additionally, only 35% of respondents felt that the procedures for reporting and addressing sexual harassment were easy to find, 3% did not find it easy, and 62% did not look (II.2.06) showing a clear need to improve awareness of the process and make it easier to find.

The National Assessment of Collegiate Campus Climates (NACCC) survey was conducted in 2022 and identified racial disparities and gaps in cross-racial engagement and feelings of inclusivity (II.2.07). By incorporating the survey results with feedback from faculty, staff, and students, the College developed specialized programming

through the Making Our Spaces an Inclusive Community (MOSAIC) Center including "Beyond Strangers," "Cultural Celebrations," and "Courageous Conversations."

The College previously administered the Community College Survey of Student Engagement (CCSSE) prior to the last Self-Study, but it was discontinued after 2014. The CCSSE was conducted again in Spring 2024 and is expected to be conducted every two years moving forward. Highlights of the results of the 2024 administration of the survey (II.2.08) showed that students rated their overall experience at the College as *good* or *excellent* (92% of part-time respondents and 90% of full-time FCC respondents; compared to 87% of part-time and 88% of full-time at similarly sized colleges in the nation), they feel like they belong at the College (92% of part-time students and 94% of full-time students indicated agree or strongly agree; at other medium-sized colleges, 89% of part-time and 89% of full-time indicated agree/strongly agree). Overall, FCC outperformed other similarly-sized colleges on the benchmarks of Active and Collaborative Learning (FCC had a score of 56 compared to similarly sized colleges at 50, and the top 10% of colleges scored 61), Student Effort (FCC's score was 54 compared to 50 for medium-sized colleges and the top 10% of colleges had a score of 60), Academic Challenge (FCC's score was 53 compared to 50 for medium-sized colleges and the top 10% of colleges had 58), Student-Faculty Interaction (FCC's score was 58 compared to 50 for medium-sized colleges and the top 10% of colleges had 62), and Support for Learners (FCC's score was 57 compared to 50 for medium-sized colleges and the top 10% of colleges had 62), outperforming the Medium College and the 2024 Cohort peers in each benchmark. The College has areas for opportunity improvement in the orientation programming including promoting awareness of orientation (32% of part-time students and 19% of full-time student said that they were unaware that there was an orientation; compared to 23% of part-time and 18% of full-time students at similarly sized institution) and only 55% of students indicated that they attended orientation (45% of part-time students and 62% of full-time student said that they were unaware that there was an orientation; compared to 60% of part-time and 68% of full-time students at similarly sized institution). Orientation has changed over the years and was most recently redesigned in summer of 2024 (see Standard IV for more information). Another finding was that financing their education was a chief concern that might cause them to withdraw from classes or the College (76% of part-time students and 62% of full-time student said that this was somewhat likely, likely, or very likely the case; compared to 70% of part-time and 69% of full-time students at similarly sized institution). Continuing to administer the CCSSE will allow the College to monitor its progress in future years.

The PACE (Personal Assessment of the College Environment) Climate Survey for Community Colleges allows employees to share information about how they perceive and experience their work environment. Four climate factors are included in the survey: *institutional structure*, *supervisory relationships*, *teamwork*, and *student-centric focus*. The survey has 46 standard questions with additional questions that can be added by the institution. Responses range from a low of 1 (strongly disagree) to a high of 5 (strongly agree). In the 2023 PACE Qualitative Report, the top five mean scores showed that employees felt that their jobs directly impacted the mission (response mean was 4.5), that their supervisor/chair expressed confidence in their work (4.3), student diversity was important to the institution (4.3), the institution prepares students for future learning (4.2), and that their supervisor/chair was open to incorporating the ideas of others (4.2). The questions with the lowest means included concerns about being able to advance within the institution (2.9), that the institution is appropriately organized (2.9), that employees could influence the direction of the institution (2.9), decisions are made at the appropriate levels (2.9), and administrative processes were clearly defined (3.0) (II.2.09).

The College also administered the Institutional Capacity Assessment Tool (ICAT) in Spring 2023, an Achieving the Dream (ATD) institutional self-assessment survey. The survey spanned seven dimensions: leadership and vision, data and technology, equity, engagement and communication, teaching and learning, strategic planning, and policies and practices. While all areas showed a strong level of capacity was in place at the College, the results also showed that the College could improve in the areas of data-informed decision-making and the dissemination of data; and while efforts exist around communication and disseminating information, communication about student success efforts and engagement with key constituencies could be improved; there was also a desire for improvement related to the hiring, retention, and promotion of talent (II.2.10).

A few key positive themes across these surveys showed a recognition that the Board has empowered the President and her team to do the important work of the College, a mission and vision are present and drive the efforts of the institution, an equity-centered leadership and vision are present, and that the College broadly engages with the wider community to support their needs. Some areas for improvement included a desire for improved internal communication and engagement, improving talent development efforts (focusing on employee professional development, retention, and promotion), improving a culture of evidence, and being more strategic with efforts around planning (policy review and development).

It is imperative to continue prioritizing the integration of employees' experiences into the culture and values of FCC. This step is essential for fostering an inclusive environment where every individual feels valued, respected, and supported. By incorporating the diverse perspectives and insights of diverse talent, the College can further an environment that attracts and retains the right talent. This approach reflects the College's commitment to embracing the richness of the community that it serves and ensuring that the institution remains a welcoming and inclusive place for all.

Fair Employment Practices and Conflict of Interest
FCC commits to being an equal opportunity employer and complies with all applicable federal and state laws and regulations regarding non-discrimination.

Grievance Policy
The College works to ensure a safe and healthy environment, one that is free of discrimination, harassment, and violations of policy, for all students and employees. Employees are introduced to policies and procedures as part of the onboarding process and sign an acknowledgment form indicating their awareness of FCC policies and procedures. The form lists several important policies and procedures including the *Complaint Policy and Procedure for Employees* and *Non-Discrimination Policy* (II.3.01; II.3.02). HR policies and the Employee Handbook are available on the policy and procedure page on the College's website and CommCentral.

Every effort is made to ensure that complaints made through the College's Office of Talent and Culture/Human Resources are responded to in accordance with policies and procedures, and that investigations are conducted promptly, appropriately, and equitably. In May 2022, an *ad-hoc* work group was appointed by the College Senate per Senate by-laws to conduct fact-finding with issues related to the *Complaint Policy and Procedures for Employees*. Upon formation and appointment by the Senate, the committee developed a survey to gather employee feedback on the complaint process and results were shared with Interim President Powell and SLT (see Standard I for membership at that time) with the intention of providing recommendations about changes to the policy (II.3.03). In FY 2023, the policy was reviewed by a Policy Review Team following the *Creation and Administration of College Policies and Procedures* and the non-substantive policy mark-up, along with 9 other policies, was submitted to Affinity Group and Senate Executives to distribute to their constituents the last week of May 2023 with a five-day review period. Cabinet approved all policies submitted for review in June 2023 with no objections. While the policy review process occurred, opportunities for employee feedback on the policy markup were made available through relevant Affinity Groups, and the policy was approved by Cabinet. There is no evidence that the feedback from the *ad hoc* committee was considered. Due to the number of policies and the short turnaround time which may have had an impact on constituent feedback, once the new policy review process is established, it is recommended a review of the *Complaint Policy and Procedures for Employees* be given priority to ensure it is working as intended. Additionally, the policy process should establish a standard feedback timeline so College stakeholder groups have sufficient time to conduct reviews of policy.

FCC strives to create and maintain a teaching and learning environment where effective communication enhances integrity, justice, and civility. For grade and non-grade grievances, students have access to policies, procedures and reporting tools via the *Complaint Policy and Procedures for Students* (II.3.04), through various sources on the College website, my FCC Student Portal, learning management system (LMS), the Academic Catalog, and EAB Navigate. The purpose of this *Complaint Policy and Procedures for Students* is to provide a method of recourse for students who wish to formally address a final class grade or a particular action taken by an employee. In FY 2024,

the Provost requested that a VP/Dean serve over grade complaints to provide a fresh perspective and to provide an assessment of the process and possible recommendations for future policy review. The VP/Dean submitted a memo making suggestions for improvement (II.3.05). As a result, the Provost will continue to review the process, including evaluating the number of complaints received and the results of the complaints. Future efforts can include surveying students who went through the process and soliciting their feedback about the experience. This information can be used to inform future reviews of the policy.

As required by MHEC, the College has a *Student Athlete Concerns* and *Athletic Programs and Activities* policy (II.3.06), *Behavioral Evaluation and Response Team* (BERT) (II.3.07), and *Code of Student Conduct* (II.3.08).

Conflict of Interest
All employees are expected to uphold the highest standards of ethical and professional behavior. For employees, the Employee Handbook contains guidelines for professional conduct including the need for employees to avoid situations with the potential for a conflict of interest. Employees are encouraged to bring attention to any situation which raises a potential conflict of interest or the appearance of impropriety. The *Employee Code of Ethics Policy* outlined in the Employee Handbook addresses expectations requiring employees to disclose outside employment and nepotism to HR, specifically the Vice President for Talent and Culture (VPTC) (II.4.01; II.4.02). Additionally, Maryland Public Ethics disclosure is required for certain individuals with financial responsibilities who are employed at the College as required under Maryland law.

The FCC Employee Code of Ethics has information on filing a complaint with the Maryland State Ethics Commission for allegations of a violation of the Public Ethics Law by an employee. While FCC does have a strong employee ethics policy, it is recommended that explicit Whistleblower protections be incorporated into the existing policy and processes.

Fair and Impartial Employment Practices
FCC values integrity, applying fair and ethical standards in its policies, procedures and practices. These core values are reflected in how employee hiring, evaluation, promotion, discipline, and separation are conducted. The *Employee Handbook* impacts all employees and serves as a vital reference for guidance and consistency. It also provides evidence of appropriate alignment with the federal Fair Labor Standards Act (FLSA), Equal Employment Opportunity Commission (EEOC) and Americans with Disabilities Act (ADA). Appended to the handbook is the Faculty Addendum, which addresses faculty-specific matters. The handbook is integral to employee onboarding processes and is routinely reviewed during New Employee Orientation (II.5.01). Policies are in place to ensure that employees are treated fairly and consistently across the institution as detailed in the *Non-Discrimination* (II.3.02), *Title IX Sexual Misconduct* (II.5.02), *Separation from Employment* (II.5.03), *Employee Complaint* (II.3.01), and E*mployee Misconduct* (II.5.04) policies and procedures. A clear articulation of due process rights is also included in all policies and procedures.

With regard to employee searches, recruitment documentation tools have been tailored for various employment categories: Non-Faculty and Below Director Level, Faculty and Director Level and Above, Adjunct Faculty and Part Time Variable Schedule, Auxiliary, and Coaches (II.5.05). These documents detail prescribed procedures for legal compliance, responsibilities of the search committee, video-based bias training for the search committee, recruitment, screening and interviewing, and candidate notification. Beginning in Fall 2022, the College enabled selected jobs to be posted internally before publicly posting. Interim and Limited-Term Employee (LTE) positions are clearly defined and approved by the SLT; these positions are not subject to the hiring and selection guidelines for permanent employment.

The process for job description approvals and their grading has evolved since the last Self-Study. In 2019, the HR Generalist, in consultation with the hiring manager, would review the job description, essential duties, and qualifications and make a recommendation to the VP of HR on the grade and pay, which were discussed and approved by SLT. In 2021, these decisions were moved to HR; if there were concerns on the part of a senior leader about the recommended grade and pay, the senior leader could work with the Interim President on any changes.

In December 2022, the College completed a direct compensation study (II.5.06; II.5.07), which highlighted the need to allocate additional funding to increase salaries amongst many employees and was incorporated into the FY 2023 and FY 2024 budget (explored further in Standard VI) to apply a cost-of-living adjustment based on market trends. However, a review and analysis of job descriptions was not part of the compensation study, leaving previous issues with job description review and classification, and grade and salary range placement unaddressed (see Instructional Decision-Making in Standard III for an example). As a result, the process for job description reviews and classification was identified as a Human Resource process that should be reviewed. The consultants recommended the adoption of a Job Assessment Scoring Tool (JAT) to classify job descriptions, providing a starting point for placement on the salary range/grade. This allowed all new job descriptions to be graded in the same manner. In addition to the JAT tool, when classifying job descriptions and determining grade and pay, similar jobs are also considered to ensure internal equity. Under the current process, job descriptions (new positions or revised job descriptions) are sent to HR for review and grading. An HR representative discusses the position's essential functions, minimum qualifications, and job duties with the hiring manager. The HR representative then finalizes the job description with a classification and grade and submits it to the hiring manager for final approval. Upon completion, the job description is placed on the HR intranet site.

While efforts have been enacted to address job description, classification, and grading issues, the compensation study completed in 2022 did not include a review of all job descriptions. The College has initiated Phase 2 of the compensation study in FY 2025, which will include review and classification of all job descriptions, grade placement as well as review, analysis, and recommendations on the system to classify job descriptions.

The employee evaluation process has been modified several times over the course of the last few years. As noted in Standard I, prior to 2021, staff met with their supervisor to create an EDP and were evaluated twice within the FY: in December to evaluate progress on EDP goals and May for a final performance evaluation (II.5.08). In 2022, one of the key objectives for the Interim President was a revision of the annual performance evaluation process for non-faculty. The revised evaluation process saw the creation of an optional employee self-evaluation and a new supervisor evaluation form (II.5.09). The revised forms did not have a numerical rating and contained a series of questions which encouraged meaningful assessment of performance and an action plan for the next year. For 2024, the annual performance evaluation was revised again for non-faculty to combine the pre-2022 and post-2022 process, using the rating system developed prior to 2022, changing the optional employee self-evaluation to a mandatory process, which included a rating system and removing the mid-year evaluation requirement (II.5.10). This interim process remains in place until further review and evaluation by HR. The faculty promotion and review process is discussed in Standard III.

Ethics Trainings and Professional Development
As of FY 2025, the College has three required, annual trainings for all employees, *Title IX for Employees, FCC Cybersecurity Trainings Technology Use*, and *Family Educational Rights and Privacy Act (FERPA)* training (II.1.01, pg. 13; II.8.06) that address employee responsibilities related to aspects of ethics, and integrity, IT security, and the protection of student records. These trainings are offered through Vector LMS (an online LMS the College uses to deliver training content).

Other trainings are offered on an as-needed basis (e.g., *Unconscious Bias Training* for hiring committees), which could also benefit the wider FCC community. Some areas of the College (as is discussed in Standard IV) have also begun implementing department/division level training that touch upon professional competencies and codes of conduct. Driven by departments/divisions, the review and selection of appropriate trainings/professional development and adoption of ethical practice statements would further engrain and localize ethics and integrity throughout the organization.

Compliance Reporting
FCC complies with all applicable federal and state reporting policies and requirements (ROA05.01/II.8.07; ROA05.02). In addition to required disclosures or policies, the following reports have been submitted since FCC received reaffirmation of accreditation in 2016: annual institutional update reports, substantive changes for the

closing of an additional campus location in 2016, and all COVID-19 response summaries and updates (ROA06.02; ROA06.03; ROA06.04). In addition, the College has identified third-party providers as defined by Middle States (II.8.08) and is working to strengthen process and procedures related to them (see Standard VI). At no time has FCC been found to be out of compliance with MSCHE policies. All correspondence with MSCHE is done in English.

Summary and Conclusions
Ethics and integrity are woven into the fabric of FCC. The College is dedicated to upholding its mission, honoring commitments, adhering to policies, and representing itself truthfully in all activities. This is reflected in multiple ways, including transparency in communications, robust DEIB, and fair employment practices. Furthermore, the College ensures compliance with relevant policies and regulations, maintains transparency through annual reporting, and supports a culture of honesty and truthfulness. Moreover, FCC is committed to promoting DEIB through climate surveys, cultural competency requirements, and strategic planning efforts. Looking ahead, it is essential for the College to continue to integrate employees' experiences into its culture and values to attract diverse talent, enhance retention and engagement, and reflect the community it serves.

Points of Pride
- Creation of the MOSAIC Center.
- Completion of a direct compensation study, reviewing internal equity and external competitiveness with the marketplace in 2022.
- Development of comprehensive FCC style guides to ensure consistent, accurate, and truthful communication across all College channels, adhering to both internal and external regulations.
- Approval of the *Creation and Administration of College Policies and Procedures* by the Board for improved transparency in policy development.
- Periodic campus climate surveys including the perspectives of students and employees (examples: PACE, Title IX, and NACCC surveys).
- Development of actions around recruiting and supporting diverse students (*DEIB Strategic Plan*; *Racial Equity Plan*) and employees (*DEIB Strategic Plan*; *Cultural Diversity Reports*; and uniform standards for employee recruitment).

Recommendations to Create the Right Conditions
- **Furthering a Culture of Collaboration** : Ensure that the prevailing sentiments among employees from the 2023 PACE Climate and ICAT Survey are approached in a collaborative manner and made actionable to support trust-building and foster a culture of collaboration.
- **Student Grade Complaints**: Identify ways to improve the student grade complaint process in the *Complaint Policy and Procedures for Students* that ensures fairness and equity, makes the process clear and concise, and is easy to navigate for students/faculty/staff.
- **Emphasizing Employees in the Core Values**: Emphasize a value statement pertaining to employees' experience into the College's mission and values statements to include a focus on a commitment to inclusivity, attracting diverse talent, enhancing retention and engagement, fostering innovation, and meeting stakeholder expectations.
- **Implement a Professional Development Structure for all Non-Faculty Employees:** Implement a system of professional development that encompasses personal/professional developmental pathways for non-faculty employees, fulfilling part of the FCC mission for employees around lifelong employee learning. While this occurs for faculty, a similar system/structure is not formally in place for administrative staff. This should include the development of personal-professional objectives that align with the College and division mission and goals, and that also provide a developmental pathway for their professional learning. Review existing training and/or potential training that could be implemented within a formal professional development framework such as ethics and integrity training, comprehensive supervisory training and onboarding, and relevant DEIB training.

- **Additional Potential Costs by Program**: In addition to the General Cost of Attendance, it would be helpful to provide more transparency by program before a student applies to the College that outlines any additional program-specific costs.
- **Standardization for Employee Positions**: Apply the JAT to all job descriptions for consistency and provide transparency in the process for grading employee positions including an inventory of job descriptions in the HR Sharepoint site.
- **Collection of Data Reflecting Identities of Employees and Students:** Expand and update collection efforts that reflect the full identities, lived realities, or socioeconomic statuses of students and employees to reflect intersectional of identities.
- **Develop a Communication Strategy that Engages Employees**: Identify new means of communicating College-wide initiatives and outcomes beyond just notification that allows for more employee engagement and understanding to better support the College's efforts in being transparent across all levels of the organization.

List of Cited Evidence

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- II.8.01 InstitutionalEffectivenessReport.2017-2022
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- II.8.03 StudentRightToKnow.2023-2024
- II.8.04 CollegialRecommendationsVisitingTeam Updates.2016
- II.8.05 AboutFCC.2024
- II.1.02 FacultyAddendum.2023-2024
- II.1.03 IntellectualPropertyPolicy-2022
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- II.9.01 ApprovalPolicyGovernanceAlignmentConsulting Services.November2024
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- II.6.06 StyleGuide.2021
- II.6.07 SocialMediaGuidelines.2021
- II.2.01 DiversityEquityInclusionStrategicPlan.2019-2024
- II.2.02 DEIBStrategicPlan.FY2024-FY2025
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- II.3.03 ReportFCCSenateAdHocWorkingGroupComplaint Policies.May2022
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- II.5.02 TitleIXSexualHarassmentPolicy.2022
- II.5.03 SeparationEmploymentPolicy.2023
- II.5.04 EmployeeMisconductPolicy.2023
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- II.5.06 CompensationStudy.2022
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- II.8.06 MandatoryTrainings.2024
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- ROA06.01 AccreditationPage.2025
- ROA05.01 InstitutionalFederalComplianceReport
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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.

Evidence of meeting Requirements of Affiliation found in Standard III:
- **Requirement 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 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.

Overview of Teaching, Learning, and Student Success

Since the last Self-Study, AACEWD was rebranded as TLSS, demonstrating the centrality of the holistic educational experience for overall student success. TLSS is the department at the College that encompasses the educational offerings, student-centered learning opportunities, and academic support services aimed at ensuring an accessible learning environment that meets the lifelong needs of students enrolled at the College. TLSS is organized under seven functional areas: Health, Business, Technology & Science (HBTS), overseen by an AVP/Dean; Liberal Arts, overseen by an AVP/Dean; CEWD, overseen by an AVP/Dean; the Mid-Atlantic Center for Emergency Management and Public Safety (MACEM&PS) provides public safety and emergency management training, courses, and programs, overseen by an AVP/Dean; the Dual Enrollment office serving the growing body of students who are concurrently enrolled in high school and are taking FCC College courses; the CTL, overseen by an AVP; and Learning Assessment provides services to the functional areas within TLSS.

Figure 3: *Teaching, Learning, and Student Success Organizational Structure*
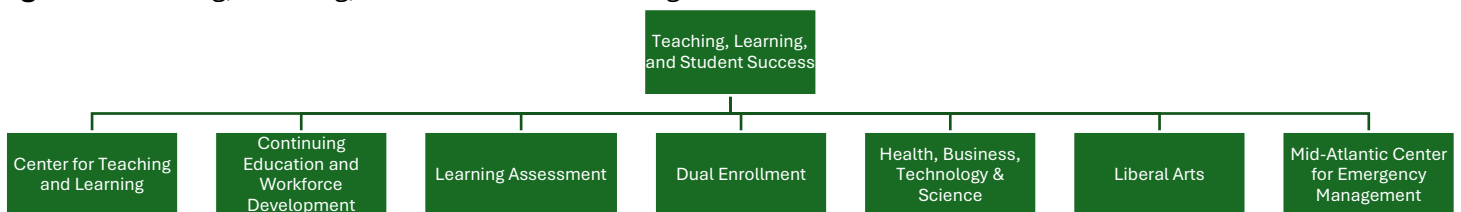
In Fall 2024, the Provost announced a plan to engage TLSS faculty and staff in a reorganization of TLSS by July 2025. The reorganization is focused a guiding framework with four intentions: Culture of Excellence in Teaching & Learning; Innovation and Effective Use of Resources; Deepened Connections to Industry, Community, and Transfer Partners; and Clear, Coherent, and Relevant Career Pathways. The Provost formed a workgroup that includes representation across all the units of TLSS to provide input on the redesign of the organizational structure to meet these goals. Input will also be sought from standing groups such as the Learning Leadership Council and Department Chairs. The organizational redesign will include examining supervisor structures and defining the roles and responsibilities of faculty who fulfill various administrative tasks such as Department Chairs and Program Managers (III.1.01).

Programs

FCC is distinguished by its quality and affordability, making it attainable and valuable for local students. Accredited programs, comprehensive instruction, and affordable costs of attendance have made FCC the learning destination for nearly 30,000 graduates since 1957. The College offers letters of recognition, certificates, associate degrees, short-term credentials, and non-credit courses, which are outlined in the Academic Catalog.

The Academic Catalog, available online/electronic and in print, is the comprehensive document that provides detailed information regarding credit course and program offerings; CEWD offerings; office and department contact information; College history, mission, and goals; admission requirements, tuitions, fees, and financial aid; academic regulations; student support services; student engagement and campus life; policies and procedures; faculty and staff listing; academic calendar; campus maps; as well as a catalog addendum and links to previous catalog editions (ROA09.01/III.1.02).

The FCC website also offers information to students for each program/degree. The website outlines the requirements and pathway for each program. In addition, students can see the job outlook (after degree completion) for future salary and number of positions in that field.

MHEC provides regulations outlining the minimum requirements for degree granting institutions. FCC uses the Graduation Requirements section (III.1.03) to determine credit hour and General Education requirements for each degree type offered.

Credit Programs

As of Fall 2024, FCC offers 55 associate degree programs and areas of concentration and 39 certificates (III.3.01). These programs are organized across four divisions within TLSS including HBTS, Liberal Arts, CEWD, and MACEM&PS. Among the credit program offerings, the College offers associate degree programs (career and transfer-oriented options) generally comprised of 60 credits (unless otherwise specified), certificate programs with a sequence of specific credit courses resulting in a formal award of completion of up to 36 credits, and letters of recognition (LOR) with a series of specific credit courses comprised of six to 11 credits. The College has 10 departments that oversee the credit programs of study (III.1.04).

The College also offers a standalone General Education program with curriculum oversight through the Chair of the General Education Committee (GEC). Administrative oversight of the departments providing general education courses is provided by the relevant AVP/Deans (more on General Education is included in the following section).

Among the degree programs, the following have specialized and programmatic accreditation.

Table 7: *Specialized and Programmatic Accreditation*

Program	Accreditor or Regulator
AAS in Culinary Arts and Supervision and Culinary Skills Certificate	American Culinary Federation Education Foundation Accredit Commission (ACFEFAC)
AAS in Physical Therapy Assistant	Commission on Accreditation in Physical Therapy Education (CAPTE)
AS in Nursing	Maryland Board of Nursing (MBON); Accreditation Commission for Education in Nursing (ACEN)
AAS in Public Safety/Areas of Concentration in Emergency Management and National Security & Intelligence	Council for the Accreditation of Emergency Management and Homeland Security Education (CAEMHSE)
AAS in Respiratory Care	Commission on Accreditation for Respiratory Care (CoARC)
AAS in Surgical Technology	Accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP)

General Education

FCC's General Education "CORE" is the foundation of the higher education curriculum providing a coherent intellectual experience for all students. It is designed to introduce undergraduates to fundamental knowledge, skills and values essential to the study of academic disciplines, the pursuit of life-long learning, and the development of educated members of the community and beyond.

The College has ten Goals detailed in the General Education CORE section of its Academic Catalog. The General Education Goals are implemented in all the College's CORE Courses housed in the following academic categories (III.5.01): Arts & Humanities; English; Interdisciplinary & Emerging Issues; Mathematics; Biological & Physical Sciences; and Social & Behavioral Sciences.

Table 8: *General Education Goals*

Domain	General Education Goals
I	Students will demonstrate college-level communications skills.
II	Students will demonstrate critical thinking skills.
III	Students will demonstrate the capacity for systems thinking about ways in which individuals, groups, institutions, and societies interrelate.
IV	Students will demonstrate quantitative problem solving.
V	Students will apply scientific reasoning.
VI	Students will demonstrate technological competence.
VII	Students will interpret and apply academic, professional, and civic ethics.
VIII	Students will be able to make informed critical responses to the visual, performing and literary arts and to the human values expressed in all art forms.
IX	Students will evaluate personal wellness to make critically informed lifestyle choices reflecting an understanding of wellness.
X	Students will demonstrate cultural competence.

MHEC requires a minimum of 28 General Education credits for Associate of Arts (AA), Associate of Science (AS), and the Associate of Arts in Teaching (AAT) degree programs; the Associate of Applied Science (AAS) degree programs require a minimum of 18 general education credits (III.5.02). The FCC General Education CORE exceeds the minim requirements in COMAR. FCC's AA, AS, and AAT require a minimum of 31 credit hours; the AAS requires completion of a minimum of 20 credit hours (III.3.02).

The My Degree Plan program, available through the student registration system Peoplesoft, gives students and advisors all the information they need to view, choose, and track their General Education CORE and other requirements. My Degree Plan also features an interactive "what-if" tool that enables students considering a change of major to assess which completed courses would apply to the new major and identify additional requirements they may need to fulfill. In addition, students also have access to program pathways through the Academic Catalog to help them navigate their course schedules and the General Education sequence.

In 2017, the Curriculum Committee initiated the last MSCHE team's collegial recommendation to review the course offerings/numberings at the 100/200 levels. During this process academic programs were asked to review courses for consistency in course numbering and clarify course requirements by reviewing pre-requisites and ensuring that 200 level courses had at least one 100 level pre-requisite. Between 2017 and 2018, 698 courses were renumbered and reviewed by the Curriculum Committee (III.2.01, pg. 18). As noted in the Academic Catalog, the new course numbers became effective in Summer 2019.

During the period 2017 through 2023 FCC completed a comprehensive assessment of student outcomes in all General Education courses (ROA09.02/III.8.01), which is discussed in more detail in Standard V. FCC's 2020-2025 Academic Master Plan also mandated that General Education goals be reviewed and updated as appropriate. Thus far, changes have been made to Goal VII: Ethics (III.5.03). In 2023-2024 the Cultural Competence requirement was updated, with an audit and recertification of courses to take place in the 2024-2025 academic year (III.5.04). The remaining General Education goals will be reviewed at a rate of two per year beginning in 2024-2025, followed by a recertification of relevant courses to ensure alignment with new standards. As mentioned above, the review of the General Education goals and credit counts should also include an evaluation of the content required beyond those defined by COMAR.

Guided Pathways
Building upon initial efforts as far back as the FY 2017 strategic priority, the College defined a strategic priority for FY 2023 that called for the formal implementation of the Guided Pathways model, championed by the Community College Research Center (CCRC). This educational model consists of four pillars designed to establish plans for students from college completion to career attainment: Clarify the Path; Help Students Get on a Path; Help Students Stay on Their Path; Ensure Students Are Learning. These efforts continued during FY 2023, expanding through professional learning and the further development of the foundations needed to implement the program. Previously, the College implemented several strategies including developing meta majors ("umbrella degrees"), identifying and publicizing transfer pathways, milestone courses, improving a focus on course rotations and

scheduling to improve access to necessary courses, reform of developmental education to help reduce required additional time and credits, and opportunities for engagement with students throughout the student lifecycle.

All students at the College are required to select a specific major (internally identified as an academic "plan"), which refers to a student's chosen field of study. Since the last Self-Study, the College has made a concerted effort to move students away from a general plan (equivalent to an undeclared major), to encourage students to get into their intended content area sooner. In Fall of 2016, roughly 1,800 students were in the College's "general" plan, and this number has decreased year-over-year, with just under 500 students in this plan in Fall of 2023.

Each degree program has a corresponding guided pathway archived in the Academic Catalog and on the program webpage. The pathways help students identify the appropriate order to take courses to ensure prerequisites are completed at appropriate intervals, customize elective offerings to meet the expectations of relevant transfer institutions, and assist students with identifying whether courses may only be available in the Fall or Spring. All pathways have a course within their program of study within the first nine credits, to ensure that even part-time students can quickly access program courses.

As part of this effort, the College created content-area, umbrella degrees, allowing students to be able to look across related fields to understand and identify a potential area of greatest interest. This is particularly helpful in early advising opportunities where students might have a general idea of their intended major but might want to explore the available options. These umbrella degrees were intended to encourage more focused academic and career exploration outside of General Studies.

In conjunction with choosing an intended plan, students are encouraged to identify both a content area and an intent toward a career or transfer pathway. Students intending to complete FCC and enter the workforce can identify plans that can lead them toward this goal; likewise, students who wish to complete a four-year degree also can identify plans that are specific to their needs. Each credit program webpage identifies transfer opportunities and a job outlook, allowing students to understand their options early in the process. Each transfer program pathway identifies how the FCC curriculum aligns with institutions that FCC has transfer agreements with, or common in-state institutions where a student would have greater likelihood for transfer-credit to be accepted. As is identified in more detail in Standard IV, a major component of the Guided Pathways model includes targeted academic advising. Students must consult with an academic advisor to assess any developmental requirements, select a degree plan, complete registration, and establish the pathway to their academic goal(s). Specific advisors are assigned to departments to help facilitate a more in-depth understanding of programs and to improve communication of course and program changes.

While the College has made efforts to clarify students' pathways to education and career goals, and in getting students on a pathway, additional work needs to be done. Specifically, the College needs to evaluate its curriculum to remove unnecessary credit requirements, evaluate the course offering schedule to ensure that part-time students can complete their pathway, improve information on the website for all programs about clear pathways including how to move from non-credit to credit courses, and to ensure that students are learning across programs. Applying a tool like the CCRC *Guided Pathways Essential Practices: Scale of Adoption Self-Assessment* would help begin to identify areas for improvement.

Curriculum Development Process
The College follows MHEC requirements as well as internal policies and procedures in the development of courses and programs that are of appropriate credits and length. MHEC creates and manages program/course development based on COMAR, which impacts all degree-granting institutions that operate in the State of Maryland. The following state regulations, standards, and policies are followed in the development of credit and noncredit programs.
- MHEC requires submission of new program proposals and substantive modifications and provides information on the process through the MHEC website (III.1.05; ROA09.03/III.1.06).

- The MHEC Minimum Requirements (COMAR 13B.02.02) document includes the regulations that outline the minimum requirements for degree granting institutions. The Graduation Requirements section includes the credit hour requirements and the General Education requirements for each degree type offered (III.1.07).
- The federal credit hour guidelines available on the Academic Catalog and Credit Scheduling Sharepoint site also help with determining the number of credits for a course and the minimum hours a course must meet per credit hour (III.1.08).
- The 2022 Maryland State Plan for Higher Education outlines the priorities and major goals for the State's postsecondary system (III.1.09).
- The FCC Academic Standards Policy (ROA09.04/III.1.10) and procedures outline and define academic terminology used at the College, awarding of credit, registration procedures, attendance reporting, grading, academic progress, and graduation requirements for each type of credential (AA or AS, AAS, AAT, certificate, letter of recognition, digital badge, and Workforce Training Certificate).

Below is a diagram showing the path for Course/Program Development for the College:

Figure 4: *Outline of Course/Program Proposal Development*
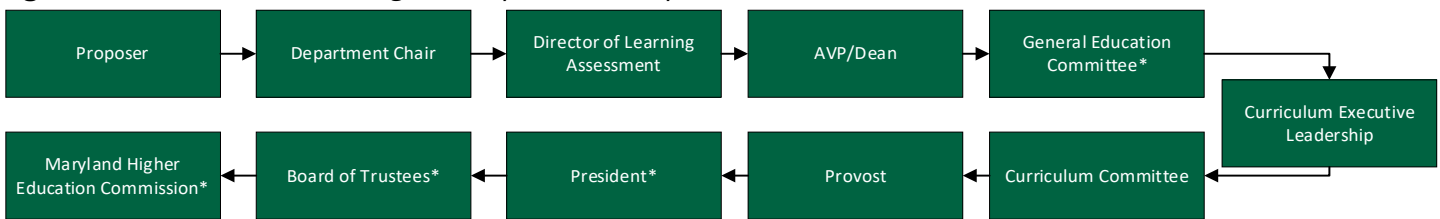
*As applicable

As illustrated above, a course or program proposal is developed by a subject matter expert and then brought to the appropriate Department Chair or Program Manager followed by the Director of Learning Assessment and relevant an AVP/Dean. Course related proposals and non-substantive program changes are approved by the Provost and submitted to MHEC, while new programs and substantive changes are additionally submitted to the President and Board of Trustees for approval prior to submission to MHEC.

Part of the course/program development process requires a needs assessment as well as input from the Program Advisory Committees and the use of labor market analytics. The Perkins PAC Overview (III.1.11) provides an overview of PACs, their purpose, training and guidance, charge, meetings, membership, responsibilities, and an annual timeline in support of the Maryland Career and Technical Education Four-Year State Plan (III.1.12). The role of PACs is to create a system that provides students with the academic and technical skills needed for current and future workforce demands and postsecondary education. Their primary responsibilities are to advise, assist, and advocate/support these programs as they are developed, implemented, and continuously improved. Another tool used as a needs assessment is Lightcast, which is a software that provides local, regional, and national employment data, regional needs, employment opportunities, and opportunities to earn a wage above the ALICE (Asset Limited, Income Constrained, Employed) threshold.

All course proposals are then submitted to the Curriculum Committee for approval. If a course is seeking a General Education designation, that designation must be approved by the GEC before being submitted to the Curriculum Committee. Once approved by the Curriculum Committee, it is moved onto the Provost for approval. In FY 2024, the Provost requested that TLSS leadership have more awareness of the proposals being developed before formal approval to allow for more insight into possible curriculum changes and to avoid any unintended consequences of a proposal that might impact multiple areas. After the Provost's approval the proposal is submitted to the President and Board to approve before being sent to MHEC for final approval. FCC is required to submit academic program proposals and substantial and non-substantial program modifications to MHEC electronically (via the Academic Program Proposal email).

The Curriculum Committee SharePoint website serves as a resource for faculty and staff regarding the development of credit courses and programs as well as Workforce Training Certificate programs. The Sharepoint

outlines curriculum processes and instructions with links to curriculum forms; it also contains links to the syllabus of record template, archived syllabi of record, Curriculum Committee meeting agendas and minutes, archived Curriculum proposals, MHEC documents (program submission requirements, approval/decision letters), and to other related sites; Curriculum Committee membership; and Curriculum Committee meeting dates (III.1.13).

Course Syllabus Template
The Course Syllabus Template and Checklist (ROA09.05/III.1.14) is used for credit courses. It includes course specific information (e.g., course description, core learning outcomes, instructor contact information, list of graded assignments, alignment of assessments to CLOs, participation policy, out of class work summary, and course outline) as well as resource information and links (e.g., Collegewide expectations; grading information; how to submit a complaint; refund, withdraw, and other important dates). The syllabus template also has an instruction page that guides faculty on how to complete the template and includes information such as how to calculate the out-of-class work summary for in-person, hybrid, and online courses. In Fall 2023, a new syllabus template using culturally responsive teaching pedagogy was developed and instituted.

Continuing Education and Workforce Development
CEWD has three program areas, each operating based on the needs of the community and students they serve.

Figure 5: *CEWD Departments*
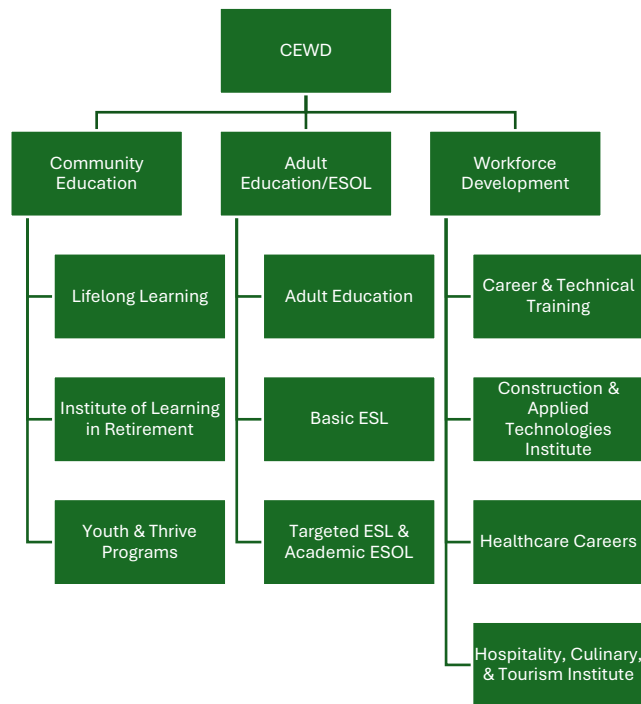
Special interest classes, required to meet COMAR and MHEC requirements, are housed within *Community Education*. Because Adult Education/ESOL classes are eligible for FTE they must be approved by MHEC. Student outcomes for these courses are reported to the Department of Labor. A grant from the Maryland department of labor allows for free ESOL and GED classes for eligible participants. *Workforce Develop*ment includes short-term noncredit courses that lead to career, upscaling, or getting a job. The offerings in this area must be approved by MHEC, are based on regional demand, and are highly informed by PACs and staff who participate on other state and local committees (workforce investment board; Governor's workforce boards, local management board).

Learning Formats
FCC recognizes the different learning needs and preferences of students and offers flexible learning formats.

Modalities of Instruction

Course formats include in-person, hybrid, online, structured remote, and web-enhanced (III.3.03). Each of these options have guidelines for course meetings and or assignments outside of class to meet contact hour requirements. These options for course offerings are noted when students sign up for classes and offer students a choice that best fits their needs.

The COVID-19 pandemic required the College to focus heavily on its current modalities and explore new ones to maintain the high-quality instruction its students expected. Prior to the pandemic, in-person, asynchronous online, and hybrid formats were offered in some form. At the start of the pandemic, the structured remote modality, which offered real-time virtual class sessions, was introduced; and classroom technology was incorporated that would allow for course capture and hy-flex providing faculty with the option to record classroom lectures and allow students to attend in-person class remotely. The College has expanded its available modalities to accommodate environmental, student, and faculty needs. The following describes the modality options currently offered:

- <u>In-Person</u>: Meets on campus in an in-person environment.
- <u>Online (ONL)</u>: Asynchronous and entirely online. Students may be required to come to campus, or an approved testing center, for certain assessments as specified in the syllabus.
- <u>Structured Remote (SR) (first offered Summer 2020)</u>: Synchronous and entirely online with scheduled class times. Students may be required to come to campus, or an approved testing center, for certain assessments as specified in the syllabus. Scheduled class times are used for real-time virtual sessions, which may include virtual lectures, group discussion, or other class activities. Scheduled real-time virtual session dates are designated on the syllabus. Students are required to attend real-time virtual sessions.
- <u>Hybrid Courses (HYB)</u>: Meets in person and requires online participation as noted in the syllabus. Online participation may include real-time virtual participation or asynchronous participation.
- <u>Web Enhanced (WE)</u>: Meets on campus in an in-person environment, typically during a 13-week session. There are mandatory online activities.

At the height of the pandemic, in-person-only course enrollments were largely suspended aside from some courses in healthcare programs that required an in-person component. Enrollment in in-person courses began to increase from pandemic lows in Fall 2021. SR enrollment peaked during the pandemic but has declined since. Post-COVID, the College has seen an increased interest in ONL enrollment compared to just before the pandemic.

Table 9: *Credit Course Enrollments by Primary Course Modality*

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
In-Person (INP)	13,602	13,467	12,284	12,450	1,764	4,376	8,422	10,326
Fully Online (ONL)	2,276	2,185	2,335	2,377	5,907	4,897	4,210	4,719
Structured Remote (SR)	N/A	N/A	N/A	N/A	5,720	2,017	831	385
Hybrid Courses (HYB)	1,034	1,553	1,642	1,619	1,718	2,683	1,486	1,955

NOTE: The data reflect non-audit enrollment where a student earned a grade for a course. Fall 2024 data were not available as of the time of completion of the Self-Study. Course success rates are included in Standard V. | SOURCE: OPAIR Grade Detail Query/FCC_IR_DETAIL.

Support for Distance/Online Learning
FCC offers 418 unique fully online courses and some programs may be completed fully online as indicated on the website (III.4.01). However, there are currently no guidelines or processes to ensure online courses are consistently offered and sections offered online can vary each year, lengthening the possible time to completion for students taking only online courses in these programs. FCC participates in the Maryland Online (MOL) Seat Bank which allows students to take online courses from other MOL institutions and receive FCC credit to help mitigate this effect, but it is recommended that guidelines and processes are established to ensure all courses needed for programs that can be completed online are offered consistently each academic year.

Before the pandemic, OLII was involved with the development and, to a certain extent, the delivery of every online course (III.4.02). Online Faculty were required to complete training to teach online courses and as a subscriber to Quality Matters (QM) through Maryland Online, 32 courses were QM certified (III.4.03; III.4.04). With the closure of the FCC campus in March 2020, all courses were converted to either structured remote or online instruction. Due to the considerable number of courses being pushed online, the limited number of employees in OLII to support

and train faculty on the conversion, and instability in leadership positions overseeing online learning, OLII became less involved in the process of online course creation, renewal, and delivery after FY 2021.

While most face-to-face classes resumed in February 2021 the Director of OLII position has remained intermittently vacant from July 2020 – October 2024. Even with these vacancies processes and resources related to online course creation, renewal, and delivery continue to be reviewed and updated with the support of the AVP for the CTL and renewed input from OLII staff, including:

- A course checklist that allows faculty to self-evaluate how well their Blackboard courses are meeting quality standards and best practices for student success (III.4.05).
- New trainings for faculty implemented in Fall 2024 (III.4.06)
- Clarification on the requirements for verifying student identity for online courses; after the return to in-person instruction, it was discovered that some faculty teaching online courses were unclear of the exact requirements for verification of student identity related to enrollment in online courses (III.4.07). As of Spring 2025, information on requirements for student identify verification for online courses is included in the course checklist.

In addition, a limited-term employee has also been contracted to provide additional professional expertise to the OLII team and a review of the department is planned to evaluate structures, services and resources.

Special Programs or Offerings
Honors Program
Honors is an enrichment program that can be incorporated into most transfer degree programs at FCC. Through applied learning, honors students become producers of knowledge and practitioners of leadership. Honors students can conduct scholarly research or produce creative works through Honors Independent Study projects under the supervision of a faculty mentor, share their work with the campus community at the Honors Forum, and are encouraged to present at student conferences. A May 2023 review by the National Collegiate Honors Council noted that the FCC's Honors program may be "the strongest honors program that the program reviewers have visited over the years" and that it was a "center of excellence" (III.8.02). Over the past five-years, FCC Honors Students have presented at conferences, published their honors projects, been awarded scholarships to numerous colleges, and received the Portz Award for most outstanding honors student at two-year colleges in Maryland (III.3.04).

Work-Based Learning Opportunities
FCC provides experiential learning opportunities through internships, registered apprenticeships, clinicals, practicums, and teaching observations. Internships offer students valuable workplace experience, while apprenticeships provide an earn-and-learn model that aligns with industry needs, enabling students to earn industry credentials and reduce their student debt. Clinicals, practicums, and teaching observations give health science, hospitality, and education students real-world, hands-on experience prior to graduation.

Clinicals and Practicums are overseen by qualified staff and faculty with teaching or administrative assignments in academic departments, and follow the requirements of accrediting or licensure bodies including the Maryland Board of Nursing, the Commission on Accreditation in Physical Therapy Education, American Culinary Federation, Commission on Accreditation for Respiratory Care, or the Commission on Accreditation of Allied Health Education Programs. Staff with responsibility for clinicals and practicums establish contracts between FCC and participating facilities, evaluate the facility and the ability of students to achieve specified learning outcomes, schedule and coordinate student placements, ensure student documentation is on file, and visit placement sites to evaluate the facility and the ability for students to achieve defined learning outcomes. Detailed guidelines for clinicals and practicums are provided to students (III.7.01; III.7.02; III.7.03; III.7.04; III.7.05).

The College has an Internship and Apprenticeship Coordinator who helps to maintain and coordinate the policies/procedures for internships/apprenticeships. The Internship Program website offers comprehensive information on the policies and processes for employees, faculty, and students, including detailed handbooks

(III.3.05). Similarly, the Apprenticeship website provides essential details for students and employers, including current apprenticeship opportunities (III.3.06).

To participate in a credit internship, students must be in an approved degree program and must also secure their own position. Before students can begin an internship, a formal MOU is completed establishing an agreement between the site, FCC, the faculty member overseeing the internship, and the student (III.7.06). Employers are provided information on their responsibilities for serving as an internship site, including inf their role as an employer for a student-intern, requirements of providing meaningful work experience related to a program of study, and requirements for evaluating students twice during the internship via a program-specific *Internship Performance Appraisal Form* (III.7.07; III.7.08). A faculty member is assigned to oversee the academic experience, including the eventual awarding of course grades and course credit (III.7.09). The overall process is prescribed by FCC, overseen by a qualified faculty member, and aligns with program-specific learning objectives.

For FY 2024, FCC facilitated a range of work-based learning (WBL) experiences, including:
- 79 students placed in internships with over 150 industry and community partners
- 272 students engaged in clinicals and practicums in fields ranging from hospitality to health professions
- 162 students in teacher education placements
- 51 students enrolled in apprenticeship programs (9 in College-sponsored programs; 42 in programs sponsored by other organizations)

Frederick Community College is a registered Apprenticeship Sponsor with the State of Maryland, Department of Labor, Apprenticeship Office. As a Sponsor, FCC is responsible for the management of the programs and must adhere to the Standards set forth by the Apprenticeship Council. The apprenticeship website provides essential details for students and employers, including current apprenticeship opportunities sponsored by FCC (III.3.06).

Work-based learning also include non College-sponsored apprenticeships, where the required "related instruction" is taught by the faculty of the College but recruiting and employer placements are handled by a sponsor. Contracts for third-party apprenticeships are developed by staff in the CEWD Business Solutions area.

Beginning in FY 2025, FCC will evaluate the impact of its current WBL programs and explore their expansion using ATD equity principles, aiming to "integrate work-based learning in all programs" (III.8.03).

Digital Credentialing
The College recognizes the significance of micro-credentials and digital badging in today's educational landscape. In 2021, the Digital Credential Center (DCC) was created and now offers seventeen badges for students, community partners, College employees, and external entities to showcase skills, competencies, and achievements that might be difficult to fully detail in a resume. The processes, guidelines, and administrative procedures for creating digital badges are outlined in the Digital Badging Handbook (III.3.07). With the growth of badging it is recommended that a review of the effectiveness and impact of the digital badges offered be conducted and a review cycle established for any ongoing assessment.

Dual Enrollment Program
Dual enrollment courses allow students to earn college credits before they graduate from high school. As an open-access institution dual enrolled students come from a variety of sources while currently enrolled in high school, including FCPS, home school, private high schools in Frederick, or other sources outside of Frederick County.

The College has partnered with FCPS and created a formal Dual Enrollment Agreement (DEA) to offer dual enrollment options to ten Frederick County high schools including: Brunswick HS, Catoctin HS, Frederick HS, Governor Thomas Johnson HS, Linganore HS, Middletown HS, Oakdale HS, Tuscarora HS, Urbana HS, and Walkersville HS. The DEA outlines the College's oversight of dual enrollment courses, tuition and fees, textbooks/learning materials, student eligibility, faculty selection and responsibilities, and more. All the requirements and provisions in the agreement directly align with the Maryland State Department of Education's COMAR.

The purpose of the DEA is to enable qualified high school students to take approved college-level courses, either credit or non-credit, within their high school, online, or on the College's campus. The agreement further facilitates the collection, analysis, and sharing of student data to track performance and improve success from high school to college, as it relates to the requirements of the Blueprint for Maryland's Future (Maryland Blueprint or Blueprint; State policy guidance for college and career pathways) (III.1.15). The principles of the DEA also apply aspects of the Dual Enrollment Playbook by the Aspen Institute (III.8.04).

The College currently offers the following pathways for high school students who are simultaneously working toward a high school diploma and enrolled in credit courses at FCC:
- **High-School Based (HSB)**: Allows students to take college level, credit-bearing courses at their high school during the regular school day. Courses are generally taught by FCPS teachers who have been credentialled (by FCC full-time faculty Program Managers) as qualified to teach college courses. First offered in Spring 2013.
- **Open Campus (OPN)**: Allows students to take college level, credit-bearing courses on the FCC campus, online during the day, or in the evening. These courses are taught by FCC faculty members. These students are generally enrolled at the College part-time.
- **Early College (EC)**: Students are enrolled full-time at the College during their junior and senior years and plan to earn an associate degree while still completing high school graduation requirements. EC students follow the FCC academic calendar and can take courses scheduled at any time in any modality from FCC faculty. First offered in Fall 2020.
- **Career Pathways (CP)**: Allows students to explore career options and earn industry certifications or credentials for a specific career track and take non-credit courses either at their high school, on the FCC campus, or at the FCC Monroe Center. The goal of Career Pathways students is to earn an industry certification or credential either before or shortly after high school graduation. Available career programs vary by school; course locations vary by chosen pathway. This course option was first offered in Fall 2020. (Because this option is not credit-bearing, it is not included in discussions throughout the Self-Study that refer to credit courses/offerings).

Dual enrolled students have access to the same FCC resources, services, and spaces as non-dual enrolled students.

Section XII of the DEA references expectations related to course standards and faculty for the HSB dual enrollment option (III.1.15). Accordingly, the College has the responsibility to ensure that all dual enrollment courses taught by FCPS teachers are equivalent to those offered on campus including similar course objectives, components of the syllabus, level and rigor of content, access to academic and student support services, evaluation of students, textbooks, student outcomes and assessment, and faculty evaluation.

Dual Enrollment Headcount
Dual enrollment has steadily increased each year since the last Self-Study, with the exception of a -1% decrease in Fall 2021. Dual enrollment made up 16% of the total population in Fall 2016 and 38% in Fall 2024. This demonstrates 171% growth since Fall 2016 (see also Table 2 in the Introduction). Recent changes to the Blueprint for Maryland's Future allowing FCPS students to take college courses for free (2 courses in junior year and 4 courses in senior year), are expected to spur continued increases in dual enrollment.

While most dual enrollment students come from FCPS (96% in Fall 2024 compared to 85% in Fall 2016), the College has maintained a small headcount of home-schooled students (roughly 50 and 60 students). Additionally, dual enrollment students have become more diverse over time, increasing from 19% Students of Color in fall 2016 to 44% in Fall 2024.

Table 10: *Dual Enrollment High School Sources and General Demographics*

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Dual Enrollment Headcount	**1026**	**990**	**1170**	**1436**	**1509**	**1487**	**1837**	**2361**	**2,783**
Dual Enrollment HS Source									

FCPS	85%	88%	91%	93%	95%	94%	96%	96%	96%
Private High School	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
Home School	6%	6%	5%	4%	4%	5%	3%	2%	2%
Other Source	9%	6%	4%	2%	1%	1%	1%	2%	2%
Select Demographic Makeup									
Students of Color	19%	20%	25%	28%	31%	32%	37%	40%	44%
First Generation[2]	10%	9%	8%	11%	11%	10%	11%	12%	39%
Female[1]	55%	53%	55%	57%	58%	57%	56%	55%	57%
Male[1]	45%	47%	45%	4.%	42%	42%	43%	44%	42%
Non-Binary[1]	NR	NR	NR	NR	NR	1%	1%	1%	1%

1 Gender Identity was first collected/reported from Fall 2021, prior to this, only legal sex was collected. The data report gender identity from Fall 2021 and legal sex prior to this timeframe. NR indicates that certain data was not recorded. | 2 First Generation is calculated based on those students who provided a response to the question; non-responders are excluded. Before Fall 2024, the admissions application asked if a student was a first generation student and allowed for a yes/no response; the application question was changed in Fall 2024 and requested more nuanced information. Responses are converted to a yes/no response for this table and were markedly different than in prior years, but mainly among dual enrolled students. | SOURCE: OPAIR Student Profile/Enrollment Information System.

College Faculty

The College has maintained a full-time faculty count around 100 since Fall 2016. As of Fall 2024, the College employed 103 full-time faculty members and 255 adjunct faculty members. Note that CEWD instructional faculty are not included in the full-time or adjunct faculty counts. Faculty hired by the College must meet the minimum educational and professional requirements for faculty outlined by COMAR (III.2.02). Some departments at the College have additional requirements based on the needs of their discipline or programmatic accreditation. The Faculty Addendum to the Employee Handbook outlines faculty qualifications, requirements, and responsibilities (ROA15.01/III.2.03).

Faculty Unionization

During Fall 2023, the full-time faculty voted to unionize and collective bargaining to negotiate an inaugural contract is underway. More information is included in Standard VII.

Faculty Hiring Process

Full-Time Faculty Hiring

Full-time faculty are required to have an appropriate credential in the content area they will be teaching. The hiring process used for the recruitment and hiring of all full-time faculty members is managed by Talent and Culture/Human Resources and was revised in 2022 (III.2.04).

The hiring process requires unconscious bias training for the hiring committee (also required for non-faculty positions), HR approval of interview questions and teaching demonstration scenarios before the committee receives candidate information, and a standardized applicant screening process focused on qualifications and essential duties. After interviews are conducted, teaching demonstrations occur, and reference checks are verified, a hiring recommendation with evidence and justification is submitted to both the Provost and the VP of Talent and Culture for approval. Hiring Committees are formed by the supervisor of a position (Deans for full-time faculty), are made up of 5 employees, are required to include representation from outside the department/area hiring and be at least 25% diverse.

Adjunct Faculty Hiring

Adjunct faculty are required to have an appropriate credential (usually a master's degree) in the content area they will be teaching. There are three levels adjunct faculty are assigned upon hiring: entry, intermediate and master level based on their degree and teaching experience. Additionally, some specialized programs may also require additional work or teaching experience, licensure, or education beyond the minimum requirements for the College (example: AAS in Physical Therapy Assistant).

The hiring process for adjunct faculty includes a two-tiered screening process. Tier 1 screening ensures that the minimum qualifications are met before moving onto Tier 2 screening, which goes to Department Chairs and Program Mangers for review. Successful candidates will be interviewed and ultimately enter the adjunct hiring pool, which is used to fill vacant course sections (III.2.05).

HS-Based Dual Enrollment Faculty Hiring

The College has the responsibility to select and supervise instructional faculty for all the College's courses covered by the DEA including HSB courses. FCPS teachers are credentialed and hired like adjuncts by FCC Department Chairs, and prepared and supported by CTL and faculty from the corresponding academic departments (III.2.06, p. 2). In addition to the standard faculty qualifications, the agreement also stipulates that the College and FCPS will maintain a system that allows flexibility in credentialing FCPS teachers who teach HSB dual enrollment classes.

When FCC and FCPS determine an FCC course will be taught at an FCPS high school, FCC and FCPS jointly identify an instructor. If that instructor is an FCPS employee, that teacher will serve in an in-kind capacity. If there is no FCPS faculty member qualified to teach a specific course, the College provides an instructor. In those instances, FCC pays the instructor at the appropriate adjunct pay rate or provides a full-time faculty member to teach the course as part of load or at the appropriate overload rate. If appropriate staffing cannot be found, the course will be cancelled.

In addition to the minimum requirements of a master's degree in the content area indicated above for adjunct faculty, HSB DE Faculty can be credentialed to teach FCC courses in the following ways:
1. FCPS teachers who hold a master's degree outside the content area and earned 15 graduate credits in the content area of the course being taught will be credentialed.
2. FCPS teachers may be credentialed by FCC for demonstrating "equivalent" experience (III.2.02) which may include but not be limited to, success teaching Advanced Placement or International Baccalaureate courses, and work experience in the field of study.
3. FCPS teachers only partially meeting the requirements in paragraph XII.B.1 of the DEA may be conditionally credentialed when participating in a supervised mentorship overseen by FCC staff and FCPS faculty. Successfully completing the mentorship experience shall be documented as "equivalent" experience for the FCPS teacher as outlined in COMAR (III.2.02).

As outlined in the dual enrollment hiring framework between FCC and FCPS, an FCPS teacher applying to FCC as HSB dual enrollment adjunct must submit a cover letter, CV, and transcripts through the Dual Enrollment Office. These materials are routed to faculty Program Managers for review. Using the criteria defined above and provided in the Universal DE Adjunct Hiring Framework (III.2.07; III.2.08), Program Managers recommend full approval, conditional approval, or not to approve based on the faculty's qualifications. The credentialing decision may be appealed by submitting a written letter of appeal to the FCC Director of Dual Enrollment. The Provost of TLSS or designee will review the appeal and determine if the application materials were adequately reviewed, whether criteria in the framework were fairly applied, and if the applicant is appropriately credentialed. If any discrepancies are found, the Provost or designee will seek to resolve any issues with the Program Manager. Since implementation of the credentialing framework in January 2024, 49 HSB DE Adjuncts applied, 29 were fully approved, 10 provisionally approved, and 10 not approved by Program Managers. When a candidate is not approved, a rationale is provided. To date, no appeals have been requested.

Full-time Faculty Qualifications and Academic Rank

Full-time faculty are categorized by Academic Rank including Professor, Associate Professor, Assistant Professor, Instructor, and Assistant Instructor. Each Academic Rank has specific qualification requirements outlined in the *Faculty Addendum* of the *Employee Handbook*, which specifies that all new full-time faculty are placed at the rank of Assistant Professor requiring a master's degree upon hire (ROA15.01/III.2.03, p.58-59). However, certain content areas (e.g. Health Sciences) and offerings (e.g. non-credit) do not consistently require a minimum of a master's degree; therefore, it is recommended that the addendum be updated to allow for more flexibility on the rank offered to new full-time faculty.

Promotion in rank is achieved only through the Faculty Appointment and Promotion Process (FAPP) (III.2.09) which outlines the process for faculty moving from probationary to continuous contract as well as faculty seeking promotion to a higher Academic Rank.

Full-Time Faculty Appointment/Promotion Process

Newly hired full-time faculty members serve on a probationary contract for three years. During the three-year probationary contract period, faculty are required to undergo observations by their Department Chair each year and observations by their AVP/Dean and a peer during their second and third year (III.2.10). At the end of the third year, probationary faculty may apply for appointment to a continuous contract via the Continuous Contract Evaluation Rubric (III.2.11). Faculty are ineligible to apply for continuous contract and promotion in the same academic year. Additionally, although continuous contract is considered "on-going" by the College per the Faculty Addendum, all faculty members, including those who have been appointed to continuous contract status, sign a new contact each year (ROA15.01/III.2.03).

A collegial recommendation in the 2016 Self-Study led the College to redesign the full-time faculty promotion and evaluation processes. Additionally, the College established an Above & Beyond and Alternative Credit process (III.2.12) to provide additional pathways for promotion. The current promotion system was fully implemented in Fall 2017 with an intent to increase pathways to promotion for full-time faculty. Full-time faculty members who seek promotion must be observed by one peer and one AVP/Dean or designee within the 12 months prior to applying for promotion. Faculty must complete the Promotion Evaluation Rubric when applying for promotion. Additionally, they must submit all student course evaluations from the past three years (fall and spring semesters), as well as performance appraisals for the past three years (III.2.13). An assessment of the new process and the perceptions of full-time faculty was conducted in 2022 and showed that in "Spring 2014, 55% of FCC full-time faculty were at the Assistant Professor rank or below and 20% were at the Full Professor rank. At the beginning of Fall 2021 38% of faculty were at the Assistant Professor rank, 25% Associate Professor, and 37% Full Professor" (III.2.14).

Faculty Duties and Responsibilities
Full-time Faculty
All full-time faculty are expected to facilitate student learning, provide service to the College and community, participate in professional development, adhere to all College policies, complete all required trainings, attend mandatory College meetings, and communicate safety protocols to students as well as other obligations as outlined in the Faculty Addendum (ROA15.01/III.2.03, pg. 51-52). Additionally, faculty are required to teach a normal course load of thirty (30) credits per academic year (fall and spring) that is approved by the Provost.

Credit Adjunct Faculty
Similar to full-time faculty, credit adjunct faculty are expected to facilitate student learning, participate in professional development opportunities, follow all College policies, complete mandatory trainings, and communicate safety protocols to students as well as other obligations as outlined in the Faculty Addendum (ROA15.01/III.2.03, pg. 56-57). Adjunct faculty shall be assigned by the Department Chair no more than 11.5 credits in one semester and no more than 24 credits in one academic year, beginning June 1 each year. Special exceptions are permitted with the approval of the Provost.

HS-Based Dual Enrollment Faculty
All dual enrollment faculty are required to conform to FCC policies and procedures, preparing and submitting syllabi, verifying class rosters, utilizing the College's "Success Alert" system, attendance reporting, providing final grades, attending faculty development programs as agreed upon by both parties, and work with the College's mentors including Academic Department Chairs and Program Managers. Additionally, they will be assessed and observed to ensure college-level course delivery.

Faculty Program Managers
Some faculty members serve as Program Managers and take on administrative responsibilities. These faculty are appointed by the Provost for a yearly renewable term and report to their department chair (ROA15.01/III.2.03, pg. 56-57). Faculty Program Managers oversee the curriculum and manage the day-to-day operations of a degree program. In addition, they advise students in the program, and ensure the program and curriculum comply with internal and external expectations in addition to other duties. As outlined earlier in this chapter, this role is under consideration with the organizational redesign.

Department Chairs

A Department Chair, as outlined in the Faculty Addendum of the Employee Handbook, manages the academic department and is a member of the faculty with administrative responsibilities. As full-time regular faculty, Department Chairs teach six (6) credits in the fall and six (6) credits in the spring semesters and are allocated eighteen (18) credits of reassigned time for Department Chair responsibilities for fall and spring terms.

Their current duties include budget development and management, personnel management and supervision, and management of academic programs, amongst other administrative responsibilities. The chair is selected by department colleagues for a three-year renewable term. The chair reports to their supervising Associate Vice President/Dean, and may be assisted in some of these responsibilities by Program Managers and Coordinators. Administrative support is provided by the Academic Office Manager (ROA15.01/III.2.03, pg. 53-55). As outlined earlier in this chapter, this role is under consideration with the organizational redesign.

Non-Faculty with Program Management Responsibilities

Other non-faculty positions have also been classified as Program Manager, Coordinators, and Directors to lead academic programs with many of the same responsibilities and job duties as Faculty Program Managers and Department Chairs. These non-faculty positions may or may not have teaching responsibilities. The College would benefit from ensuring uniform application of titles for similar roles where possible, which could be done in Phase 2 of the Compensation Study (detailed in Standard II).

Faculty Evaluation

AVPs/Deans evaluate full-time faculty by May 1 of each year by their AVP/Dean. Full-time faculty on a probationary contract must also undergo classroom observations to advance in rank. Once completed, performance appraisals are submitted to HR, and faculty may submit a separate response to the AVP/Deans review.

The evaluation process consists of an Annual Self-Evaluation Rubric completed by full-time faculty and reviewed by the Department Chair (III.2.15). The Chair provides comments, signs the form, and then forwards it to the supervising AVP/Dean. The annual completion of the rubric provides AVP/Deans with a summary of faculty teaching/service/professional development activities and enables the faculty to apply for "Above and Beyond" alternative credit. After receiving the annual self-evaluation rubric, the AVP/Dean completes the Faculty Performance Appraisal (III.2.16) which evaluates faculty on six criteria, including student learning, diversity and respect, and service to the College and community.

In Spring 2023, the annual appraisal process was modified to be more goal oriented and reduce steps. The new process for full-time faculty includes the completion of one form directly submitted to the AVP/Deans for review *(*III.2.17*)*. In this process, faculty respond to prompts focused on progression toward goals connected to strategic priorities/initiatives and professional growth, and reflect on challenges and further growth areas. AVP/Deans review the appraisal with faculty and provide final comments and action plans.

In FY 2024, full-time faculty were given the option to complete either process. In Fall 2024, the Provost requested that Department Chairs review all existing materials and make recommendations for a single, streamlined process for faculty evaluation which would replace prior versions. As a result, an updated evaluation process was created and will begin FY 2025 (III.2.18). An ad hoc committee of faculty and staff will develop recommendations in Spring 2025 for a more permanent format going forward.

Adjunct faculty are observed and provided feedback on their instruction by their Department Chair/Program Manager during their first semester of instruction. Adjunct faculty receive further classroom observations and feedback for every new course they are assigned (ROA15.01/III.2.03, p. 58; III.2.19; III.2.20). For HSB DE faculty, observations are conducted by FCC Department Chairs, Program Managers or their designee within the faculty member's first semester, when teaching a new course, once every three years if they have not been observed, and as needed (III.2.06, pp. 8-9; III.2.21). Given the number of adjuncts employed it is recommended that TLSS evaluate the adjunct performance appraisal process to review the frequency and systematic archiving of feedback

for adjunct faculty across all departments and programs. Strengthening the associated policies and processes will better support adjunct teaching excellence.

Students have the opportunity to provide feedback on all enrolled courses through an end-of-course evaluation available on the LMS. Student course evaluations are conducted at the end of every course for both full-time and adjunct faculty. These evaluations consist of 10 questions on a 5-point Likert scale and two short response questions related to overall student experience, clarity and quality of instruction, faculty communication, course and instructional strengths, and areas for growth and improvement.

Faculty Professional Development
The Center for Teaching and Learning provides faculty with ongoing professional development in multiple areas including instructional strategy, online teaching (certification), Quality Matters (QM), and technology use in/outside the classroom (III.2.22). CTL offerings are advertised on an employee calendar throughout the year and two days of dedicated professional development are scheduled at the beginning of the Fall and Spring semester. Additionally, FCC provides professional development funding for faculty to attend conferences, workshops, and webinars (III.2.23). CEWD also offers professional development specific to continuing education programs annually through the Maryland Community College Association of Continuing Education and Training.

Summer institutes offer full-time and adjunct faculty the opportunity to work in cohorts to strengthen specific aspects of their pedagogy or investigate innovative teaching strategies and techniques. Summer Institutes are created and facilitated by FCC faculty and staff and have included themes such as Remote Teaching and Learning, Culturally Responsive Teaching, and Open Educational Resources. Work from those institutes is captured through a series of Faculty Instructional Guides and made available to the campus community (III.2.24).

In addition to the significant efforts that faculty and staff did to ensure continuous operations at the outset of COVID-19, a Faculty Guide was created (III.2.25), which continues to serve as a resource for faculty, offering guidance and best practices for class instruction, insight into course formats, expectations for course design, information on learning technologies, accessibility guidelines, training opportunities, individual consultations, and details on student academic and support resources.

Another form of professional development is the use of Peer Observation in Classroom Teaching (III.2.26). The purpose of the Peer Observation is twofold:
1. To provide the individual instructor with constructive feedback designed to enhance teaching and learning in each face-to-face class.
2. To assist the College in maintaining the quality of instruction in all disciplines.

Faculty Recognition
Faculty are often noted in the weekly update sent out by AVPs. These updates includes awards received, events attended or facilitated, and other noteworthy accomplishments. Other avenues for faculty recognition include the President's Page, annual performance appraisals, annual self-evaluations, and the College's end-of-year *Celebration of Excellence event*.

Faculty Qualifications and Sufficiency
COMAR outlines the minimum educational and faculty sufficiency requirements. COMAR defines that faculty members must have formal education and a credential from an accredited institution at the level of a master's or first professional degree; within vocational or technical courses, faculty must have credentials compatible with their teaching assignments (III.2.02). The job descriptions for faculty define the specific requirements within specific departments or disciplines, which may be equivalent to or more restrictive than the COMAR minimum requirements.

Full-time faculty with a master's degree or higher taught 95% of all credit courses taught in Fall 2024. For Fall 2024, of the *N*=103 full-time faculty, *N*=40 held a doctorate or other terminal degree, *N*=58 held a master's degree, *N*=3 held a bachelor's degree, and two others had the minimum requirements to teach their assigned courses. The College meets the minimum requirements for faculty credentialing with 95% of faculty holding a master's degree

or above. The remainder of the faculty meet the minimum requirements for teaching their specified assignments (III.2.27).

Table 11: *Full-time Faculty by Degree Level*

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Full-Time Faculty	*99*	*102*	*105*	*101*	*101*	*98*	*104*	*105*	*103*
Doctorate or Other Terminal Degree	29%	29%	29%	34%	37%	41%	39%	37%	39%
Master's Degree	63%	64%	65%	64%	61%	57%	59%	59%	56%
Bachelor's Degree	5%	5%	5%	2%	1%	2%	2%	3%	3%
Associate Degree with Industry Cert.	0%	0%	<1%	0%	0%	0%	0%	0%	0%
Other	3%	2%	<1%	0%	1%	0%	0%	1%	2%

Note that this table only includes individuals who are classified as full-time faculty; while other full-time individuals at the College such as administrators who have teaching responsibilities, are not included here. | SOURCE: HR Employee Profile/Employee Data System.

At least 50% of credits taught within a normal academic year of two semesters must be taught by full-time faculty at the institution (III.2.02). The College meets the minimum requirements for total credit hours taught by full-time faculty compared to adjunct faculty as shown below. Full-time faculty taught more than 50% of the credit hours available beginning in Fall 2020 due to intentional efforts to monitor this ratio.

Table 12: *Credit Hours Taught*

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Full-Time Faculty									
Total Credit Hours Taught	19,713	22,869	21,299	20,373	21,476	19,946	20,473	22,787	23,601
Average Credit Hours Taught	206.0	275.3	245.9	254.1	255.1	248.8	241.3	266.5	226.93
Adjunct Faculty									
Total Credit Hours Taught	27,196	27,714	24,731	25,677	20,676	18,679	19,576	22,599	22,191
Average Credit Hours Taught	73.7	91.7	81.7	87.3	86.6	86.0	83.2	87.5	272

NOTE: Data includes courses with an assigned instructor who is full-time (including the ranks of Professor, Associate Professor, Assistant Professor, and Instructor) or adjunct faculty, but excludes courses designated as independent study, internship or practicum, undefined, or are taught completely off-site. Note that lab courses that have a corresponding lecture component of 4-credits are accounted for in the lecture component and are not duplicated in the credit count. The data only include courses with non-zero enrollment. | SOURCE: S6.

As noted elsewhere in the Self-Study, HS-based credit hours are taught in FCPS. These courses are credit-bearing but are not creditable toward a formal award and are counted as courses of interest. As a result, they do not count toward COMAR's 50% requirement. The total credit hours taught in this setting are shown below.

Table 13: *HS-Based Credit Hours Taught*

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
HS-Based Dual Enrollment Faculty									
Total Credit Hours Taught	2,603	2,625	3,328	4,322	4,455	4,385	5,500	7,007	8,797
Average Credit Hours Taught	118.3	114.1	133.1	127.1	135.0	112.4	122.2	132.2	75

SOURCE: S6.

The student-to-faculty ratio has been maintained at or below 15:1 since the last self-study, illustrating a commitment to maintain sufficient faculty numbers to support students. The College will continue to monitor this ratio, but it should also consider identifying this as a formal key performance indicator (KPI) with a defined benchmark, formalizing the importance of the relationship between this ratio and student success.

Table 14: *Student : Faculty Ratio by Fiscal Year*

	FY 2016-17	FY 2017-18	FY 2018-18	FY 2019-20	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24
Student : Faculty Ratio	14.5:1	14.9:1	14.5:1	14.8:1	14.7:1	14.0:1	15.1:1	14.9:1

SOURCE: Enrollment Report/S6.

Educational assessment results (further explored in Standard V) show that success rates were roughly equivalent for students taught by full-time faculty compared to those taught by adjuncts. This demonstrates that the College has sufficient faculty to support students, regardless of their full-time or adjunct status.

Full-Time Faculty Overload

As described earlier, the normal full-time faculty course load is thirty credits per academic year (fall and spring), and the faculty member receives a separate letter of assignment for these additional credits. Full-time faculty may be approved for an overload beyond the normal load. Course overloads are a temporary assignment based upon the needs of the College, with agreement from the assigned full-time faculty member and approval of the Provost (ROA15.01/III.2.03, p.52). Faculty members teaching in online courses may be asked to increase the headcount caps in their course and are provided additional compensation for every student above their base online course cap.

The total number of overload credits since Fall 2018 has ranged from just over 116 credits/credit-equivalents to a high of just over 238 in Fall 2024. In Fall 2024, the subject area that had the highest assigned overload credits was MATH at 52 credits compared to 39 credits in Fall 2023 and 24 in Fall 2022. CMIS (Computer and Information Systems) had the next highest overload credits in Fall 2024 at 26 compared to 14 in Fall 2023 and 6 in Fall 2022. BMGT (Business Studies) was at 15 overload credits in Fall 2024 compared to 12 in Fall 2023 and 12 in Fall 2022.

There were 23 subject areas that had three or more semesters of overload assigned to them in the four semesters including Fall 2021 to Fall 2024, with a total of 695.2 overload credits. This suggests that some areas may be using overloads instead of hiring or assigning adjunct faculty or hiring additional full-time faculty. There were 3 subject areas (BMGT at 15 overload credits, CMIS at 26, and MATH at 52) that would be at or above the normal course load for a full-time faculty load in a typical fall semester. 36 faculty members taught overloads in three or more of the last four fall semesters, with 17 faculty teaching four semesters in a row with an overload. There are many factors involved in whether additional headcounts for full-time faculty should be assigned beyond just overload assignments, but the College would benefit from transparently including the total overloads being taught within a semester and evaluating the potential need for additional full-time faculty including course overloads at the program/subject level.

Table 15: *Full-Time Faculty Overload by Administrative Area*

Administrative Area	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Total Overload Credits	135.86	144.14	116.85	120.79	131.05	148.85	164.55	209.1	238.7
Comm., Arts, & Lang.	0	23.94	8.25	34.09	23.75	24.25	4.75	46.5	37
Comp. & Bus. Tech.	31	42	48	27	26	28	31	42	51
Const. & Appl. Tech. Inst.	0	0	0	3	1	7	0	0	0
English & Humanities	0	0	8	0	4	8	27	20	17.4
Health Sciences	62.66	0	0	0	0	0	0	0	0
Mathematics	0	13	0	0	17	13	24	39	52
MACEM&PS	6	9	9	6	6	9	9	6.8	4
Science	21.2	37.2	34.6	35.7	32.3	31.6	33.8	25.8	40.8
Soc. Sci. and Education	15	19	9	15	21	28	35	29	36.5

NOTE: Some faculty may teach in more than one discipline, and overloads may not represent the department that they are primarily assigned to. | SOURCE: Instructor Workload by Term Report.

Other non-instructional additional duties can be substituted for a portion of a faculty member's instructional load. A separate letter of assignment is issued as "reassigned time".

Academic Support Services
FCC provides robust academic support services that directly connect to the student learning experience and support students' academic goals. These services include the Gladhill Learning Commons/Library Services, Learning Center Services, Disability Access Services (DAS), and Student Success Programs. Information about these services are detailed in the Academic Catalog and on the FCC website.

Gladhill Learning Commons/Library Services
FCC Library Services are located in the Gladhill Learning Commons, a welcoming, flexible research and learning environment that provides convenient access to academic support services, study spaces, and technology to promote collaboration and inspire academic excellence. Renovated from the original Library space in 2016, the Learning Commons is the largest study space on-campus providing computers, printing/photocopying/scanning, collaborative areas and group study rooms, quiet study spaces, a presentation practice room, library instruction

space, seating for over 220 patrons, and the Tutoring and Writing Center (TWC). To create a seamless experience for students looking for academic support, TWC tutors are trained by Librarians on searching Library research databases and designated Library staff provide support for both Learning Center and Library processes and systems. Library Services supports the research and information literacy needs of the College by partnering with departments and programs to offer collections, instruction, and services for students, faculty, and staff.

The physical collection consists of over 12,000 volumes and the digital collection, consisting of over 40 databases, provides access to a variety of e-books, journals, and streaming media that support the curriculum. In addition to traditional library collections, the Library also works with departments to provide access to program specific software in the Digital Makerspace such as Photoshop, CAD, and Python. In Fall 2023, two CPR-RQI Manikins were added to support the CPR recertification requirements for health science students and faculty.

Library Services also provides robust research help in-person, by live chat, by email, and through a series of online resource guides and FAQs. In-person information literacy instruction is available by faculty request for any FCC course on campus and in all high schools offering dual enrollment. In FY 2024,164 sessions were conducted with over 30% taking place in high schools. The Virtual Information Literacy Orientation Series, created by FCC Librarians, allows faculty to incorporate online interactive information literacy tutorials into their courses. As part of the DEIB Strategic Plan, all information literacy presentations and tutorials have been created using Culturally Responsive Teaching principles, and an assessment of the impact of Librarian-led instruction is discussed in more detail in Standard V. Library Service metrics, goals, and assessments are reported annually to the Provost (III.4.08).

Learning Center Services
There are two learning center locations on campus and ThinkingStorm online tutoring to provide direct academic support to students. The TWC, co-located with Library Services in the Gladhill Learning Commons, and The STEM Learning Center which falls under the administrative umbrella of Learning Center Services and is strategically placed in Braddock Hall adjacent to the Math and Science Departments.

The Learning Centers are staffed by trained learning assistants and faculty who support current students in developing foundational skills and knowledge to successfully achieve their academic goals. Services are available to any student participating in an FCC course regardless of location or modality and include face-to-face (individual and group) and online tutoring, online paper review, academic coaching and study skills advice, success workshops, and technology access and assistance. The TWC supports students taking introductory courses in English, ESOL, communications, social sciences, education, business, arts, Spanish, and American Sign Language as well as writing in any course. The STEM Learning Center supports students taking introductory courses in science, engineering, computer science, and mathematics. The Learning Centers are currently applying for recertification by the College Reading and Learning Association and tutors are offered training in Culturally Responsive Tutoring as part of the DEIB Strategic Plan. Learning Center metrics, goals, and assessments are reported annually to the Provost (III.4.09).

In FY 2022 and FY 2023, by faculty request the Learning Centers initiated a pilot program which embedded tutoring in the gateway courses of MATH 145/145S and ENGL 100/101. This initiative, recognized as a high-impact practice, aimed to provide targeted academic support to students. Due to limited staffing in the Learning Centers and to measure faculty interest, the pilot program required instructors in these courses to request tutoring services for their classes on specific dates. The number of requested and completed class sessions increased significantly, from 8 in FY 2022 to 339 in FY 2023. As a result of this growth and improved staffing levels, an embedded tutoring program will be piloted in all MATH 145/145S and ENGL 100/101 courses and formally evaluated for its impact on course success in FY 2025 (III.4.10).

Disability Access Services
The DAS office assists and supports eligible students with disabilities. DAS collaborates with faculty to support accessibility of learning content, provides community outreach, and collaborates with agencies to meet the diverse needs of students with disabilities (III.4.11). To be ADA compliant, all College courses must be designed so that all course content is readily accessible to and usable by students with disabilities. In 2017, the College

integrated the Blackboard tool Ally to help faculty assess and remediate accessibility concerns of their course content. Ally provides faculty with an accessibility score to content loaded into Blackboard, issues specific feedback and guidance to improve the content's accessibility score and generates content in alternative formats for students on demand.

Given the April 2024 Department of Justice ruling requiring all digital content on State and Federal websites to comply with WCAG Version 2.1, Level AA standards by April 2026, the College should take proactive measures. While the Ally tool can be leveraged to ensure faculty created content that meets the technical standards of the regulation, it has limitations, especially related to textbook vendor content and uncaptioned video content. Efforts to increase inclusivity in our learning environments should target professional development and training for faculty and staff on accessibility guidelines, tools and services that are readily available to support the creation of accessible course content, and the establishment of systems and processes for the regular review of courses. These steps will help ensure that students with disabilities have equal access to educational resources.

Student Learning Experience
Instructional Decision-Making
All courses at the College are guided by CLOs which are determined by the GEC and academic departments for all General Education (Gen. Ed) courses, and academic departments (Department Chairs, Program Managers, and course creators) or accrediting bodies for non-General Education courses. All instructional decision-making must be within the scope of the CLOs for the course.

Programmatic decisions related to instructional standards beyond CLOs are made by Department Chairs, Program Managers, and faculty members within a department. One useful source for relevant industry trends and in-demand knowledge, skills, and abilities for graduates are the PACs, which include community leaders and external experts who advise the College on potential programmatic augmentations (III.8.05).

Decision-making processes can vary by department and course. Although all faculty members have the freedom to teach course materials in a manner they deem appropriate and the College provides guidelines around textbook selection (III.2.28), the ability to determine course materials varies across departments and courses. For example, some academic departments allow full-time faculty to choose the textbooks for courses they are assigned, and those choices are evaluated and approved or rejected by a Program Manager, Department Chair, or both. However, the textbook for some courses in other departments are solely determined by the Program Manager or Department Chair. The textbook selections for courses taught by adjunct faculty members are typically selected by the Program Manager or Department Chair. The College could benefit from identifying methods for assessing the impact of course materials and resources on student success.

Student Experience Perceptions
FCC uses Collegewide data and direct student feedback to evaluate students' perception of their educational and overall college experience.

Student Withdrawal Process
Students may withdraw from a credit course after the defined Add/Drop period as defined in the Academic Catalog but before the published deadline in the Schedule of Classes. They are not required to meet with an advisor in advance to making a change and faculty are informed after the fact. Students who withdraw from a credit course after the Add/Drop period will receive a grade of "W." The College should begin collecting information at the time of withdrawal to identify potential areas for improvement.

Student Course Evaluation Process
Faculty must give students the opportunity to share feedback about their classes through the Student Evaluation Process, which was revised in 2019 (III.2.29). Evaluations are administered by OLII and completed online through a link incorporated into all Blackboard courses. Students and faculty are notified by email when evaluations will be available and the process for completing them. After final grades are submitted, faculty can access the evaluation report for their specific classes.

According to data from OLII, student evaluation rates dropped sharply in FY 2022 after the return to in-person instruction and have continued to decline (FY 2021 had a 50% completion rate; FY 2022: 35%; FY 2023: 32%; and FY 2024: 30%). As a primary mechanism for instructors to receive direct feedback from students on their courses and their teaching, efforts should be made to review the current Student Evaluation Process and determine how to increase response rates.

Other Student Feedback
Generally, there are three types of survey projects that are conducted by OPAIR: 1) mandated data collection or surveys required by MHEC or other outside agencies, 2) targeted academic experiences, and 3) ad hoc surveys requested by faculty or staff. Survey questions are developed by OPAIR in conjunction with the requestor. OPAIR either deploys the survey using a mailing provided by the requestor or provides a survey link to the requestor allowing them to send the survey to students at their discretion. All surveys are designed to collect data from students/staff eighteen years old and older. OPAIR provides a summary of the survey results to the requestor. Examples of surveys and/or reports include the Title IX Campus Climate, Nursing Clinical Instructor Evaluation, and Session Format Preferences. In some instances, OPAIR provides written narratives for confidential projects.

Design and Delivery of Student Learning Experiences by Third-Party Providers
As detailed earlier in this chapter (see the general description of offerings/availability in the Work-Based Learning Opportunities earlier in this chapter), the College offers WBL opportunities for students using external employers to serve as internship sites for FCC students. Beyond curricular requirements already detailed, there are three forms of formal evaluation that occur including an employer/site satisfaction survey *Internship Performance Appraisal Form*, a *Student Evaluation Form* (III.7.10) where the student is asked to evaluate the site/the employer, and a *Faculty Advisor Evaluation and Grade Sheet* (III.7.11) where the faculty member provides information about their interaction with the site. As a result of these evaluative tools, the College can decide to continue to utilize the site, to intervene if needed, or to discontinue use of the site.

To ensure the quality of WBL opportunities and because of the complex nature of the process coupled with the multiple individuals involved, communication channels are available that allow for the employer, student, or faculty supervisor to raise concerns or ask questions if needed. A weekly work log is submitted by students to their faculty supervisor (III.7.12) whereby a student can communicate any struggles that they might have during their internship that might require FCC/faculty supervisor intervention. Employers are provided with information on whom to contact in instances where an employer might have a concern to communicate to someone at FCC.

CEWD also procures instructional classes from Cengage/Ed2go and resell the services through FCC Ed2go class offerings (III.7.13). Courses are listed in the continuing education print schedule and online registration system with an Ed2Go logo and the text "This online course is offered in partnership with Ed2Go. Classes do not meet at specific times" (III.7.14). All course materials include the imprint of Cengage. The FCC course instructor, as a content expert, supervises the course and the course content.

In addition, the Learning Centers offer 24-hour online tutoring through the ThinkingStorm platform (III.7.15), and Library Services provides 24/7 Chat through Springshare LibChat (III.7.16).

More information about the oversight and assessment of third-party providers is detailed in the Third-Party Providers List (III.7.17). Standard VI discusses the procurement process for third-party providers (see *Third-Party Providers and the Procurement Process*).

Clear and Accurate Description of Academic Programs
Program information is publicly available on the FCC website and in the Academic Catalog. The website hosts Program Pages used to convey broad and detailed information for use by internal and external stakeholders. The FCC Program Pages provide information on all degrees, certificates, and letters of recognition available and contact information for Academic Departments.

DEIB Integrated into the Learning Experience

In FY 2021, the Board directed the FCC community to reduce equity gaps by 2027. A Strategic Advisory Team (SAT) was developed to provide recommendations (III.8.06) which led to the formation of a Racial Equity Strategic Advisory Team (RESAT) to steer College-wide initiatives aimed at achieving this goal. As part of this work, TLSS tasked each of its departments with creating department/program level equity initiatives to begin closing these gaps (III.8.07). FCC also recognized the need for a space for students to celebrate and interact with one another. The MOSAIC Center was created so that the campus community can "celebrate diversity through cultural, religious, and traditional festivities, address inequities through courageous conversations, and promote inclusion through intentional interaction." Additionally, there were 16 faculty and two administrators who took part in the first cohort of the Culturally Responsive Teaching program during FY 2022. Eleven (11) faculty participated in the program during FY 2023. While these initiatives show progress, as discussed in Standard V, equity gaps persist. This underscores the need for a comprehensive evaluation of current equity efforts to assess their impact on student outcomes and guide future actions.

Summary and Conclusions

This chapter illustrated how the institution provides students with rigorous learning opportunities taught by qualified and dedicated faculty with programs and instruction that are consistent with higher education expectations. The General Education curriculum offers a learning experience consistent with state requirements and foundational knowledge and experiences to succeed in a dynamic society.

Points of Pride
- Ensured consistency of numbering of 100/200 level classes to ensure that prerequisites are achieved before moving to a higher level course.
- The alignment of CLOs to program learning outcomes. Faculty have identified course learning outcomes, which allows for measurement of student achievement via signature assessment. This process will be discussed in more detail in Standard V.
- Implementation of the CourseLeaf catalog and curriculum management, streamlining the curriculum submission, review, and approval processes; produced more user-friendly (searchable, shareable, and readily available) academic catalog content for students, faculty, staff, and prospective students.
- The College has made strides in the implementation of its Pathways infrastructure, including cross-departmental collaboration between TLSS and Student Experience.
- Faculty are provided with professional development opportunities in many areas (online teaching, student engagement strategies, best practices for instruction, DEIB).
- There have been increases in the dual enrollment population, which allows high school students from diverse backgrounds to achieve and earn college credentials, accelerate and support their completion of college-level coursework and, where applicable, complete a degree while enrolled in high school.
- The implementation of new modes and technologies to provide academic support to students such as live chat, asynchronous paper drops, and embedded tutoring.

Recommendations for Creating the Right Conditions and Innovating
- **Student Course Evaluations:** Evaluate reasons for low response rates and create a plan for improvement.
- **Course/Program Withdrawal Benchmarking**: Ensure systems and processes gather student withdrawal data from classes or programs. Academic Departments/Programs should periodically review withdrawal data to determine what actions can be taken to minimize withdrawal rates. This may include developing benchmarks, reviewing the timing of when withdrawals occur, what populations are most vulnerable, and the collection of qualitative data to measure student perceptions of their experiences.
- **Review Requirements for General Education**: Evaluate the General Education requirements, which currently exceed requirements established by COMAR, to ensure that the current credit requirements/distribution match the institution's desired outcomes for General Education.
- **Evaluate Guided Pathways Essential Practices**: Complete a self-assessment of the scale of adoption of the CCRC Guided Pathways Model to understand areas for improvement to fully implement the model.

- **Online Course Scheduling:** Ensure that each academic year online courses are scheduled to consistently offer all required courses for programs that can be completed fully online.
- **Equity Initiatives:** Evaluate the initiatives aimed at reducing racial equity gaps to determine their impact by implementing or expanding the policies, practices, and teaching methods that have proven most effective.
- **Course Content Accessibility**: Take proactive measures to ensure digital course content meets WCAG Version 2.1, Level AA standards by increasing professional development and training, providing tools and services to support accessible content creation, and establishing systems and processes for reviews.
- **Monitor Full-Time Faculty Instructional Overloads**: Evaluate and monitor course overloads to identify trends by academic unit and program. Where overloads consistently occur, consider conducting a formal study to determine if additional full-time faculty or other operational efficiencies could be implemented.
- **Evaluate the Adjunct Performance Appraisal Process**: Review the frequency and systematic archiving of feedback for adjunct faculty across all departments and programs and strengthen associated policies and processes to support adjunct teaching excellence.

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- III.7.08 InternshipPerformanceAppraisalForms
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- III.7.11 InternshipFacultyAdvisorEvaluationGradeSheet
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- III.7.13 CengageEd2goAgreement
- III.7.14 CengageEd2GoNotification
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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.

Evidence of meeting Requirements of Affiliation found in Standard IV:

- **Requirement 2**: The institution is operational, with students actively pursuing its degree programs (ROA02.01).

At the core of FCC's mission is a commitment to student success and ensuring all students can grow and thrive. This includes efforts focused on student retention, persistence, completion, and success with a comprehensive support system staffed by qualified professionals. This support network enriches the learning environment and enhances the overall educational experience.

Overview and Rebranding of Student Experience

The current iteration of Student Experience has evolved following recommendations from an external consulting review of the unit's business processes and organizational structure to improve the overall student experience (IV.6.01). The report identified ways in which the College could be better structured to ensure clear communication of the holistic nature of programs and available support systems, as well as areas for process improvement. One of the major results of the report was a rebranding from "Learning Support" to "Student Affairs" and then to "Student Experience" in 2024 to align with the College's effort to focus on creating an environment that is student-success focused.

Student Experience is overseen by the Vice President for Student Experience (VPSE) and is functionally organized under three pillars: Student Engagement and Wellness, Enrollment Services, and Student and Financial Support Services. These pillars are instrumental in advancing the institution's mission and fostering student success.

Figure 6: *Student Experience Organizational Structure*
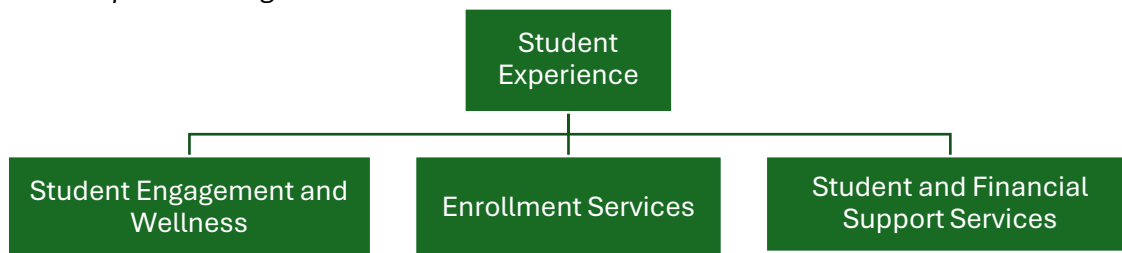
Student Engagement

FCC is committed to ensuring that all students have the support they need in and out of the classroom. This segment addresses athletics, student clubs and organizations, and basic human needs support.

Athletics

Athletics serves multiple purposes, primarily centered around promoting physical health, fostering teamwork, and enhancing the overall experience for the student-athlete. As of Fall 2023, student athletes made up 2% of the total population across 5 different sports categories including baseball, basketball, soccer, softball, and volleyball. The College Athletics program operates under the guidance and oversight of the National Junior College Athletics Association (NJCAA) and holds membership in Region XX, encompassing community colleges in Maryland, Western Pennsylvania, and the West Virginia Panhandle. Governed by the NJCAA handbook, this association sets forth regulations and standards concerning student-athlete eligibility, recruitment practices, financial aid assistance, transfer protocols, and ethical conduct (IV.4.01).

In compliance with federal regulations, the College submits annually the Equity in Athletics Disclosure Act (EADA) Reports (IV.4.02), IPEDs financial aid data (IV.1.01), and publishes student-athlete completion and graduation rates (IV.4.03). These reports, publicly accessible and available on the College website, detail athletic participation figures categorized by gender, scholarship allocations per sport, operational expenditures, revenue streams, and adherence to Title IX regulations. Such transparent disclosures serve to inform stakeholders and uphold accountability within the College's athletics program.

The Athletics Department complies with the same policies and procedures required of all other departments of the College and is part of the budgeting process for the College under the Student Experience department. The College also complies with mandatory requirements for student-athletes to be able to address concerns about College athletic programs and activities (IV.4.04). In addition, all student-athletes are assigned an Athlete Academic Advisor who works with them for course scheduling and general progress monitoring. Data dashboards include specific filtering capabilities to identify the total number of student-athletes by sport and monitor their progress (e.g. completion, retention, and graduation metrics by cohort; course success rates, among others). This allows the College to monitor the progress of student-athletes and ensures NJCAA compliance expectations are maintained. Based on the current data and the October 2023 external review of Athletics, there is a need to have a keener focus on student performance, strategic planning, and additional supports for student-athletes to increase their overall GPA, retention, and completion, all of which are below the general student population (IV.6.02).

Student Leadership and Engagement
Student Leadership and Engagement (SLE) fosters student involvement, leadership development, and campus engagement through programs, workshops, and resources designed to cultivate leadership skills among students. It supports and advises student-run organizations and clubs on campus and provides guidance on organizational management and leadership succession planning (IV.4.05) as well as the Student Government Association (SGA) which is discussed in more detail in Standard VII. SLE also works closely with faculty to create co-curricular experiences that augment lessons taught in the classroom (IV.4.06). While data on student participation is tracked by SLE it is recommended that the office begin measuring any impacts on student outcomes.

FCC Live Well
FCC Live Well provides comprehensive support services, including mental health counseling, stress management, crisis intervention, and educational outreach. This initiative reflects FCC's dedication to promoting holistic student well-being, addressing the physical, emotional, financial, social, and environmental needs of students.

Counseling and Wellness Services
In FY 2021, FCC established a dedicated office to focus on student mental health and well-being, following concerns raised by the Student Voices Committee (IV.6.03). Through this office, students access short-term, solution-focused counseling sessions, which aim to help them navigate difficulties and develop effective coping strategies. Wellness service counselors are therapists licensed by the state of Maryland and are equipped to provide immediate support and assistance to students facing urgent situations such as suicidal ideation, unsafe relationships, or other emergencies. Titanium, an electronic records management software, supports effective case management and improved access to care. Additionally, this office provides certified mental health first aid (MHFA) classes to students and employees. The MHFA classes are focused on helping participants identify and support others who may be experiencing a mental health crisis (IV.1.02). Staff members are knowledgeable about both campus and community resources and can offer referrals to additional mental health services when needed.

In FY 2023, a labyrinth was introduced on campus, offering a movement meditation and wellness experience. In FY 2024, Diego, a therapy dog, joined the Counseling and Wellness team to provide emotional support, promote social interaction, and reduce anxiety and depression.

Counseling and Wellness Services also oversees the BERT, created to ensure the well-being of all students, employees, visitors, and guests (IV.1.03). BERT addresses all reports involving perceived threats to the safety of the College or community. Information on the assessment of BERT is included later in this chapter.

Basic Needs Support
To ensure academic success, FCC recognizes that students' basic needs must be met. In FY 2022, FCC participated in the Hope Center's Hope Impact Partnership basic needs assessment, which identified food, mental health, housing, transportation, and childcare as areas of need for students (IV.1.04). Building on these findings, FCC also incorporated basic needs questions into the student application process in FY 2024, allowing the College to better understand and address nonacademic challenges faced by incoming students and connect them to resources. In response to these identified needs, FCC has several initiatives to provide essential resources:

- Cougar Pods (Food Lockers): Since 2011, the Student Leadership & Engagement office has offered free, ready-to-eat and microwaveable meals to students. In FY 2023, this service expanded with the addition of food lockers, providing students access to meals during evening hours when campus offices are closed. These lockers offer a discreet and anonymous option for students in need and have been used 378 times since their introduction, with a 66% increase in usage in FY 2024. These initiatives are partially funded by monetary donations from the community and employees through the FCC Foundation.
- CougarMart: Opened in February 2024, CougarMart provides a free, grocery-style shopping experience for students, offering a variety of essential items such as groceries, fresh produce, personal hygiene products, baby essentials, and professional clothing for interviews. By mid-September 2024, it has already seen 1,160 visits. CougarMart operates through donations and serves as an important resource for students facing financial hardship. Additionally, the Student Leadership & Engagement office offers free feminine hygiene products, contraceptives, and basic first aid supplies.

Enrollment Services
Welcome and Information Center(s)
The Welcome and Information Centers serve as a central and first point of contact for students, employees and visitors, providing assistance, information and support for various aspects of college life. There are three desks staffed by this team that include the Student Center, Jefferson Hall, and the Monroe Center. The Welcome Center plays a crucial role in enrollment services by guiding prospective and current students through the various stages of their academic journey. The team is well-equipped to address any enrollment-related inquiries, ensuring that students receive accurate and timely information about the admission application process, registration deadlines, program details, and course availability. The Center also issues student IDs and parking passes. These Centers are an important part of helping the campus community find information and personnel who can assist them.

Recruitment & Admissions
Recruitment & Admissions provides information on programs and course offerings at the College and provide support to students throughout the enrollment process. As an open access institution, the College maintains a policy that allows for the admission all students who meet basic eligibility criteria (IV.1.05). For selective admission programs in the Health Sciences, additional requirements/criteria apply and are specified on each program's webpage (IV.1.06). The Admissions office is responsible for providing clear and accessible information about the College's programs, services, and admission requirements to ensure potential students understand what the institution offers and how to enroll. Recognizing prospective students may come from diverse backgrounds and have varying levels of academic preparation, the Admissions Office works closely with support services such as Career & Academic Planning Services (CAPS) and Financial Aid to ensure all students receive the assistance they need to succeed.

The College is committed to ensuring its recruitment events are inclusive and reflective of its mission and strategic priorities. To achieve this, the College employs a multifaceted approach offering a variety of events throughout the year (IV.1.07; IV.1.08).

The College employs multiple strategies to evaluate the impact and efficacy of these recruitment endeavors. This includes monitoring attendance numbers, soliciting feedback from participants, and analyzing enrollment data to measure each event's success in meeting enrollment targets. In FY 2023, the College began to utilize Slate, a customer relationship management (CRM) system to strengthen communication with prospective students and

determine effectiveness in recruitment efforts. It is recommended that data from these assessments be used to identify opportunities for improvement.

Additionally, the College's recruitment events are closely aligned with the College's mission and strategic priorities, particularly regarding student diversity and academic excellence. By actively promoting diversity and inclusion, the College seeks to create a campus community that celebrates differences and fosters a culture of respect and understanding. Furthermore, the College's commitment to academic excellence is evident in the quality of its programs, facilities, and resources showcased during recruitment events, underscoring the College's dedication to providing students with the tools they need to succeed both academically and professionally.

Strategic Enrollment Management Plan
After the 2016 Self-Study, FCC was encouraged by MSCHE to develop a Strategic Enrollment Management (SEM) plan. In 2017 and 2018, nine indicators were defined that were intended to begin the College's review of its enrollment management practices to include the status of recruiting, continuing, and returning students. In 2019, the development of a full SEM plan was paused as *FCC Forward* and the *Academic Master Plan* were completed and a SEM Committee (SEMC) was formed to continue reviewing measures of retention, graduation, and enrollment growth. An initial SEM plan was developed in 2021 that focused on refining recruitment and retention practices, utilizing data dashboards, embedding marketing support, and developing innovative strategies (IV.1.09). Its objectives included increasing first-year student success, boosting degree completion, and enhancing overall student enrollment. The 2021 SEM plan was developed through a collaborative process involving a SWOT analysis and input from students, administrators, faculty, and staff. The plan was guided by principles such as a student-centered curriculum, alignment with fiscal planning, and a commitment to DEIB.

In 2023, the College revisited its SEM plan and planning process to strengthen and embed marketing strategies, reestablish goals post-COVID, and align with the Maryland Blueprint. The 2023 plan is more holistic and includes high-level strategic objectives spanning a three-year time frame, and identifies SMART goals and tactical plans to achieve those goals. As part of the plan development process, cross-functional work teams were established to concentrate on student outreach and recruitment, onboarding, student success, engagement, optimizing institutional technological processes, and fostering community relations and partnerships. The updated SEM plan was finalized in Spring 2024, with implementation beginning in Fall 2024 (IV.1.10).

In Spring 2022 and Fall 2023 Student Experience began incorporating the Council for the Advancement of Standards in Higher Education (CAS) standards, the Completion by Design Loss-Momentum Framework, and Swarbrick's Eight Dimensions of Wellness into its planning processes to ensure operational continuity. This integration encourages a structured approach to assessment and strategic planning, empowering staff to take ownership of their work and make informed recommendations based on their expertise and College data. These frameworks foster a culture of accountability and continuous improvement, ensuring the institution remains resilient and adaptable to future challenges and opportunities.

Alternative Learning Pathways and Credit Transfer
The College has established clear policies and procedures governing the evaluation and acceptance of transfer credits, as well as credits obtained through experiential learning, prior non-academic experiences, competency-based assessments, and alternative learning methods (IV.1.05).

The Prior Learning Assessment (PLA) program, initiated in 2017, aims to recognize and value the diverse knowledge and skills acquired by students through various experiences such as work, training, certifications, and volunteer activities. This program evaluates not just experience alone, but the combination of experience and college-level learning attained (IV.2.01). By participating in PLA, students can potentially save time and money by demonstrating proficiency in specific subject areas, thus accelerating their progress towards educational goals.

The PLA program employs various assessment methods, including standardized exams, portfolios, and documented workplace experiences, which are evaluated by qualified faculty members to ensure alignment with established course objectives and academic standards. The program offers pathways for individuals from diverse

backgrounds to accelerate their educational journey. While usage metrics related to PLA are regularly reported (IV.2.02), it is recommended formal assessment be conducted to determine the full impact of the program on equity efforts and establish any recommendations for improvements.

In response to the Transfer with Success Act passed in 2021, (IV.2.03), the College is streamlining its transfer evaluation process. Implementation of new processes, including the use of the Slate CRM system and standardized denial reporting, aim to enhance efficiency and compliance. Efforts are underway to implement a Transfer Evaluation Report and policy updates to further improve the transfer experience for students.

Orientation Initiatives
The College's orientation programs are designed to set students up for success. Previously, the Required Orientation, Advising, and Registration ("ROAR Orientation") program was used to introduce "new to college" students to a step-by-step onboarding process which included completing an online orientation and connecting them to their academic advisor (IV.1.11).

For Fall 2024, the ROAR orientation process was redesigned (IV.1.12) to be more comprehensive of the resources available to students at the College. The first part of the orientation process is now led by Student Leadership & Engagement and begins with Summer Orientation Days to familiarize new students to the College environment and available resources. Topics covered include tips and tricks on navigating college, resources to support students, engagement opportunities to make the most of their experience, connecting with faculty and current students, and more. Multiple orientation days are available during the summer, and new students can register for these in advance. Students are encouraged to complete Go2Orientation, an online module, if they cannot attend an in-person orientation. This digital resource offers a series of informative video tutorials covering various aspects of the College, such as financial aid, testing requirements, technology usage, advising procedures, student services, and other support initiatives. Completion data as well as survey responses about the orientation are collected annually to assess usefulness and inform any updates or changes (IV.6.04)

In addition to Summer Orientation Days, a New Student & Family Welcome Day event takes place the Friday before Fall classes start. This event offers an enhanced and interactive orientation experience with an emphasis on creating a sense of belonging and allows students to engage directly with faculty, staff, and fellow students. Welcome Day activities provide students with the opportunity to build connections within the College community, familiarize themselves with campus resources, and participate in workshops and activities designed to support their academic and personal growth.

Selective admissions programs in Health Sciences also offer a comprehensive interprofessional orientation aimed at fostering a culture of belonging and teamwork. This orientation includes tours, sessions with Student Experience support offices, an introduction to the technology used within the programs, and opportunities to connect with fellow students both within and across health care disciplines. Similar orientations are also conducted for athletics, dual enrollment, and international students, providing targeted resources, key supports, and opportunities to connect with other students in the program.

To assess the effectiveness of the orientation programs the College employs various strategies. The College tracks communication, attendance, and participation rates in orientation activities using Slate, gathers feedback from students through surveys and focus groups (IV.6.05), and beginning Fall 2024 will be able to analyze retention and success metrics to measure the impact of the orientation program on student outcomes using the student success programs platform Navigate 360.

Career And Academic Advising
After students attend an orientation, they are encouraged to schedule their first advising appointment with the Career and Academic Planning Services (CAPS) team (IV.1.13). CAPS advisors help students navigate their degree programs or certificate pathways while encouraging exploration of career opportunities aligned with their interests and goals. Advisors are specifically aligned with program majors and clusters, ensuring dedicated support. Starting in 2023, academic advisors received specialized Career Development training with most becoming credentialed as

Certified Career Services Providers (CCSP) through the National Career Development Association (NCDA). This training also allows them to offer comprehensive career exploration, job search strategies, interview preparation, career counseling, and support through career transitions. By integrating transfer and career planning into the advisory framework and collaborating with academic departments and student support services, the College provides holistic support to foster students' academic success and personal development.

To further support student career prospects, the Coordinator of Employer Services and Career Events facilitates connections with local labor markets and forges partnerships with regional employers, providing students with opportunities in their chosen fields. The introduction of the Handshake platform in 2023 offers students access to a diverse range of job and internship opportunities, networking opportunities, career fairs and company information sessions to further enhance their career exploration (IV.1.14).

In addition to FCC Advisors, the College partners with embedded FCPS high school Career Coaches to help dual enrollment students understand their potential career paths (IV.1.15, pgs. 5-10). Additionally, the College's full-time Selective Admissions Coordinator interfaces with prospective students in FCPS high schools who might be interested in Health Care fields. Student Experience is considering aligning summer orientation days with initial advising appointments and will be exploring a group advising model for new students based on programs of study.

Registration & Records
Registration & Records (R&R) serves students, alumni, faculty, and staff related to student academic records and enrollment and is overseen by the Executive Director of Registration and Records/Registrar. Responsibilities of R&R include, but are not limited to, processing name changes, address changes, information changes, major changes, residency requests, registration requests, grades and grade changes, outgoing transcripts, transcript evaluation, credit for prior learning, maintaining the degree audit system, conferring degrees, providing feedback on the impact of curriculum proposals and changes, setting session dates in collaboration with TLSS and providing feedback on the creation of the academic calendar, processing drops for nonpayment for individual sessions after classes have started, coordinating and processing appeals related to retroactive withdrawals and tuition refund requests, coordinating registration for dual enrollment students, and researching enrollment reporting errors with the National Student Clearinghouse (NSC). The office is responsible for maintaining student records and associated academic administration in compliance with COMAR, Federal, state, and local regulations, and College policies and procedures. Forms to request updates to students' records are available online.

R&R ensures the integrity, accuracy, and confidentiality of all educational records for current and former students in compliance with the FERPA (IV.3.01). The Executive Director of Registration and Records/Registrar serves as the College's FERPA Compliance Officer.

New employees undergo training as part of the onboarding process which includes FERPA (IV.3.02). In addition to required training when an employee is onboarded, beginning in FY 2025, all employees with access to student records must complete an annual training on *FERPA: Confidentiality of Records*, ensuring that ongoing training occurs for employees on this topic (see Standard II). Integral to their efforts is the definition and communication of Personally Identifiable Information (PII), enabling stakeholders to understand when FERPA applies and how to safeguard student privacy (IV.3.03). Through comprehensive training during and after initial onboarding, all personnel gain clarity on PII and its implications, fostering a culture of awareness and accountability across the institution.

Financial Support Services
The Financial Aid Office assists students throughout the financial aid process, from the initial submission of the FAFSA or MSFAA, to helping students understand a financial aid award package, or explaining policies and procedures that impact eligibility. They also play a crucial role in facilitating students' access to higher education by addressing financial barriers throughout their academic journey. They manage a range of financial aid programs, including federal, state, and private scholarships, with Maryland offering various state-funded aid options such as grants and scholarships through the MHEC (IV.1.16).

Important information about financial aid and payments, including details on applying for financial aid, maintaining eligibility, and other key consumer information, is prominently displayed on the College's website. Accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds is readily available. The website serves as a resource for students, guiding them through the intricacies of financial assistance and ensuring informed decision-making regarding educational financing (IV.1.17).

Student Accounts and Financial Aid offices are strategically placed on the third floor of Jefferson Hall to promote collaboration between the two offices while addressing both regulatory compliance and student support needs. The Financial Aid Office is solely responsible for authorizing disbursements, while Student Accounts carries out the disbursement process. This clear separation of duties ensures transparency, accountability, and compliance with regulatory requirements, thereby safeguarding the integrity of the financial aid distribution system.

The College undergoes an annual single audit (discussed in Standard VI) to ensure compliance with federal regulations for financial aid programs. This audit reinforces the College's commitment to regulatory adherence and protects students' access to essential financial assistance. Veteran and Military Services and the Financial Aid Office are also reviewed annually for federal and state compliance (IV.1.18). Additionally, as members of the National Association of Student Financial Aid Administrators (NASFAA), Financial Aid Office staff adhere to NASFAA's ethical standards and code of conduct. As of October 2021, all Financial Aid staff members are required to participate in an ethics and code of conduct training and complete an assessment of understanding upon hiring and each year thereafter (IV.1.19; IV.1.20).

Cohort Default Rates
The general threshold for an institution's Direct Loan cohort default rates (CDRs) is 30% according to the Code of Federal Regulation 34 CFR 668.187. In 2018, the rate stood at 5.7%, dropping to 4.3% in 2019, 0.0% in 2020, and 0.0% in 2021. The 0% cohort default rate for 2020 and 2021 were a result of the pause in payments because COVID-19. These figures underscore the College's commitment to fostering student financial literacy and prudent loan management, ensuring students navigate financial challenges successfully (IV.1.21).

Cost of Attendance and Average Aid
For the 2022-2023 cohort of students (i.e. full-time/fist-time/degree and certificate seeking), the total cost of attendance was $8,691, including published tuition and fees, books and supplies, and the weighted average for food/housing/other expenses. The average grant and scholarship aid awarded to students was $4,851 and the average net price for these students was $3,840 (IV.1.01).

For Fall 2022, there were a total of 3,891 degree and certificate seeking students enrolled in Title IV-eligible degree and certificate programs. Of these students:
- 1,022 (26%) received Federal Pell grants. Average award: $5,793
- 439 (11%) received Federal Student Loans. Average award: $7,017

Included in that number, 683 were full-time/fist-time/degree and certificate seeking students. Of that group, 393 received a grant or scholarship for an average award of $4,861. Detailed below are the unduplicated student counts within each aid category. A student can appear in more than one aid category:
- 216 received Federal Grants or Scholarships. Average award: $5,904
  - 215 received Pell Grants. Average award: $5,785
  - 87 received other federal aid. Average award: $363
- 130 received State/Local aid. Average award: $2,372
- 239 received institutional aid. Average award: $1,368
- 59 received a Federal Loan. Average award: $5,515
- 2 received other loans, including private loans. Average award: $7,050

Continued Development of Financial Literacy and Support

The College has worked to develop financial support mechanisms for students such as scholarships from the Foundation (see Standard VI) while also increasing support for basic needs. While these supports are important, more could be done to develop students' financial literacy skills through workshops to help them to manage their finances, understand loan options, and budget effectively. Additionally, assisting students in exploring additional funding sources, such as grants, scholarships, and other types of assistance, could help them avoid predictable financial hardships. These efforts again underscore the College's whole-student approach.

Student Support Services
Disability Access Services
The DAS department ensures students with disabilities have equal access to educational opportunities and support services. The office coordinates requests for accommodation and support services for eligible students using the Accommodate software platform. DAS also facilitates the availability of accessible course materials, and supports students using assistive technology. DAS also ensures compliance with federal and state laws and regulations governing disability rights and accommodations, such as the ADA and Section 504 of the Rehabilitation Act (IV.1.22).

Veteran and Military Services (VMS)
The Veteran and Military Services Department within the College provides comprehensive support and resources to military service members, veterans, and their families as they pursue their educational goals. The department helps veterans and their family members access their VA Education benefits, including the Post-9/11 GI Bill®, Montgomery GI Bill®, Dependents' Educational Assistance, and other VA education programs. They provide guidance on eligibility requirements and application procedures, and certify student enrollments with the VA (IV.1.23). GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at http://www.benefits.va.gov/gibill.

Academic Preparedness and Student Success Programs
The College has implemented a holistic support system for students, identifying those who are not adequately prepared for their admitted study level and assisting them in achieving their educational goals. To aid this effort, the College created a centralized hub of student success and retention professionals, consolidating services that before FY 2022 had been provided through Multicultural Student Services and Adult Services. The goal of this new unit, Student Success Programs, is to support all students, with a focus on non-traditional students (e.g. student parents/caregivers, adults over 24, or those returning to school after a prolonged absence), underrepresented populations (e.g. first-generation, Black/African American, Hispanic/LatinX, LGBTQIA+, or international students), and students facing barriers such as academic risk, limited income, or basic needs and transportation insecurity (IV.1.24). Dedicated staff members work with students to develop academic success skills, navigate the College environment, maintain accountability, and connect them with on-campus and community resources to address specific needs (IV.1.25). Specialized initiatives such as Parents Lead, Project Forward Step, Partnership to Achieving Student Success (PASS), the Excellence Program, provide personalized coaching, population-specific programming, and scholarship opportunities. Cohort success data is tracked by semester for each specialized initiative (IV.1.26).

Testing and Placement
The Academic Assessment and Placement policy provides multiple pathways for students to demonstrate college readiness in reading, writing, and math. Some of these pathways include high school GPA, standardized test scores, high school course grades, and prior achievements. For students without exemptions, the ACCUPLACER placement tests offered by FCC's Testing Center are required for accurate course placement (IV.1.27).

The Testing Center guides students through the placement process by providing guidelines, exemptions, and tools to navigate testing requirements. Students receive access to a comprehensive Testing Guide with a Study Plan to prepare for the ACCUPLACER. The guide covers test content, practice problems, test-taking strategies and skills, and includes a simulation test. The Academic Assessment Policy also permits one retest within two years.

English and Math Developmental Coursework

Developmental coursework has been shown to extend the time it takes for students to complete their degree and can often slow progress. As a result, in 2017 the College began evaluating and revising its developmental coursework in English and Math. In addition, the College began permitting students to enroll in a broader array of credit classes alongside their developmental courses.

Math moved from multiple stand-alone non-credit developmental courses to a series of Math courses (Math 101A: Foundations of Mathematics, 120A: Statistics, and 145S: College Algebra) that provide credit while also including additional instruction and course content to supplement students' foundational knowledge for each subject. Math 50: Preparation for College Mathematics is the only remaining developmental course, which is designed to prepare students to move into 101A, 120A, or 145S. English collapsed a four-course full year developmental sequence into one, single semester course, English 70 (6 credits) or English 75 (4 credits). A two credit co-requisite class, ENGL100, was created to provide additional time and support in English 101 for students whose ACCUPLACER score is just below college credit placement and for students who earned a C in ENGL 70 or 75.

In addition, faculty teaching developmental courses work closely with FCC's two Learning Centers to connect students to specialized academic support services. In Fall 2024, embedded tutoring will be available for all sections of Math 145/145S and English 101/100.

These revisions have streamlined the transition to credit-level coursework but cohort comparisons show a small decrease in retention for developmental students between Fall 2018 (62.3%) and Fall 2021(61.1%). A pre-/post-intervention analysis also showed that success rates for the developmental-linked course and the non-developmental placements were similar though developmental-linked course success rates were still lower (IV.1.28).

As part of assessment efforts, both the English and Math department are entering year two of an exploration of course design in key developmental and gateway classes (in particular Math 145/145S and English 100/101). Math will be piloting curricular changes and assessment practices with a goal towards larger implementation if student success outcomes justify the action. English will be discussing the potential impacts of its curricular proposals (in particular a two semester English sequence for transfer students and a modified single semester 101 for students in career degrees) with other academic departments. Any changes to English 101 will also have downstream implications for developmental coursework.

Success Alert Interventions

Early identification of students who would benefit from support services is key to ensuring timely interventions and effective deployment of institutional resources. In the Fall of 2018, FCC began a review of its student success alert (previously "early alert") process. A joint team of TLSS and Student Experience faculty and staff created a revised faculty guide (IV.1.29), all academic departments established internal expectations and timetables for the use of early alerts, and the Math department converted a faculty position to a Success Outreach and Retention Coordinator (SOAR) tasked with responding to Math students receiving alerts. In Fall 2021, HEERF funding was used to create faculty SOAR Coordinators in three other liberal art departments to address a key institutional challenge at that time – namely that unless students were part of a pre-existing and supported cohort there was no College staff member assigned to reach out to the student and develop an appropriate institutional response to the student's specific circumstances.

A 2023 review of SOAR revealed the percentage of all students receiving an alert and "passing" their courses (i.e., earning a grade of C or better) increased from 27% to 33% between Fall 2020 and Fall 2022 and no change for Spring Semesters. However, departments with SOAR Coordinators actually had lower success rates compared to those without SOAR support. In addition, SOAR coordinators were only able to make contact with 31% of students who had received an alert (IV.1.30). Based on the modest gains and difficulties in reaching students, student success alert and outreach responsibilities were moved centrally to Student Success Programs to better leverage technology and staffing for more consistent, efficient, and effective interventions. As a result, the SOAR initiative concluded in Spring 2024.

In Fall 2023, FCC transitioned its success alert system from Peoplesoft to Navigate 360, allowing for progress reports to be submitted through scheduled campaigns and prompts to be sent to instructors to update student progress and identify reasons for alerts. Compared to the previous Fall there was a 63% increase in duplicated alerts, a 50% increase in unduplicated students receiving alerts, and a 30% increase in faculty engagement with the alert system. Success rates for students receiving an at-risk alert continued to show positive growth increasing by 2% to 40% (IV.1.31). However, there is room for improvement and assessment of the alert system should continue with an emphasis on continuing to grow the success rate of at-risk students.

Each semester, every graded course features at least one scheduled campaign, with longer sessions having multiple campaigns. Additionally, faculty can submit ad hoc progress reports at any time. Comprehensive guides were created to assist faculty in navigating the system efficiently (IV.1.32). Student Success Programs has developed a tiered alert outreach system to address success alerts. Every student is assigned to a Success Coach who is responsible for providing personalized outreach to their caseload. For students receiving at-risk progress reports, they receive ongoing personalized outreach by email and text message, encouraging them to make an appointment with their Success Coach and create an action plan for getting back on track in their class. Students who do not make an appointment are contacted by phone and continue to receive text and email outreach until they make contact with a Success Coach or the term ends. By leveraging the appointment campaign feature in Navigate 360, Student Success Programs saw a significant increase of 26%-31% in successful student contact attempts compared to SOAR in Spring 2024 (57%) and Summer 2024 (61%).

All non-dual enrollment credit students are connected to a Success Coach within Student Success Programs based on their program of study. These practices align with the advisor assignments in the CAPS office. Students affiliated with the cohort-based specialized support programs in Student Success Programs will receive outreach from the staff member responsible for managing those programs. Outreach for dual enrollment students will be handled through a collaborative effort between FCPS dual enrollment staff members and FCPS school counselors.

Additional measures have been introduced to aid students not meeting academic standards, including personalized outreach and support from their Success Coach. Students facing academic suspension or dismissal, or seeking reinstatement from dismissal, may appeal to the Director of Student Success and Retention. If approved, the student will collaborate with the Director on an Academic Agreement to Return from Academic Suspension or Dismissal (IV.1.33), outlining performance expectations and an initial recovery plan. This plan includes regular meetings with their Success Coach throughout the semester. Initial assessment shows an increase in students eligible to continue enrollment compared to Spring 2020 – Spring 2022 (IV.1.34)

Transfer Services
Post-Transfer-Out Success
Transfer Services assists students who are planning to transfer to a four-year college or university. There are a variety of resources and tools to help students and their families understand the process, including a Guided Transfer pathway (as discussed in Standard III). Transfer advising is available to assist students in planning and preparing to continue their education beyond FCC. Since 2019 on average, 40% of FCC degree-seeking students declare transfer as their reason for attending. A 2024 analysis of transfer success data showed the first-year GPA at or above 2.0 of FCC students who transfer-out to Maryland Public four-year universities is slightly below the average of peer colleges, with an 86% rate compared to the peer average of 89% for Annual Year (AY) 2018-2023 (IV.1.35).

To enhance transfer success outcomes, in May 2024 the College established a new position, the Articulation and Transfer Success Coordinator, within the TLSS division to create a bridge between TLSS and Student Experience. This position complements but is distinctly different from the College's Transfer Advisor located in Student Experience, who works directly with students to provide comprehensive educational planning services for students transitioning to four-year institutions. The coordinator collaborates with Advising, Admissions, and faculty to ensure that transfer opportunities are academically sound and meet student demands. Further, the coordinator

will use the Transfer Playbook published by the Aspen Institute as a guiding framework to build successful transfer partnerships with four-year institutions and codify shared responsibility to evaluate and support transfer student success in articulation agreements.

Equitable Oversight of Extracurricular Programs
In line with the commitment to equity and excellence across all aspects of campus life, athletic programs, student organizations, and extracurricular activities adhere to the same rigorous academic, financial, and administrative standards as other college programs. The College is dedicated to fostering student success holistically, beyond academic accomplishments, through a comprehensive range of non-curricular support services. These services are tailored to meet the diverse needs of the student body, nurturing their overall well-being and success. The College's support services are geared toward ensuring that all students feel valued, supported, have a sense of belonging, and empowered to excel in both their academic and personal endeavors.

In response to insights gained from the NACCC 2022 climate survey, The College tailed its co-curricular events and activities to address specific student needs such as initiating conversations on sensitive topics. The MOSAIC Center offers opportunities for training in intentional conversation initiation and facilitation through initiatives like Move Beyond Strangers (IV.6.06). Additionally, initiatives like Beep Baseball provide students with unique experiences aimed at fostering empathy and understanding, such as engaging in sports designed for visually impaired players, in collaboration with the Maryland School for the Blind (IV.6.07). Such activities focus on cultural awareness by providing students with immersive experiences that enhance their understanding of diverse perspectives and promote inclusivity.

Third-Party Providers of Student Support Services
In July 2022, the College transitioned from managing its own dining services to contracting with Canteen to provide on-campus food services, including the Cougar Café (located in the Student Center) and catering services (IV.5.01). The approval process for the Canteen contract followed the College's procurement guidelines, as outlined in Standard VI, which require competitive bidding and final approval by the Board of Trustees. A customer service satisfaction survey was conducted during the first year of service, with another survey planned for Spring 2024 (IV.5.02). While these surveys provide some evaluation, implementing more frequent and comprehensive assessments of third-party dining services, as recommended in Standard VI, would further benefit the College.

FCC also uses third-party providers to support financial aid services (IV.5.03) and provide transcript services to students (IV.5.04).

More information about the oversight and assessment of third-party providers is detailed in the Third-Party Providers List (IV.5.05). Standard VI discusses the procurement process for third-party providers (see *Third-Party Providers and the Procurement Process*).

Periodic Assessment of the Effectiveness of Programs Supporting the Student Experience
Planning for the Student Experience unit is driven by institutional priorities, environmental scans such as the NACCC 2022 climate survey of community needs, and collaboration with Teaching Learning and Student Success (IV.6.08). This collaboration ensures a shared responsibility in maintaining a quality and holistic student experience. Once institutional strategic priorities are established, Student Experience sets related functional area priorities.

Despite the challenges posed by the COVID-19 pandemic and turnover in leadership within Student Experience, multiple external reviews and assessments were conducted to ensure continuous improvement. This approach aimed to identify the most efficient strategies to employ while balancing limited resources and the loss of institutional knowledge in several areas. Based on industry standards and identified recommendations, functional areas set goals and developed budget proposals to address these recommendations directly. For example, the intentional alignment with the CAS Standards has empowered members of all areas within Student Experience to take ownership of their work. This framework allows staff to make strategic recommendations based on their experience and expertise, fostering a culture of accountability and continued improvement.

Assessment within the Student Experience Unit
As discussed above, Student Experience has evolved since the last Self-Study process. To accelerate its adaptation to the evolving needs of students as well as industry standards and best practices, the division launched a series of internal and external assessments to identify critical areas for improvement as well as key points of strength in its operations and delivery of services.

Registration and Records Office Assessment
The Registrar's Office underwent an assessment in collaboration with the American Association of Collegiate Registrars and Admissions Officers (AACRAO). This scrutiny revealed opportunities to enhance service delivery and operational efficiency. The resulting recommendations sparked a process of optimization, aligning registrar services with the evolving needs of students and faculty (IV.6.09).

Athletics Program Assessment
The College conducted an assessment of the athletics program in partnership with MVP Sports Hillstock & Associates. Their evaluation identified opportunities to enrich the student-athlete experience and enhance the athletic department across various fronts: administration, coaching, facilities, and a stronger focus on academic success (IV.6.02).

Enrollment Services Assessment
As discussed earlier in the Chapter, the College engaged in a review of its strategic enrollment management practices, leading to the creation of the 2024 SEM report and plan. The SEM plan provides realistic and attainable goals that recognize demographic changes in the County.

Disability Access Services Assessment
In collaboration with the consulting firm AHEAD in 2023, the College identified opportunities for alignment with best practices and legal requirements, fostering a campus culture of accessibility and inclusivity. Insights from the AHEAD External Program Review sparked policy modifications and facility planning, reinforcing a commitment to equitable education for all (IV.6.10).

Veteran & Military Services Assessment
The College also stepped forward as the first community college in Maryland to implement an external review of Veteran and Military Services conducted by the Maryland College for Collaboration for Student Veterans Commission (MCCSVC) in Spring 2024. This review aims to assess operations based on best practices for serving student veterans and military-affiliated students in higher education, supporting efforts toward equitable educational opportunities for this student population (IV.6.11). This review is expected to be finalized in FY2025.

Student Success Programs Assessment
Information on assessment of student success programs is discussed in Standard V.

Behavioral Evaluation and Response Team Assessment
In August 2024, an assessment of the BERT policy was concluded aimed at revising and enhancing the existing policy. The results made recommendations to expand the scope of the policy to include the identification of early risk behaviors. The findings suggested that the scope of team membership be modified, meeting frequencies increased, and the adoption of a case management model. It was also recommended that additional documentation be created and a review and revision of the current policy and procedures occur (IV.6.12). Student Experience is developing an action plan to address the feedback.

Empowering Continuous Institutional Performance
The College continues to streamline its non-curricular assessment process. This involves evaluating the total range of programs and services, achievement of institutional mission, goals, and plans, and compliance with accreditation Standards. The framework developed in 2023 includes a five-year assessment cycle, starting with establishing department missions and goals associated with KPIs, which then feed into unit-level goals and KPIs (IV.6.13). Annual Program Review reports provide a check-in on the department's progress and provide an update on the broader unit-level goals and KPIs. Senior leader and managerial leadership turnover caused a delay in the

full implementation. However, the Student Experience team began their non-curricular assessment planning in FY 2024 with OPAIR, with an initial launch in FY 2025 of KPI tracking, marking a renewed commitment to continuous improvement and institutional effectiveness.

As previously mentioned, the impact of the COVID-19 Pandemic and significant turnover in leadership positions presented an opportunity for the Student Experience team to pivot and ensure operational continuity in the future. By embedding CAS standards into its planning processes and introducing the Loss/Momentum Framework, Student Experience adopted a structured approach to assessment and strategic planning. This integration empowers staff to take ownership of their work and make informed recommendations based on their experience and expertise. Consequently, this framework fosters a culture of accountability and continuous improvement, ensuring the institution remains resilient and adaptable to future challenges.

Summary and Conclusions
The College made a commitment to student success, evident in the reorganization of the Student Experience umbrella and associated services, in addition to the continued development and growth of the unit since the last Self Study. While the College will always work to improve its offerings and services, significant results have demonstrated the commitment that the College has to ensuring that all of its students are successful from an initial point of interest in studying at FCC, through admission and enrollment, to graduation and beyond.

Points of Pride
- Technology enhancements have been implemented that support students and streamline employee work.
- Restructuring from Learning Support to Student Experience has streamlined and enhanced services across all areas within Student Experience.
- Student Experience staff are required to participate in ongoing training and development including CAPS Staff earning a professional certification; and Financial Aid requiring an Ethics and Code of Conduct training.
- The College has begun to incorporate supports to enhance students' achievement of their educational goals such as the implementation of a Career Pathways model.
- The campus has a robust variety of events and activities on and off campus, as well as various student clubs that host numerous events throughout the year.
- The College has made significant strides toward ensuring that students are supported beyond the classroom including significant efforts around meeting basic human needs, wellness and counseling programs, and the development of diversity programming.

Recommendations to Create the Right Conditions
- **Streamlining Orientation**: Continue to identify ways of streamlining and improving the orientation process for students and initial advising.
- **Focused Design and Delivery of Student Support Services**: Continue to develop methods for targeted student support services and academic pathways for special populations.
- **Enhance Transfer Support Services:** Conduct a thorough review of the current transfer support system to identify gaps/barriers, enhance partnerships to streamline transfer processes, and discover potential areas for improvement including transfer-success outcomes.
- **Increase Student Engagement and Community Building**: Measure a sense of community and belonging among students and determine which student engagement efforts are most effective.
- **Address Financial Barriers**: Increase awareness of potential funding sources for students (grants, financial aid, scholarships, and other sources of financial assistance) and financial literacy for students so that they are setup for success while at FCC and beyond.
- **Utilize Data for Continuous Improvement**: Expand upon the current collection of evidence at the College (student surveys, academic performance, and service usage) by implementing a collaborative research program between student experience units and OPAIR to identify what interventions have a positive impact on the student experience and incorporate this into future non-curricular program reviews.

List of Cited Evidence

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- IV.4.01 NJCAAHandbook.May2024
- IV.4.02 EADASurvey.2023-2024
- IV.1.01 IPEDSFinancialAid.2022-2023
- IV.4.03 StudentRightKnow.2023-2024
- IV.4.04 StudentAthleteConcernsPolicy.2021
- IV.6.02 AthleticsAssessmentReport.Fall2023
- IV.4.05 StudentClubOrganizationHandbook.2023
- IV.4.06 CocurricularCalendars.2023-2024
- IV.6.03 StudentVoicesCommittee
- IV.1.02 CounselingWellnessServices.Fall2024
- IV.1.03 BERTPolicy.2023
- IV.1.04 HopeImpactPartnershipSurveyFindings
- IV.1.05 AdmissionsPolicy.2024
- IV.1.06 HealthcareProgramsWebpage.October2024
- IV.1.07 AdmissionEventsCalendar.2023-2025
- IV.1.08 RecruitmentEventExamples
- IV.1.09 SEMPlanOutline.2021
- IV.1.10 StrategicEnrollmentManagementPlan.2024
- IV.2.01 PriorLearningAssessmentProgramHandbook.2024
- IV.2.02 PLADataEvidence.2022-2024
- IV.2.03 MHECMemoTransferAct.2022
- IV.1.11 AcademicCatalogROAR.2024
- IV.1.12 StudentOrientationWebpage.Fall2024
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- IV.6.05 OrientationSurveys.2024
- IV.1.13 CareerAcademicPlanningServicesPlan.October2024
- IV.1.14 CareerServicesWebpage.October2024
- IV.1.15 DualEnrollmentManual.2024-2025
- IV.3.01 PrivacyAccessEducationRecordsPolicyProcedures.2021
- IV.3.02 FERPAInformationNewEmployees
- IV.3.03 ProtectionPIIPolicyProcedure.2021
- IV.1.16 StateFinancialAssistancePrograms&Applications.2024
- IV.1.17 FinancialServicesWebpages.October2024
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- IV.1.19 NASFAAEthics&CodeConduct.October2022
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- IV.1.21 OfficialCohortDefaultRate.2019-2021
- IV.1.22 DisabilityAccessServices.Fall2024
- IV.1.23 VeteranMilitaryServices.Fall2024
- IV.1.24 StudentSuccessPrograms.Fall2024
- IV.1.25 SuccessCoaching.Fall2024
- IV.1.26 StudentSuccessProgramCohortData.2022-2023
- IV.1.27 AcademicAssessmentPlacementPolicy Procedure.May2024
- IV.1.28 EnglishMathDevelopmentSuccessRates
- IV.1.29 PeopleSoftSSAFacultyGuide
- IV.1.30 SOARResultsCumulative.2022-2023
- IV.1.31 NavigateProgressReports.FY24
- IV.1.32 FacultyNavigateGuide.January2024
- IV.1.33 AcademicAgreementReturnForm
- IV.1.34 AcademicStandingInterventions.FY2024
- IV.1.35 StoryTransferStudents.January2024
- IV.6.06 SparkConversationMoveBeyondStrangers.2022
- IV.6.07 BeepBaseball.2023
- IV.5.01 CanteenFoodServicesAgreement.May2022
- IV.5.02 DiningServicesCustomerServiceSurvey.Fall2023
- IV.5.03 FinancialAidServicesLLCConsultingAgreement
- IV.5.04 ParchmentTranscriptServicesAgreement
- IV.5.05 ThirdPartyProvidersList
- IV.6.08 NACCCSummaryReport.2022
- IV.6.09 RegistrarOfficeReviewReport.October2023
- IV.6.10 AssociationHigherEducationDisabilityExternal ProgramReview.April2023
- IV.6.11 MCCSVCReview.2024
- IV.6.12 BERTAssessment.2024
- IV.6.13 NonCurricularProgramReviewHandbook.2023
- ROA02.01 StudentEnrollmentIPEDS.2023

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.

Evidence of meeting Requirements of Affiliation found in Standard V:
- **Requirement 8**: The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.

As is emphasized in the mission, the College has a strong commitment to learning as its primary focus and ensuring the quality and continuous improvement of learning. Student learning, and the assessment of this learning at the course, program, and institutional levels are foundational at FCC.

Organized, systematic, and sustainable assessment structures serve as the foundation of FCC's assessment processes. Student learning is measured across many different College areas, incorporating internal standards and external benchmarks and qualitative and quantitative methodologies. All outcomes are guided by and aligned with the institutional mission and its strategic learning priorities. Student outcomes data are shared during budget planning, department and program meetings, SLT meetings, PAC meetings, and Board of Trustee meetings.

Evidence resulting from assessment is analyzed by faculty and staff, who use the findings to modify and improve course instruction, curricula, educational programs, and services. Assessment results are used to make meaningful changes with the goal of creating the right conditions for students through evidence-based practices that inspire creativity, innovation, and critical thinking.

FCC employs a multi-faceted approach to assessment, working collaboratively to enhance institutional, student support, co-curricular, and academic assessment initiatives. This includes the Outcomes Assessment Committee (OAC)—comprised of faculty, administrators, academic deans, the Director of Learning Assessment (DLA), Program Managers, and Department Chairs—the GEC, which includes elected faculty and administrators; OPAIR; and academic departments and administrative units.

Figure 7: *Multi-Faceted Approach to Assessment*
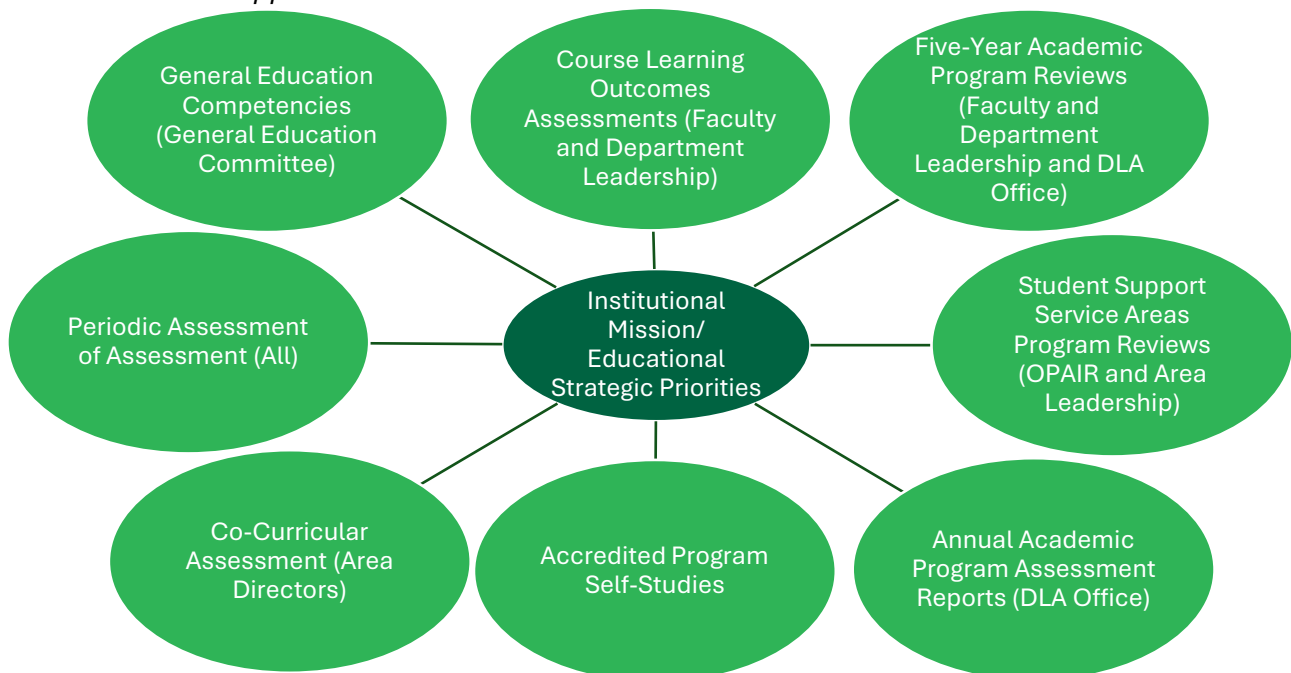
Clear and Interrelated Educational Goals

FCC has clearly stated learning outcomes at the institution and program levels, which are interrelated with one another and with relevant educational experiences. These align with the mission and goals of the College. Academic Program Learning Outcomes (PLOs) are clearly defined, measurable, and communicated to students through the catalog and on each program webpage. PLOs are carefully designed to align with career expectations and transfer requirements. Content in all required program subject courses is aligned with the PLOs. This alignment is delineated on program curriculum maps created by each Program Manager with input from department faculty and program area leadership. For programs with specific accreditation requirements, PACs and individual accreditation boards provide additional input on program outcomes. In addition to alignment between subject course content and PLOs, program curriculum maps demonstrate the alignment between the FCC mission, the institutional core value of learning, and educational strategic priorities (V.1.01; V.1.02).

Furthermore, each course within a program has clearly defined and measurable course learning outcomes (CLOs) which, in turn, align with the PLOs. As discussed in Standard III, course learning outcomes are developed by faculty and reviewed by the Curriculum Committee, department, and academic leadership. Students are made aware of the assessment measures and learning experiences that connect with CLOs on each course syllabus. Faculty are guided by a syllabus template showing them where to indicate these alignments. Syllabi are provided to students through the Blackboard LMS. The syllabus template was enhanced as part of the Academic Master Plan, when an opportunity gap was identified with Black/African American and Hispanic/Latinx students. To that end, a new "culturally responsive syllabus template" was developed and has been implemented, effective summer 2023, in all FCC courses (V.3.01). In FY 2023, all programs created and/or identified common measures, called "signature assessments" to better coordinate and validate achievement of PLOs among common course sections (V.2.01).

Organized and Systematic Assessment Processes
FCC has organized and systematic assessment processes, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of both institutional and degree/program goals (V.2.02). All academic units define student learning outcomes appropriate to higher education with defensible standards for assessment to measure whether students are achieving those goals. Organized and systematic assessments for educational effectiveness are conducted for non-accredited and accredited programs, select co-curricular programs, and General Education, and are stored in Watermark, the College's program assessment software.

Non-Accredited Academic Program Review
In 2010, FCC developed a comprehensive and systematic method for conducting academic program reviews (V.2.03). For non-accredited programs, these reviews operate on a five-year cycle and included: an analysis of the program's mission, an assessment of the program according to internal and external data, an assessment of the curriculum, an assessment of PLOs, an assessment of program resources, program viability, a summary of key findings and recommendations, reviews from external experts, and the submission of a formal action plan. In FY2024, the program review template was reviewed and updated by OAC (V.2.04).

From 2016-2021 institutional leadership developed additional strategic priorities within both the Academic Master Plan and a new Diversity, Equity, and Inclusion Strategic Plan that had an impact on the program review process (V.5.01; V.5.02). These progressive initiatives involved additional data mining and called for programs to disaggregate and examine student success indicators by race, gender, first-generation status, and age. Data dashboards were developed with the Microsoft Power BI platform to assist faculty and Program Managers with the efficient extraction of these new equity measures from FCC's Student Information System (PeopleSoft). Many reviews in 2020 and beyond include disaggregated equity measures in addition to learning outcomes assessment and other standard points of information (ROA08.01/V.3.02). Based on an assessment of the review process, which is discussed in more detail in the periodic assessment section of this chapter, in 2023-2024 College leadership requested more frequent reviews to build a foundation of assessment data ahead of the comprehensive review. In response, the OAC has developed an annual abridged assessment process for all programs to supplement the existing five-year program review cycle (ROA08.02/V.2.05).

Recommendations from non-accredited program reviews since the 2016 Self-Study were incorporated in many ways (V.3.03). Some of the actions resulting from these reviews include:

- Development of clear and direct strategies for increased enrollment and completion in the Early Childhood Education Program, including reaching out to high schools, childcare centers, and family childcare providers for referrals. This practice has helped steadily increase program enrollment from Fall 2018 through Fall 2022, from 37 students to 53 students (V.3.04).
- Development of Open Educational Resources (OERs) for key entry-level accounting courses, ACCT 101 & 102, and development of new articulation agreements with local institutions, including Mount St. Mary's University and Hood College.
- Developing and adding a second World History course (World History II) to the General Education CORE curriculum.
- Adding Acting I and Improvisation I to the General Education curriculum and adding a cultural competency component to Theater 101.
- Offering Psychology 205 and Psychology 207 in different semesters based on evaluation of enrollment and course success, adding Developmental Psychology (PSYC 201), Ethics (PHIL 105), and Human Biology (BSCI 107 or BSCI 117) to the curriculum. Based on recommendations from their 2022 program review, the PSYC pathway can now be completed fully online.
- Updating the Film & Video Production Program's goals, learning outcomes, and mission statement as well as hiring a full-time lab manager and moving the program to a newly designed space on the main campus.
- For General Studies Majors: adding two additional full-time academic advisors and adding a required first year experience course.
- Creating opportunities for Honors College Program students to present their research nationally, resulting in 113 conference presentations between 2020-2024.
- Incorporating more in-depth training on production equipment and industry-standard software to improve students' technical proficiency and efficiency in the Hospitality, Culinary, and Tourism Institute (HCTI).
- Providing more structured guidance and feedback throughout project lifecycles in Art and evolving the curriculum to include more digital art components.

While enrollment and course success data are regularly captured by the College and available through dashboards, evidence of the impact of programmatic changes or the results of specific initiatives is not being intentionally captured in the annual or five-year reviews. In the future, documentation and analysis of programmatic changes or initiatives should intentionally identify the impact on student learning/student success.

Results from non-accredited program reviews inform budgeting requests, curricular development, and other program enhancements. Key findings are posted on a Faculty Assessment Guide (V.2.06). Beginning Fall 2024, this information will also be shared at monthly TLSS meetings. External Reviewer recommendations are recorded and tracked in a program review database, housed and updated in *Watermark Planning and Self-Study* assessment (more information included later in this chapter).

Accredited Academic Program Review
FCC currently has accredited programs within the Health Sciences Department, the Hospitality and Culinary Institute, and the MACEM&PS. Accredited programs have additional requirements defined by the relevant programmatic accreditor (see Table 7: *Specialized and Programmatic Accreditation*). Each of the programs has accreditation affirmed and currently meets and/or exceeds the standards and competencies outlined by the respective accrediting boards and commissions. The required program review process is conducted differently for these programs because they complete a self-study process in line with the requirements of each accreditor, and according to the timeline cycle established by each agency (ROA08.03/V.2.07). These programs are exempted from the five-year program review because their programmatic self-study processes are more robust than the specific questions in the FCC program review (V.2.08). All programs, including those exempt ones The Health Science and MACEM&PS programs have elected to conduct both the normal program review process and their individual

accreditation requirements. The College monitors the pass rate of programs with the statewide licensure exams as applicable as part of the PAR required annually by MHEC (ROA08.04/V.3.05).

Annual CEWD Program Review

To respond to the recommendation that FCC implement a systematic review process for evaluating non-academic areas of the College, in FY 2023 a CEWD annual program review process was implemented (V.2.09). Each August, eleven CEWD departments are provided with data on enrollment, FTE, completion, equity, and financial performance via Institutional Research data dashboards and prepare to address questions about needs, resources, and student outcomes on an established program review rubric. Every September, each department holds a program review meeting attended by the AVP for CEWD, department staff, the Provost/VP for TLSS, and the Director of Learning Assessment. Action item notes are compiled, and the meetings are recorded and archived. Program review outcomes and plans inform the budget development process and the maintenance of a major grant (Adult Education & Family Literacy from the Maryland Department of Labor); both launch each October. Each quarterly team meeting is an opportunity to provide accomplishments and challenges in meeting program review action items.

Notable activities resulting from program review recommendations include: creation of an annual "CEWD Growth Fund" to meet course demand within a fiscal year; development of an asset replacement cycle for high-cost instructional equipment; embedding third-party certification testing in coursework; expanding use of the College evaluation software to noncredit classes; adding musical ensembles to the menu of community education programming; utilizing the FCC Testing Center for non-credit testing; the addition of full-time faculty to the Construction & Applied Technologies Institute.

At the final quarterly CEWD meeting each FY, prior year program review action items and outcomes are reported by each department (V.3.06). A final FY reporting meeting between CEWD and the Finance team rounds out the program review year and provides the foundation on which to build following year's program reviews and departmental activities. While prior years' actions are measured via indirect data sources such as revenue, profit margin, enrollment, and student credential completion, in the future, it is recommended more direct analysis of the impact of changes be incorporated into CEWD reviews.

Co-Curricular Assessments

Recognizing that student success is as dependent on the support a student receives outside the classroom as much as what they receive within, FCC supports a wide range of academic support services for students, including Library Services and the Tutoring and Writing Center (housed jointly in the Learning Commons), the STEM (Science, Technology, Engineering, and Mathematics) Learning Center, and within Student Experience the Office of Student Success Programs. To remain effective, efficient, and ensure the implementation of high-impact and best practices these co-curricular offices utilize periodic reviews and assessments.

Library Information Literacy Instruction
In FY 2020, Library Services analyzed course level General Education CORE assessment data for the Communication and Critical Thinking competencies generated through the General Education assessment process, with the goal of measuring the impact of information literacy skills developed through library instruction. Overall, students in English (ENGL) 101 sections with librarian-led instruction produced higher average scores (+.05, +.08, +.10 respectively) on relevant General Education assessment rubrics compared to those in ENGL 101 sections that did not receive librarian-led instruction. These findings are consistent with qualitative assessment data captured from students after ENGL 101 library instruction sessions who reported that librarian-led instruction was: helpful (98%); provided a sense of why library resources are important in academic writing (97%); and resulted in greater comfort using academic databases (98%). Based on these findings, the library will continue to offer and expand librarian-led instruction and will again assess the impact of library instruction in the next general education critical thinking and communication assessment cycle including possible impacts of culturally responsive teaching changes discussed in Standard III (V.3.07).

Learning Centers (Tutoring and Writing Center and STEM Learning Center)

In FY 2021, the Learning Centers conducted a comprehensive analysis of their impact on course success rates, revealing that students who utilized their services had success rates of 85% or higher, compared to approximately 80% for non-visitors. These students also earned higher course grades. Additionally, 95% of surveyed students agreed or strongly agreed that tutoring positively impacted their FCC experience (V.3.08). Following these findings, the Learning Centers launched an embedded tutors program (detailed in Standard III) and expanded faculty and advisor professional development efforts. As a result, in FY 2024, student usage of the Learning Centers increased by 24% compared to FY 2023.

Analysis of demographic and grade data revealed that the Tutoring & Writing Center and the STEM Learning Center serve a higher proportion of female students (about two-thirds) and nonwhite students (approximately half). In response, the Learning Centers enhanced their training programs by introducing a second level of Culturally Responsive Tutoring, emphasizing relationship building and expanding services, including embedded tutoring, to better reach male students who experience help-anxiety. Additionally, the Centers improved culturally inclusive messaging, offering enhanced support for female students in STEM and a multi-language welcome in the Writing Center to foster belonging for ESOL students. The impact of these initiatives will be assessed in FY 2025.

Testing Center
The Testing Center conducts annual reviews to report on service indicators, goals, and outcomes for each fiscal year (V.3.09). During FY 2020, the Center was shut down due to the COVID pandemic and reopened on a limited basis in FY 2021 and Fall 2022. Testing services were also relocated to a temporary space while a new, renovated Testing Center was being constructed, which reduced testing capacity. These circumstances provided an opportunity to assess service efficiencies and explore new virtual testing options. As a result, the Testing Center adopted RegisterBlast to streamline appointment scheduling and faculty proctoring requests and began offering Honorlock to facilitate online proctoring.

In Spring 2023, the new Testing Center was opened and visited by Maryland Governor Wes Moore and his Cabinet. The space was designed to be adaptable to current and future needs, incorporating 3 testing labs, 3 private rooms with a total of 80 seats, a welcome desk, Digitouch lockers, a secure restroom, space for up to 10 employees, and inviting signage. Additionally, the Center expanded PearsonVUE services to include administering IT certifications and other professional licensures, while also adding Meazure Learning and Certiport testing to broaden offerings in professional licensure and workforce development. The Center also continued offering Language Proficiency Certifications to FCC employees, recognizing the College's multilingual talent. Following the move to the new Testing Center space revenue increased by 72%: from $14,000 in FY 2023 to $24,000 in FY 2024. Currently, the Testing Center is pursuing certification through the National College Testing Center Association which will include a comprehensive review of testing center services including a student satisfaction component.

Student Success Programs
As discussed in Standard IV, the Office of Student Success Programs offers several specialized support programs for various student populations including students who are adults aged 24 or older, parents, first-generation, limited income, and Students of Color. To assess the effectiveness of these programs, several success metrics are tracked each semester for the participants including term grade point average, cumulative grade point average, academic good standing, semester retention rates and fall-to-fall retention rates (V.3.10).

Due to its work with Parents Lead and Project Forward Step, FCC was one of eight colleges selected to participate in College Success for Single Mothers, led by the National College Transition Network at World Education, in partnership with ATD and PERG Learning, and funded by the ECMC Foundation. In Spring 2021, under the auspices of the College Success for Single Mothers grant, a survey was given to students to determine if they were student parents, and what their unique needs might be. Four hundred and thirty students responded. The survey's results led to the creation of a student parent strategic plan, an AmeriCorps VISTA position to support student parents, and the addition of a full-time Student Parent Coordinator (V.3.11).

Due to this work with student parents, the College made a significant commitment to this student population by allocating resources to the Family Study Space. It was created to offer an environment where student parents can

study and complete schoolwork while their children play and features several computer workstations for student parents, children's furniture, and toys for a wide range of ages.

The results and impacts of co-curricular assessments are communicated to the leadership of those areas, but there is room to improve tracking of co-curricular goals and outcomes. In FY 2024, Library, Learning Center, and Testing Center assessments will be included in Watermark, but Student Success Program assessments are currently not. It is recommended to include all assessments supporting student academic progress in Watermark.

Institutional Success Rates
The College is required to report disaggregated student achievement data to MHEC in the PAR (ROA08.04/ V.3.05). The College regularly captures disaggregated student achievement data, including course success rates, degrees awarded, retention rates, and graduation/transfer rates. This information as well as other assessment reports are made public on the OPAIR website (ROA08.05).

Course Success Rates
One of the measures for success is whether students successfully pass their courses. Pass rates ranged from 75% to 79% since Fall 2016. Fall 2023 showed a marked increase from past years.

Table 16: *Course Success Rates by Demographic Group*

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Overall Success	77%	76%	76%	77%	75%	77%	77%	79%
Gender Identity								
Female	*80%*	*80%*	*80%*	*81%*	*80%*	*79%*	*79%*	*80%*
Male	*74%*	*74%*	*72%*	*73%*	*70%*	*74%*	*75%*	*77%*
Non-Binary	*NR*	*NR*	*NR*	*NR*	*NR*	*75%*	*68%*	*65%*
Selected Ethnicities								
Asian	*80%*	*80%*	*79%*	*78%*	*81%*	*78%*	*80%*	*86%*
Black/African American	*70%*	*68%*	*73%*	*68%*	*71%*	*72%*	*68%*	*71%*
Hispanic/Latinx	*72%*	*72%*	*72%*	*73%*	*71%*	*72%*	*71%*	*72%*
Multi-Race	*70%*	*69%*	*68%*	*72%*	*72%*	*74%*	*76%*	*75%*
White	*79%*	*80%*	*79%*	*81%*	*78%*	*79%*	*82%*	*82%*
Age Groups								
25 or Older	*77%*	*79%*	*77%*	*80%*	*79%*	*81%*	*80%*	*81%*
18-24 Years Old	*75%*	*74%*	*75%*	*74%*	*72%*	*73%*	*73%*	*75%*
17 or Less	*91%*	*89%*	*88%*	*88%*	*86%*	*87%*	*88%*	*89%*
First Generation								
First Generation	*75%*	*75%*	*74%*	*73%*	*74%*	*75%*	*73%*	*74%*
Not First Generation	*78%*	*78%*	*77%*	*78%*	*76%*	*77%*	*79%*	*80%*

NR: Not recorded (non-binary was first added as a possible gender identity field from Fall 2021). Content in red notes where student populations are below the overall average. | NOTE: Data reflect course success rates through Fall 2023 because the Fall 2024 data was not available at the time of completion of the Self-Study. | SOURCE: OPAIR Grade Detail Query/FCC_IR_DETAIL.

Course pass rates throughout the Self-Study are calculated based upon whether a passing course (letter) grade was awarded for a student. The letter grades of A, B, and C are considered "passing" or *successful grades*, and letter grades D, F, FNA, I, W, and Z are considered "failing" or *course failures*.

Prior to Fall 2022, success rates for students were roughly equivalent whether taught by a full-time or adjunct faculty member. Beginning in Fall 2022, success rates for courses taught by full-time faculty began to increase at a higher rate compared to adjunct faculty (2.4% higher in Fall 2022 and 2.9% higher in Fall 2023). The College will continue to monitor success rates by faculty type in the future.

Table 17: *Student Success Rates by Faculty Type*

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Full-Time Faculty							
Student Success Rate	*75.5%*	*74.4%*	*74.2%*	*73.7%*	*74.7%*	*75.8%*	*77.3%*
Adjunct Faculty							

Student Success Rate	*74.6%*	*74.2%*	*75.1%*	*73.4%*	*74.1%*	*73.4%*	*74.4%*

NOTE: Data include courses up to the main semester freeze date; courses that began after the census are not included. Data structures for Fall 2016 were not comparable to subsequent semesters and the same method for calculating student success were not possible for this analysis. Data reflect course success rates through Fall 2023 because the Fall 2024 data was not available at the time of completion of the Self-Study. | SOURCE: OPAIR Grade Detail Query/FCC_IR_DETAIL.

Dual Enrollment Course Success

Dual enrollment course success rates for all demographic groups have averaged between 88% to 91% (compared to 74 to 76% for non-dual enrolled students) since Fall 2016. Although the success rates are promising overall, there is a noticeable gap between success rates between Asian and White students compared to Black/African American and Hispanic/Latinx students. Black/African American students performed below the overall success rate six of the eight semesters since Fall 2016, and Hispanic/Latinx students were below in seven of eight semesters. This data highlights the need to strengthen student support and prioritize faculty professional development for dual enrolled faculty focused on practices and pedagogies that address the equity gap.

Table 18: *Dual Enrollment Course Success Rates*

Dual Enrolled Students	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Overall % Successful	**91%**	**90%**	**90%**	**89%**	**87%**	**88%**	**89%**	**89%**
Asian	93%	92%	94%	93%	95%	92%	97%	95%
Black/African American	92%	*81%*	*81%*	90%	*80%*	*86%*	*82%*	*83%*
Hispanic/Latinx	*83%*	92%	*89%*	*83%*	*83%*	*84%*	*83%*	*86%*
Multi-Race	98%	*74%*	*83%*	*85%*	*87%*	*82%*	89%	89%
White	91%	91%	91%	90%	89%	90%	90%	91%

NOTE: Data reflect course success rates through Fall 2023 because the Fall 2024 data was not available at the time of completion of the Self-Study. Content in red notes where student populations are below the overall average. | *SOURCE: OPAIR Grade Detail Query/FCC_IR_DETAIL.*

Dual enrolled students have outperformed non-dual enrolled students for course success by 14 to 16 percentage points since Fall 2016. The College needs to conduct more in-depth analysis to better understand this gap.

Table 19: *Fall Course Success for Dual Enrollment Students*

Success Rates	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Non-Dual Enrolled	**75%**	**76%**	**75%**	**75%**	**74%**	**74%**	**75%**	**75%**
Overall Dual Enrolled	**91%**	**90%**	**90%**	**89%**	**87%**	**88%**	**89%**	**89%**
High-School Based Students	92%	90%	90%	89%	88%	89%	89%	90%
Early College Students	N/A	N/A	N/A	N/A	100%	97%	93%	95%
Open Campus Students	*90%*	90%	*89%*	90%	*85%*	*83%*	*88%*	*86%*

NOTE: Data reflect course success rates through Fall 2023 because the Fall 2024 data was not available at the time of completion of the Self-Study. Content in red notes where student populations are below the overall average. | *SOURCE: OPAIR Grade Detail Query/FCC_IR_DETAIL.*

Course Success by Modality

All modalities have seen a slight increase in course success comparing Fall 2016 to Fall 2023, with the exception of HYB. Of note is that ONL and SR (since its inception) course success was below the institutional average in all semesters. HYB courses were below the overall average two of the eight semesters. Based on the data trend shown below, the College should explore efforts to close the success gap between INP and ONL courses.

Table 20: *Fall Course Success by Modality*

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Overall Pass Rate	**77%**	**76%**	**76%**	**77%**	**75%**	**77%**	**77%**	**79%**
In-Person (INP)	78%	78%	78%	78%	82%	80%	80%	81%
Fully Online (ONL)	*68%*	*68%*	*66%*	*70%*	*74%*	*75%*	*71%*	*74%*
Structured Remote (SR)	N/A	N/A	N/A	N/A	*73%*	*71%*	*69%*	*77%*
Hybrid Courses (HYB)	79%	77%	77%	*74%*	81%	78%	78%	*77%*

NOTE: Data reflect course success rates through Fall 2023 because the Fall 2024 data was not available at the time of completion of the Self-Study. Content in red notes where student populations are below the overall average. | *SOURCE: OPAIR Grade Detail Query/FCC_IR_DETAIL.*

Degrees and Certificates Awarded

The number of total awards has declined -15% from FY 2016 to FY 2024, and the number of graduates also declined -20% for the same period. The largest decreases since FY 2016 in credentials awarded occurred among students 25 and older (-32%), which showed year-over-year decreases since FY 2016, among females (-23%), and

among white students (-30%). The largest increases since FY 2016 were among Hispanic/Latinx students (+40%) and multi-race students (+35%). Additionally, there was a -30% decrease in the total number of certificates awarded. To address this, the College is looking at how certificates are marketed to students, giving careful attention to including the salary scales and job outlook information.

Table 21: *Degrees and Certificates Awarded by Fiscal Year*

	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
Credentials Awarded	**1,168**	**1,142**	**1,110**	**1,026**	**1,007**	**1,050**	**931**	**970**	**993**
Career degrees	*231*	*212*	*231*	*223*	*226*	*250*	*231*	*216*	*255*
Transfer degrees	*750*	*665*	*650*	*635*	*636*	*661*	*575*	*631*	*608*
Certificates	*187*	*265*	*229*	*168*	*145*	*139*	*125*	*123*	*130*

SOURCE: OPAIR Degree Information System

Retention Rate

Another retention rate measure is based on tracking first-time students from semester one to two (Fall-to-Spring) and one to three (Fall-to-Fall). The overall Fall-to-Spring retention rate for first-time-to-college cohort students has fluctuated from 74% (Fall 2020 starting cohort) to 79% (Fall 2018 cohort). Adult learners (those students 25 and older) consistently performed below the overall average, and male students performed below the average six of the last eight cohort starts (with two of them performing at the same rate as the overall population). Black/African American students also performed below the overall average for six of the last eight cohorts. The overall Fall-to-Fall retention rate has fluctuated from 56% (Fall 2022 and Fall 2017) to 61% (Fall 2018 and Fall 2021). Adult learners and Black/African American students performed consistently below the overall average in all of the reported cohort start-periods, and male students performed below the overall average six of the eight reported periods (with two of them equating to the overall average).

Table 22: *Retention Rates for First-Time-to-College Fall Cohort Start*

Retention	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Fall-to-Spring	**77%**	**75%**	**79%**	**78%**	**74%**	**76%**	**77%**	**77%**
Asian	*87%*	*81%*	*78%*	*75%*	*78%*	*80%*	*78%*	*86%*
Black/African American	*71%*	*74%*	*79%*	*75%*	*75%*	*73%*	*74%*	*76%*
Hispanic/Latinx	*77%*	*73%*	*80%*	*80%*	*75%*	*74%*	*74%*	*78%*
Multi-Race	*79%*	*75%*	*74%*	*73%*	*65%*	*76%*	*74%*	*78%*
White	*77%*	*75%*	*79%*	*80%*	*76%*	*76%*	*78%*	*77%*
Female	*78%*	*75%*	*80%*	*78%*	*78%*	*76%*	*80%*	*80%*
Male	*76%*	*75%*	*78%*	*78%*	*71%*	*75%*	*74%*	*75%*
Adult Learners (Age 25+)	*59%*	*56%*	*70%*	*67%*	*69%*	*75%*	*69%*	*50%*
Age 18 to 24	*81%*	*79%*	*81%*	*79%*	*75%*	*76%*	*77%*	*81%*
Fall-to-Fall	**60%**	**56%**	**61%**	**57%**	**58%**	**61%**	**56%**	**60%**
Asian	*69%*	*68%*	*67%*	*60%*	*75%*	*71%*	*57%*	*70%*
Black/African American	*53%*	*55%*	*60%*	*46%*	*54%*	*57%*	*53%*	*54%*
Hispanic/Latinx	*59%*	*58%*	*63%*	*58%*	*58%*	*61%*	*54%*	*60%*
Multi-Race	*60%*	*45%*	*53%*	*59%*	*52%*	*62%*	*59%*	*55%*
White	*61%*	*57%*	*60%*	*58%*	*60%*	*60%*	*57%*	*61%*
Female	*63%*	*57%*	*64%*	*60%*	*59%*	*61%*	*59%*	*63%*
Male	*57%*	*56%*	*58%*	*54%*	*57%*	*61%*	*52%*	*57%*
Adult Learners (Age 25+)	*41%*	*36%*	*46%*	*44%*	*56%*	*52%*	*47%*	*36%*
Age 18 to 24	*65%*	*61%*	*63%*	*58%*	*58%*	*62%*	*56%*	*63%*

NOTE: Gender Identity (Male and Female) is used from Fall 2021 on, while Legal Sex is used prior to Fall 2021. Content in red notes where student populations are below the overall average. | SOURCE: OPAIR Degree Progress.

Graduation Rate at 150% of Program Length for Degree and Certificate Seeking Students

The 150% graduation rate tracks a cohort of first-time-to-college degree/certificate students from their first fall semester just beyond the required time to complete the program at a full-time credit load. Importantly, the full-time/part-time status of students is based on their first semester at the College, regardless of whether they changed attendance status in later semesters. The Fall 2019 and Fall 2020 cohorts were in progress during the COVID-19 timeframe, which will require the College to continue to monitor any trends over time as additional

cohorts pass the 150% threshold. Overall, the full-time graduation rates fluctuated from 29% (Fall 2018) to a high of 35% (Fall 2016 and Fall 2020); part-time students had a low of 14% (Fall 2020 cohort) to 17% (Fall 2016).

Using legal sex as a comparison, the full-time female graduation rates at 150% of the program length tended to be higher than males for cohorts starting between Fall 2016 and Fall 2019. For the Fall 2020 cohort, the gap for full-time students by legal sex closed, and full-time male and female students graduated at the same rate (35%). Part-time students tend to be a higher population at the College, and the rates for these students have fluctuated over time. For the cohorts below, males had higher rates in two of the cohorts (Fall 2016 and Fall 2019), females were higher in two cohorts (Fall 2017 and Fall 2020), and males and females were tied for one of the cohorts (Fall 2018). With no clear trend, and inconsistencies in the rates from year-to-year, this warrants further review and intervention by the College.

Table 23: *150% Graduation Rates for First-Time Students by Legal Sex*

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Full-Time	**35%**	**33%**	**29%**	**33%**	**35%**
Females	38%	37%	31%	40%	35%
Males	*32%*	*28%*	*28%*	*27%*	35%
Part-Time	**17%**	**15%**	**15%**	**15%**	**14%**
Females	*16%*	17%	15%	*13%*	14%
Males	19%	*12%*	15%	16%	*13%*

NOTE: FT/PT status is based on the first semester in which a student enrolled in the College. Content in red notes where student populations are below the overall average. | Fall 2020 was the last cohort to pass the 150% period by the writing of the Self-Study. | SOURCE: OPAIR Degree Progress/IPEDS

Full-time White students consistently performed above the overall average, which is partly because this population tended to be the largest population for the cohorts below. The rates for full-time Asian students fluctuated from 23% (Fall 2018) to 43% in Fall 2017, which was partly a result of this population of first-time/full-time students averaging *N*=34 across the cohorts below. The Black/African American population (averaging *N*=93 for the cohorts shown) had more consistency in their rates between Fall 2016 to Fall 2020 (ranging between 20% to 24%) but had an increase to 33% in Fall 2020; this population performed below the overall average in all the cohorts shown. Hispanic/Latinx students (averaging *N*=117) had more fluctuation over the cohorts shown, ranging from 23% (Fall 2018) to 36% in Fall 2020; Fall 2020 showed an increase for three cohorts in a row, which requires continued monitoring to see if this continued beyond the COVID-19 period. Multi-Race students (average *N*=49) showed fluctuation in rates between 21% in Fall 2020 to 54% Fall 2019. All ethnicities in aside from Multi-Race had a three year increase in 150% graduation rates from Fall 2018 to Fall 2020. While it will be important to continue to monitor the data to see if this is a continued trend, enhanced DEIB initiatives (discussed in Standard III and earlier in this chapter) may have helped rates increase for the Fall 2020 cohort.

Black/African American Students (average *N*=66) ranged from a low of 8% (Fall 2017) to 16% (Fall 2016) and showed a three year decrease from Fall 2018 to Fall 2020, differing to their full-time counterparts. Hispanic/Latinx part-time students (average *N*=76) ranged from a low of 13% in Fall 2017 to 20% in Fall 2020), showing improvements cohort-over-cohort from Fall 2017 on. White part-time students (average *N*=269) showed a decreasing trend from fall 2016 to Fall 2020.

The first-time to College population tended to begin their studies as full-time in all cohorts between Fall 2016 to Fall 2020 (57% were full-time in Fall 2016 compared to 67% in Fall 2020). While the full-time rates showed promising results for most cohorts in the last three years, the improvements were uneven among part-time students. Efforts likely had an impact on full-time students, but less so on the part-time cohorts. Additionally, students can change their attendance status from semester to semester, so additional analysis would be warranted to understand what the rates look like for more variable attendance patterns.

Table 24: *150% Graduation Rates for First-Time Students for Select Ethnicities*

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Full-Time	**35%**	**33%**	**29%**	**33%**	**35%**
*Asian**	*31%*	43%	*23%*	36%	41%
Black/African American	*20%*	*23%*	*23%*	*24%*	*33%*

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Hispanic/Latinx	*25%*	*34%*	*23%*	*31%*	*36%*
*Multi-Race**	*31%*	*26%*	*25%*	*54%*	*21%*
White	*40%*	*35%*	*33%*	*37%*	*38%*
Part-Time	**17%**	**15%**	**15%**	**15%**	**14%**
*Asian**	*39%*	*13%*	*17%*	*18%*	*0%*
Black/African American	*16%*	*8%*	*15%*	*13%*	*10%*
Hispanic/Latinx	*15%*	*13%*	*14%*	*14%*	*20%*
*Multi-Race**	*17%*	*17%*	*9%*	*14%*	*17%*
White	*18%*	*18%*	*15%*	*15%*	*11%*

NOTE: FT/PT status is based on the first semester in which a student enrolled in the College. Content in red notes where student populations are below the overall average. | Fall 2020 was the last cohort to pass the 150% period by the writing of the Self-Study. | *Population averaged less than 50 students in the cohort. | SOURCE: OPAIR Degree Progress/IPEDS

For selected age groups, full-time learners aged 18-24 (average *N* over the cohorts was 650) averaged above the overall full-time rate three of the five cohorts; the part-time adult learners (average *N* over the cohorts was 296) averaged above the overall rate for part-timers for two of the five cohorts. Full-time adult learners (average *N* over the cohorts was 36; *N*= 60 in Fall 2016 and decreased every year to *N*=14 in Fall 2020) averaged above the overall full-time rate three of the five cohorts; the part-time adult learners (average *N* over the cohorts was 133; *N*= 224 in Fall 2016 and decreased every year to *N*=57 in Fall 2020) averaged above the overall rate for four of the five cohorts. As discussed with the ethnic groups, full-timers tended to show higher rates and generally showed improvement over time where populations were above *N*=50. Likewise, some COVID-effect likely impacted some of the more recent cohorts, which will require continued monitoring.

Table 25: *150% Graduation Rates for First-Time Students for Select Age Groups*

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Full-Time	**35%**	**33%**	**29%**	**33%**	**35%**
*Adult Learners (25+)**	*43%*	*46%*	*21%*	*47%*	*21%*
Age 18 to 24	*34%*	*31%*	*31%*	*54%*	*36%*
Part-Time	**17%**	**15%**	**15%**	**15%**	**14%**
Adult Learners (25+)	*19%*	*20%*	*16%*	*12%*	*15%*
Age 18 to 24	*18%*	*13%*	*14%*	*15%*	*13%*

NOTE: FT/PT status is based on the first semester in which a student enrolled in the College. Content in red notes where student populations are below the overall average. | Fall 2020 was the last cohort to pass the 150% period by the writing of the Self-Study. | *Population averaged less than 50 students in the cohort. | SOURCE: OPAIR Degree Progress/IPEDS

Pell Grant data is used as a proxy for economic background. First time/full-time students who had Pell showed average rates below the overall average in four of the five cohorts (with Fall 2020 showing a marked improvement), while non-Pell (the largest population of the two) were above or tied with the average in four of the five cohorts. Full-time Pell recipients showed a three year cohort increase from Fall 2018 to Fall 2020, with these students showing their highest 150% graduation rate in Fall 2020. Non-Pell students similarly showed a three cohort increase from Fall 2018 to Fall 2020. As with other part-time student measures, the Pell and Non-Pell showed fluctuations from year-to-year; notably, non-Pell showed decreases from a high of 18% (Fall 2016) to 14% (Fall 2020). Part-time Pell students showed more variability with a high of 17% (Fall 2016) to a low of 11% (Fall 2019).

The College should also use other means to collect/monitor the progress of students beyond just using Pell as a proxy, including using other income/wage measures such as living wage levels, federal poverty levels, and ALICE thresholds. This would provide a more holistic and needs-based approach to student support and success and allow monitoring of success rates for students who may not complete the FAFSA.

Table 26: *150% Graduation Rates for First-Time Students by Pell Status*

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Full-Time	**35%**	**33%**	**29%**	**33%**	**35%**
Pell	*32%*	*29%*	*23%*	*27%*	*39%*
Non-Pell	*36%*	*34%*	*32%*	*33%*	*34%*
Part-Time	**17%**	**15%**	**15%**	**15%**	**14%**
Pell	*17%*	*12%*	*16%*	*11%*	*12%*
Non-Pell	*18%*	*16%*	*15%*	*16%*	*14%*

NOTE: FT/PT status is based on the first semester in which a student enrolled in the College. Content in red notes where student populations are below the overall average. | Fall 2020 was the last cohort to pass the 150% period by the writing of the Self-Study. | SOURCE: OPAIR Degree Progress/IPEDS

Transfer Trends

One measure used by the College is the transfer-out rates of full-time students. The rate of transfer for these students ranged from a low of 20% (Fall 2019) to a high of 27% in Fall 2020. Rates for part-time students is not currently being tracked and would be a benefit to monitor in the future, as well as monitoring students who have variable attendance status from semester-to-semester.

Table 27: *Full-Time Student Transfer-Out Rates*

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Full-Time	24%	21%	22%	20%	27%

NOTE: FT status is based on the first semester in which a student enrolled in the College. Content in red notes where student populations are below the overall average. | Fall 2020 was the last cohort to pass the 150% period by the writing of the Self-Study. | SOURCE: OPAIR Degree Progress/IPEDS

FCC submits enrollment files to NSC to identify students who were enrolled at FCC and have transferred to other higher education institutions nationwide. This is not a cohort-start analysis, but it provides insights into which students tend to transfer and where they transfer to after FCC. The table below shows the number of students who were enrolled in a spring semester and transferred to another institution in the subsequent fall semester.

Based upon longitudinal data or students starting their transfer-out of FCC in the Fall semester, the majority of students transfer-out to another Maryland institution, primarily to 4-year institutions. Over time, more students have opted for out-of-state institutions (37% were at an out-of-state institution in Fall 2016 and 45% in Fall 2023). Most of the students who transfer tend to be female and white, mirroring enrollment trends at the College.

Table 28: *Transfer-Out Trends*

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Total Transferred	1,083	1,213	1,100	1,145	1,105	1,407	1,317	1,424
Transferred to								
Other Maryland Institution	63%	62%	62%	61%	59%	60%	59%	55%
Out of State Institution	37%	38%	38%	39%	41%	40%	41%	45%
Two or Four-Year Institution								
2-Year	9%	9%	9%	8%	7%	7%	6%	6%
4-Year	91%	91%	91%	92%	93%	93%	94%	94%
Select Demographics								
Female (Legal Sex)	60%	57%	56%	59%	58%	62%	61%	57%
Male (Legal Sex)	40%	43%	44%	41%	42%	38%	39%	43%
Asian	7%	6%	7%	7%	9%	9%	8%	12%
Black/African American	11%	11%	11%	12%	12%	14%	14%	13%
Hispanic/Latinx	8%	8%	9%	10%	9%	9%	12%	11%
White	73%	74%	70%	70%	70%	67%	66%	62%

NOTE: FT status is based on the first semester in which a student enrolled in the College. Content in red notes where student populations are below the overall average. | Fall 2020 was the last cohort to pass the 150% period by the writing of the Self-Study. | SOURCE: OPAIR Degree Progress/IPEDS

While the data above do not report on transfer rates for a specific cohort, they do provide insights into transfer trends for students after leaving FCC. The College should begin to track students by cohorts in a more granular way, including looking at programs with high transfer-out rates and other demographic or socio-economic trends. This would aid in developing additional support for students and methods for increasing awareness of transfer-out options for students currently enrolled. Understanding cohort trends would also allow for potential methods of recruiting future students via informed marketing information to prospective students.

The College regularly evaluates transfer data to ensure the success of both institutional partnerships and students' transfer experiences (V.2.10). The College has created a transfer dashboard that allows leadership, Program Managers, and administrators to assess where students transfer while being able to disaggregate the data by program, demographics, and transfer institution dynamics (public/private, in-state/out-of-state) (V.3.12).

As discussed in Standard IV, the first-year GPA of FCC students who transfer to 4-year colleges is also tracked and reported annually in the PAR which showed slightly lower GPA for FCC students compared to students from similar sized community colleges in Maryland. The College needs to evaluate transfer trends to understand patterns and institutions where students are transferring and the reasons for the differences in GPA of FCC transfer students.

General Education Assessment
General Education is an important part of the educational experience and articulating the goals and rationale for the General Education core curriculum are central to the role faculty play. During the 2017-2018 academic year FCC's GEC and OAC collaborated on the development of a new five-year assessment cycle for the General Education CORE with rubrics based on the American Association of Colleges & Universities (AAC&U) VALUE rubrics created for all criteria (ROA08.06/V.2.11). Students were evaluated on these criteria across multiple courses on a 4-point scale, measuring proficiency from "underdeveloped" (1) to "accomplished" (4).

Table 29: *General Education Completion Rates*

General Education Criteria	Academic Year	Completion (%) by Students	Mean (1-4)
Critical Thinking	F18-Sp19	87.12%	3.21
Oral/Written Communication	F18-Sp19	87.44%	3.28
Wellness	F19-Sp20	93.25%	3.35
Quantitative Reasoning	F19-Sp20	90.92%	3.10
Scientific Reasoning	F20-Sp21	93.23%	3.27
Arts and Humanities	F21-Sp22	74.41%	3.29
Cultural Competence	F21-Sp22	85.77%	3.30
Social Science/Ethics	F22-Sp23	88.14%	3.10
Technology	F22-Sp23	93.60%	3.57

An analysis of results indicates that the General Education assessment process sees sustained high rates of student completion of assessment assignments, and broad achievement of criteria, with the mean placing students between "competent" (3) and "accomplished" in all categories (4). Individual detailed reports with assessment data for the different competencies are contained in the evidence repository (ROA08.07/V.1.03). Despite broad achievement of competency, a deeper analysis of the General Education assessment process brought to light challenges with its structure. First, a five-year cycle made it difficult to obtain real-time data on the impact of curricular and instructional changes that flow from assessment data. Second, the five-year cycle presented challenges to assessing co-curricular initiatives, since some students may not have had their performance in these endeavors captured during the timeline. Furthermore, as discussed in Standard III FCC's Academic Master Plan for 2020-2025 established the review and updating of FCC's General Education CORE as a key goal. Therefore, in the spirit of continuous improvement, FCC has embarked on a new exercise to reassess the General Education competencies and the timeline by which to measure them during the 2024-2025 academic year. As this review takes place, General Education assessment will continue following the already established cycle with this academic year measuring "critical thinking" and "communication".

In addition to action plans outlined above, all documents outlining the General Education assessment process and results, including information for adjuncts who are heavily involved, are communicated to the College in the Faculty Assessment guide (V.2.06).

Assessment by Third-Party Providers
Honorlock is an online proctoring tool available to FCC faculty at no additional cost to the student (V.4.01). Honorlock verifies the identity of students and monitors them as they test remotely. The College has a premium version of this service with features that prevent and detect academic dishonesty and deter students from academic misconduct while testing. The premium version uses a live proctor to intervene (Pop-In) at the moment behavior flags are raised in conjunction with the proctoring settings programmed into the test. Certain student behaviors will raise flags during the testing session, ratings will appear on the flags (low, medium, high, and Pop-In), and timestamps are provided for faculty review. Human proctors review and send faculty detailed reports that note of incidents along with timestamps to scrub through the recording.

More information about the oversight and assessment of third-party providers is detailed in the Third-Party Providers List (V.4.02). Standard VI discusses the procurement process for third-party providers (see Third-Party Providers and the Procurement Process).

While this is not a formal use of a third-party provider for assessment service, students through BLDT 222, Advanced Welding: SMAW, can earn a 2G or 3G certification as a result of a work product from the course. BLDT 222 focuses on Shielded Metal Arc Welding (SMAW). Students perform a SMAW welding performance qualification test on limited thickness test plates in the 2G and 3G positions on carbon steel in accordance with American Welding Society (AWS) D1.1 Structural Welding Code. Students create a work product following the AWS D1.1 code, which is then formally assessed by a Certified Weld Inspector (CWI) endorsed by AWS. The CWI reports the results to AWS who issues the relevant certification(s) as appropriate. The cost of the certification test is included in the student's tuition and fees, and no additional charges are required (V.4.03). The faculty member teaches students the standards for the exam outlined in the D1.1 manual as part of course instruction. The faculty member supervises the performance of the exam as part of the course and assigns a grade based on the student's performance (V.4.04). While a certification can result from the eventual work product for the course, the final grade for the course is based on the observed performance and other assessments as outlined on the syllabus.

Reporting on Institutional Student Success Rates
While the PAR provides the broad institutional updates on student success and more granular reporting by specific subgroups of the College, they do not always provide context that supports the intersectional identities of students. For example, specific groups are reported on such as Students of Color, Adult Learners, First Generation Students, etc., but these reports do not always look deeper than these broad demographic categories. The College should develop mechanisms by which to report on the intersectional identities of students and their success rates (this could be done as part of the *Monitoring Report* referenced in Standard VII). The mechanisms for doing this already exist at the College via the institution's dashboards, but formalizing this will be an important next step for transparency in student success, developing plans to address any gaps, and in meeting the 14th edition of the MSCHE Standards around disaggregation of student data.

The student success results explored thus far at the institutional level demonstrate a clear need to identify gaps, explore the reasons for these gaps, define interventions, and monitor the results of these interventions. While the College has traditionally monitored these results, there needs to be more focused planning that will help to create a holistic approach to addressing these gaps. In addition to developing mechanisms for tracking and reporting on student data in a more granular way, the College will need to identify its current capacities and areas for improvement around data literacy (further explored in Standard VI). This issue, as shown by the Data and Technology Assessment, is larger than just educational assessment (V.5.03).

Use of Assessment Results for the Improvement of Educational Effectiveness
Numerous instances of the use of assessment results for the improvement of educational effectiveness have been highlighted throughout this chapter thus far. Further examples include the following:

Improvement of Educational Effectiveness: Responsive Scheduling
FCC supports student learning by developing responsive schedules that provide the course sessions and formats students desire most. The COVID-19 campus shutdown compelled FCC to transfer its courses into an online modality. Using a *Session-Format Preference Survey* (SFPS) developed in-house, FCC queried students (943 respondents) in Fall 2020 about their course format preferences: 36% preferred online, 17% hybrid, and 17% structured remote. Student responses informed ongoing changes to the FCC faculty guide around areas like camera use, timeliness of communication, and strategies for generating participation online (V.3.13).

The survey was given again In Spring 2022 and an additional 1,164 students responded. Results confirmed that students preferred on campus (50%) or online (39%) course modalities over the hybrid (30%) and structured remote models (21%). They also indicated an interest in accelerated classes (79%) and paired accelerated classes (42%) (V.3.14). These data impacted the build of the 2023-2024 academic schedule, which featured a major expansion of late start offerings and accelerated pairings for all General Education categories in daytime, evening, and online formats for each session type. However, student preference and access needed to be balanced against student success. The Fall 2023 semester showed a sharp decline in the success of students taking the expanded

late start offerings (expanded in response to student preference data), particularly in gateway English and Math courses (V.3.15).

Moving forward, late start performance data will continue to be monitored, as will the percentage of students who are utilizing late start formats because they were unable to register prior to the start of the semester. If declining student success persists FCC will explore whether an appropriate response is found in course design/pedagogy or whether certain offerings should be removed from late start offerings.

Improvement of Education Effectiveness: Enhanced Professional Development Offerings
Educational assessments are regularly used to develop faculty and staff professional development offerings (V.3.16). For example, the 2022 National Assessment of Collegiate Campus Climate survey results indicated a need for additional Diversity, Equity, and Inclusion programming (V.3.17). In response the workshops developed included:

- *Diversity, Equity, Inclusion Interactive Sessions*
- *Bringing FCC Resources and Services to Students*
- *It is Not Just About Activities: Educating and Supporting Students Beyond the Classroom*
- *Addressing Learning Gaps*
- *Supporting Students' Basic Needs*
- *Practical Ways to Introduce Culturally Responsive and Equity-minded Teaching*
- *Equitable Grading*
- *Teaching Parenting and Caregiving Students*
- *Increasing Equity through Culturally Responsive Practices*
- *Supporting English Language Learners*

To support faculty in creation of online course content, OLII initiated a self-evaluation tool embedded within the LMS for faculty to assess the degree to which they meet Quality Matters Standards in their course design across all delivery methods (V.3.18). Review of the 2023-2024 self-assessments showed the need for professional development in discussion board use, accessibility, citation and copyright, and consistent use of grading rubrics within Blackboard (V.3.19). In response, training sessions were created on:

- *Instructional Design Tips for Best Practices in Online Learning*
- *Blackboard Grade Center Training*
- *Instructional Design for Blackboard*
- *FLEX Instruction*
- *Copyright 101*

In addition, a new certification course and process for online teaching is in development. Designed to prepare instructors with the knowledge and skills needed to design and deliver online courses, this faculty training course explores a comprehensive range of best practices, instructional strategies, and technological tools to enhance their online teaching effectiveness (V.3.20).

The CTL has developed a professional development assessment plan, incorporating an iterative process of assessment, feedback, and improvement in partnership with DEIB staff to support DEIB outcomes and ASPs (V.2.12). This plan will be implemented and assessed in FY 2025.

Improvement of Education Effectiveness: Equitable Assessment
As part of a Board ASP in FY 2019-2020 and FY 2020-2021, the College began to asses its access and success data from a racial equity perspective. Using tools provided by the Center for Race and Ethnicity at the University of Southern California and engaging national experts on how colleges address racial equity gaps, FCC developed and adopted its *Institutional Racial Equity Plan* in 2021 to operationalize and close gaps in access or success by race by 2027 (V.2.13). The plan focused on: 1) the development of KPIs and benchmarks, 2) the adoption of high impact practices to address institutional barriers in access and success, 3) Dual Enrollment, and 4) establishing equity as

an institutional principle. A College-wide plan was developed to close opportunity and achievement gaps in course success, retention, and completion rates.

RESAT was established in 2021 to operationalize the recommendation of the 2020 *Diversity, Equity, & Inclusion Strategic Plan* and sixteen board-approved KPIs that specifically address identified racial equity gaps in success, persistence, graduation, and course success. Benchmarks and the identification of accountable staff informed the development of racial equity interventions, and the 30-member RESAT was assigned the role of operationalizing the interventions. In five workgroups, initiatives focused on institution-level work, high impact teaching practices, access to dual enrollment, the student experience, and human resources and development. Three of the five workgroups made progress on more than half of the established action items before RESAT paused activity in 2023 due to transitions in TLSS and DEIB leadership. A May 2024 DEIB Transition Report recommended that the activities of RESAT be restarted to make further progress and that the measurement of KPI continue (V.3.21). As part of the ongoing assessment of equity initiatives conducted in FY 2025 as part of the reimagining of the DEIB office, efforts around RESAT should be specifically included in the review (V.3.22).

In concert with RESAT, the TLSS team developed department and unit wide initiatives in 2021 to meet FCC's equity goals. Six faculty meetings were devoted to training FCC faculty in core equity principles and terminology, and empowering departments to launch discipline specific equity initiatives. By the close of the Spring 2022 semester all FCC academic departments began implementation. A summary of the work to date can be found here (V.3.23). Examples include:
- Replacing 30% of exams in Math 120 (Statistics) with projects.
- Reviewing texts and other academic materials in select introductory courses in the Social Sciences and Education department, to ensure materials reflect a wide range of values, knowledge, and viewpoints reflecting diverse backgrounds, and are written or co-written by non-hegemonic groups.
- Reviewing syllabi and professional development in the English department to revisit practices around late work and participation.
- Developing flexible late policies in the Science department.
- Creating orientation activities across Health Science programs to increase belonging and foster awareness of wrap-around services.
- Including student success data disaggregated by race, gender and age in program reviews. The analysis of diversity gaps informed the ongoing development and expansion of departmental equity initiatives (initiated in 2022).
- Implementing mandatory training for Program Managers and Department Chairs, demonstrating how to utilize FCC's dashboards to generate equity data for assessment purposes.
- Establishing two cohorts of 'Equity Scholars', with representation from each academic department and key support units like Learning Centers. Equity Scholars participated in an intensive summer institute supplemented by ongoing cohort-based professional development. Scholars initiated discipline appropriate equity practices in their own courses, based around a Culturally Responsive Teaching (CRT) checklist developed by the Office of Diversity, Equity, and Inclusion.

The effects of CRT initiatives were analyzed between Fall 2021 and Spring 2023. While course success rates over all showed only a modest improvement, Black/African American and Hispanic/Latinx students in CRT courses showed small declines. However, course surveys indicated that students felt that courses taught using a culturally responsive framework increased their confidence and sense of belonging, and students taught using CRT pedagogy showed greater retention than Non-CRT students (V.3.24).

Besides implementing equity practices in their own courses, Equity Scholars were charged with supporting departmental equity initiatives. For example, one Equity Scholar from the English department developed an English 101 online course shell based on equity principles, first deployed in Fall 2023. Faculty utilizing this shell reported that it appeared to have a positive effect on student success, and as of Fall 2024 this course shell will now be mandated for use in all English 101 courses. Once that takes place, a deeper longitudinal study will be used to determine if the impact of using this shell vs. not using the shell is, in fact, significant.

Although there was a modest increase in overall success rates in Fall 2023, FCC has not yet achieved its established equity benchmark of 74% mean for all categories. Notably, Black/African American students (particularly males), and Hispanic/Latinx students (particularly males) are below the intended benchmark. While there have been efforts to implement DEIB initiatives to improve student success and create a greater sense of belonging, to date there is limited evidence demonstrating the impact of these efforts. As the College embarks on its relationship with ATD, a national organization focused on achieving equitable student outcomes, the College should focus on building capacity to address the achievement gap and produce better student outcomes.

Table 30: *Course Success Rates for Select Ethnicities and Gender Identity*

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Overall Success	**77%**	**76%**	**76%**	**77%**	**75%**	**77%**	**77%**	**79%**
Asian	**80%**	**80%**	**79%**	**78%**	**81%**	**78%**	**80%**	**86%**
Female	*86%*	*86%*	*83%*	*85%*	*86%*	*78%*	*85%*	*89%*
Male	*74%*	*73%*	*75%*	*71%*	*76%*	*78%*	*75%*	*81%*
Black/African American	**70%**	**68%**	**73%**	**68%**	**71%**	**72%**	**68%**	**71%**
Female	*72%*	*73%*	*76%*	*72%*	*75%*	*77%*	*69%*	*76%*
Male	*67%*	*62%*	*68%*	*63%*	*63%*	*66%*	*66%*	*66%*
Hispanic/Latinx	**72%**	**72%**	**72%**	**73%**	**71%**	**72%**	**71%**	**72%**
Female	*76%*	*77%*	*76%*	*77%*	*78%*	*76%*	*75%*	*75%*
Male	*68%*	*65%*	*67%*	*67%*	*59%*	*66%*	*67%*	*69%*
Multi-Race	**70%**	**69%**	**68%**	**72%**	**72%**	**74%**	**76%**	**75%**
Female	*71%*	*70%*	*71%*	*77%*	*74%*	*77%*	*77%*	*73%*
Male	*69%*	*69%*	*64%*	*66%*	*71%*	*71%*	*75%*	*78%*
White	**79%**	**80%**	**79%**	**81%**	**78%**	**79%**	**82%**	**82%**
Female	*82%*	*82%*	*82%*	*83%*	*82%*	*81%*	*84%*	*84%*
Male	*76%*	*78%*	*75%*	*77%*	*73%*	*77%*	*79%*	*81%*

Note: Non-binary is excluded in the table above because the student population is too small to report | NOTE: Data reflect course success rates through Fall 2023 because the Fall 2024 data was not available at the time of completion of the Self-Study. | SOURCE: OPAIR Grade Detail Query/FCC_IR_DETAIL.

The next step will involve scaling up promising instructional practices into standard expectations within and across departments, and annual programmatic assessment of their impact as part of FCC's new program review process.

Periodic Assessment of the Effectiveness of Current Assessment Practices
Assessment of the effectiveness of assessment practices is a *continuous* and College-wide endeavor at FCC. In a review of the past program review practice, it was noted that completion rates for the five-year academic program reviews were at 82% since the 2016 reaccreditation. While not alarming, this did fall short of the benchmark of 100% completion. The review identified several possible barriers to achieving the target (100%). Aside from the most obvious obstacle, COVID, some of the following challenges over the course of the cycle were noted:

- Leadership Transitions: Multiple leadership changes at both the senior and program levels which led to the restructuring of departments, programs, and curricula.
- Assessment Software Implementations: Major platform implementations for program review and learning outcomes assessment, including TK20 and Watermark Planning & Self-Study. Time was needed to adequately pilot these systems and train faculty and Program Managers to utilize them effectively. The end goal was to achieve greater transparency and accessibility in terms of learning outcomes assessment across the institution. One side effect, however, was a completion delay in the five-year program reviews.
- New or Transitioning Program Assessment: Uncertainty in how to effectively review newer "umbrella degrees" (Arts & Humanities, AA, Arts & Sciences, AA or AS, Social Sciences, AA, STEM Technology, AAS, and STEM, AS). These all included multiple disciplines and a program review process would need to be more robust than that of other programs.
- Data collection: To meet goals outlined in the *2020-2025 FCC Forward* strategic plan (V.5.04) and the Diversity Equity and Inclusion Strategic Plan every program needed to include more disaggregated data in their reviews. Obtaining these data points and curating them in a way that was clear, informative, and actionable was challenging and required significant efforts to compile and disseminate.

To progress more efficiently toward the 100% program review completion benchmark, OPAIR established data dashboards through Microsoft Power BI specifically for program review purposes. In addition, an "Abridged Program Review" exercise was initiated in the Spring of 2024 (ROA08.08/V.3.25). With the full implementation of the new *Watermark Planning & Self Study* platform complete, all academic programs were asked to undertake a shortened program assessment and include learning outcome results from signature assessments and disaggregated equity trends from five years prior (V.3.26). Also, in tandem with the implementation of the new *Watermark Planning & Self-Study* platform, a revised comprehensive Five-Year Program Review cycle was developed by the OAC (ROA08.09/V.2.14). Large service programs, and new or recently restructured programs will be reviewed first in this new cycle. Finally, a revised annual assessment report (AAR) process was added which built in a rotating program learning outcome assessment cycle for ease and efficiency of data collection (ROA08.02/V.2.05). Revisions included a feedback loop for Program Managers, whereby reports were reviewed by the DLA and members of the OAC (V.3.27). Also included was an area for action/improvement plan reflection and documentation of budgetary requests. These processes were presented and discussed with the OAC and members of the Learning Leadership Team in Spring 2024 (V.5.05).

Another finding revealed as part of the periodic review of assessment practices' effectiveness was the need for enhanced communication of assessment best practices, results, and impacts across the College. To that end, the following communication strategies were enacted in FY 2024:
- *Assessment Training Sessions:* In January of 2024, faculty (including adjunct faculty) and TLSS staff attended a professional development session which served as a refresher course on how to develop "outstanding learning outcomes." (V.5.06). In March 2024, new staff and faculty attended a training course on how to conduct effective co-curricular assessment (V.5.07).
- *Online Resources:* Assessment tutorials, resources, and assessment success examples are procured in several places: the Blackboard site for new faculty and staff, the Learning Outcomes Assessment guide for faculty (V.2.06), the Assessment SharePoint page (V.2.02), and the joinable Teams site for members of the OAC and any interested faculty and staff.
- *Regular Assessment Communication:* Assessment information is now shared regularly by the new Director of Learning Assessment, either directly to Program Managers or via the weekly newsletters provided by the academic deans.
- *Celebrating Learning:* Through the assessment of the College's assessment practice, it was noted that better communication needed to be done around celebrating student learning. Enhancing and amplifying the "reporting out" and sharing of successes and challenges brought to light through assessment. This would assist colleagues across the institution and provide time to reflect on evidence collected and work toward meaningful and collaborative change. Beginning in Fall 2024 "Celebration of Learning" moments were added to each "TLSS Faculty and Staff" meeting which will continue throughout the academic year (V.3.28).

Summary and Conclusions
FCC has continued to strengthen its assessment of student learning since the last Self-Study. This has included improvement of the periodic review of assessment results, recently transitioning more frequent reviews of the data to ensure that the College is making improvements where needed. In addition, the College has strengthened efforts to make instruction more effective for the increasingly diverse student population but more needs to be done to close equity gaps and demonstrate the impact of initiatives.

Points of Pride
- The transition to a common source data set provided to Program Managers for program assessment.
- Updated PLOs (closely aligned with Bloom's Taxonomy, and understandable to the student audience) and clear curriculum maps and assessment processes for all programs.
- Use of disaggregated student success data as well as student climate surveys to inform and support the development of multiple equity initiatives (Equity Scholar Program, robust departmental equity initiatives, professional development around assessment, equity, and culturally responsive teaching).

- Creation of a culturally responsive syllabus, and the development of a taskforce (RESAT) to move equity initiatives forward.
- Power BI dashboards developed that allow for drilling down into the data to understand trends, identify gaps and areas for improvement at the course, program, plan (major), and academic department level.
- Maintenance of consistent levels of overall student success despite leadership changes, and the disruption of COVID-19.
- Use of *Lightcast* industry data to aid in data-informed decision making around program viability and program review.

Recommendations to Create the Right Conditions
- **Demonstrate the Impact of Assessment Results:** Ensure that the results of assessment are easily accessible and reviewed by appropriate stakeholders, and demonstrate the impact of resulting actions from the program assessment process.
- **Signature Assessments:** Ensure signature assessments are integrated into academic program reviews and faculty are trained effectively in the assessment process and data collection.
- **Cycle Consistency:** Ensure the systematization of the five-year program review cycle and the continuation of the yearly cycle for the assessment of PLOs.
- **Efforts for Closing Equity and Access Gaps for Students**: Focus on building capacity to further address the achievement and equity gaps for students.

List of Cited Evidence
- V.1.01 CurriculumMaps.FY2024
- V.1.02 WatermarkCurriculumMaps-Spring2024
- V.3.01 SyllabusCreationChecklistInstructors.2023-2024
- V.2.01 ExamplesSignatureAsssessments.2024
- V.2.02 LearningOutcomesAssessmentSite.January2025
- V.2.03.ProgramReviewProcess.FY2018
- V.2.04 FiveYearProgramReviewTemplate
- V.5.01 AcademicMasterPlanUpdate.2021-2022
- V.5.02 DiversityEquityInclusionStrategicPlan.2019-2024
- V.3.02 ProgramReviews.2016-2024
- V.2.05 AnnualAssessementReportProcess.2024
- V.3.03 ProgramReviewsActions.2019-2024
- V.3.04 CreditPlanCountsEarlyChildhoodEducation-2018-2022
- V.2.06 FacultyAssessmentGuide.2025
- V.2.07 ProgramAccreditationCertificates.2024
- V.2.08 AccreditedProgramSelfStudies
- V.3.05 PerformanceAccountabilityReport.2019-2024
- V.2.09 CEWDAnnualProgramReviewPlanning
- V.3.06 CEWDProgramReviewActionItems.FY2024
- V.3.07 LibrarianInstructionAssessment-2020
- V.3.08 ImpactLearningCenters.Fall2018-Spring2020
- V.3.09 TestingCenter.FY2019-FY2023
- V.3.10 SSPCohortProgramData.2022-2024
- V.3.11 ParentsNeedsSurvey.2021
- V.2.10 StudentTransferReport.Fall2018-Fall2022
- V.3.12 TransferDashboard
- V.2.11 GeneralEducationAssessmentProcess
- V.1.03 GeneralEducationAssessmentReports.2018-2023
- V.4.01 HonorlockAgreement
- V.4.02 ThirdPartyProvidersList
- V.4.03 WeldingProgramHandbook
- V.4.04 BLDT222Syllabus
- V.5.03 Data&TechnologyAssessment.2024

- V.3.13 RemoteLearningExperienceSurveySummary.Fall2020
- V.3.14 StudentCoursesFormatPreference.Spring2022
- V.3.15 LateStartData.2022-2023
- V.3.16 ProfessionalDevelopmentSchedules.2021-2024
- V.3.17 NACCCStudentSurvey.2022
- V.3.18 CourseCheckList.2025
- V.3.19 CourseCheckListCompletion.2024
- V.3.20 CertificateOnlineTeachingCourseProposal
- V.2.12 CTLPDAssessmentPlan
- V.2.13 ClosingRacialEquityGaps.2021
- V.3.21 DEIBTransitionReport.May2024
- V.3.22 DEIBUpdatesMemo-November2024
- V.3.23 EquityGoalsSpreadsheet.FY2023-FY2024
- V.3.24 CulturallyResponsiveTeachingAssessment.2023
- V.5.04 FCCForwardStrategicPlan.2020-2025
- V.3.25 AbridgedProgramReviews.2024
- V.3.26 EquityDataAbridgedProgramReviews.2024
- V.2.14 RevisedProgramReviewAssessment.2024-2029
- V.3.27 FeedbackAbridgedProgramReviews.2024
- V.5.05 AssessmentLLC.2024
- V.5.06 ABCOutstandingOutcomes.2024
- V.5.07 ABCCoCurricularAssessment.2024
- V.3.28 CelebrateLearningPresentations.Fall2024
- ROA08.01 ProgramReviews.2016-2024
- ROA08.02 AnnualAssessmentReportProcess.2024
- ROA08.03 ProgramAccreditationCertificates.2024
- ROA08.04 PerformanceAccountabilityReport.2019-2024
- ROA08.05 OPAIRInstitutionalEffectivenessReportsWebsite-January2025
- ROA08.06 GeneralEducationAssessmentProcess
- ROA08.07 GeneralEducationAssessmentReports.2018-2023
- ROA08.08 AbridgedProgramReviews.2024
- ROA08.09 RevisedProgramReviewAssessment.2024-2029

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.

Evidence of meeting Requirements of Affiliation found in Standard VI:

- **Requirement 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 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 responsible fiscal management, has a prepared budget for the current year, and undergoes an annual external financial audit.

Overview of Administrative Units that Support the Institution

The following administrative units oversee the College infrastructure, personnel processes, financial procedures, as well as support planning, assessment, and institutional improvement.

Figure 8: *Other Administrative Units*
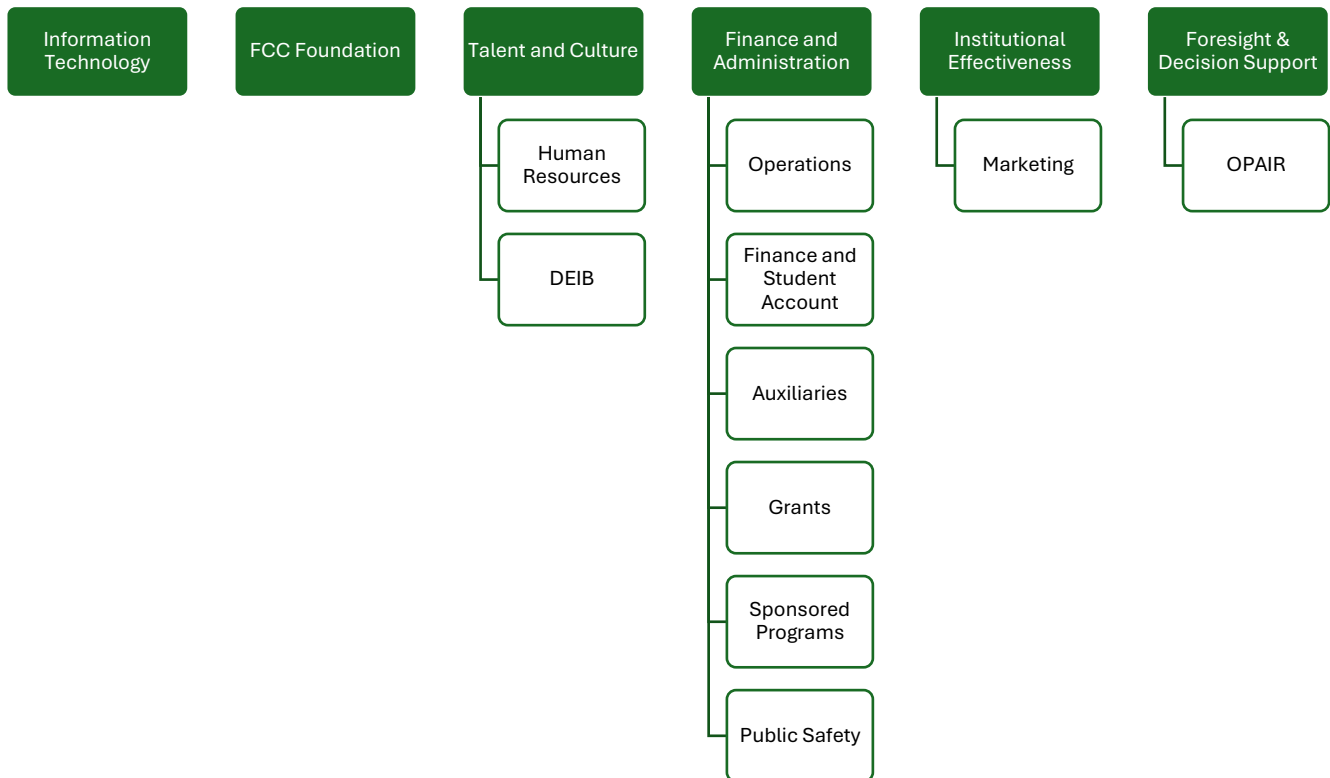
Planning

As discussed in Standard I, the College developed a five-year strategic plan using a comprehensive, inclusive, and participatory process with representatives from each area, other stakeholders and the Frederick County community as detailed in the strategic planning process. Central to the initial planning process were three primary activities: (1) an analysis of the Environmental Scan, (2) completion of the Success, Opportunities, Advancement & Readiness Analysis, and (3) robust engagement of the College community in the process (ROA10.01/VI.2.01).

Utilizing this analysis, the work to develop the FCC strategic plan began during the summer of 2019, and was approved by the Board in June 2020 resulting in "FCC Forward 2020-2025" (VI.1.01) which will expire with the College reaccreditation in FY 2025. More information on the planning process related to FCC Forward is documented in Standard 1.

After the approval, FCC Forward became instrumental in guiding areas across the College to establish detailed plans to meet the goals and objectives. The following plans were then created or updated to respond to each of the ASPs from the FCC Forward goals.

- Academic Affairs Continuing Education Workforce Development (AACEWD) Master Plan 2020-2025 was created in 2019 as part of a Strategic Initiative and updated to incorporate FCC Forward goals (ROA10.02/VI.1.02; ROA10.03/VI.1.03). This update included assessment of the ongoing Academic Master Plan in relation to courses, programs, and student performance. AACEWD is now called Teaching, Learning, Student Success (TLSS), which will be used throughout this chapter to refer to the unit.
- Ten-year Facilities Master Plan (ROA10.04/VI.6.01) ensures that the College forecasts and plans future infrastructure needs and to meet MHEC requirements for Maryland Community Colleges (VI.6.02).
- The Information Technology Plan, a College-wide plan reflecting major projects between IT and institutional partners, outlines technology priorities for the College (ROA10.05/VI.6.03; ROA10.06/VI.6.04).
- The Diversity, Equity, and Inclusion (DEI) Strategic Plans (ROA10.07/VI.1.04) are intended to build and sustain an inclusive and excellent College community for students, employees, visitors, and the surrounding community.
- The SEM plan was finalized and incorporates strategic objectives, goals, and benchmarks (ROA10.08/VI.1.05).

From 2017-2021, ASPs were established by the SLT and the Board were linked to the strategic plan and guided the creation of any emergent initiatives. The ASPs were distributed throughout the College community to be incorporated with decision making, team planning, and employee development plans (EDPs). Strategic Advisory Teams (SAT) sub-groups were formed and responsible for the planning, implementations, and assessments related to each ASP (VI.2.02).

SAT workgroups were helpful in generating ideas to support the ASPs with a collaborative approach across campus in developing objectives. One of the examples was the College's 25-year-old phone system, which was first initiated through an SAT workgroup who provided input on desired features and necessary requirements and then approved and incorporated into the IT planning/budgeting process. This initiative highlights the essence of the SAT workgroups collaborative approach.

The SAT process was discontinued in 2022 under interim President Powell who instead established key objectives to be completed during the interim year (VI.1.06). Despite significant staff effort, the SAT process lacked clear mandates or KPIs, leading to recommendations that were either not implemented or not fully assessed. Each year, new initiatives were added before previous ones could be fully realized, resulting in a growing list of partially implemented actions. The effectiveness of SAT workgroups varied, with some operationalizing recommendations while others did not. This inconsistency, coupled with the expanding list of initiatives, made full implementation challenging.

SAT groups, each aligned with an SLT member, often had overlapping priorities with institutional committees or departments. For instance, when the College prioritized DEIB, multiple overlapping initiatives emerged (e.g., DEIB Strategic Plan, Institutional Racial Equity Plan, President's Diversity Advisory Council, Equity Scholars, AACEWD Master Plan). The absence of centralized strategic oversight contributed to the development of overlapping plans and initiatives without cohesive monitoring. With the SAT groups now discontinued and new Board policies granting the President authority over operational matters (see Standard VII), the College could benefit from a streamlined planning process. This process would map out initiatives, identify overlapping efforts, and more efficiently allocate resources to key priorities.

Current Planning Model

With presidential leadership changes since *FCC Forward* was implemented, the planning process has undergone changes (VI.2.03). In FY 2023, President Cheek, with the support of the Board, moved ASP planning to the beginning of the budget process rather than setting annual priorities after the budget had been approved. With the help of senior leaders, key priorities were identified for both FY 2023 and FY 2024 simultaneously and mapped to the four strategic goals of *FCC Forward* (VI.3.01). This approach was chosen because, as mentioned in the previous section, priorities from prior years are generally not concluded by the time that the new budget process begins. Rather than creating new priorities, the focus was on ensuring the work that had already begun would be brought to conclusion.

The Board's adoption of the Policy Governance Model and the move toward the Ends Policy (discussed in detail in Standard VII) provides more structure on roles and responsibilities, which impacts how the College will conduct planning, particularly in aligning goals and priorities (VI.5.01; VI.5.02). Under the leadership of President Cheek and guided by the Global Ends Statement and Executive Limitations, for FY 2025 the SLT developed ASPs to connect to each Ends Statement, and Assumption Statements which underlay and support each Ends (VI.1.07). FY 2026 planning combined strategies by again connecting strategic priorities to *FCC Forward* Strategic Goals as well as the creation of FY 2026 budget assumptions (VI.1.08). Strategic priorities and budget assumptions are used to guide and inform the creation of the annual operating budget as discussed below.

Budgeting

The annual budgeting process includes detailed data on past budget expenditures for all areas of the College and aims to balance both the College's short-term needs and long-term aspirations, while maintaining fiscal responsibility and sustainability. To support this work, the *Financial Procedures Manual* outlines the Annual Operating Budget process and responsibilities (VI.3.02, pg. 29 - 31). In addition, an annual budget calendar (VI.3.03) was developed creating a step-by-step timeline of the process for each FY. Starting in FY 2025 to further enhance budget development, comprehensive operating budget instructions were created which integrated the budget calendar, planning documents, budget assumptions, and step-by-step submission information (VI.3.04). An annual budget kick-off meeting takes place in the Fall semester to introduce the budget process and provide a history of past trends and current contexts to support budget development (VI.8.01).

After the Fall Budget Kick-Off, Senior Leaders hold team meetings to assess departmental needs, establish budget priorities, and identify opportunities for funding reallocation or new funding requests. These requests are submitted through the *Strategic Initiative Requests Detail* (SIRD) forms (VI.3.05; VI.3.06). This process requires that all new department requests align with strategic goals and priorities, and include initiative description, desired outcomes, and supporting data or research. Each Senior Leader reviews the submissions within their unit, considers revenue projections, and prioritizes needs to support the requested initiatives.

The President and CFO present a preliminary operating budget in February to the Board of Trustees. Once approved, the preliminary operating budget is provided to the Frederick County Executive for consideration in their proposed budget, which is then presented to the County Council in April before the start of the next FY. The County Council holds a budget workshop and public hearing in April and approves the County budget in May. The Capital Improvement Program (CIP) budget is approved by the Board in November prior to submission to the County Executive and follows the same County approval process as the Annual Operating Budget. The Board then approves the final operating and CIP budgets based on State and County funding in June (ROA11.01/VI.3.07). The inclusive annual planning and budgeting process results in a final budget that reflects the priorities of the College's mission, vision, values, and strategic initiatives.

The chart below details the approved comprehensive budgeted revenue and summary by program of expenditures for FY 2023 through 2025, with the largest percentage being consistently allocated to Instructional costs.

Table 31: *Budget by Function*

Function	FY 2023 Approved	FY 2023 % of Total	FY 2024 Approved	FY 2024 % of Total	FY 2025 Approved	FY 2025 % of Total

Instruction	$28,059,038	45%	$29,106,580	44%	$30,952,897	43%
Academic Support	$1,369,991	2%	$1,384,290	2%	$1,486,040	2%
Student Services	$9,090,027	15%	$9,710,893	14%	$11,213,379	15%
Plant Operations	$7,256,506	11%	$7,763,195	12%	$8,759,739	12%
Institutional Support	$14,268,096	23%	$16,377,991	24%	$16,556,205	23%
Other	$2,429,952	4%	$2,443,206	4%	$3,447,360	5%
TOTAL	**$62,473,610**	**100%**	**$66,786,155**	**100%**	**$72,415,603**	**100%**

SOURCE: Annual Operating Budget

The State and County each account for approximately two-thirds of the College's operating budget and fully fund the Capital budget.

Table 32: *Approved Budget Revenue Percent of Total by Source*

Description	FY 2024 Approved	FY 2025 Approved*
TUITION AND FEES	25%	28%
STATE AID	32%	33%
COUNTY REVENUE	37%	36%
OTHER	6%	3%

*SOURCE: Annual Operating Budget | *Excludes use of Strategic Reserves*

The following is the approved budget allocation for FY 2025 compared to FY 2024.

Table 33: *Approved Budget Summary Fiscal Year 2025*

Description	FY 2024 Approved	FY 2025 Approved	Change	% Change
TUITION AND FEES				
Academic	$15,262,598	$18,307,059	$3,044,461	19.9%
Non-Credit	$1,506,291	$1,788,129	$281,838	18.7%
Total Tuition and Fees	$16,768,889	$20,095,188	$3,326,299	19.8%
STATE AID				
Formula Aid	$18,548,628	$20,743,431	$2,194,803	11.8%
State Retirement Benefits -In kind	$2,951,200	$3,051,200	$100,000	3.4%
Total State Aid	$21,499,828	$23,794,631	$2,294,803	10.7%
COUNTY REVENUE				
Cash	$24,255,452	$25,755,452	$1,500,000	6.2%
In-Kind	$480,393	$558,374	$77,981	16.2%
Total County Revenue	$24,735,845	$26,313,826	$1,577,981	6.4%
OTHER INCOME	$875,638	$2,211,958	$1,336,320	152.6%
SURPLUS	$2,905,955	-	-	
TOTAL REVENUE	**$66,786,155**	**$72,415,603**	**$5,629,448**	8.4%
USE OF STRATEGIC RESERVES	-	**$2,442,000**		
TOTAL REVENUE +STRATEGIC RESERVES	**$66,786,155**	**$74,857,603**	**$8,071,448**	12.1%

SOURCE: Annual Operating Budget

- **State Funding** is allocated using the CADE formula which calculates state support for community colleges as a percentage of the full-time equivalent (FTE) per student. The intent of the CADE funding formula is to provide predictable funding for community colleges, make tuition more affordable for students, and ensure equitable distribution of funding to all public higher education institutions. The formula links the amount of funding per FTE at public four-year institutions to the amount of funding per FTE at community colleges and provides community colleges with a percentage (i.e. 29%) of the appropriation per FTE at four-year public higher education institutions. Due to State budgetary constraints, the CADE funding goal has only been achieved twice since it was established in 1996. Additionally, the 29% percentage tie was indefinitely reduced to 27% during the FY 24 legislative session.
- **Frederick County Government** provided 37% of the operating budget for both FY 2023 and FY 2024 and 36% in FY 2025.

- **Student Tuition** accounts for 28% of the operating budget and has steadily increased since the pandemic (VI.3.08). Revenue calculations are determined by the Special Assistant to the President for Institutional Effectiveness, the CFO and VP for Administration, and the VP for Student Experience in conjunction with SLT to project enrollment for the upcoming year based on historical trends. While FCC managed to keep a balanced budget without raising tuition between FY 2022 through FY 2024, a modest 2% increase for credit tuition rates was approved by the Board for FY 2025 (VI.3.09). Because of this increase, the continued trend of rising enrollment, and a "reset" of projected tuition revenue for the upcoming fiscal year based on current year actuals versus prior year budgeted amounts, tuition revenue is projected to rise by 19.6%. Non-credit revenue is also expected to increase in FY 2025 by 18.7% based on historical enrollment trends.
- **Other Income** includes surplus, interest income, contracts, and indirect cost reimbursements. For FY 2025 contracted revenue is budgeted to increase.
- **Strategic Reserves** are for one-time expenses or projects and provide for emergencies, student success and completion initiatives, academic program initiatives, talent cultivation, unplanned capital repair and replacement, technology projects, and strategic planning and futureproofing (VI.5.03). For FY 2025, FCC plans to use 15% of its Strategic Reserves, leaving an anticipated $13.8 million in Strategic Reserves at the end of FY 2025.

While the President has ultimate authority and responsibility for the College's budget, the Chief Financial Officer and Vice President for Administration (CFO) has day-to-day budget management responsibility. Under the leadership of the CFO, the Finance Department has strict oversight with established policies and procedures (VI.3.02) for appropriating funds to each budget line, including purchase orders and payment vouchers. Budgetary controls are maintained internally through the PeopleSoft and PerfectForms systems to track budgetary requests and movement of funds. Examples include budget transfers, purchase order creation and adjustments, and voucher processing, which ensures funds are appropriately allocated.

The complexities outlined in the budget forecasting, budget allocation and financial controls, while well managed, could be enhanced and improved with budgeting and procurement tracking software. This would allow for all campus wide stakeholders to be involved and collaborate on a single platform. A streamlined system that draws upon and more easily organizes all the various processes and forms that lead to the eventual budget has been identified. The goal is to implement PeopleSoft EPM to increase efficiency and decrease staff effort beginning in Spring 2025 for use in the creation of the FY 2027 budget.

Financial Resources
FCC has been a good steward in managing its revenue sources and funding. The following shows the Statement of Revenue, Expenses, and Change in Net Position from FCC's Audited Financial Report.

Table 34: *Statements of Revenue, Expenses, and Change in Net Position*

	FY 2021	FY 2022	FY 2023	FY 2024
Operating Revenue	$25,309,219	$28,251,993	$26,995,561	$27,692,254
Operating Expenditure	$63,781,689	$72,259,661	$75,048,769	$79,472,316
Non-Operating Revenue	$41,378,425	$57,418,636	$53,525,388	$55,486,303
Net Change in Position	$2,905,955	$13,410,968	$5,472,180	$3,706,241

SOURCE: Audited Financial Reports

The College has a strong bond rating of A2 by Moody's Investment Service (ROA11.02/VI.9.01), and a healthy contingency fund along with diversification of assets that are invested in compliance with the Board's executive limitation on investments. The limitation states that the President shall not permit investments that are inconsistent with federal, state or local laws, nor to be managed in a way that is inconsistent with the primary investment objectives of capital preservation and reasonably assured revenue growth (ROA11.03/VI.5.04).

As mentioned in Standard II, and further exemplified in the changes in Operating Expenditures above, the College made significant investments based on the Direct Compensation Study (VI.8.02), allocating additional funding for

increased salaries mid-year in FY 2023. The salaries and benefits for the College had a year-over-year increase of 1% comparing FY 2022 to FY 2021, and from FY 2022 to FY 2023 a 12% increase according to Audited Financial Statements. The increase in FY 2023 demonstrated that the College recognized the importance of addressing the findings of the Direct Compensation Study and the potential impact on employees. The adjustment was an important undertaking because of the large portion of the College's budget allocated to salaries and benefits, and it showed the College's commitment to balancing funding while also addressing human resources needs and institutional goals.

In FY 2021 the College received over $13.4 million in HEERF funds to help students and the College during the COVID-19 pandemic. All funds were expended as of June 30, 2023. Institutional funds in the amount of $7.8 million (58%) were spent to cover lost revenue, expenses, mental health resources, student debt relief, operational improvements to allow for virtual support as detailed in the infrastructure section, and to improve classroom and lab facilities such as the Health Science Simulation Lab. The remaining funds, $5.6 million (42%), were used to provide emergency aid to students. Along with the $13.4 million in federal relief funds, the portfolio in FY 2023 consisted of 27 active grants valued at $18,573,762. The portfolio included grant projects varying in duration from months to several years. Page four of the Grants Activity Report details 58 past and current grants related to FCC's strategic goals (VI.9.02).

In FY 2024, a business process review was conducted for the College's Grants Office operation and the recommendations were made including renaming the existing grants operation to the "Office of Grants and Sponsored Programs" (GSP) and designating that office as the exclusive administrator for all federal and state grants, retaining an executive-level grants administrator with substantial experience in pre- and post-award grant administration and policy development (new job title as *Grants Administrator*), and optimizing grant-related business practices to align with industry standards. The Grants Administrator search will be led by CFO and Vice President for Administration while an existing employee serves in the role as the Interim Director of the Office of GSP. As of October 2024, the Office of GSP is the only office authorized to submit grants and official applications to fund proposals. This will ensure FCC's efforts comply with internal and external policies, procedures, guidelines, and regulations while preserving the College's strong reputation among grantors (VI.9.03).

Contracted services provide additional revenue through offerings for FEMA via MACEM&PS. MACEM&PS provides academic credit, training, and credit conversion for emergency management professionals who seek a solid foundation in emergency management knowledge. During FY 2023, 933 students were served generating revenue of $1,084,238 to the operating budget (VI.3.10).

With approximately 28% of the budget coming from tuition and fees, projecting enrollment is essential. As referenced in the Introduction, both credit and non-credit enrollment have increased post COVID-19 returning to pre-pandemic rates for non-credit and above pre-pandemic rates for credit. Part of this increase is attributed to the implementation of the Blueprint for Maryland's Future which grants FCPS students access to FCC dual enrollment courses at no cost to families. This program benefits the College with additional FTEs, and by utilizing the data of current FCPS students it can be a useful tool to help predict future FCC enrollment trends and projections during the budgeting process. While dual enrollment students do not provide the same tuition income as non-dual enrolled students because of the discounted tuition per the DEA, the College does get state funding for the proportionate FTE generated from the program. This means that while the College benefits financially from dual enrolled students, there is a need to ensure that the dual enrollment program and associated services be as efficient as possible. This also means that the College may need to grow alternative sources of revenue outside of just state, county, and tuition revenue for wider institutional sustainability.

Financial Audits and Compliance
Financial assessments and compliance are required of FCC as a public institution. Participating in multiple annual audits internally and externally evaluates the College's financials in accordance with Governmental Accounting Standards Board (GASB) and Generally Accepted Accounting Principles (GAAP).

The accounting firm of SB & Company, LLC conducts both the annual financial statement audit and the federal Single Audit. These annual independent audits provide an external, detailed review of the College's financial transactions (ROA11.04/ VI.7.01; ROA11.05/VI.7.02). While the College has consistently achieved clean financial audits, in FY 2021 there was a finding with the College's federal Single Audit. The finding related to internal controls and the timely return of Title IV funds (R2T4); this was immediately mitigated by a change in staff protocol when performing the R2T4. Additionally, the external auditors provided to the Board a Schedule of Expenditure of Federal Awards as required by the Uniform Guidance (VI.7.03).

Frederick County Government Interagency Internal Audit Authority (IIAA) also performs an internal finance operations audit annually to assess compliance with GASB standards and submits formal recommendations to the College. In addition to the mandated State and Department of Education reports throughout the year, the CFO provides updates quarterly financial reports to the Board (VI.9.04).

FCC Foundation
The FCC Foundation, as an incorporated 501(c)(3) receives funds through various campaigns and supports students with scholarships. Through both restricted and unrestricted gifts, it allows support averaging $1 million dollars each FY for tuition and emergency funds to cover books, transportation and food vouchers for students facing financial challenges (VI.8.03)

As a separate but integral entity in supporting FCC students, the Foundation contributes roughly $95,000 per FY in indirect costs associated with its operation; its employees are employees of the College, and the Executive Director is a member of SLT. The Foundation follows established guidelines and is also audited annually by an independent certified public accounting firm (ROA11.06/VI.7.04).

Infrastructure
The College consists of the main campus and the Monroe Center. The main campus occupies a 100-acre park like campus, comprised of 19 buildings including four storage facilities and a parking deck. The Monroe Center houses workforce training programs, the Hospitality, Culinary & Tourism Institute, and the Construction & Applied Technologies Institute (VI.6.05). The College locations are fully insured (VI.6.06) and have been recently appraised (VI.6.07).

The Capital Plan and Project Management team worked closely with stakeholders as part of the 10-year facilities master plan (ROA10.04/VI.6.01) developing key objectives for both existing and new facilities to support upcoming initiatives and expansions and changes to existing academic areas. As referenced in this report's opening section, this process involved an environmental scan and a campus needs assessment, which then translates academic assessment needs and academic planning into overall spaces needs for the College. This planning was critical for the future viability and vibrancy for a safe, accessible, and innovative learning and working environment as referenced in the strategic priorities. In addition to the facilities master plan, departments have the ability to request supplemental projects. After senior leader approval, requests are submitted to the Director of Capital Planning & Project Management. Those that are approved are included in the next FY County CIP requests.

In order to enhance collaboration around the "development and management of the physical environment of the College", in FY2025, a new Facilities and Space Planning Council has been established to review and prioritize "internal proposals for capital projects, including land use, major and minor building renovation projects, use and allocation/reallocation of space, office moves, space utilization, design standards, large equipment, and furniture" (VI.8.04)

In recent years, the College has completed many renovations, including:
- **2017**: Monroe Center was renovated to enhance workforce development programs. The site is also now co-located with Frederick County Workforce Services to strengthen community partnership.
- **2018**: Jefferson Hall was renovated to a one stop shop model, with the goal of seamlessly serving students as they apply, register, meet with counselors and discuss finances.

- **2020**: The Conference Center was renovated to better use underutilized space and to consolidate many of the main campus CEWD programs to a single building. The project also enhanced the learning environment by creating classrooms more suitable to current programs and more flexible for future needs.
- **2022**: Linganore Hall was renovated to include a state-of-the-art Health Sciences facility, an expanded Testing Center, and a centralized College Data Center. Space in the Visual and Performing Arts Building was renovated to support relocation of the Film/Video/Graphics programs.

The College also has a deferred maintenance plan to project the lifespan of assets (VI.6.08). For example, carpet is amortized to have a certain lifespan, based on the expertise of the Operations Department who assess and allocate appropriate funds based on replacement needs. Additionally, the 2022 Facilities Condition Assessment (VI.6.09) is being used to develop a new deferred maintenance list for FY2025 and beyond, this ensures the priorities are always being maintained to the fullest.

The Information Technology (IT) team is a crucial part of the College infrastructure and is responsible for enterprise applications, network infrastructure/IT security, technology support services, and audio-visual (classroom) technologies. Other areas also support important aspects of College technology: the Online Learning and Instructional Innovation (OLII) team, part of the CTL, manages the LMS, while the Marketing team oversees the College's website, intranet, and online forms. IT provides comprehensive technical support and services for communication tools and technologies for academic and administrative environments (Peoplesoft, Office365, SharePoint) and for both wired and wireless network access. Additionally, IT maintains classroom equipment and computer labs, ensuring the technology infrastructure meets the 24/7 needs of students, faculty, and staff.

The development of a multiyear plan identified system maintenance, database refresh and upgrade cycles in accordance with acceptable industry practices and solutions to address the College plans (ROA10.05/VI.6.03). The FY 2024 Information Technology Plan (ROA10.06/VI.6.04), a College-wide plan reflecting major projects across the institution, was built to ensure a functional and secure IT environment that advances College wide goals and objectives.

Some of the goals identified within the FY 2024 IT Plan include:
- Deploy a resilient technology infrastructure that supplements, optimizes, facilitates teaching and learning, and College operations;
- Maintain and enhance information security and risk management;
- Provide quality customer service and technology support;
- Implement and support robust reliable and trusted systems.

Recognizing the evolving campus wide need for IT support, there is an opportunity to improve the overall governance of software purchases and avoid duplicating functions by involving IT earlier in the planning phase to assess needs and identify unnecessary overlaps with the capabilities of existing systems.

During the pandemic, the College operated exceptionally well, promptly implementing the Continuity of Operations Plan (COOP) a comprehensive plan for emergency preparedness, crisis management, and continuity of operations during a localized, regional, or catastrophic emergency affecting FCC. The COOP enables FCC to resume essential functions immediately after an emergency event and to sustain them for up to 14 days, or beyond (VI.1.09). The College also was proactive in developing a roadmap to resilience and recovery titled the 3R Plan (VI.4.01), which was a gradual, safe path forward for FCC based on Governor Hogan's "Maryland Strong" pandemic response. The College leadership managed College operations using guiding principles outlined in the 3R Plan and guidance from the State and local authorities. College operations and classroom instruction were moved to a fully remote delivery format, and the Higher Education Emergency Relief Funding (HEERF) was used to upgrade certain infrastructures to support this transition. For example, IT and CTL collaborated to support the shift of all instruction online through Blackboard (the LMS). The College also purchased and provided Chromebooks for student use and expanded the external Wi-Fi access across campus to both parking areas and outdoor spaces to maintain social distancing protocols and support students without internet access at home.

For faculty and staff, remote access infrastructure to sustain College operations was also swiftly implemented. Zoom software was procured and utilized for instruction and Teams was used for College employees as well as the creation and implementation of online forms for students, all of which are still utilized today.

Third-Party Providers and the Procurement Process
The procurement process is initiated by a requesting FCC department who will oversee/utilize the third-party provider. In conjunction with the requesting department, two departments work together throughout the process including procurement (ensures compliance and timely acquisition of goods and services) and accounts payable (processes invoices, manages vendors and workflow, and ensures correct general ledger account coding). The College has established guidelines for procurement policies and procedures (VI.3.02).

There are established thresholds that outline steps and relevant forms for each threshold including:
- Below $10,000: Use of best judgment to obtain best value and the lowest cost using consideration for quantity, quality, and the best interest of the College.
- $10,000-$49,999: Requires 3 quotes, Piggyback Contract and a Cost Justification Worksheet, or a Sole Provider including a Sole Source Procurement Request form and a Cost Justification form.
- $50,000 and Over: Requires a competitive sealed proposal process via a Request for Proposals (RFP), or a competitive sealed bidding process via a Request for Bids (RFB), Piggyback Contract, and Sole Provider.
- $100,000 and Over: Any procurement of $100,000 or more requires additional review and approval.

Below $49,999, the FCC employee requesting the service makes a best-judgement decision based on requirements at the threshold. At or above $50,000, the sealed bid process requires a review team who assesses the potential vendors. The formal assessment process dictates which vendor is selected.

At or above $10,000, the requesting department submits documentation as defined above, which is reviewed by the senior leader and then submitted to finance. The Financial Procedures Handbook outlines individuals who have signatory approval authority for the College. All executed contracts and documents are copied to the CFO/VP for Finance, who maintains these contracts for the College.

Annually, any continued contract above $10,000 requires submission of a Sole Source Procurement Request Form with a formal assessment/justification for the continued use of the vendor. For multi-year contract renewals, a justification for the renewal must be provided to the appropriate Senior Leader before the contract is signed. In addition, as part of the budgeting process, any increase or change to a budget line must include a justification requiring an annual review of service expenditures. While annually, any renewal/continued use of a Sole Source Provider requires review and justification, this review and formal assessment should be more systematically applied for third-party providers as defined by MSCHE at all funding levels. Additionally, any third-party provider as defined by MSCHE must have written agreements in place regardless of the funding level.

Third-party providers used for key-business functions include services to provide translation (VI.8.05) and captioning/subtitle/transcription (VI.8.06) of marketing materials on an as-needed basis, and web development services (VI.8.07) to support the real-time schedule and staff directory on the FCC website.

More information about the oversight and assessment of third-party providers is detailed in the Third-Party Providers List (VI.8.08).

Personnel
The College provides adequate and appropriate human resources to support students, academic programs, employees, and College strategic goals (VI.4.02). The Talent and Culture team which is comprised of Human Resources and DEIB, oversees the policies and processes related to employee recruitment, benefits, development, and relations to create a work culture that will allow all employees to thrive.

DEIB personnel play a key role in developing a diverse culture at FCC, with four main goals within their strategic plan to support both students and staff with allocated resources.
- Access and success for traditionally underrepresented students;

- Recruitment and retention of a diverse workforce;
- Preparing students for an increasingly diverse community, workforce, and world;
- Ensuring a more welcoming and inclusive learning and workplace environment for students, employees, and visitors.

Employees of color have remained at a steady 19% of the overall workforce during the past two years but at a micro level there has been an increase in the total number of Black/African American employees (See Table 6). To expand our reach for new talent, and foster a diverse and inclusive pool of candidates, Talent and Culture utilizes the diversity and inclusion package within the Higher Education Job Site and Inside Higher Ed Jobs Diversity Extensions. During the hiring process (VI.4.03) search committee members must complete online unconscious bias training. In addition, full-time and regular part-time employee search committee must be 25% diverse.

To support analysis of the changing demographics of Faculty, Support Staff and Administration several key metrics, such as employee demographics and retention rates, are tracked highlighting trends in recent years and providing valuable insights into patterns both before and after the pandemic. In FY 2024, the retention rate from the prior year for full-time faculty was 92%, the support staff retention was 91%, and administrative staff retention was 91%.

Table 35: *Employee Retention Rates*

Retention Rates	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
Full-Time Faculty	96%	96%	95%	93%	86%	83%	93%	92%
Support Staff	88%	89%	88%	84%	87%	87%	92%	91%
Administrative Staff	91%	92%	90%	89%	95%	80%	89%	91%

SOURCE: HR Calculate Employee Retention Rates

Managing Employee Transitions and Knowledge Transfer
As has been noted in Standard I, leadership changes since the last Self-Study have highlighted the importance of ensuring stability in times of transition. While the College has demonstrated the ability to manage these changes, ensuring that the College has sufficiently defined policies, procedures, and administrative processes is important in times of change. Results of the PACE survey showed that 62% of respondents responded neutral, disagreed, or strongly disagreed that administrative processes were clearly defined (Faculty: 54%; Administrator: 70%; Staff: 56%) (VI.9.05). These results point to the need to develop mechanisms to better document administrative processes and to ensure that this knowledge is maintained and transferred, especially in times of change. This could include the development of standard operating procedures (SOPs) that document the work of current and future employees.

Efforts have been made to improve the transition for new employees, including the implementation of a common orientation for employees where various departments across the College present information to new employees. Additionally, efforts aimed at increasing new and existing employee knowledge of internal processes and procedures continue after initial onboarding (examples: procurement trainings, Microsoft software, cybersecurity, and VPN software among others). In addition to ensuring that tools like SOPs and continued employee development occur, the College would be well served in developing a succession plan at least for mission-critical roles. Since the last Self-Study, a variety of practices have been used to ensure that mission-critical roles are filled, at least on an interim basis. This has included filling the role temporarily with an internal employee on an LTE, or by seeking outside support from organizations who can provide a temporary employee while a permanent employee is found. Currently, decisions about whether to appoint someone to fill a role on an interim basis is made by the President with consultation with SLT to ensure that mission-critical operations continue. Developing a succession plan could help in ensuring that, where appropriate, internal employees are being developed who could be promoted into a new position when leadership roles become available, which would also help employees to feel as if they had an opportunity for advancement within the institution (PACE survey results showed that 67% of all respondents felt neutral, negative, or strongly negative about their ability to advance within the institution: Faculty: 62%; Administrators:76%; and Staff: 58%).

Rethinking & Redesigning Institutional Systems & Structures Enhance the Employee & Student Experience

RISE (Rethinking and Redesigning [R] Institutional [I] Systems and Structures [S] Enhance the Employee and Student Experience [E]) is a shared vision for the College that began in Fall 2024. RISE provides a continuous improvement framework that guides how the College will approach its work for the next several years (VI.8.09). RISE aims to streamline efforts, align initiatives with goals, and promote a holistic, inclusive approach rather than adding to existing workloads. RISE represents a cultural shift for FCC; a shift in mindset and behavior that places students at the center and seeks to advance their equitable participation in our society, our economy, and our democracy. A Core Team and Data Team have been established to engage in data-informed discussions for better decision-making, with guidance from ATD coaches. The initiative emphasizes collective effort and the importance of engaging all employees, with plans for ongoing communication and community engagement.

The RISE Core Team is tasked with identifying an Action Plan and institutional goal that will guide the College's efforts moving forward. The RISE Core Team and Data Team began their work in October 2024 and will work toward creating the Action Plan by June 2025 (VI.8.10). This Action Plan will drive the work of the College into FY 2026 and will also provide a framework for the strategic planning process with a future-oriented focus.

Data Use and Governance
In Spring of 2024, the College engaged ATD to conduct a data and technology assessment with the goal of Identifying structural, process, and policy recommendations to help the College implement changes to improve institutional data and technology capacities (VI.9.06). Through a holistic approach, engaging stakeholder groups, the assessment revealed several strengths including a recognition of the importance and need for continuous improvement and adaptability across stakeholders, there is an existing infrastructure for producing data (i.e., filterable dashboards and the ability to query the SIS), an awareness of and desire for capacity building around the use and interpretation of data, and the implementation of creative solutions to circumvent perceived limitations with the SIS. Several opportunity areas were also noted including difficulty in accessing data including timely and nuanced information, multiple systems that do not always communicate with one another, and limited understanding of how to use and make meaning of data across teams, and a desire to improve efficiency and collaboration among data stakeholders. The Assessment made recommendations to include the development a data governance structure, the development of a technology master plan, better leveraging the capabilities within PeopleSoft, and to improve data literacy and use capabilities among staff.

The College has made attempts to address aspects of data governance including a SAT group in FY 2021 dedicated to technology and data accessibility (VI.9.07) and the development of a Data Review Council from FY 2022 to FY 2023 (VI.9.08). Beginning in late FY 2024 and continuing to FY 2025, the CIO requested the formation of a Data Use and Governance Committee, which was intended to be jointly led by OPAIR and IT representatives. As of September 2024, a draft charter was created for the eventual Committee structure and is being finalized for launch later in FY 2025. The intended mission for the Committee was: "The Data Use and Governance Committee aligns various groups across the College to improve access to relevant data, data quality, and data usage and reporting. Alignment enables stakeholders across the College to apply evidence-based practices to support strategic thinking and ensure institutional and departmental effectiveness and accountability across the institution" (VI.8.11). This will be an ongoing effort over FY 2025 that will begin to build institutional capacity and a shared understanding of data use and governance.

While the ATD Data and Technology Assessment highlighted that some departments reported using data in meetings and for decision-making, this is not enculturated across all departments of the College. The College will need to identify areas of capacity building to move beyond just descriptive and diagnostic analytics toward prescriptive and predictive analytics. This will allow the College to move beyond describing the *what happened* behind the data toward a more robust conversation about *how to make it happen*.

Organizational Assessment
Organizational assessment has undergone numerous revisions since the last self-study. From 2017-2022, progress from SAT groups were reported at the end of each fiscal year (VI.2.04). As noted earlier, SAT is no longer an active initiative at the College.

Also during this time period the Institutional Effectiveness team generated an annual IER, representing institutional level review of the ASP's and SAT Reports, and the four strategic goals linked to the MSCHE standards. These were also used by SLT for future planning within their individual units (VI.9.09). Additionally, the IER also assessed a variety of institutional measures to evaluate overall institutional effectiveness. Examples include the following:

- Analysis of classes taught by full-time and adjunct faculty.
- Enrollment by instructional modality.
- Policy review updates.
- Quality of advising assessment.
- Employee's interest in professional development.
- The number of professional development offerings.
- The amount and types of grants received.
- The number of scholarships awarded to students, including total dollars awarded.

Other key performance assessments are included in the annual PAR to MHEC (VI.2.05) including KPIs on Access, Success, and Innovation which are goals in the 2022 Maryland State Plan for Higher Education discussed in Standard I and Standard III.

As discussed in Standard I, beginning in FY 2023 redundancies between the PAR and IER were noted and it was determined that the PAR would serve as the end of the year assessment for the College. In FY2023 a report focused on ASPs was also created (VI.9.10).

Even with these robust reports and data analysis, during the evidence collection process of the self-study, gaps in the storing, reporting and communication of institutional assessments and reports were noted. While assessment occurs across the College, a centralized repository structure of institutional documents and datasets used to make decisions, standardization of required reporting and SOPs across units, and regular professional development and training for staff around regulatory and accreditation standards would greatly enhance assessment efforts.

In 2022, the College developed a framework with a streamlined process to evaluate non-academic assessment programs. The framework of the five-year assessment starts with establishing department and unit mission and goals associated with KPIs. It should be noted that while training materials were developed in 2022, the five-year assessment framework was not fully implemented due to turnover at the leadership and managerial levels. This is an example of the impact on employee turnover which hindered the implementation after the framework was developed. This work has begun in earnest with Student Experience (see Standard IV) and is expected to expand in FY 2025 to other units, providing a more strategic focus on organizational assessment. KPIs have been defined and will be used to monitor longitudinal trends and current/future progress. Data has also become more accessible for all employees in understanding how planning translates into results via the creation of Data Dashboards.

Even with linking the SAT Priorities and tactical team plans to *FCC Forward* goals and objectives and to the budget process, the College recognized that it needed to further focus on developing measurable goals, with consistent periodic assessments, and use key benchmarks to effectively assess the success of the initiatives. While the institution has documented evidence of institutional assessment, moving to a more unit and department-based approach with a focus on KPIs will allow for planning to cascade from the ground level which will improve overall planning and budget allocation. This will also allow the College to better demonstrate how it meets the Ends Statements through contributions by individual units and their sub-departments (also mentioned in Standard I), which would also tie together the monitoring of organizational performance (discussed in Standard VII).

Summary and Conclusions
FCC has effectively aligned its planning processes, resources, and institutional improvement efforts with its mission and goals. The College's strategic plan guided the development of detailed plans across various units. Financial management is robust, with a documented budget process and responsible use of resources. The College's infrastructure has been continuously updated, with significant renovations and a detailed facilities

master plan supporting its growth and operational needs. Additionally, FCC's personnel processes, overseen by the Talent and Culture team, focus on creating a diverse and inclusive work environment.

Areas identified as needing improvement include formalizing practices around regular reviews of non-academic areas and documented assessment of strategic initiatives with clear KPI's established during the planning phases; and improvements to operational efficiencies by better-utilizing existing tools or identifying new applications to reduce reliance on manual processes.

Points of Pride
- The resilience of FCC students, faculty, and staff to operate through leadership changes at the College (elaborated upon in Standard I), as well as effectively transitioning and operating during the pandemic.
- The use of new technology and systems to better support student services and streamline institutional practices.
- The College's balanced budget and the reallocation of funds based on the direct compensation study.
- The creation of data dashboards on thematic areas related to student enrollment and success, human resources, infrastructure and resource usage, and local community and Maryland demographics to democratize access to data for all employees and support a data driven culture.
- The College's continued focus on keeping tuition and fees low to support access to educational offerings.

Recommendations to Create the Right Conditions
- **Employee Role Transitions**: Improve transition and knowledge transfer for employees at all levels from onboarding new employees or those moving into new positions, through continued growth and development after hiring. Develop and enforce SOPs within departments to allow for documenting roles and procedures. Manage the leadership transition/interim process to ensure that there is continuity in operations and alignment with the FCC culture. Develop succession planning efforts that help aspiring College leaders be strategically developed and prepared to assume leadership roles as they become available.
- **Planning Process**: Systematize the planning process to map out initiatives, identify overlapping efforts, and more efficiently allocate resources to key priorities. Develop a centralized strategy to disseminate information about ongoing initiatives so that all stakeholders are engaged, evaluate those initiatives using evidence, and make improvements and share best practices with the entire FCC community.
- **Operational Efficiencies**: Streamline and eliminate manual processes, when possible, across the College to ensure that all systems adequately communicate with and share information with one another as appropriate. Look for opportunities to utilize existing applications or tools the College has invested in to ensure systems are being leveraged appropriately and procure new applications as needed.
- **Assessment of Procurement Processes**: Conduct a formal assessment of the procurement processes and tracking tools to identify potential methods for improving and streamlining these efforts.
- **Information Accessibility and Centralization of Document Archiving**: Define the unit(s) within the organization responsible for maintaining a centralized comprehensive document archive system for institutional-level information and standard operating procedures. This should include a repository and mechanisms for capturing and storing these documents/tools that would facilitate future leadership of the College.
- **Further a Culture of Evidence**: Identify institutional capacities and areas for improvement around data literacy across departments to move toward a foresight-oriented application of data analytics. In so doing, create clear KPI's with campus initiatives to reach specific standards and benchmarks to gauge success.
- **Assessment Process for Third-Party Providers**: Strengthen the assessment process for all third-party providers as defined by MSCHE that includes more regular evaluation/review of the services being provided. Additionally, ensure that all third-party providers, including those below the $10,000 threshold, complete a written agreement with the College.

List of Cited Evidence

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- VI.1.01 FCCForwardStrategicPlan.2020-2025
- VI.1.02 AACEWDMasterPlan.2020-2025
- VI.1.03 AcademicMasterPlanUpdate.2021-2022
- VI.6.01 FacilitiesMasterPlanReport.2023-2033
- VI.6.02 MHECFacilitiesMasterPlans.2018
- VI.6.03 ITStrategicPlan.2018-2022
- VI.6.04 InformationTechnologyPlan.2023-2024
- VI.1.04 DiversityEquityInclsionStrategicPlans.2019-2025
- VI.1.05 StrategicEnrollmentManagementPlan.2024
- VI.2.02 StrategicAdvisoryTeams.FY2018-FY2021
- VI.1.06 IERKeyObjectivesInterimYearSection.FY2022
- VI.2.03 SummaryPlanningProcessChanges.FY2023
- VI.3.01 StrategicPriorities.FY2023-FY2024
- VI.5.01 BoardTrusteesPolicyEnds.2023
- VI.5.02 BoardPolicyExecutiveLimitationsPlanning.2024
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- VI.3.02 FinancialProceduresManual.2024
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- VI.7.01 AnnualFinancialReport.2021-2024
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- VI.7.03 AnnualAuditR2T4Finding&Action.FY2021
- VI.9.04 BoardMinutesFinancialReports.FY2024
- VI.8.03 FoundationEndowmentScholarships.2016-2023
- VI.7.04 FoundationReportIndependentPublic Accountants.FY2021-FY2024
- VI.6.05 CampusMaps.2022
- VI.6.06 InsurancePolicies.FY2024-2025
- VI.6.07 PropertyAppraisals.2024
- VI.8.04 FacilitieSpacePlanningCouncil.December2024
- VI.6.08 DeferredMaintenanceSummary.FY2018-FY2036
- VI.6.09 FacilitiesConditionAssessmentReport.2022
- VI.1.09 ContinuityOperationsPlan.2023
- VI.4.01 RoadmapResilienceRecovery.2020
- VI.8.05 SchreiberTranslations
- VI.8.06 Rev.comCaptionService
- VI.8.07 ForsyteITSolutionsAgreement
- VI.8.08 ThirdPartyProvidersList
- VI.4.02 IPEDSHumanResources.2022-2023
- VI.4.03 HiringProcesses.FY2023
- VI.9.05 PACESurvey&QualitativeReport.2023
- VI.8.09 RISEPresentation.2024
- VI.8.10 RISERetreatAgenda.October2024
- VI.9.06 Data&TechnolgyAssessment.2024
- VI.9.07 SATGSummary.2021
- VI.9.08 DRCMeetingMinutes&Summary.FY2022-FY2023
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- ROA11.06 FoundationReportIndependentPublic Accountants.FY2020-FY2024

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.

Evidence of meeting Requirements of Affiliation found in Standard V:
- **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 (ROA14.01).

Board of Trustees

According to Article I, Section 2 of the Bylaws of the Board of Trustees of FCC, the purpose of the Board is to govern the institution within the framework of the *Education Article of the Maryland Annotated Code, Division III – Higher Education, Title 16 – Community Colleges, Subtitle 1 – Organization and Government of Community Colleges*, Section 16-103 – Powers and Duties of Board, as amended, and to assure that adequate and competent administration is provided for effective operation of FCC. The Board is the sole governing body of the College, ultimately accountable for academic quality and maintaining continuous accreditation, equal opportunity, fiscal and academic integrity, strategic planning, assets, safety and security, and the financial health of the organization. The publicly available Bylaws of the Board of Trustees state that "The Board is accountable for the development of Board policies and resource development, consistent with the mission of the College" (ROA12.01/VII.1.01).

Policy Governance Model

In October 2022, the Board Chair and President attended a session on policy governance at the annual Association of Community College Trustees (ACCT) Leadership Congress. The Board Chair and President discussed their takeaways with the full Board in November 2022 and began further discussions about policy governance. In Spring 2023, the Board invited Dr. Dan Phelan to two separate Board retreats to review the tenets of the Policy Governance Framework and its applicability to FCC (VII.1.02). In June 2023, the Board modified their Bylaws to include the following statement, "The Board shall utilize the Policy Governance model (i.e., the John Carver Model of Governance) in undertaking its work as a Board" (ROA12.01/VII.1.01, p. 2).

Throughout FY 2023 and FY 2024, the Board held five retreats and eight meetings resulting in the review and approval of 34 new Board policies under four broad categories: *Ends* (ROA12.02/VII.1.03), *Board-CEO Delegation* (VII.1.04), *Executive Limitations* (VII.1.05), and *Governance Process* (ROA12.03/VII.1.06). The Board policies provide a comprehensive structure for the Board's decision-making and oversight responsibilities. Board policies can be found on the College *Policies & Procedures* website.

The Board *Ends* statement serves to provide the context for whom the College serves, enabling the Board to frame all of its policies and activities: *Frederick Community College exists to provide all Frederick County residents and others who choose to enroll at the College, with the education, workforce preparation, skills, abilities, and personal growth necessary to succeed in an increasingly interconnected world, at a cost that demonstrates the prudent use of the College's available resources.*

The *Executive Limitations* policies set boundaries and constraints within which the President must operate, establish rules to protect the organization from risk, and ensure that operations align with the Board's values and expectations. Board-CEO Delegation policies specify how authority flows from the Board to the President, including how expectations are communicated and performance is monitored. This structure helps ensure that the President has the necessary authority to manage the day-to-day operations of the organization while remaining accountable to the Board. The *Governance Process* policies define the procedures and protocols for how the Board will conduct its own work. This includes meeting practices, decision-making processes, and self-assessment mechanisms. These policies help ensure that the Board operates efficiently and effectively and serve as the Board's governance framework, guiding its actions and ensuring accountability to stakeholders. This structured approach ensures that the Board remains focused on strategic oversight and accountability, while delegating operational management to the President while maintaining clear boundaries and expectations, promoting effective governance and operational efficiency.

Board Membership
In accordance with Maryland law, FCC operates under the governance of a seven-member Board (VII.2.01). The Governor of the State of Maryland, with the advice and consent of the Maryland State Senate, appoints Trustees to the Board for five-year renewable terms of no more than three consecutive terms. The Board elects the Officers of the Board, including the Chair and Vice Chair, from among its members to serve for a period of one year. Members primarily serve to ensure that the Ends statement is fulfilled.

The Governance Process policy entitled "The Role of the Board Chair," designates the FCC Board Chair as the Board's Chief Governance Officer (CGO) (ROA13.01/VII.1.07). The CGO is a specially empowered member of the Board who helps to ensure the Board's adherence to its policies and effective Board operations. The President/Chief Executive Officer (CEO) serves as the Secretary to the Board and is distinct from the governing body chair role. While the CGO's role is to support the Board in adhering to its policies and ensuring that the governance process is executed effectively, the President, in contrast, operates the organization within the framework established by the Board's policies and is responsible for day-to-day operations and achieving the organizational ends. This governance structure is intentionally designed to maintain separation between the executive leadership role and the governing body, thereby preventing potential conflicts and ensuring a clear delineation of responsibilities (ROA13.02/VII.2.02; ROA13.03/VII.3.01).

Board Responsibilities
COMAR (VII.2.03) delineates that Board members are responsible for establishing broad policy, long-range planning, and developing financial resources and providing oversight of financial management. The FCC Board plays a major role in the development of external relations in the community; and maintains the administrative integrity of the College. As is defined in the Board's CEO Delegation policy, the President serves as the only link to operational achievement and conduct of the College's day-to-day operations.

The Board has fiduciary responsibility and receives financial updates quarterly, and the institution prepares and publishes operating budgets and annual audit reports annually as discussed in Standard VI (VII.2.04).

Conflicts of Interest
To effectively manage conflicts of interest and to ensure that Board members are fulfilling their fiduciary responsibilities under the Board Linkage with Ownership policy (VII.2.05), mechanisms are in place for governing body members to disclose conflicts, ensuring transparency and impartial assessments. The Board adheres to the conflict-of-interest policies outlined by the Maryland Ethics Commission, obliging members to promptly disclose any potential conflicts (VII.2.06). The Governor holds the authority to remove a Trustee for cause, as stipulated in

the *Board of Trustees Bylaws* (ROA12.01/VII.1.01). The Board Code of Conduct Policy further details conflict of interest policies requiring regular disclosure of any new possible conflicts of interest, disclosure of any financial interests, and recusal from pertinent discussions or decisions if a conflict of interest exists (ROA13.04/VII.2.07). The Board Code of Conduct Policy also covers means of addressing perceived violations of the code of conduct.

Assessment of Governance
The current governance model is designed to be adaptable and responsive to the changing needs of the College community and the higher education landscape. Periodic reviews and updates to the Bylaws and Board policies ensure that the governance structure remains relevant. The ownership linkage function of policy governance is "a deliberately created program of Board dialogue and deliberation with owners [residents of Frederick County] to inform Board policy development – with particular emphasis on Ends policies." The ownership linkage planning cycle is a three-year plan that ensures that the Board has "intentional and constructive dialogue and deliberation with the Owners, primarily around the organization's Ends" (VII.2.05). This planning cycle is underway with implementation occurring during Spring 2025. This iterative process by the Board allows for continuous refinement of governance practices to meet evolving challenges and expectations. The evaluation of the governance structure is a systematic and ongoing process (VII.5.01).

The Board regularly evaluates its own performance during meetings as well as adherence to its own policies. An agenda item titled, *Meeting Content Review* is included on Board agendas to ensure Board members can provide immediate feedback to the Board Chair and the President on the quality of content provided during the meeting (VII.5.02). Additionally, Board members receive an electronic *Board Self-Monitoring Survey* (VII.5.03) after each Board meeting. The self-monitoring survey focuses on the Board's adherence to its own policies. Each month, based on a schedule, each Board policy is reviewed to evaluate the Board's compliance with its own policies and supporting evidence is solicited (VII.5.04). The results are tabulated and included in the packet for the next Board meeting and discussed as part of the *Monitoring Board Performance* item on the meeting agenda (VII.5.05). Feedback from individual board members and collective discussions contribute to ongoing improvements in governance practices.

Communication with Accrediting and Regulatory Agencies
The Board commits to the transparent communication of accurate, fair, and comprehensive information to the accrediting agency. This dedication extends to ensuring consistent and comparable descriptions across accrediting and regulatory bodies, promptly communicating changes in accredited status, and disclosing requisite information, including governing body compensation levels. The Board reviews several major reports related to overarching institutionally required reports prior to their dissemination to MHEC such as the PAR, Cultural Diversity Reports, Mission Statement Reviews, Program Approvals (VII.2.08).

Board Efforts to Increase Communication and Transparency in Governance
In 2016, the College operated under a governance structure that was not well defined or documented. Under this model, the Board, the President, and Affinity Groups/Senate were actively involved in decision-making processes; however, the interrelationship between various stakeholders was unclear specifically as it related to roles, responsibilities, accountability, and decision-making authority. To enhance understanding of these processes, the College implemented communication strategies and formed committees like the Supervisor's Forum and the SATs to enhance communication and guide operations or identify new and innovative practices. As the work progressed into FY 2018, significant changes had taken place over a short period of time and the impact of the change began affecting employee morale. Concerns emerged within the Affinity Groups and Senate (discussed later in this chapter) related to governance, decision-making, policy changes, and communication, particularly the President's directive leadership style. It became clear that dissatisfaction was escalating among employees at the College. This culminated in a resolution and a resulting letter from ASA to the Board of Trustees regarding concerns about a perceived culture of fear that was established by President Burmaster (VII.5.06) as well as a formal vote of no confidence in the President from the Faculty Association (VII.5.07).

During FY 2019, the Board began a process to enhance the governance structure to increase transparency in decision-making. This was evident in the inclusion of an ASP aimed at fortifying the institution's governance framework (VII.5.08; VII.5.09). Central to this effort was the decision to enlist an external reviewer to assess the College's organizational framework.

To facilitate selecting an appropriate consultant for the external review, the Board consulted with MSCHE for guidance. MSCHE, in turn, suggested Dr. Randy Van Wagoner, President of Mohawk Valley Community College, who had previously chaired an Accreditation Visiting Committee in 2016. Dr. Van Wagoner identified Dr. Roy A. Church (retired President of Lorain County Community College), as a potential candidate to undertake the review. Dr. Church reviewed College documents and conducted interviews and held open forums for the campus community. The resulting report, the "Church Report", provided recommendations and areas for improvement for the College (VII.5.10).

The report showed that employees had concerns about a breakdown in communication and transparency, the definitions of roles and responsibilities had become less clear over time, there was a prevailing perception that employees were not able to participate in institutional decision-making outside of the SLT, there were fears of retaliation/reprisal, and a break down in participatory decision-making had occurred. The comprehensive report suggested that differing interpretations and expectations were common throughout the institution, posing a risk to the fundamental stability upon which the College was built. Recommendations from the Church Report included four broad categories and associated suggestions including a review of the organizational structure, roles and responsibilities across the College, policies and procedures, and human resource matters.

In response to the challenges highlighted in the Church Report, several work groups were formed to identify potential strategies to address specific concerns (VII.5.11). One result was that the President's Cabinet was expanded beyond just SLT (discussed later in this chapter); the reformulated Cabinet was entrusted with the task of advising the President on matters paramount to the College mission, addressing some of the recommendations from the Church Report. Changes were made in the policy-making process including intentionality around communicating intended policy changes via a markup and engagement with Affinity Groups/Senate and the eventual formalization of the *Policy and Procedures on the Creation and Administration of College Policies and Procedures*. A recommendation from one of the work groups led to a recommendation of an ombudsman, but this was ultimately not pursued (VII.5.12).

Oversight of the President
The FCC Board selects and evaluates the College President, who is the CEO of the College. In addition to appointing the President/CEO of the College, the Board is responsible for ensuring an orderly transition in Presidential succession (VII.2.09). The Board shall act in the event of the President's absence to ensure consistent leadership for the management of the organization.

Evaluation of the President by the Board of Trustees
Prior to FY 2024, the Board conducted regular evaluations of the President's performance, assessing leadership, decision-making, and progress toward strategic goals (VII.2.10).

Under the Policy Governance Model, monitoring the CEO performance is synonymous with monitoring organizational performance (VII.2.11). Any evaluation of the President's performance, formal or informal, may be derived only from these monitoring data. Systematic and rigorous monitoring of the President's job performance will be solely against the Board's required job outputs of the President, specifically, accomplishment of a reasonable interpretation of Board-stated Ends and compliance with a reasonable interpretation of Executive Limitations (VII.2.12). The most recent evaluation of the President was conducted in June 2024 (VII.2.13).

The monitoring of the President's performance is designed to occur through a formal *Monitoring Report* to the Board that is a one-year retrospective based on interpretations of the Board's policies. Since the Board was transitioning to Policy Governance in FY 2024, *Monitoring Reports* have not previously been implemented, and as a result the Board and President agreed that the President will provide a Baseline Insight Report for FY 2025. Baseline

Reports will be used in the interim because a full one-year lookback is not yet possible for many Board policies. Over FY 2025, the President will work with the Board to develop interpretations for each Board policy and submit them for the Board's approval (VII.2.14).

The Board and President agree that establishing this baseline during the transition will effectively and transparently communicate how the College and President are currently performing in relation to the Ends statement and compliance with Executive Limitations. This approach serves as a preview of the future *Monitoring Reports*, which will be fully implemented at the start of FY 2026.

Role of the President
The President is responsible to the board for the entire operation of the College as outlined in the Board-CEO Delegation Policies (ROA13.02/VII.2.02; VII.2.12; VII.3.02). The President is the Board's sole official connection to the operational organization, its achievements and conduct (VII.3.03). Therefore, the President holds the authority to "develop and oversee administrative policies and procedures which advance the mission and day-to-day operations of the College". The President provides leadership for the development and operation of all institutional functions and is committed to the comprehensive purpose of the College; in accordance with COMAR-13B.02.02.13 and §16–104 of the Education Article of COMAR the President ensures: the development and use of appropriate procedures of plant maintenance and fiscal management, maintains a sound administrative structure for the orderly operation of the institution, recommends "the appointment by the board of qualified employees necessary for efficient administration" and the "discharge of employees for good cause", and is responsible for the conduct of the College and for the "administration and supervision of its departments". The President is also responsible for communications between FCC and the surrounding service area of Frederick County (VII.2.03; VII.3.04).

FCC's 11th President
President Annesa Payne Cheek assumed the role as FCC's 11th President on July 1, 2022 (VII.3.05). President Cheek previously served as president of St. Cloud Technical & Community College in Minnesota for four years. Prior to that presidency, Dr. Cheek spent 12 years at Sinclair Community College in Ohio in multiple functions including as the Vice President of the School and Community Partnerships Division, Vice President for Student Financial Services and Senior Advisor to the President, Chief of Staff in the Office of the President, and Senior Director of Advancement.

President Cheek earned a Bachelor of Arts degree in business management at Tennessee State University, a Master of Business Administration at the University of Dayton, and a Doctor of Education at the University of Texas at Austin in the Community College Leadership Program. In 2016, she was selected as one of 40 community college leaders to participate in the inaugural cohort of the Aspen Presidential Fellowship for Community College Excellence, a national program designed to equip individuals with the tools needed to dramatically improve student outcomes (VII.3.06).

Operational Organization and Administration
Organizational Structure of FCC
The College administration is organized under the President through defined organizational teams: The Office of the President; Teaching, Learning and Student Success (TLSS previously AACEWD); Student Affairs/Student Experience (SE); Finance and Administration; Talent and Culture & HR (TC&HR); Information Technology (IT); Foundation; Foresight and Decision; and Institutional Effectiveness (IE). The executives of each of these teams directly report to the President and serve as members of the SLT (VII.4.01; VII.4.02). Senior leaders play a crucial role in shaping the direction and success of the organization, and as such, their effectiveness and organizational expertise are subjected to evaluation. Senior Leaders are evaluated annually to ensure continued alignment with organizational goals, fostering continuous growth and development, and maintaining a leadership team equipped to drive the organization forward.

The functional areas of the College fall under the respective senior leaders in the organizational chart (VII.4.03). The Provost and VP of TLSS oversees academic operations discussed in Standard III (VII.4.04). The VP of Student

Experience oversees student support operations discussed in Standard IV (VII.4.05). The VP of Talent and Culture oversees human resource functions and diversity, equity, inclusion, and belonging initiatives (VII.4.06). The CIO oversees Information Technology (VII.4.07) while the CFO and VP for Administration (VII.4.08) oversees financial and facility operational functions, both of which are discussed in more detail in Standard VI. The Executive Director for Development and the FCC Foundation (VII.4.09) focuses on securing private funding to support the priorities of the College. The Special Assistant to the President for Institutional Effectiveness oversees the functions of Marketing and government relations, as well as accreditation (VII.4.10). A newly created position the Chief Foresight and Decision Support Office focused on building "institutional capacity for identifying emerging needs and work collaboratively to develop strategies to keep the College future-ready" and oversees OPAIR (VII.4.11; VII.4.12). The President's Office headed by a Chief of Staff provides direct support to the President in the administration of all her duties and includes College communications (VII.4.13).

The administrative structures and services at the institution play a pivotal role in fostering a supportive and conducive learning environment. These structures are designed to provide essential services and resources that complement academic experience, ensuring a holistic approach to student development and success. Administrative units, such as TLSS, Student Experience, and institutional support departments collaborate to offer a range of services, including academic advising, counseling, career guidance, and extracurricular activities. The administrative frameworks of the College facilitate communication between and among employees and students, promoting a cohesive learning community. Moreover, administrative services are dedicated to addressing the diverse needs of the student body, including accessibility services to support an inclusive educational experience. By aligning administrative structures with the institution's educational mission, the College demonstrates a commitment to enhancing the overall learning journey and contributing to the holistic development of students.

Senior Leader Vacancies
Standard I identified that there have been several interim assignments for key SLT positions over the past 6 years. In the past three years, the following senior leadership positions had interim leadership:
- President (FY 2022)
- Provost/VP for TLSS (FY 2023)
- VP for Student Experience (FY 2023 and FY 2024)
- CFO/VP for Finance and Administration/CFO (FY 2021, FY 2022, FY 2023, and FY 2024)
- VP for Talent and Culture (FY 2022 and FY 2023)
- CIO (FY 2022, FY 2023, FY 2024, and FY 2025)
- Executive Director of Foundation/Institutional Advancement (FY 2025)

There has not been a single driver that has led to SLT vacancies. The Interim President made the decision early on in FY 2022 to hold vacant Senior Leadership positions open until the new President's hiring in FY 2023. This affected the CFO/VP of Finance and Administration, the VP for HR, and the CIO positions. When President Cheek began in FY 2023, she inherited three vacant senior leadership positions. Successful searches have occurred for the Provost/VP for TLSS, the VP for Talent and Culture, the CFO/VP for Finance and Administration, and the Executive Director of Foundation/Institutional Advancement, leaving only the CIO position with interim leadership.

SLT plays a crucial role in leading College operations and working with the President to shape the strategic direction. The College has been focused on filling interim positions with highly qualified administrators from within the College, when possible, and from outside agencies that specialize in providing highly qualified and experienced interim executive leadership. In evaluating the impact of interim senior leadership, it was found that the College does not have a documented succession plan to develop and promote leaders from within the institution.

College Governance
The Policy Governance model clearly defines the roles and responsibilities of the President and Board members, how they interact with each other, as well as the performance expectations of the President. It also delegates authority to the President to oversee all College operations, which facilitates effective decision-making and administrative policy formulation. As noted earlier in this chapter, both Maryland law, and the Board of Trustees

Bylaws identify the Board as the sole governing body of the College. However, several internal leadership teams provide support and guidance internally on matters concerning the operations and/or group welfare.

Additional Leadership Teams
President's Cabinet
The Employee Handbook defines the President's Cabinet as a leadership and advisory council for the President and is comprised of Senior Leaders, AVP/Deans, Executive Directors, Faculty Association (FA) representative, Support Staff Association (SSA) representative, Administrative Staff Association (ASA) representative, Senate representative, and the Convener of Department Chairs (VII.4.14). The President's Cabinet discusses pressing issues concerning the College, challenges and opportunities related to implementing the College's strategic and operational goals. The Cabinet provides guidance on strategic planning, campus safety and emergency preparedness, budgeting, employee issues, and external constituencies, in addition to the routine items for College-wide communication. A key function of this group is to disseminate information (two-way), within a context that is meaningful and relevant to employees, to help members of the FCC community remain informed about and understand key activities and initiatives of the College.

Affinity Groups
In addition to the President's Cabinet, the College has several internally organized affinity groups representing and advocating for their members. These affinity groups are governed by defined organizational documents (bylaws or a constitution) that describe the purpose and function of the groups. Elected leaders of these affinity groups are intended to represent and operate within the governing document of each affinity group and to serve 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. Each affinity group convenes meetings throughout the year to ensure that their members are apprised of information within the College and to provide a forum for members to raise issues.

The Affinity Groups include:
- *Administrative Staff Association (ASA)*: The ASA is comprised of all full-time regular and part-time regular administrative staff outside of the SLT. The ASA is an affinity group that works to improve the effectiveness, quality, and cohesiveness of the College. The ASA fosters communication between the administrative staff and the College community and encourages professional development among its members (VII.1.08).
- *Faculty Association (FA)*: The Faculty Association (FA) is comprised of full-time and adjunct faculty and is an affinity group that facilitates the inclusion of faculty voice on a wide range of issues, including leadership and participation in the decision-making processes of the College. The FA provides a professional forum for collegial interaction among FCC faculty (VII.1.09).
- *Support Staff Association (SSA)*: The Support Staff Association (SSA) is comprised of all full-time regular and part-time regular support staff. Part-time Variable Schedule (PTVS) employees are considered associate, non-voting members and may participate in all activities of SSA. The SSA is an affinity group that provides a means of participation by the support staff in the decision-making processes of the College and encourages professional development among its members (VII.1.10).

College Senate
The College has elected representatives to the College Senate per the Senate bylaws (VII.1.11). The Senate provides a framework of internal decision-making within which all College community members can participate. As discussed in the Senate Bylaws, which "recognizes the final authority of the Board 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 and SLT), 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, and meetings are held throughout the academic year (VII.1.12).

Student Government

The Student Government Association (SGA) is comprised of all students who have paid the student activity fee. The SGA is organized by a five-member Executive Board that convenes bi-monthly meetings and collaborates to ensure student engagement and club participation. SGA works with College administration to provide students with an opportunity to engage in College leadership and provide input and feedback on matters pertaining to the student experience (VII.1.13). SGA also provides a forum for the expression of student views on issues that affect them, and to promote the development of leadership skills for all students.

Relationships in the Governance Structure
While the non-operational elements of the leadership (President's Cabinet, the affinity groups, and the Senate) groups at the College have established functions and/or constitutions, the relationship between the operational elements as defined in the organizational chart and these non-operational elements will need to be evaluated given the shift toward the Policy Governance Model. Clarity around the intended outcomes/outputs of these non-organizational elements can be better clarified, and efforts and talents of dedicated individuals who serve these groups could possibly be leveraged more effectively.

Potential Impact of 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. The law allows certain community college employees the right to engage in collective bargaining. However, the process to identify an "exclusive representative" requires multiple steps and verifications that could take anywhere from 3-6 months to complete with no guarantee employees will vote to unionize. Colleges are limited to up to four collective bargaining units consisting of full-time faculty, adjunct faculty, and non-exempt employees. Therefore, there are employees that are excluded from participating in collective bargaining and/or being part of a union including supervisors and exempt non-faculty employees (VII.1.14).

Once enacted a union would have the sole right to negotiate on behalf of the employees of that collective bargaining unit including negotiations for wages, hours, benefits, and sick/annual leave. Subjects of bargaining that cannot be negotiated include assignments of college personnel, and the goals, functions, programs, budget, and organizational structure of the community college. It is important to note that certification of an exclusive representative would have an impact on the role/functions of existing affinity groups as the union would become the collective voice of that group of employees. As of August 2023, full-time Faculty voted to unionize.

Negotiations are on-going and an initial collective bargaining agreement has not been ratified. Therefore, some of the practices noted in this report concerning wages, hours and other terms and conditions of employment, may change as the result of negotiations. If confidential negotiations are finalized before the team visit, then an addendum detailing the impact will be included.

Committee and Group Structures
While the College has several longstanding bodies (including Senate, Affinity Groups, etc.), the College does not have a formal structure for when and how committees or other groups come into existence. The *Employee Handbook* currently recognizes a total of 16 different entities with an additional 15 subcommittees (VII.1.15), but others exist at the College whether embedded in existing policies or created by units or departments as *ad hoc* or standing structures. The proliferation of committees and the lack of a formal reporting structure, aligned to operational elements within the College/SLT members, points to a need to develop formal mechanisms for the development/dissolution of these entities. This proliferation has led to duplicate efforts and committee structures (as referenced in the planning section in Standard VI around DEIB initiatives). In FY 2025, the College has begun the process of identifying all these entities including their structure, function, authority, and reporting lines to develop an accountability linkage, improve communication, and reduce potential redundancies among these bodies.

Conclusion and Summary
FCC has a dedicated Board, serving as fiduciary for the institution, that is intent on ensuring that the College is able to serve its owners for current and future generations. The day-to-day operations of the College are overseen

by the President with the support of her senior leadership team. Despite turnover in recent years, the College has proven to be resilient in operating through these times of change.

Points of Pride
- The Board's adoption of the Policy Governance Model provides clarity on the role and accountabilities of the Board Chair, the members of the Board, and the President.
- The Board has made a concerted effort in the adoption of new polices to identify the accountability of the College to the residents of Frederick County, and it also has provided a clear understanding and mechanism for connection to the community. Outreach initiatives are in place to promote the College to a diverse range of prospective students, faculty, and staff.

Recommendations to Create the Right Conditions
- **Governance Structure**: Continue to build out the next phase of Policy Governance, operationalizing the Board's policies and direction.
- **Stakeholder Alignment with a Common Definition of Governance**: Clarify and define *governance* to the varied stakeholders (employee groups, Affinity Group/Senate, etc.) so that there is a common understanding of the relationship between policy governance, administrative policies and procedures, and the organizational structure (inclusive of internal stakeholders and various College committees and employee groups).
- **Proliferation of Committees and Groups**: Review the process by which committees, work groups, and/or taskforces come into existence, including their structures, authorities, and responsibilities. This would include reviewing the bylaws/constitutions of any existing groups such as Affinity Groups/Senate to ensure alignment with the Policy Governance model.

List of Cited Evidence

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- VII.1.02 BoardTrusteesRetreatMinutes.March2023
- VII.1.03 BoardTrusteesPolicyEnds
- VII.1.04 BoardCEODelegationPolicies
- VII.1.05 ExecutiveLimitationsPolicies
- VII.1.06 GovernanceProcessPolicies
- VII.2.01 BoardTrusteeBios.2024-2025
- VII.1.07 GovernanceProcessPolicyRoleBoardChair.2024
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- VII.1.15 EmployeeHandbookGovernaceCollege Management.FY2023-2024

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Self-Study Conclusions

Overall, the College has made significant steps since the completion of the last Self-Study. Weathering the COVID-19 Pandemic, the College saw a decrease in enrollment among credit students, but subsequently posted its largest fall credit enrollment in the College's history in Fall 2023. Along with this growth, there has been a steady increase in the number of dual enrolled students, demonstrating the College's commitment to serving the residents of Frederick County by providing affordable and accessible education.

In line with the changing demographics of Frederick County, Maryland, the College has become more diverse since 2016 in its student population and its employees. The College has emphasized DEIB in its recruitment (student and employee), student retention, and community outreach efforts. In serving a broader community, the College has also increased its available resources, including expanding services for students and their basic needs.

The College also looks to serve its employees, focusing on a compensation study that showed areas for improvement, which were acted upon by College leadership. In addition, FCC has enacted many options beyond just compensation that recognize the overall human-wellbeing needed to recruit and retain quality talent and for better understanding the needs of employees. While more is intended to be done in the future, the College has demonstrated a commitment to being a place where people want to work.

The College has demonstrated its commitment to providing the kind of educational offerings that benefit Frederick County employees by offering new programs and increasing the connection with employers via PACs. Likewise, the College has demonstrated efforts focused on continuous improvement for student learning, building a more robust educational assessment strategy.

The College has continued to focus on improving operational efficiencies, adding new technology resources, revamping the structure and function of units to make them more accessible, and expanding educational services to support students better.

One of the major positive changes that is still unfolding as of the time of the Self-Study has been the transition by the Board to the Policy Governance Model, which provides better clarity on the role of the Board and the relationship with the President, as well as providing for strong planning that aims to continue to position the College as an education option for the residents of Frederick County now and for future generations.

Recommendations to Create the Right Conditions

Standard I

- **Align employee and institutional goals/priorities and professional development:** As part of the individual employee performance management process, strategically align employee goals and professional development with division- and institutional-level goals.
- **Ends Statement and Governance**: Ensure that strategic planning processes clearly align with Board policy.
- **Institutional Progress Report**: Develop a consistent means of monitoring organizational performance and the institution's progress towards achieving these goals.

Standard II

- **Furthering a Culture of Collaboration** : Ensure that the prevailing sentiments among employees from the 2023 PACE Climate and ICAT Survey are approached in a collaborative manner and made actionable to support trust-building and foster a culture of collaboration.
- **Student Grade Complaints**: Identify ways to improve the student grade complaint process in the *Complaint Policy and Procedures for Students* that ensures fairness and equity, makes the process clear and concise, and is easy to navigate for students/faculty/staff.
- **Emphasizing Employees in the Core Values**: Emphasize a value statement pertaining to employees' experience into the College's mission and values statements to include a focus on a commitment to

inclusivity, attracting diverse talent, enhancing retention and engagement, fostering innovation, and meeting stakeholder expectations.

- **Implement a Professional Development Structure for all Non-Faculty** Employees: Implement a system of professional development that encompasses personal/professional developmental pathways for non-faculty employees, fulfilling part of the FCC mission for employees around lifelong employee learning. While this occurs for faculty, a similar system/structure is not formally in place for administrative staff. This should include the development of personal-professional objectives that align with the College and division mission and goals, and that also provide a developmental pathway for their professional learning. Review existing training and/or potential training that could be implemented within a formal professional development framework such as ethics and integrity training, comprehensive supervisory training and onboarding, and relevant DEIB training.
- **Additional Potential Costs by Program**: In addition to the General Cost of Attendance, it would be helpful to provide more transparency by program before a student applies to the College that outlines any additional program-specific costs.
- **Standardization for Employee Positions**: Apply the JAT to all job descriptions for consistency and provide transparency in the process for grading employee positions including an inventory of job descriptions in the HR Sharepoint site.
- **Collection of Data Reflecting Identities of Employees and Students:** Expand and update collection efforts that reflect the full identities, lived realities, or socioeconomic statuses of students and employees to reflect intersectional of identities.
- **Develop a Communication Strategy that Engages Employees**: Identify new means of communicating College-wide initiatives and outcomes beyond just notification that allows for more employee engagement and understanding to better support the College's efforts in being transparent across all levels of the organization.

Standard III

- **Student Course Evaluations:** Evaluate reasons for low response rates and create a plan for improvement.
- **Course/Program Withdrawal Benchmarking**: Ensure systems and processes gather student withdrawal data from classes or programs. Academic Departments/Programs should periodically review withdrawal data to determine what actions can be taken to minimize withdrawal rates. This may include developing benchmarks, reviewing the timing of when withdrawals occur, what populations are most vulnerable, and the collection of qualitative data to measure student perceptions of their experiences.
- **Review Requirements for General Education**: Evaluate the General Education requirements, which currently exceed requirements established by COMAR, to ensure that the current credit requirements/distribution match the institution's desired outcomes for General Education.
- **Evaluate Guided Pathways Essential Practices**: Complete a self-assessment of the scale of adoption of the CCRC Guided Pathways Model to understand areas for improvement to fully implement the model.
- **Online Course Scheduling:** Ensure that each academic year online courses are scheduled to consistently offer all required courses for programs that can be completed fully online.
- **Equity Initiatives:** Evaluate the initiatives aimed at reducing racial equity gaps to determine their impact by implementing or expanding the policies, practices, and teaching methods that have proven most effective.
- **Course Content Accessibility**: Take proactive measures to ensure digital course content meets WCAG Version 2.1, Level AA standards by increasing professional development and training, providing tools and services to support accessible content creation, and establishing systems and processes for reviews.
- **Monitor Full-Time Faculty Instructional Overloads**: Evaluate and monitor course overloads to identify trends by academic unit and program. Where overloads consistently occur, consider conducting a formal study to determine if additional full-time faculty or other operational efficiencies could be implemented.
- **Evaluate the Adjunct Performance Appraisal Process**: Review the frequency and systematic archiving of feedback for adjunct faculty across all departments and programs and strengthen associated policies and processes to support adjunct teaching excellence.

- **Streamlining Orientation**: Continue to identify ways of streamlining and improving the orientation process for students and initial advising.
- **Focused Design and Delivery of Student Support Services**: Continue to develop methods for targeted student support services and academic pathways for special populations.
- **Enhance Transfer Support Services:** Conduct a thorough review of the current transfer support system to identify gaps/barriers, enhance partnerships to streamline transfer processes, and discover potential areas for improvement including transfer-success outcomes.
- **Increase Student Engagement and Community Building**: Measure a sense of community and belonging among students and determine which student engagement efforts are most effective.
- **Address Financial Barriers**: Increase awareness of potential funding sources for students (grants, financial aid, scholarships, and other sources of financial assistance) and financial literacy for students so that they are setup for success while at FCC and beyond.
- **Utilize Data for Continuous Improvement**: Expand upon the current collection of evidence at the College (student surveys, academic performance, and service usage) by implementing a collaborative research program between student experience units and OPAIR to identify what interventions have a positive impact on the student experience and incorporate this into future non-curricular program reviews.

Standard V

- **Demonstrate the Impact of Assessment Results:** Ensure that the results of assessment are easily accessible and reviewed by appropriate stakeholders, and demonstrate the impact of resulting actions from the program assessment process.
- **Signature Assessments:** Ensure signature assessments are integrated into academic program reviews and faculty are trained effectively in the assessment process and data collection.
- **Cycle Consistency:** Ensure the systematization of the five-year program review cycle and the continuation of the yearly cycle for the assessment of PLOs.
- **Efforts for Closing Equity and Access Gaps for Students**: Focus on building capacity to further address the achievement and equity gaps for students.

Standard VI

- **Employee Role Transitions**: Improve transition and knowledge transfer for employees at all levels from onboarding new employees or those moving into new positions, through continued growth and development after hiring. Develop and enforce SOPs within departments to allow for documenting roles and procedures. Manage the leadership transition/interim process to ensure that there is continuity in operations and alignment with the FCC culture. Develop succession planning efforts that help aspiring College leaders be strategically developed and prepared to assume leadership roles as they become available.
- **Planning Process**: Systematize the planning process to map out initiatives, identify overlapping efforts, and more efficiently allocate resources to key priorities. Develop a centralized strategy to disseminate information about ongoing initiatives so that all stakeholders are engaged, evaluate those initiatives using evidence, and make improvements and share best practices with the entire FCC community.
- **Operational Efficiencies**: Streamline and eliminate manual processes, when possible, across the College to ensure that all systems adequately communicate with and share information with one another as appropriate. Look for opportunities to utilize existing applications or tools the College has invested in to ensure systems are being leveraged appropriately and procure new applications as needed.
- **Assessment of Procurement Processes**: Conduct a formal assessment of the procurement processes and tracking tools to identify potential methods for improving and streamlining these efforts.
- **Information Accessibility and Centralization of Document Archiving**: Define the unit(s) within the organization responsible for maintaining a centralized comprehensive document archive system for institutional-level information and standard operating procedures. This should include a repository and

mechanisms for capturing and storing these documents/tools that would facilitate future leadership of the College.

- **Further a Culture of Evidence**: Identify institutional capacities and areas for improvement around data literacy across departments to move toward a foresight-oriented application of data analytics. In so doing, create clear KPI's with campus initiatives to reach specific standards and benchmarks to gauge success.
- **Assessment Process for Third-Party Providers**: Strengthen the assessment process for all third-party providers as defined by MSCHE that includes more regular evaluation/review of the services being provided. Additionally, ensure that all third-party providers, including those below the $10,000 threshold, complete a written agreement with the College.

Standard VII

- **Governance Structure**: Continue to build out the next phase of Policy Governance, operationalizing the Board's policies and direction.
- **Stakeholder Alignment with a Common Definition of Governance**: Clarify and define *governance* to the varied stakeholders (employee groups, Affinity Group/Senate, etc.) so that there is a common understanding of the relationship between policy governance, administrative policies and procedures, and the organizational structure (inclusive of internal stakeholders and various College committees and employee groups).
- **Proliferation of Committees and Groups**: Review the process by which committees, work groups, and/or taskforces come into existence, including their structures, authorities, and responsibilities. This would include reviewing the bylaws/constitutions of any existing groups such as Affinity Groups/Senate to ensure alignment with the Policy Governance model.

Table of Acronyms

The following are acronyms cited in the Self-Study.

Acronym	Actual Name
A&S	Arts and Sciences
AA	Associate of Arts
AAR	Annual Assessment Report
AAS	Associate of Applied Sciences
AAT	Associate of Arts in Teaching
ADA	Americans with Disabilities Act
AS	Associate of Science
AACC	American Association of Community Colleges
AACEWD	Academic Affairs, Continuing Education, and Workforce Development
AACRAO	American Association of Collegiate Registrars and Admissions Officers
AAC&U	American Association of Colleges and Universities
ABE	Adult Basic Education
A-Building	Annapolis Hall
ACAT	Alternative Credit Approval Team
ACCT	Association of Community College Trustees
ACE	American Council on Education
ACEN	Accreditation Commission for Education in Nursing
ACFEFAC	American Culinary Federation Education Foundation Accredit Commission
AE	Adult Education
AHW	Allied Health & Wellness
ALICE	Asset Limited, Income Constrained, Employed
AMC	Academic Management Council
AMP	Academic Master Plan
AOM	Academic Office Manager
ASA	Administrative Staff Association
ASL	American Sign Language
ASP	Annual Strategic Priority
ATD	Achieving the Dream
ATODA	Alcohol, Tobacco, and Other Drug Use & Awareness
AVP	Associate Vice President
AWS	American Welding Society
AY	Academic Year
Bb	Blackboard
B-Building	Braddock Hall
BERT	Behavioral Emergency Response Team
BMGT	Business Management
FCC Board, Board	Board of Trustees
CAAHEP	Accreditation from the Commission on Accreditation of Allied Health Education Programs
CAL	Communications, Arts, and Languages
CAEMHSE	Council for the Accreditation of Emergency Management and Homeland Security Education
CAPS	Career and Academic Planning Services
CAPTE	Commission on Accreditation in Physical Therapy Education
CAS	Council for the Advancement of Standards in Higher Education
CAT	Courseleaf Catalog Module
CBT	Computing & Business Technology

CCRC	Community College Research Center
CCSP	Certified Career Services Providers
CCSSE	Community College Survey of Student Engagement
CDRs	Cohort Default Rates
C-Building	Catoctin Hall
CE	Continuing Education
CEO	Chief Executive Officer
CEWD	Continuing Education & Workforce Development
CGO	Chief Governance Officer
CFO	Chief Finance Officer
CHA	Communications, Humanities, and Arts
CIC	College Information Center
CIO	Chief Information Officer
CIP	Capital Improvement Program
CLEP	College Level Examination Program
CMT	Crisis Management Team
CoARC	Commission on Accreditation for Respiratory Care
COMAR	Code of Maryland Regulations
CommCentral	Communication Central
CMIS	Computer and Information Systems
COOP	Continuity of Operations Plan
CP	Career Pathway (a category of Dual Enrollment)
CPAB	Career Program Advisory Boards
CPM	Career Program Manager
CRM	Customer Relationship Management
CRT	Culturally Responsive Teaching
CSCMT	College Safety & Crisis Management Team
CSE	Center for Student Engagement
CT	Customized Training
CTC	Career & Technology Center (FCPS facility)
CTL	Center for Teaching and Learning
CWI	Certified Weld Inspector
DANTES	Defense Activity for Non-Traditional Education Support
DAS	Disability Access Services
D-Building	Athletics Center
DC	Department Chair
DCC	Digital Credential Center
DE	Dual Enrollment
DEA	Dual Enrollment Agreement
DEI	Diversity, Equity, and Inclusion
DEIB	Diversity, Equity, Inclusion, and Belonging
DLA	Director of Learning Assessment
DL	Distributed Learning
EAC	Employee Affinity Council
E-Building	Conference Center
EC	Early College (a category of Dual Enrollment)
EDAT	Employee Development Advisory Team
EDP	Employee Development Plans
EEOC	Equal Employment Opportunity Commission

ELLS	Executive Leadership Learning Support
ERG	Emergency Response Guide
ESL	English as a Second Language
FA	Faculty Association
FAFSA	Free Application for Federal Student Aid (FAFSA ®)
FAPP	Faculty Appointment and Promotion Process
F-Building	Visual & Performing Arts Center
FCC	Frederick Community College
FCC POWER	Frederick Community College Promoting Our Wellness, Energy, and Relaxation
FCPS	Frederick County Public Schools
FEMA	Federal Emergency Management Administration
FERPA	Family Educational Rights and Privacy Act
FLSA	Fair Labor Standards Act
FPAC	Facilities Planning Advisory Committee
FTE	Full Time Equivalent
FY	Fiscal Year
G-Building	Gambrill Hall
GAAP	Generally Accepted Accounting Principles
GASB	Governmental Accounting Standards Board
GEC	General Education Committee
GLC	Global Learning Committee
GPA	Grade Point Average
GSP	Grants and Sponsored Programs
H-Building	Student Center
HCTI	Hospitality, Culinary, and Tourism Institute
HERI	Higher Education Research Institution
HR	Human Resources
HSB	High-School Based Dual Enrollment (a category of Dual Enrollment)
IE	Institutional Effectiveness
IER	Institutional Effectiveness Report
IIAA	Interagency Internal Audit Authority
IL	Information Literacy
ILL	Interlibrary Loan
ILR	Institute for Learning in Retirement
IPEDS	Integrated Postsecondary Education Data System
IS	Independent Study
IT	Information Technology
JAT	Job Assessment Scoring Tool
JBK	Jack B. Kussmaul Theater
J-Building	Jefferson Hall
KPIs	Key Performance Indicators
K-Building	Mercer-Akre Kiln
HEERF	Higher Education Emergency Relief Funding
HBTS	Health, Business, Technology, and Science
HYB	Hybrid (course modality)
IA	Institutional Advancement
ICAT	Institutional Capacity Assessment Tool
IFTF	Institute for the Future
INP	In-person (course modality)

IT	Information Technology
L-Building	Linganore Hall
LDPD	Learning Division Professional Development
LEAP	Institutional Effectiveness Assessment Plan
LLC	Learning Leadership Council
LMS	Learning Management System
LOR	Letter of Recognition
LPN	Licensed Practical Nurse
LTE	Limited Term Employment
MACC	Maryland Association of Community Colleges
MACEM&PS	Mid-Atlantic Center for Emergency Management and Public Safety
M-Building	Carl & Norma Miller Children's Center
MBON	Maryland Board of Nursing
MCCSVC	Maryland College for Collaboration for Student Veterans Commission
MC-Building	Monroe Center
MD	Maryland
MHEC	Maryland Higher Education Commission
MOL	Maryland Online
MOSAIC Center	Making Our Spaces An Inclusive Community Center
MSFAA	Maryland State Financial Aid Application
MSCHE	Middle States Commission on Higher Education
MSDE	Maryland State Department of Education
MSP	Maryland State Plan for Postsecondary Education
NAACP	National Association for the Advancement of Colored People
NACCC	National Assessment of Collegiate Campus
NASFAA	National Association of Student Financial Aid Administrators
NCDA	National Career Development Association
NEDP	National External Diploma Program
NJCAA	National Junior College Athletic Association
NSC	National Student Clearinghouse
OAC	Outcomes Assessment Council
OAR	Outcomes Assessment and Research
OER	Open Education Resources
OLII	Online Learning and Instructional Innovation
ONL	Online (course modality)
OPAIR	Office of Planning, Assessment, and Institutional Research
OPN	Open Campus (a category of Dual Enrollment)
PAC	Program Advisory Committees
PAR	Performance Accountability Report
PACE	Personal Assessment of the College Environment
PASS	Partnership to Achieving Student Success
P-Building	Plant Operations
PDAC	President's Diversity Advisory Council
PEC	Peer Evaluation Committee
PII	Personally Identifiable Information
PLA	Prior Learning Assessment
PLO	Program Learning Outcome
PM	Program Manager
PONSI	Program on Noncollegiate Sponsored Instruction

POP	Peer Observer Pool
PS	PeopleSoft
PTVS	Part Time Variable Schedule
QM	Quality Matters
R2T4	Return to Title IV Funds
RESAT	Racial Equity Strategic Advisory Team
RISE	Rethinking and Redesigning [R] Institutional [I] Systems and Structures [S] Enhance the Employee and Student Experience [E]
RFB	Request for Bids
R&R	Records and Registration
RC	Respiratory Care
RN	Registered Nursing
ROA	Requirements of Affiliation
ROAR	Required Orientation, Advising, & Registration
RT	Respiratory Therapy
SAP	Strategic Action Plan
SAT	Strategic Advisory Team
S-Building	Sweadner Hall
SE	Student Experience
SEM	Strategic Enrollment Management
SGA	Student Government Association
SIRD	Strategic Initiative Requests Detail
SOP	Standard Operating Procedures
SLE	Student Leadership and Engagement
SLOA	Student Learning Outcomes Assessment
SLT	Senior Leadership Team
SMAW	Shielded Metal Arc Welding
SOA	Standards of Accreditation
SOAR	Success Outreach and Retention Coordinator
SPSC	Strategic Planning Steering Committee
SR	Structured Remote (course modality)
SSA	Support Staff Association
SFPS	Session-Format Preference Survey
STEM	Science, Technology, Engineering, and Mathematics
T&C or TC	Talend and Culture
TAC	Technology Advisory Committee
TEACH Act	Technology, Education, and Copyright Harmonization Act
TC	Testing Center
TLSS	Teaching, Learning, and Student Success
TWC	Tutor and Writing Center
VMS	Veteran and Military Services
VP	Vice President
VPSA	Vice President of Student Affairs
VPTC	Vice President of Talent and Culture
WBL	Work-Based Learning
WC	Welcome Center
WE	Web Enhanced (course modality)

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