

Frederick Community College 2016 Institutional Self-Study



Table of Contents

Part One: Executive Summary.....	5
Part Two: Introduction.....	7
Frederick County	8
Institutional Profile	8
Part Three: The Self-Study Report	10
Standard 1: Mission and Goals.....	10
Overview	10
FCC Mission.....	11
Strategic Plan 2013-2015.....	11
FCC 2020.....	13
References	15
Strategic Plan 2013-2015 Goal 1: Promote Academic Excellence in Teaching and Learning (Standards 10 and 14) 16	
Standard 10: Faculty.....	16
Overview	16
College Faculty	16
Full-Time Faculty Evaluation and Promotion	18
Adjunct Faculty	18
Student Evaluations	19
Faculty Professional Development	20
Standard 14: Assessment of Student Learning.....	21
Overview	21
Course-level Assessment	22
Program Level Assessment.....	23
Institutional Level Assessment	24
Communication of Information to Students.....	24
Role of Faculty in Assessment Processes	25
Full-time Faculty	25
Adjunct Faculty	25
Areas of Strength	26
Recommendations.....	26
References	26
Goal 2: Increase Student Success and Goal Achievement (Standards 8 and 9).....	28
Standard 8: Student Admission	28
Overview	28
Admissions Policy and Procedures	28
Enrollment	29
Admissions Information	30
Financial Aid	31
Assessment of Admissions, Retention, and Goal Attainment.....	32
Overview	33
Support Services Appropriate to the Mission	33
Support Services for Special Populations	34
Qualified Professionals.....	37
Student Advisement.....	37
Student Complaint Process	37
Student Records	38
Assessment of Support Services	38
Areas of Strength.....	39
Recommendations.....	39

References	39
Goal 3: Enhance Access, Support and Opportunities that Meet the Needs of a Diverse and Changing Population (Standard 12)	41
Standard 12: General Education.....	41
Overview	41
Sustaining Ongoing Review and Improvement of General Education Curriculum and Instruction	41
General Education Goals and CLOs	43
General Education’s Relationship to Degree Programs	44
General Education Course Scheduling and Access	44
Advising and Student Tracking of General Education CORE Requirements	44
Assessing Student Attainment of General Education Goals	45
Areas of Strength	47
Recommendations.....	47
References	47
Goal 4: Expand Opportunities for Employee Excellence and Professional Development (Standards 3 and 5)	49
Standard 3: Institutional Resources	49
Overview	49
Planning and the Budget	50
Allocation Prioritization That Ensures Adequate Faculty, Staff, and Administration	51
Assessment of Efficiency.....	52
Standard 5: Administration	52
Overview	52
Current Organization	53
Advisory Structure.....	53
Chief Executive Officer	54
President’s Team	55
Assessment of Administrative Structures and Services	61
Areas of Strength	61
Recommendation	62
References	62
Goal 5: Identify and Secure Additional Funding to Meet the College’s Mission (Standard 2)	63
Standard 2: Planning, Resource Allocation, and Institutional Renewal	63
Overview	63
Strategic Plan 2013-2015.....	64
Area Plans and the Strategic Plan	64
FCC 2020.....	67
Budget Development and Allocation of Resources	67
Institutional Effectiveness 2014 Report.....	68
Identifying and Securing Additional Revenue	69
Increasing Revenue through Grants and Contracts	70
Areas of Strength	70
Recommendations.....	70
References	70
Goal 6: Advance the College’s Commitment to and Success in Assessing its Effectiveness in Achieving its Mission and Goals (Standards 4 and 7)	72
Standard 4: Leadership and Governance	72
Overview	72
Policy and Procedural Review	73
Communication.....	74
Assessing Governance	74

Overview	75
Institutional Effectiveness and Assessing the College Strategic Plan.....	75
Communication.....	78
Institutional Understanding and Support	78
Areas of Strength	79
Recommendations.....	79
References	79
Goal 7: Utilize New and Emerging Technologies that Improve Learning and Business Operations	80
Standard 13: Related Educational Activities	80
Overview	80
Basic Skills and Developmental Education	80
Certificate Programs	81
Fundamental Aspects of Experiential Learning	81
Fundamental Aspects of Non-Credit Programs	82
Branch Campuses, Additional Locations, and Other Instructional Sites	83
Distance Education and Distributed Learning	85
Contractual Relationships and Affiliated Providers.....	87
Areas of Strength	88
Recommendations.....	89
References	89
Goal 8: Increase Programs and Services that Anticipate and Respond to Current and Future Workforce Needs (Standards 6 and 11).....	90
Standard 6: Integrity.....	90
Overview	90
Dissemination of Institutional Information.....	90
Fair and Ethical Standards in Policies, Procedures, and Practices	91
Diversity	93
Educational Effectiveness of Courses, Content, and Rigor	93
Student Support for Educational Offerings.....	96
Library, Information Literacy, and Learning Commons.....	97
Areas of Strength	98
Recommendations.....	98
References:	98

Part One: Executive Summary

Standard 1: Mission, Goals, and Objectives

The College has an articulated mission statement, as part of a comprehensive strategic plan that has specific goals and objectives for institutional and educational improvement. Mission, goals, and objectives were developed collaboratively, with a common principle to promote student learning. This plan was in place from 2013-15, and those goals and objectives were used as the basis for this self-study. However, a new strategic plan—FCC 2020—was developed over a two-day, College-wide workshop May 5-6, 2015. This plan was presented to the Board of Trustees on June 17, 2015. The Board approved the new strategic plan at their August 19th meeting. FCC2020 is closely aligned with the new MSCHE accreditation standards

Standard 2: Planning, Resource Allocation, and Institutional Renewal

The College has a comprehensive planning process that includes measurable outcomes and benchmarks that are derived from strategic plan goals and objectives, and that have assigned responsibility, schedules, and assessment measures. Planning flourishes at both institutional and team levels, and is integrated with resource allocation and assessment processes. Planning at the College has led to numerous outcomes for institutional and educational renewal.

Standard 3: Institutional Resources

The College has comprehensive processes to utilize human, fiscal, and infrastructure resources effectively. Resource allocation and budget processes are driven by planning and assessment, and demonstrate integrity and efficiency. The physical plant is adequate and well-maintained. Technology infrastructure and services have been steadily improving.

Standard 4: Leadership and Governance

The College has a collegial governance structure that ensures all stakeholders are involved in decision-making. The governing body is the Board of Trustees, which has a demonstrated record of responsible and engaged leadership, including the selection and evaluation of the president, the College Chief Executive Officer.

Standard 5: Administration

The College president, administrative leaders, and staff members are well-qualified for their respective responsibilities. Information and decision-making systems adequately support administrative functions. The innovative and relatively new organizational structure of the College is still evolving.

Standard 6: Integrity

The College is ethical, fair, and consistent in dealing with students, employees, oversight bodies, and the public. Interactions with all constituencies are governed by comprehensive, collaboratively-developed policies and procedures, including those that foster a climate of respect among all. The College's public documentation is detailed, consistent, and readily available.

Standard 7: Institutional Assessment

The College is committed to using assessment to strengthen all aspects of institutional performance. There are comprehensive assessments as part of the team/tactical planning process that are closely integrated with planning and resource allocation processes at both institutional and team levels. Planning documentation shows assessment-driven improvement occurring institution wide.

Standard 8: Student Admissions

The College admissions program is designed to attract all eligible students and to provide support during and after the admissions process. Relevant information on programs, requirements, and policies is widely available and actively provided to prospective students. Admissions functions are complemented by College-wide persistence, retention, and completion programs.

Standard 9: Student Support Services

The College has a wide-ranging set of support services to meet students' educational and personal needs. Support services are distributed throughout the College's organizational units, and are characterized by qualified personnel, sound policies and procedures, planning, and assessment-driven improvement.

Standard 10: Faculty

The College faculty is able, highly-qualified, and committed to student learning. Faculty members are responsible for designing and maintaining curricula. The professional status of faculty (including adjuncts) is fortified by published standards and procedures regarding employment and responsibilities, as well as by institutional efforts toward faculty development and advancement.

Standard 11: Educational Offerings

The College curricula reflect its mission, its status as a comprehensive community college, and the needs of its community. FCC's curriculum model provides for integration between credit and non-credit curricula and for infusion of co-curricular experiences. All curricula meet documented standards that reflect student needs, ensure comparability among alternative delivery methods, and announce student learning outcomes. Library services reflect curriculum and student needs, and library staff members cooperate closely with faculty in developing and conducting information literacy programming and assessment.

Standard 12: General Education

The College has a comprehensively structured and well-articulated general education program. It is faculty-driven and provides students with the essential components of a general education, as well as the study of values, ethics, and diverse perspectives.

Standard 13: Related Educational Activities

The College's related educational activities reflect its status as a comprehensive community college, especially its effective developmental education program and its rapidly growing distance learning program.

Standard 14: Assessment of Student Learning

The College has an articulated program for student learning assessment that functions at course, program, and institutional levels. Assessments are conducted according to plans that specifically identify goals, methods, and responsibilities. Student learning assessment is closely integrated into college-wide planning and assessment structures. Documented evidence demonstrates assessment-driven teaching and learning improvements.

Conclusion

In recent years, the College has gone through major leadership change resulting in extensive organizational and programmatic renewal. These changes have positioned the College very well to flourish in the current, ever changing educational environment. Frederick Community College is strong and healthy in terms of institutional context and educational effectiveness. With diligent attention toward strengthening these necessary and visionary initiatives, the College can continue its exemplary record of service to the citizens of Frederick County

Part Two: Introduction

Frederick Community College (FCC) was founded in 1957 as an evening school. The College held its first classes at Frederick High School and moved, in 1966, to a facility on North Market Street. Finally, in 1970, it opened its current location on Opossumtown Pike. FCC is a comprehensive community college that serves the citizens of Frederick County on a 94-acre campus located in north Frederick City. The College is a regionally-accredited, public, two-year, open admission institution. The College is governed by a seven-member Board of Trustees, with additional governance from the Maryland Higher Education Commission. The College awards associate in arts, associate in applied science, and associate in science degrees, as well as certificates and letters of recognition in more than 50 fields of study and 108 programs.

The primary focus of Frederick Community College is learning. In 2002, like many colleges of that time, FCC adopted a “learning college” philosophy after carrying out a visioning day led by the College president. It was an important step in the life of the College that changed the focus from the instructor to the student, from teaching objectives to learning objectives, from inputs to outcomes. This new philosophy changed the way employees did their jobs, how the College set priorities, and created the fundamental change in thinking that moved the College to a culture of assessment and accountability.

With the arrival of a new president in 2005, the learning college philosophy was no longer the single emphasis of the College. Frederick Community College continued to make learning, growth, and continuous improvement its main goals under the slogan of “Learn, Grow, Change.” However, more focus was placed on the development of administrative structures, learning support, and infrastructure development. That president left the College in 2011 for a presidency at a larger institution.

The years 2011 through 2014 represented a period of unsustained leadership. The departure of the president was followed by an interim appointment lasting 12 months. This was followed by an unsuccessful presidential hire lasting six months. Then the previous interim president was appointed as President for an additional 20 months. During this period of leadership instability, the College was able to maintain its primary focus on learning and continued to be highly effective in academic affairs. For example, during the 2010-14 time period, the College exceeded state averages for persistence and completion with 79.1% of students entering during this time either completing or persisting as compared to the state

average of 69.3% ([MACC Databook 2015](#)). Those earning a certificate or degree during that time also increased from 682 in 2010 to 847 in 2014 ([MACC Databook 2012](#), [MACC Databook 2015](#)).

August of 2014 saw the arrival of President Elizabeth Burmaster, the 10th President of the College. The year-long presidential search involved active participation by the entire campus as well as community representatives. The search gave the College the opportunity to reflect and to identify its critical needs. It gave FCC a chance to determine its future direction. Much has been accomplished in President Burmaster's first year--not the least of which is a focus on communication, cooperation, transparency, and trust, and a review of College policies and procedures. These were all areas of concern identified by the Board of Trustees and campus community during the presidential search process. In addition, the Board discovered the College policies and procedures had not been reviewed and charged the President with a complete review and revision of all College policies. In order to address Board expectations, the President established several communication and action-oriented groups and reorganized the administrative structure.

Under the leadership of President Burmaster, Frederick Community College is committed to providing access to quality educational experiences and training opportunities for all residents of Frederick County and its surrounding areas. The College has an increased emphasis on establishing partnerships with community and business leaders and aligning the College goals to the needs of the community and workforce. The College is an established community hub with citizen involvement through co-curricular programming and activities, hosting civic engagement forums, Frederick Symphony Orchestra Series, annual Latino Festival, international celebrations, public art shows, and community theatre performances. Frederick Reads is a community partnership that brings prominent authors to campus. Together with the Frederick County Public Library and the City of Frederick Weinberg Center for the Performing Arts, the College has brought to our students and the community such prominent authors as Frank Deford, Cokie Roberts, Rosanne Cash, David Dye, and Elizabeth Gilbert.

Frederick County

Frederick is the largest county in Maryland in square miles and is located in central Maryland, 40 miles west of Baltimore and 40 miles north of Washington, DC. The county has a diverse economic base, with major sectors federal and local employment, biomedical processing, healthcare, finance, education, service, retail, construction, and maintenance. The County grew 20 percent in the past decade to more than 240,000; however, this growth has leveled off in recent years. Frederick County is currently ranked fifth in growth of the 24 counties and the City of Baltimore.

As of January 1, 2015, there were 243,241 Frederick County residents. The average age of Frederick residents was 39.4 years (2013). The average household income was \$84,308 (2013), and the average single-family home cost \$307,000 (2010 Census). Frederick County is becoming increasingly diverse. The minority population of the County nearly doubled from 12% in 2000 to 23% in 2010.

Institutional Profile

FCC's initial enrollment was 77 students taking evening classes in 1957. Since then, the College has grown considerably. The College provided transfer, career, continuing education, and customized training programs to 15,256 students in FY 2015. During that same time, there were a total of 7,137 unduplicated students in continuing education and workforce development

courses and a total of 8,497 unduplicated students enrolled in credit courses. This represented a slight increase (2%) in Continuing Education and Workforce Development (CEWD) enrollment and a slight decrease (-0.45%) in credit enrollment from FY 2014.

FCC offers courses in a wide variety of continuing education and workforce development areas. These areas include Continuing Education Workforce Development, Continuing Professional Education Leading to Government or Industry Required Credential or Licensure, Contract Training, Basic Skills and Literacy, and Community Service and Lifelong Learning. There were a total of 2,877 unduplicated students enrolled in Community Service and Lifelong Learning, 1,456 unduplicated students enrolled in Basic Skills and Literacy, 3,011 unduplicated students enrolled in Workforce Development, 930 unduplicated students enrolled in Professional Education Leading to Government or Industry Required Credential or Licensure, and 1,224 unduplicated students enrolled in Contract Training in FY 2015.

Currently, the Fall 2015 credit FTE enrollment is 1750.5, with an unduplicated headcount of 6,197. Over the past five years, FTE enrollment has decreased 5.1% and full-time unduplicated headcount has decreased 0.2%. The majority of FCC credit students select transfer programs (71%), are female (56%), are Frederick County residents (92%), and are 29 years of age or younger (79%). Twenty-seven percent of College credit students identified themselves as first-generation college students. Additionally, 11% of students took all of their courses online; meanwhile, 18.7% of students took at least some courses online.

The College prepares students to earn a degree for transfer, prepare for a career, update job skills, improve their English language skills, and take courses for personal interest or professional development. Currently, 58% of students enroll in the top five majors at the institution which include General Studies, General Studies Open Campus, Nursing, Business Administration, and Criminal Justice. Furthermore, the top five disciplines (Math, English, Biology, Computer Information Systems, and Psychology) account for 48% of all Fall 2015 College courses. Finally, the top five degrees awarded between FY 2011 and FY 2015 (General Studies, Business Administration, Nursing, Police Science, and Psychology) account for 58% of all graduates during that same time.

FCC also provides services to current high school students. The dual enrollment program has two options for high school students who wish to earn college credits. Students in the Open Campus program come to the FCC campus and take College courses. There were 300 Open Campus students enrolled in Fall 2015, a 2.7% increase since Fall 2011. Additionally, the High-School Based program offers college courses at 8-of-the-10 County high schools, the County Career and Technology Center, and one private school. The College had 544 students enrolled in the High School Based Dual Enrollment program in Fall 2015. This represents a 1227% increase since the programs initial enrollments of 41 students in Fall 2012.

Overall, Frederick Community College is strong and healthy in institutional context and educational effectiveness. It has an able and committed faculty, staff, and administration that focus on student success. The College has responded to the increased demographic diversity in Frederick County and the State of Maryland. FCC has responded to a changing local and regional economy and workforce needs, and an increasingly global society.

Part Three: The Self-Study Report

Standard 1: Mission and Goals

Overview

Frederick Community College has a history of mission-driven planning and goal setting going back over 15 years. Since the last accreditation visit, the College mission and goals have evolved in response to and anticipation of changes in our service area, funding, student needs, and socio-economic influences. In 2005, the College mission was “Frederick Community College prepares students to meet the challenges of a diverse, global society through quality, accessible, innovative, lifelong learning. The College is a student centered community-focused college. FCC offers degrees, certificates, and programs for workforce preparation, transfer, and personal enrichment to enhance the quality of life and economic vitality of our region.” This mission demonstrated that the College was increasingly aware that the College students will live in a global economy and will need to compete in that arena. The College also has a persistent focus on learning as well as access and recognition of growing diversity. During this time, our strategic plan focused on the goals of: Learning, Learning Support, Access, Assessment, Employee development, Responsible use of resources, Communication, and Fostering a climate of respect.

These goals remained the focus of the “Student Learning First” strategic plan until 2007. At that time, the mission remained the same, but the strategic goals showed a definite shift in focus: Diversity, Sustainability, and Viability. These goals remained the basis of the strategic plans from 2007-2013.

In 2013, campus and community engaged in planning and mission development not seen since President Stanley’s 2002 Visioning Day and the adoption of the Learning College philosophy. The College hired a consultant who provided leadership through a comprehensive exercise that engaged FCC employees and community leaders in internal and external scans, focus groups, surveys, and workgroups sessions to make sense of all the data. What emerged was a new mission, vision, and strategic plan.

The new mission became, “With teaching and learning as our primary focus, FCC prepares an increasingly diverse student body to complete their goals of workforce preparation, transfer, career development, and personal enrichment with quality, innovative, lifelong learning. In traditional and alternative learning environments, we anticipate and respond to the needs of our local, regional, and global communities.” This was accompanied by a new strategic vision and goals. The previous focus on access was replaced by an emphasis on success, completion, and goal achievement. The responsible use of public resources was enhanced by a focus on seeking additional funding as public support decreased. Other new goals focused on improving operations and developing leadership from within. Finally, anticipating workforce needs to prepare our students appeared as a strategic goal.

The College recently completed a new five-year strategic plan: FCC 2020. With the Middle States Accreditation Self-Study, the College saw an opportunity to align accreditation standards and timelines with goal setting, and strategic and long range planning. The recently concluded FCC Strategic Plan 2013-15 was the plan in place when the self-study process began. The 2013-15 plan is used to respond to the standards and fundamental elements of accreditation in this self-study. However, where significant changes are now in place as a result of FCC 2020,

those changes will be referenced in the self-study findings. The College made every effort to clearly indicate to which plan it is referring.

FCC Mission

With teaching and learning as our primary focus, FCC prepares an increasingly diverse student body to complete their goals of workforce preparation, transfer, career development and personal enrichment with quality, innovative lifelong learning. In traditional and alternative learning environments, we anticipate and respond to the needs of our local, regional and global communities.

Strategic Plan 2013-2015

In the Fall of 2010, the College hired a consultant to assist in the environmental scanning process in preparation for formulating the 2013-2015 strategic plan. At Spring Convocation, February 25, 2011, an all-College meeting was held and the College community was informed of and invited to participate in the next strategic planning process.

Eight teams were created with chairs and workgroups assigned (Competition, Demographic, Economic, Education, Labor Force, Political, Social, Lifestyles and Values; and Technology) and these groups were tasked with identifying trends that were likely to affect the College in the next 1-2 and 3-5 years and to speculate how those trends would affect the College. This work was completed between March 11 and June 24, 2011. The consultant reviewed the committees' reports and returned it with comments on July 15, 2011. Between then and August 17, 2011, the workgroups (which now consisted of faculty, staff, administrators, and students) addressed the comments of the consultant and suggestions and interviewed community leaders.

The group completed its list of recommendations related to the emerging trends and shared those with community leaders at a half-day workshop. Meanwhile, a separate group completed a SWOT (strengths, weaknesses, opportunities, and threats) analysis and identified institutional values. This work, completed October 28, 2011, was reviewed by eight working groups to determine consensus around emerging trends. A committee was then formed to edit the work of the eight work groups and draft strategic goals, a mission statement, and a vision statement. The committee had a representative from diversity, faculty, distance learning, continuing education, and learning support.

The draft of the strategic goals, mission, and vision was then vetted through campus governance structures (FA, SPA, ASA, Cabinet, and PAS) for feedback and suggested editorial and substantive changes. Final recommendation for approval was made to the president on December 16, 2011. The plan was then approved by the Board of Trustees on February 20, 2012.

The College mission statement was the foundation of the 2013-2015 strategic plan which had specific goals and objectives for institutional and educational improvement. Mission, goals, and objectives were developed collaboratively to support teaching and learning. The FCC mission and vision statements focus specifically on learning and the four core values of the College: diversity, excellence, community, and integrity. The eight goals and 35 objectives of the 2013-2015 Strategic Plan, whether they dealt with matters of institutional context or educational effectiveness, were focused on teaching and learning.

Major themes of the College mission were reflected in the institutional goals and the core values described above. This was further documented through the annual assessment and the compilation of data in the College [Institutional Effectiveness Report](#). This report was shared with the campus community and provided feedback on the progress of the College strategic plan activities. Planning activities provide some key examples that demonstrate that the College

mission, core values, goals, and objectives have indeed led to substantial institutional improvement:

- Implementation of a five-year program review process (Goal 1).
- Implementation of a new Student Success Alert which replaced the former College Early Alert (Goal 2).
- Creation of the Veteran Services Center (Goal 3).
- Implementation of an Adjunct Mentoring Program (Goal 4).
- Improvement of the College baseball infield with artificial turf (Goal 5),
- Revision of the College Institutional Effectiveness Procedure (Procedure 1.12) (Goal 6).
- Implementation of a new dashboard software ([iDashboard](#)), Continuing Education registration software (Lumens), and Meraki Mobile Device Management (Goal 7).
- Development of a Cybersecurity degree program (Goal 8).

In addition to these President's Diversity Task Force, College-Wide Instructional Technology Committee, Non-Discrimination Policy, Title IX, Fire Science were implemented.

President Burmaster arrived during the third year of the 2013-2015 strategic plan. In order to focus the strategic work of the College, she developed and chaired a Strategic Advisory Team (SAT) of over 40 faculty, staff, and administrators from across the College. The SAT developed three Annual Strategic Priorities (ASP) for the 2014-2015 year that operationalized goal three of the 2013-2015 strategic plan. The three ASP were:

- adult learner and changing populations.
- creating a unified culture of persistence, completion, and success.
- enrollment development.

Three work groups were formed around each priority and were given the charge to create action plans that would produce measurable progress. Each work group presented progress reports to the Board of Trustees twice during the 2014-2015 academic year.

On September 19, 2015, at the Board of Trustees retreat, the Trustees set 2015-16 Annual Strategic Priorities of:

- enhancing persistence, completion and success with a focus on adult learners.
- empowering leadership for continuous institutional improvement.
- align programing development with city, county, and state economic development priorities.
- reimagining developmental education to support goal completion.
- successful completion of the Middle States Accreditation self-study and team visit.

The SAT was reconvened on September 22, 2015, with over 50 faculty, staff, and administrators from across the College. President Burmaster presented an overview of the accomplishments of the previous year including the Student Success Alert, the Student Success Grants, a Student Success Week, the beginning of a College glossary, a new marketing campaign focused on career programs and adult learners, enhanced professional development for adjunct

faculty, extended hours for student services, expansion of accelerated programming, and increased community connections.

FCC 2020

In May of 2015, the College community reaffirmed the College Mission, Vision, and Values as stated in the 2013-2015 Strategic Plan and began the process for a new five-year strategic plan for 2015 through 2020 titled FCC 2020. President Burmaster worked with the Senior Leadership Team to develop strategic goals that directly tied to the new Middle States Commission on Higher Education Standards of Accreditation. Once these goals were fully developed the President held two half-day strategic planning sessions on May 5, 2015 and May 6, 2015 to develop strategic objectives to operationalize each of the College strategic goals. One hundred and twenty-five participants were provided with an environmental scan and other necessary data to develop objectives that were SMART (specific, measurable, achievable, realistic, and timely). The FCC 2020 strategic plan was approved by the Board of Trustees on August 19, 2015. FCC strategic goals are to:

- Enhance student persistence, success, and completion through collaborative support systems (Standard IV).
 1. Create a unified culture of persistence, success, and completion.
 2. Develop and implement comprehensive orientation and mentoring programs.
 3. Expand student access to and utilization of support services.
 4. Develop and implement pathways for credit and non-credit students to easily navigate transition points.
 5. Enhance communication strategies for students, faculty, and staff.
- Promote excellence in the design, delivery, and support of student learning (Standard III).
 1. Expand innovative instruction to increase student engagement and meet the demands of changing populations.
 2. Design and support professional development that enhances student learning.
 3. Develop and implement quality delivery standards and assessment protocols for each modality of instruction.
 4. Increase student engagement by promoting the importance of co-curricular and extra-curricular events.
 5. Expand systematic program review and assessment to all areas of College operations.
- Ensure fair and ethical standards in all policies, practices, and procedures throughout the College Community (Standard II).
 1. Establish an ongoing systematic review of all internal and external policies, practices, and procedures.
 2. Implement a transparent communication plan for ensuring clarity of policies, practices, and procedures.
 3. Develop and ensure transparency in employment practices.

- Prepare for the future through effective planning, resource development, and continuous institutional improvement that is aligned with the College mission (Standard VI).
 1. Establish priorities and identify current and anticipated resources.
 2. Secure innovative and creative revenue sources through entrepreneurial efforts.
 3. Design a systematic plan to align staffing needs with strategic priorities.
- Enhance access, support, and opportunities that meet the needs of the diverse and changing populations (Standard II).
 1. Improve student recruitment efforts and employment practices to build the diversity and inclusiveness of our College.
 2. Create targeted programs for emerging populations that address their specific needs and enhance student learning.
 3. Implement strategies to increase and engage diverse and emerging populations.
 4. Expand community outreach to secure resources for student support.
- Expand the leadership capacity of all employees through professional development to meet the challenges and opportunities for our College (Standard VII).
 1. Develop a plan that ensures continuity of campus operation.
 2. Develop a systematic plan to provide opportunities for career growth.
 3. Create professional development opportunities that improve job skills, leadership capabilities, and employee productivity.
 4. Develop a sustainable program to mentor employees and acknowledge their contributions to the operation of the College.
- Clearly articulate a governance structure that is transparent and outlines roles, responsibilities, and accountability for decision making (Standard VII).
 1. Ensure that all job descriptions are current and representative of employees' responsibilities.
 2. Maintain current organizational charts and make them accessible.
 3. Develop a component for new employee orientation to ensure they understand their roles and responsibilities in the governance structure.
- Articulate career pathways for continuing education and credit students which enhance their ability to secure employment (Standard III).
 1. Align programs with current and future jobs.
 2. Develop and implement a credit for prior learning structure which includes non-credit pathways.
- Increase access, affordability, and student goal completion (Standard IV).
 1. Enhance the college readiness of FCPS students by collaborating on early assessment, professional development, and the development of effective transition courses in Math and English.

2. Enhance collaborative efforts between local high schools and FCC to develop early college access through dual enrollment initiatives.
3. Improve the access, retention, and goal completion for adult learners.
4. Implement strategies that reduce the time to goal completion and make FCC more affordable.

The mission, vision, values, goals, and objectives of FCC 2020, and the 2015-2016 Annual Strategic Priorities directly inform decision-making, resource allocation, program and curriculum development, and employee performance evaluations, with a commitment to continuous improvement.

References

[2013-2015 Strategic Plan](#)

[Academic Affairs Tactical Plan](#)

[Continuing Education and Workforce Development Tactical Plan](#)

[Learning Support Tactical Plan](#)

[Administrative Tactical Plan](#)

[Foundation Tactical Plan](#)

[Institutional Effectiveness Report](#)

[Environmental Scan](#)

[FCC Strategic Plan Process \(FCC 2020\)](#)

[Strategic Planning Objective Creation](#)

[FCC 2020](#)

[2015-2016 Annual Strategic Priorities](#)

[Annual Development Plan \(ADP\) Final](#)

[Performance Appraisal \(ADP\) Directions](#)

[Support Staff ADP](#)

[Administrative ADP](#)

[Faculty ADP](#)

[SAT Action Plans](#)

Working Group (Steering Committee)

Jacob Ashby, Self-Study Co-chair, Senior Researcher, Assessment and Institutional Effectiveness

Kenneth Kerr, Self-Study Co-chair, English Department Chair

Erum Marfani, Math Faculty

David Croghan, Vice President for Continuing Education and Workforce Development

Jerry Boyd, Special Assistant to the President for Institutional Effectiveness

Wayne Barbour, Vice President of Learning Support

Karen Wilson, Computing, Business, Technology Department Chair

Kelly Trigger, Associate Vice President of the Center for Teaching and Learning

Dana McDonald, Vice President for Administration

Jan Sholes, Allied Health and Wellness Faculty

Strategic Plan 2013-2015 Goal 1: Promote Academic Excellence in Teaching and Learning (Standards 10 and 14)

Standard 10: Faculty

Overview

Since its founding in 1957 as an evening school, the College has relied on its faculty as the foundation for providing student learning. Courses were first offered at Frederick High School and then moved to a facility on North Market Street and finally, in 1970, the College opened its current location, on Opossumtown Pike. In 2006, there were a total of 88 full-time credit faculty, 191 part-time credit faculty, and 88 non-credit instructors. Today, the College employs 102 full-time credit faculty, 384 part-time credit faculty, and 45 non-credit instructors. The data above shows a significant change in the size of the faculty. Throughout this growth, the faculty continued to promote academic excellence in teaching and learning. The objectives under this goal included developing and implementing standards for learning environments, focusing on student success, identifying and enhancing policies and programs that support completion and goal attainment, enhancing learning with a variety of student engagement activities, and supporting innovative instruction.

During the 2006 reaccreditation process, the Middle States Commission on Higher Education visiting team provided the College with one major recommendation regarding faculty. The commission specifically wanted the College to address the full-time faculty minority percentage. In Fall 2006, 60% of full-time faculty were female and only 6% were minority. Today, the full-time faculty are 57% female and 19% minority. The College took this recommendation seriously and worked to make the full-time minority faculty population more representative of the student minority population on campus.

College Faculty

In Fall 2015, 102 full-time and 384 adjunct faculty taught credit courses. Of the full-time faculty, 57% were female, 19% identified as a minority, and 94% had a Master's degree or higher. Fifteen held the rank of professor; 27 were associate professors, and 56 were assistant professors. There are no full-time faculty in Continuing Education and Workforce Development (CEWD) ([MACC Databook FY2015](#)). CEWD employs 45 adjunct faculty.

Full-Time–Part-Time Faculty Ratio. In Fall 2012, the full-time/part-time (FT/PT) faculty ratio was 35:65—a considerable change from the Fall 2006 ratio of 48:52. The College recognized that the FT/PT faculty ratio needed balance ([President's Annual Report to Board, 2012, p. 10](#)) and set a benchmark to improve the full-time faculty by 3% each year until reaching a balance of 50:50 ([Academic Affairs Tactical Plan, Goal 3, 2012](#)). In Fall 2013, the ratio improved to 40:60 ([Full-time to Part-time Ratio Report](#)), and in Fall 2014 the ratio was 43:57, an 8% improvement exceeding the 3% annual benchmark. The 2013 President's Annual Report to the Board reported the College had made progress in addressing the full-time/part-time ratio by creating 6.5 new faculty positions (p. 18). The following strategies contributed to increasing the FT/PT faculty ratio:

1. Prioritization of new faculty positions in the budget.
2. Reduction of the need for full-time faculty on reassigned time for administrative roles:
 - a) Creating Academic Program Manager (APM) positions to eliminate the need for faculty reassigned time in programs that did not have heavy clinical and/or advisory

- board responsibilities. Two APM administrator positions for Computing and Business Technology and Social Sciences Departments, and an English as a Second Language Transition Specialist were established, ([Human Resources, Intranet Site, Job Descriptions](#)).
- b) Returning the full-time faculty position of Director for Distance Learning, which had three-fifths time reassigned to manage the Distance Learning (now Distributed Learning) program, back into a full-time teaching position. That was accomplished by creating a 12-month administrator position titled Executive Director for Distributed Learning, in 2013 ([Human Resources, Intranet Site, Job Descriptions](#)).
 - c) Hiring the AVP/Dean of Career Programs in 2014 eliminated the need for a full-time faculty member to provide full-time administrative support to the AVP/Dean for Academic and Professional Studies (Now the AVP/Dean of Arts and Sciences).
 - d) Hiring a full-time Art Studio Manager which resulted in the full-time faculty member, who had served as the Art Studio Manager as half his teaching load, to teach a full 15-credit load.

These strategies to increase the FT/PT ratio benefit student exposure to full-time faculty. Full-time faculty are able to teach classes, hold office hours, sponsor student co-curricular activities, serve on college and campus-wide committees, and participate in program and curricular review. The College continues to make faculty hiring a priority as it works toward its 50:50 goal.

Academic Credentials. Academic credentials (bachelor, master, and doctorate degrees) are verified at three junctures for full-time faculty during their employment at FCC: at time of hire, when moving from probationary status to continuous contract, and when awarded a promotion in rank. Human Resources (HR) is tasked with the responsibility of verifying that official transcripts have arrived or are already on file for all full-time, adjunct, adult basic education and continuing education faculty. A hard copy of official transcripts of all degrees for each faculty member is maintained by HR.

At Time of Hire. For full-time positions, a search committee is convened. The search committee chair communicates regularly with HR throughout the hiring process. After an initial screening for minimum qualifications by HR, the search committee further screens all applications for desired qualifications and if needed, conducts phone interviews with top candidates and invites finalists to campus for in-person interviews with the interview committee, which includes a teaching demonstration. All candidates invited to campus are also interviewed by the appropriate AVP/Dean, who as the direct supervisor does reference checking and makes the final recommendation to the VP for Academic Affairs/Provost (VPAA/Provost) for approval. A background check is completed for final candidates by Human Resources prior to the final hiring decision. Following the acceptance of an offer, the AVP/Dean contacts all other finalist interviewed to inform them of the results of the search.

When Moving from Probationary Status to Continuous Contract. Full-time faculty seeking a continuous contract after successfully completing a 3-4 year probationary period must submit the necessary paperwork to the Promotion and Equivalency Committee (PEC). The faculty member creates and submits a portfolio detailing the justifications for the change to continuous contract. PEC makes a recommendation to the VPAA/Provost who makes the final decision regarding continuous contract.

When Awarded a Promotion in Rank. Full-time faculty seeking a promotion in rank

must first submit the necessary paperwork to HR and to PEC. HR verifies that the requesting faculty member meets requirements of degrees and years of teaching experience. The faculty member creates and submits a portfolio detailing the justifications for promotion to PEC, which makes a recommendation to the VPAA/Provost regarding promotion ([Faculty Handbook, Section FH 3.00, Faculty Evaluation Process](#)).

Full-Time Faculty Evaluation and Promotion

FCC ensures that full-time faculty maintain excellence in teaching, provide service to the College commensurate with their rank, and demonstrate continued professional growth via the yearly Self-Evaluation completed by every full-time faculty member. Every full-time faculty member is required to reflect on the self-reported qualities. Each yearly Self-Evaluation is written by the faculty member, reviewed by his or her department chair, and then delivered to the appropriate AVP/Dean for review. The AVP/Dean comments on and then forwards the self-evaluation to the VPAA/Provost for final review and comment before being scanned by HR for storage. The paper copy is then returned to the faculty member through his or her department chair. The completed self-evaluations become a required component of any promotion portfolio submitted to PEC. Beginning after July 2015, there is also an annual performance appraisal for all full-time faculty. These reviews are done by the appropriate AVP who works with individual faculty members to set professional development and performance goals for the following year. These goals are derived from the Annual Strategic Priorities set by the Board of Trustees. Policies and procedures that govern actions of appointment, promotion, tenure, grievance, discipline, and dismissal of faculty are based on principles of due process.

Adjunct Faculty

Department chairs, program managers, and directors hire credit, Adult Basic Education, and CEWD adjunct faculty with clerical support from HR. No final offer of employment is made until references have been checked and HR completes its review of the candidates' academic credentials, and a successful background check.

Credit Adjunct Faculty. Credit adjunct faculty members are evaluated according to the procedures set forth in the [Faculty Handbook](#) (3.18) in several ways: an observation during the first semester of teaching, and subsequent observations based on the judgment of the department chair/program manager/AVP ([Faculty Handbook FH 3.18](#)). Online student evaluations of all courses are conducted every semester, and evaluation results are available to adjunct faculty and department chairs/program managers. The Center for Teaching and Learning (CTL) previously had an adjunct mentoring program where experienced adjunct faculty served as mentors. Each semester six-to-ten mentors worked with two-to-three adjunct faculty each. Additional resources, including a Faculty Troubleshooting Guide, are made available to adjunct faculty. Many departments begin each semester with adjunct faculty professional development opportunities. Often, these are developed after reviewing the student comments from evaluations of the previous semester. Prior to the start of each Fall and Spring semester, CTL presents an adjunct and new faculty orientation and professional development night.

The increase of over 200 adjunct faculty positions per semester from, Fall 2005 to Fall 2014, created additional workload demands throughout the institution in terms of recruitment, hiring, supervision, and professional development. In response, prior to the Fall 2015, all 406 adjunct faculty were required to attend one of two professional development nights to receive Title IX training and learn about new academic policies, procedures, and resources. In addition,

they met with full-time faculty in department meetings, and new faculty had a special break out session. Information Technology (IT) was on-hand to provide technical assistance and troubleshoot any issues adjunct faculty were having accessing College systems. At the end of the evening, adjunct faculty were provided the opportunity to meet in groups to give feedback about how the College can better assist them. With such a large number of adjunct faculty, they had to be divided into two nights with Career Programs meeting on Monday and Arts and Sciences meeting on Tuesday. All adjunct faculty were provided dinner and compensated for their time.

After forty-five credits of teaching experience at FCC, adjunct faculty can request an increase in pay by completing the Movement on the Adjunct Faculty Pay Scale form and submitting it to their department chair. Following AVP/Dean support, the forms are then sent to HR for completion. All faculty, including adjuncts, receive COLA pay increases when budgeted by the Board of Trustees.

CEWD Adjunct Faculty. Continuing Education and Workforce Development adjunct faculty are recruited through on-line postings at FCC or via networking. Some faculty bring new content and specialties to FCC, while others teach courses that are already established. Each programmatic area is managed by an administrator who creates, reviews, and evaluates adjunct qualifications to teach. Many programs have specific licenses or professional certifications that are required, such as masters Licenses in the trades, or Emergency management Certification. Others are more general in nature and can be documented experience in an area of interest.

Rates are established based on contact hour, not per-credit, and are established within ranges that are based on credentials or years of experience. These ranges are published in the FCC Budget book. Market demand may sometimes determine whether an adjunct is relatively higher on this scale. FCC occasionally uses contracts with business or non-profit partners to deliver instruction. If so, FCC follows the Maryland Higher Education Commission guidelines on Best Practices in Partnerships to review and contract with instructional partners.

Faculty are hired on a term basis and are eligible for cost-of-living increases that are included in the college budget. There is no promotion track in CEWD for adjunct faculty, as the courses are typically short in duration and delivered on an intermittent, customer demand basis.

Adjunct evaluations in CEWD are not conducted through personnel documentation. Quality control is achieved through course evaluations, or by direct observation, which are reviewed by each program manager and then archived. Some programs such as Adult Ed or the Mid-Atlantic Center for Emergency Management conduct and document observations as part of their grant-funded requirements.

Student Evaluations

For full-time and adjunct faculty, FCC measures student perceptions of faculty, in all sections, every semester via a Course Evaluation button on each section's Blackboard companion site. Each student is asked to complete a Course Evaluation, but participation is voluntary. The College has a benchmark of 70% return rate. The summary results for each course are delivered to the Course Instructor at the completion of the semester with all identifications of individual students removed. Each full-time faculty member must include the Course Evaluations as an attachment to his or her annual self-evaluation. It is customary for faculty to reflect upon the Student Evaluations within the "Overall Reflection on Teaching Effectiveness" portion of the Self-Evaluation.

Supervisors of adjunct faculty review student evaluations following each semester. Adult Basic Education, and continuing education and workforce development faculty also review

Student Evaluations; however, Continuing Education faculty evaluations are often done on a class-by-class basis.

Academic Freedom

Frederick Community College faculty recognized the importance of the concept and practice of academic freedom as essential to the proper conduct of teaching, research, and scholarship. The College has a policy regarding Academic Freedom that was approved by the Board of Trustees on April 21, 2010. It was developed using the academic freedom policy adopted by the American Association of University Professors as its foundation.

Curriculum

Frederick Community College faculty have the majority of the responsibility for curricular design, maintenance, and revisions. Article V of the College Senate Constitution establishes the Curriculum Committee as one of the seven Standing Committees. The Senate Constitution also defines the Curriculum Committee duties and membership. Duties specify the committee shall review proposed additions, deletions, and changes to programs and courses, including but not limited to changes in course numbers, titles and descriptions, course credit hours, prerequisites, and the development of degree and certificate requirements for all academic programs.

Due to the complexity of the work of the Curriculum Committee, terms for all members are two years. In addition to the Chairperson, the membership is comprised of sixteen voting members and three non-voting members. Of the sixteen voting members, eleven are faculty. In order to have continuity of membership, one-half of membership should overlap such that only one-half of membership is elected each year.

Faculty Professional Development

Professional development keeps faculty current with the latest changes and trends in their disciplines, proficient in learning technology skills, and provides an opportunity for personal growth and professional advancement. The College values this and requires that faculty “maintain professional development” ([Frederick Community College Faculty Handbook, FH-1.10 Full-Time Faculty Job Description](#)) and that adjunct faculty “participate in professional development” ([Frederick Community College Faculty handbook, FH 1.13 Adjunct Faculty Job Description](#)). The College provides various resources and support in this area: tuition reimbursement, professional meeting and conference funding, and internally created professional development that furthers the College mission and goals.

The Center for Teaching and Learning (CTL) supports and enhances high-quality instruction and is the foundation of all professional development initiatives for faculty. Current CTL faculty development offerings include, but are not limited to extensive adjunct and new faculty orientation programs; adjunct night each semester; weekly teaching and learning hours, and workshops focusing on relevant and best practice topics related to college-level teaching and student learning. Adjunct faculty are provided two \$50 stipends per year to attend professional development events. The CTL is also responsible for supporting faculty in the area of distance learning and learning technologies through its Center for Distributed Learning (CDL). CDL offers training and faculty development on topics supporting distance learning course development, course companion sites (Blackboard), and current trends and methods in learning technologies ([Frederick Community College Center for Teaching and Learning: Professional Development Summary Report, FY, 2014](#)). Daily postings of the available professional development opportunities are listed on the home page of the Communication Central website as

is a link to the Employee Development Calendar which provides a comprehensive listing of available offerings. A monthly e-mailed newsletter with listings of other professional development opportunities of interest outside the campus is sent to all FCC employees.

In addition to providing and supporting professional development opportunities internally, financial support is available for many outside activities. Funds for travel and other professional developmental needs of full-time and part-time faculty are available through multiple sources including the Academic Affairs Professional Development (AAPD) funds (available to full-time faculty only), departmental budgets, Perkins Grants, and other various outside funding, such as faculty who hold leadership positions in professional organizations that cover the cost of travel, lodging, and conference fees.

The AAPD provides the opportunity for full-time faculty and staff to attain new skills or knowledge through participation in state, national, and international conferences and workshops. Criteria for the distribution of the funds in the AAPD are reviewed annually and provide the guidelines used by a five-member, campus-wide committee to review applicant requests (see criteria in FCC CTL: Professional Development Summary Report, FY, 2014). Departmental budgets for professional development are requested in advance based on funds used during the previous year, projected needs of the department, and the actual amount of funding available.

Full-time faculty professional development is also encouraged and supported through sabbatical leave and a tuition benefit for continued studies. Sabbatical leave is available after every six years of continuous employment for the purposes of research and professional growth ([FCC Policy, Sabbatical Leave](#)). In addition, a tuition benefit for continued studies is available to employees ([FCC Policy, Tuition Benefit](#)).

Standard 14: Assessment of Student Learning

Overview

At the time of the 2006 team visit the College was in the early stages of development and implementation of student learning assessment. Since that date, significant progress has been made. This progress began with a few employees on campus taking leadership for sharing the importance of assessment followed by the development of a [training video](#) created by the College that is still in use today.

These employees advocated for more systematic and formalized assessment on campus. As a result, the College designed and implemented its initial three year course-level assessment cycle from 2006-2009. The College asked that each academic department create an assessment project that measured one of four competencies (critical thinking, oral/written communication, technological competency, quantitative/scientific reasoning) in a high enrollment course. The initial course-level assessments were completed in 2009 resulting in formalized assessment reports.

Since 2009, the College has completed two additional 3-year, course-level assessment cycles (09-12, 12-15). During each of these cycles, academic departments were required to measure two of the four assessment competencies listed above, and the Office of Planning, Assessment, and Institutional Research worked with faculty representatives to enhance the depth of the assessment projects.

The College held a retreat in 2010 in which all programs formally articulated their student learning outcomes. As a result, a 5-year program review process was developed and implemented which will complete its final year of the cycle in Spring 2016. The program review process asks that faculty fully analyze their programs using the mission and goals of the

program, external and internal data, assessment, budget implications, and an external review process.

Assessment of student learning at the course and program level is now an established part of the culture of Frederick Community College. The FCC 2013-2015 Strategic Plan specifically included the strategic goal of increasing student success and goal achievement. The strategic objectives for this goal included improving and enhancing data standards, and utilizing data to increase student success. This continues to be emphasized in FCC 2020.

Course-level Assessment

All courses offered by the College must have Core Learning Outcomes (CLO) approved by the academic department and the College Curriculum Committee. The CLO are included in the master syllabus for each course; these master syllabi are maintained by the Director for Curriculum Systems and Compliance, and are available on the College shared drive in the [curriculum folder](#). The approval process and forms are also accessible to the campus community through the [Curriculum Committee Intranet site](#).

Since 2006, the College has required each academic department to complete student learning outcomes assessment projects that measure student learning as related to specific general education goals. Each department completes an assessment project over a three-year cycle. The College has completed three assessment cycles to date, one in 2009, 2012, and 2015 ([Cross Section of Examples, Outcomes Assessment Reports](#)). Typically, a departmental team of faculty members design a project for a specific course and related to the general education goals they have chosen to measure. At least two general education competencies are chosen for evaluation. During the first year of the project, the team creates assessment measures and conducts a pilot study to refine the measures and the assessment process. During the second year, the department gathers data across multiple sections of a course. During the final year, the team analyzes the data and prepares a final report to share with the department and the College. The final report includes a future research section in which the faculty members identify areas of improvement to improve student learning, persistence, and completion across all sections. Throughout the process, Outcomes Assessment Council (OAC) members provide ongoing feedback to faculty to improve instruction in the classroom.

Courses chosen for review are high-enrollment and/or general education courses. For example, recent reports have assessed English Composition (EN 101), General Psychology (PS 101), Speech Communications (CMSP 103), Health Education (HE 204), and Introduction to Computers and Information Processing (CIS 101) ([Cross Section of Examples, OAC Projects Lists](#)). The goal of each project is to design course or program modifications which improve student learning. There have been several examples of modifications based on the outcomes assessment cycle projects undertaken in the most recent cycle ([Office of Planning, Assessment, and Institutional Research Website](#)).

Completion of outcomes assessment reports requires collaboration of faculty and College administration. Faculty teams are supported in their assessment efforts by the Senior Researcher, Assessment and Institutional Effectiveness. His main role is that of a coach for faculty who are working on the outcomes assessment projects. He offers advice, provides access to sample assessment measures and rubrics, and heads the OAC. OAC membership is comprised of representatives from each academic department. They meet monthly with the Senior Researcher and other administrators to discuss progress on their projects, clarify processes and goals, and review assessment strategies.

Faculty members are encouraged to participate in the process, as reporting on assessment efforts is part of the continuous contract and promotion portfolios. Faculty members reflect on what they have done over the years included in the portfolio to improve teaching and learning in their course(s), with specific emphasis on assessment initiatives. Serving on the Outcomes Assessment Team is considered a required activity of each faculty member at the College. Membership on the OAC is considered service to the College.

The College system for course-level outcomes assessment is now moving into its fourth cycle, which indicates that the system is sustainable and considered valuable by faculty participants. Collaboration is evidenced in the support for faculty provided by OPAIR, as well as other administrative areas, and in the recognition of assessment efforts through the faculty evaluation process.

Program Level Assessment

Program-level assessment at FCC is accomplished through Academic Program Review. In the Fall of 2010, a faculty-driven committee researched and created a report that proposed how each program could complete a thorough assessment of student learning outcomes and program viability. In the Spring of 2011, the academic program review process was implemented. Over a rolling five-year cycle, each academic program assesses its student learning outcomes, evaluates the program effectiveness based on quantitative performance measures, conducts a rigorous program self-study, hosts external reviewer visits, and completes an action plan ([SLOAR 2011](#)). The Academic Program Review 2011-2016 Guide outlines the program review cycle and provides a review calendar ([Academic Program Review Calendar](#)).

The academic program review process is guided by the mission of each program and student learning outcomes (SLO) which are posted on the College website, along with course requirements for each degree and certificate offered ([Statements of Expected Learning Outcomes, Programs](#)). An overview of the program review process is documented in the Program Review Checklist and the Program Review Approval Process ([Institutional Plans for Assessment of Student Learning, Program Review Templates](#)).

Program review is generally completed by program managers, with the assistance of other faculty members who teach in the program, and guided by the Program Review Support Team. The most essential part of program review is the program self-study report, which provides concise information to external reviewers (experts in the field) as well as students, faculty, and other stakeholders at FCC. The rigorous self-study goal is for the faculty to self-reflect, evaluate and improve the education provided by the program. Each section of the program self-study includes both descriptive information and a self-reflection on program strengths and weaknesses ([Institutional Plans for Assessment of Student Learning, Program Review Templates](#)).

In relationship to assessment of student learning, the most important part of the program review is section five, Assessment of Student Learning Outcomes. Program managers must document their SLOs, show when and where the outcomes are addressed in the program, and discuss how the outcomes are measured ([Curriculum Mapping Sample](#)). The report must also discuss the relationships among course core learning outcomes, program outcomes, and general education goals ([Institutional Plans for Assessment of Student Learning, Program Review Templates](#)).

Program managers and faculty are assisted in the program review process by the Senior Researcher, Assessment and Institutional Effectiveness. He provides guidance, support,

assessment tools, and access to institutional data. The Senior Researcher sets up the five-year cycle of dates for program reviews and monitors progress on the program self-study reports.

The final component of each program review is the action plan. As part of the action plan faculty members are asked to detail improvements that will be made to each program as a result of the completed program review. An action plan is a required part of each program review unless the program is discontinued. The action plan is then archived by the Senior Researcher, Assessment and Institutional Effectiveness. In the years between program reviews, the Senior Researcher and the appropriate dean meet with the faculty members who have completed the program review to document progress on their action plan. The College is currently in its final year of the first five-year academic program review cycle. Once this work has been completed the College will begin its second cycle demonstrating that the program review process is sustainable, successful, and valuable.

Institutional Level Assessment

The College mission and goals are included in the 2015-2016 [College Catalog](#) (p. 4) and on the College website ([FCC 2020](#)). The primary ways the institution measures student learning are through the processes previously described for course-level and program level assessment. In addition to these processes, the College also measures the institution through strategic planning. The challenge for the College at the institutional level is to create learning goals that fit a wide variety of educational offerings. OPAIR routinely administers surveys to students and faculty (i.e. Community College Survey of Student Engagement, Personal Assessment of the College Environment, etc.) and uses enrollment, transfer, graduation rate, and other data to inform the College about strengths and weaknesses of its planning and programs.

Communication of Information to Students

Not only is it essential that the College measure student achievement, it must also provide students with clear information on how they are expected to achieve each CLO. This is accomplished primarily at the course-level through information communicated on the syllabus. Communication at the program and institutional level is accomplished through publication on the College website, through brochures, and the College catalogue.

Course-level Communication. For each approved course at the College, there is a syllabus of record which has been approved by the College Curriculum Committee. For general education courses, each syllabus given to students is also reviewed for adherence to general education requirements. Each syllabus must include approved CLOs for the course. These CLOs do not change unless a course revision is submitted through the Curriculum Committee and subsequently approved.

It is the responsibility of each faculty member to explain to students how they will be assessed in a particular course, as well as to demonstrate connections between course CLOs and assessment strategies. A brief sampling of courses showed that communication is accomplished through several methods, such as the use of rubrics, statements of specific objectives for major assignments, and use of Blackboard companion websites to convey assessment objectives.

Program and Institutional Level Communication. At the program level, information is communicated to students through the College website. Each program has a page stating the purpose or mission of the program or programs and lists course requirements. There is also a link to learning outcomes for each degree or certificate. An excellent example can be found in the Accounting Program ([Accounting website](#)). Additionally, many programs create brochures ([Nursing brochure](#)) to advertise their program offerings. Students also receive information

through advising appointments with academic advisors, program managers, and faculty members in each discipline.

Institutionally, information about learning goals and course and program requirements is communicated to students primarily through the College catalogue, which is updated and published annually. Some of this information is also published in the Schedule of Courses, which is published in print and online for each semester: Fall, J-Term, Spring and Summer.

Role of Faculty in Assessment Processes

FCC requires all full-time and adjunct faculty to engage in student assessment in their classes as stated in the respective job descriptions. The first essential function noted in both the full-time and adjunct faculty job descriptions is to prepare, deliver and assess learning activities that are consistent with Core Learning Outcomes ([Faculty Handbook, p. 2, 5](#)). This requirement is also included in full-time faculty contracts.

FCC offers professional development and support for all faculty, both full-time and adjunct, in their assessment activities through OPAIR, CTL, and Academic Departments. The Senior Researcher, Assessment and Institutional Effectiveness helps to provide faculty and staff with support and guidance for all assessment initiatives and to analyze data used to help students learn.

Full-time Faculty

Several structures are in place to ensure that full-time faculty engage in student assessment. For example, full-time faculty are required to do an annual self-evaluation detailing their teaching effectiveness. The self-evaluation instrument asks faculty to reflect on the following items related to assessment: 1.) assesses student learning based on the core learning outcomes and 2.) participates in outcomes assessment projects for courses, programs or systems ([Faculty Annual Self Evaluation](#)). This process of self-reflection and evaluation is used, in part, to encourage faculty to improve their teaching effectiveness and to determine eligibility for continuous contract or promotion.

In addition to the self-evaluation, faculty applying for continuous contract or promotion are required to submit a portfolio. The portfolio's section on "Assessment of Student Learning" includes "reflection on your assessments of student learning" and "insight on further investigation" into one's work around assessment. Faculty who do not adequately address assessment risk being delayed in achieving continuous contract or earning a promotion.

Faculty have an opportunity to secure grant funds for special projects, which often include an assessment component. For example, in 2014, of the eight grant applications that were funded, six of the projects included a student assessment component. Additionally, at the conclusion of each academic year, faculty on the OAC participate in an Assessment Expo which provides them an opportunity to showcase their assessment projects and answer attendee questions about their work.

Adjunct Faculty

Adjunct faculty can be compensated for engaging in certain assessment activities or projects. In response to the increase in the full-time to part-time faculty ratio in prior years, the College was charged with increasing adjunct faculty involvement in outcomes assessment ([Institutional Adjunct Faculty Involvement document](#)). To address this issue, OPAIR secured \$4,000 in funding in the FY14 and FY15 budgets to support adjunct involvement in course-level outcomes assessment. A portion of that funding (\$1,550) was allocated to support the

involvement of adjunct faculty in the ongoing three-year assessment cycle of the OAC. The remaining \$2,450 was made available to each academic department (with the exception of Nursing) to compensate one adjunct faculty member who engaged in an assessment project in partnership with the OPAIR. Specifically, the adjunct faculty member was compensated for attending a training session, using a rubric to evaluate one course assignment, scoring the rubric, submitting the resulting data and developing a plan for improving student learning in the course. This process continued for two-years; however, during a period of unsustained leadership participation decreased. OPAIR is continuing to evaluate opportunities to increase adjunct involvement and re-evaluate the strategies used to get adjuncts involved in the assessment process. Due to limited participation, OPAIR is not currently soliciting adjunct faculty to participate in the Adjunct Assessment Process but instead is considering changes that could be made to further improve adjunct participation in assessment.

The foundation of the College is its faculty and their assessment efforts. The College strategic plan supports these efforts. The faculty is the strength of the institution. Additionally, student learning outcomes assessment has become a strong focus of the College and an important tool in improving student learning. While this is the case, there is always room for continuous improvement.

Areas of Strength

1. The College improved the FT/PT faculty ratio and continues to make progress toward its goal of 50/50.
2. The College continues to increase representation of persons of color in its faculty.
3. The College implemented a system for faculty performance appraisal in addition to the annual self-evaluation. Each full-time faculty also identifies annual goals through an Annual Development Plan which are connected to the annual strategic priorities set by the Board of Trustees.
4. College faculty have access to professional development from a variety of sources. Adjunct faculty are afforded the same opportunities and can also be compensated for participation.
5. The College has implemented a 5-year program review process and is completing the first cycle.
6. The College has continued to expand the depth of course-level assessment projects completed as part of the Outcomes Assessment Council.

Recommendations

1. Redesign the full-time faculty promotion and evaluation processes.
2. Expand assessment activities to further evaluate College general education goals.
3. Increase adjunct faculty participation in course-level assessment.
4. Provide professional development for faculty regarding emerging issues (e.g. persistence, completion, achievement gap).

References

[2013-2015 Strategic Plan](#)

[MACC Databook FY2015](#)

[Academic Affairs Tactical Plan:](#)

[President's Annual Report to Board, 2012, p. 10:](#)

[Full-time to Part-time Ratio Report](#)

[Human Resources, Intranet Site, Job Descriptions](#)

[Faculty Handbook](#)

[Frederick Community College Center for Teaching and Learning: Professional Development Summary Report, FY, 2014](#)

[FCC Policy, Tuition Benefits](#)

[PACE Climate Survey, March 2013](#)

[Cross Section of Examples, Outcomes Assessment Reports](#)

[Cross Section of Examples, OAC Projects Lists](#)

[Cross Section of Examples, Outcomes Assessment Reports](#)

[SLOAR 2011](#)

[Statements of Expected Learning Outcomes, Programs](#)

[Institutional Plans for Assessment of Student Learning, Program Review Schedule](#)

[Institutional Plans for Assessment of Student Learning, Program Self-Study](#)

[Faculty Performance Appraisal](#)

[Annual Development Plan](#)

Working Group

Erum Marfani, Math Faculty

Marty Crabbs, Business and Accounting Faculty

Amy Coldren, Academic Advisor

Beth Holmberg, English Faculty

Ramon Jones, English Faculty

Maura David, Nursing Faculty

Mary Mogan-Vallon, Math Faculty

Joann Doherty, Nursing Faculty

Julie Shattuck, Associate Professor/Instructional Designer

Goal 2: Increase Student Success and Goal Achievement (Standards 8 and 9)

Standard 8: Student Admission

Overview

Student Admission and Retention and Student Support Services are areas of the College that received positive feedback from the 2006 Middle States Team: “Evidence of renewal based on planning is emerging. Some areas, such as Learning Support, are demonstrating a record of continuous improvement . . . Learning Support and Student Development are to be commended for the detailed assessment plans in their respective areas.”

In the years since the last Team visit, Learning Support, which encompasses Student Development and Enrollment Management, has continued to routinely assess their effectiveness. Annual Reports document progress and identify areas where improvements can be made. Annual and multi-year Assessment Plans provide data on the effectiveness of improvements. Assessment data is also used in decision making. For example, the results of a study of walk-in traffic at the Welcome Center were used to adjust staffing in response to increased demand during identified peak intervals. A review of requests for financial assistance through the Office of Adult Services provided information that informed the establishment of an emergency fund for students needing gas money, bus passes, rent assistance, or other short-term financial assistance to help retain these students and help them meet their goals. This was the seed for what has grown to become the College-Wide Student Success Grants Program funded by the College Foundation. Additional examples are available in the Learning Support Annuals Reports.

One of the first priorities of the Strategic Advisory Team in 2014-2015 was to streamline the admissions process and increase access to student services for adult learners and emerging populations. The College has worked to achieve this goal in many ways, including the creation of a one-stop-shop Welcome Center with extended hours in Jefferson Hall, an investment in new signage around campus, the creation of offices to meet specific student population needs (i.e. veteran services), and the creation of multi-lingual student support materials. The College will continue to develop strategies to further enhance admissions and student services and ensure that relevant information on programs, requirements, and policies are widely available, accessible in multiple languages, and actively provided to all students.

The College recently updated the Admissions Policy and Procedures, Code of Student Conduct, Complaint Policy and Procedures for Students, Non-Discrimination Policy and Procedures, Title IX Sexual Misconduct, and Residency Policy and Procedures. Through the development of these policies many of the business practices related to registration and enrollment were streamlined. Additionally, these policy updates provided additional clarity and accountability for faculty, staff, and students.

Admissions Policy and Procedures

The College mission refers to, an increasingly diverse student body and lifelong learning. These are particularly relevant to College admissions. Frederick Community College is committed to the principles of equal opportunity and strictly prohibits discrimination against any person on the basis of age, ancestry, citizenship status, color, creed, ethnicity, gender identity and expression, genetic information, marital status, mental or physical disability, national origin, race, religious affiliation, sex, sexual orientation, or veteran status in its activities, admissions, educational programs, and employment. The College has an open-enrollment admissions policy.

Students age 16 or older may be admitted and all who may benefit from the learning experience at FCC are admitted ([Academic Catalog, p. 8](#)).

The admissions policy is consistent with applicable state law, and also addresses special and selective admissions categories. The policy addresses admissions of transfer students, international students, dual-enrollment students, gifted and talented students under the age of 16, senior citizens, and non-high school graduates. Several College programs have additional selective admissions criteria due to limitations of staff and facilities. Otherwise, the College has no admissions requirements other than those imposed by law, nor does it bar or deter students from seeking their individual educational goals. To determine college readiness and identify an appropriate starting point, students are required to provide SAT or ACT scores or complete placement testing for mathematics, reading, and writing ([Academic Catalog, p.8](#)). Admissions and placement testing are also covered by College policies and procedures. FCC requires registered sex offenders (registrants) to self-disclose their status and receive approval from the College to register for courses by following steps articulated in College Admissions Policy and Procedures.

Enrollment

Unduplicated headcount for credit enrollment at FCC reached a peak in Fall 2010 at 6,285. Since that time, the College has seen a decline in unduplicated headcount. In Fall 2015, there were 6,197 unduplicated students enrolled in credit courses at the College--a slight increase from Fall 2014. However, this increase in Fall 2015 unduplicated headcount, was offset by a decrease in credit full-time equivalent enrollment (FTE). Simply put, the College saw an increase in students who were taking fewer credits (Table 8.1: FTE Credit Enrollment Growth, Fall 2010 – Fall 2015). The College has seen enrollment increase in dual-enrollment, Hispanic population, and students under 17 ([Fall 2015 Profile](#)). The Fall 2015 student body was diverse in age, race, and educational goals:

- The mean age was 25, with ages spanning six decades.
- Students of color accounted for 33% of the total (Table 8.2).
- Primary educational goal was the AA degree: AA degree-76.4%, Certificate-4.9%, Courses of Interest-18.6%.
- Main reason for attending was transfer preparation: Transfer major-70.7%, Career major-24.4%, Courses of Interest-4.8%.
- The College saw 25% growth in business, culinary, cybersecurity, certified nursing assistant, and certified personal trainer programs from fall 2014 to fall 2015. Much of this growth can be accounted for by the newly developed cybersecurity program.

Table 1: FTE Credit Enrollment Growth, Fall 2010 – Fall 2015

Fall 2010 FTE	Fall 2011 FTE	Fall 2012 FTE	Fall 2013 FTE	Fall 2014 FTE	Fall 2015 FTE
1835.9	1844.8	1802.8	1805.7	1779.1	1750.5

Table 2: Comparison of Self-Reported Identification by Race among Total Unduplicated Credit Headcount Enrollment with that of Frederick County ([Student Profile Report 2011-2015](#)).

Ethnicity	FCC % by Race Fall 2011	FCC % by Race Fall 2015	Frederick County % by Race 2014 Census Estimate
African American	12.7%	12.7%	9.1%
Asian	4.5%	4.7%	4.4%
Hispanic	5.8%	10.7%	8.0%
Other – non white	2.7%	1.0%	2.6%
Native American	0.4%	0.4%	0.5%
White	72.3%	67.0%	83.3%
Multi Race	1.5%	3.7%	2.6%

Continuing Education and Workforce Development unduplicated headcount declined 33% from FY10-FY14. As part of organizational restructuring in 2014-2015, President Burmaster created the position of the Vice President for Continuing Education and Workforce Development to serve on the Senior Leadership Team, develop a strategic plan for enrollment growth in CEWD, and to align FCC program development with city, county, and state economic development priorities. In FY 15, continuing education unduplicated annual headcount increased by 2%.

Admissions Information

The Welcome Center provides a wide array of admission and registration services as well as all admissions and registration information. This information is available in a variety of formats: catalogs, schedules, the Student Handbook, individual program brochures, mailings, presentations, recruitment visits, the College website, TV Channel 23, Campus Open Houses, Facebook, Twitter, Instagram, school messenger, personal calls, walk-in visits, appointments, phone-athons, postcards, emails, and other events on- and off-campus. Additional outreach and recruitment activities include: high school visits, open houses, major employer visits, events at Fort Detrick, community-wide events, workforce development partnerships, and the annual College and High-School nights.

In addition to printed materials, the [College website](#) provides all information virtually, as well as an online application and course registration form (Table 8.3). Credit and Continuing Education Schedules of Classes are available online. Prior to the registration period for each semester, the College sends postcards and automated phone calls notifying Frederick County households that new Schedule of Classes has been published. The Schedule of Classes provides concise information explaining how to apply, register, and take any necessary placement tests. The Admissions Office receives all calls from prospective students to ensure they are provided with consistent and accurate information.

Beyond access to application and registration materials being available virtually, online registration is becoming an increasingly employed method of enrollment with 45% of credit students registering online and 68% of Continuing Education and Workforce Development students registering online in spring 2015.

Table 3: Information Available in Key College Publications Information Item

	Catalog	Website	Class Schedules	Program Brochures
Admissions Policies	Yes	Yes	No	No
Admissions Criteria	Yes	Yes	Some	No
Open Admissions Policy	Yes	Yes	No	No
Academic Programs	Yes	Yes	No	Yes
Placement Testing	Yes	Yes	Yes	No
Student Learning Outcomes	N/A	Yes	N/A	Yes
Financial Aid/Scholarships/Grants	Yes	Yes	Yes	Yes
Transfer Credit	Yes	Yes	Yes	No
Experiential Learning	Yes	Yes	No	No

Academic Program Review and Student Learning Outcomes. In addition to the comprehensive information listed above, the College implemented an academic program review process in which student learning outcomes were revised for all academic programs and published on the College website. This information provides students with detailed learning outcomes for any program they wish to enroll in before starting at the College. In addition to this information, the College also posts all Academic Program Reviews online so that students can have a better understanding of their academic goals when enrolling.

Transfer Policies and Procedures. The online *Virtual Transfer Center* and *Transfer Student Guide* provide detailed information to students transferring to the College. These sources include information on traditional transfer credit—from one accredited institution to another—as well as non-traditional and alternative credit, such as credit for prior learning, advanced standing, credit from other institutions outside the U.S., military transcripts of Military Occupational Specialty (MOS) and training, professional experience, law enforcement academy training, and the College Level Examination Program (CLEP).

Financial Aid

The Financial Aid Office provides specific information regarding financial aid, scholarships, and grants in various publications accessible campus-wide. It is also distributed to potential students via email, PeopleSoft, the College website, and the US Mail. A student financial aid brochure is included in the prospective student admissions packet. As a result of feedback from the Student Satisfaction Inventory, the Financial Aid Office has taken several steps to expand student access to services. The Financial Aid Office:

- Established a new staff position (financial aid advisor) to educate students about aid options and requirements.
- Conducted multiple workshops both on campus and at local high schools on the aid application process.
- Developed a financial aid roadmap giving students step-by-step instructions on the financial aid process. The roadmap is included in the admissions packet sent out by the Admissions Office.

- Established an Emergency Book Fund, which helps eligible students purchase textbooks.

The Financial Aid Office has also created a Financial Aid Awareness Week. This event provides a series of workshops during the second week in February. The workshops include sessions on completing the FAFSA, how to apply for scholarships, and information on loan options. The office also has a computer lab available for students during the day and evening hours for the month of February. At this lab, students, parents and the community can walk in and receive assistance in the completion of the FAFSA.

The office addressed student concerns about perceived delayed notification of awards by increasing staff. While there are still some issues with processing time, the College is balancing the volume of student needs with limited resources. The Office of Financial Aid continues to identify ways to improve processing time for students to provide better access to the resources they need to complete their educational goals.

In 2014-2015, the Strategic Advisory Team established Student Success Grants through the Office of Institutional Advancement/Foundation to fund transportation, child care, and other student needs which may have presented barriers for persistence and completion. These grants are being offered to students for the first time in January 2016.

Assessment of Admissions, Retention, and Goal Attainment

The importance of these functions to the College is demonstrated by their prominence in the FCC 2020. Assessment of admissions, retention, and student goal attainment is conducted at the institutional level and variously at unit levels through annual reports. For each strategic plan objective related to admissions, there are corresponding assessment outcomes and benchmarks in the annual College Accountability Report. This report assesses attainment of benchmarks set at the beginning of the reporting cycle. In addition to this report, all areas of the Learning Support Team are self-assessed annually. In order to continuously improve and provide quality services to students, the College has developed a new systematic assessment plan for the Learning Support Team that will be implemented in the Fall 2016 semester.

According to the National Center for Education Statistics ([NCES](#)), the overall retention rate for two-year institutions is 59%. The retention rate for Two-year institutions was highest at private for-profit institutions (66%), followed by private nonprofit institutions (60%) and public institutions (58%). In 2012, the College Fall-to-Fall retention rate was 47% overall, compared to the Maryland State Community College average of 38.5% ([MHEC](#)). The College two-year graduation rate is 6.3% compared to MD State Community College average of 2.6% (3-year graduation rate of 8.4% vs. 6.4%, and 4-year graduation rate of 14.9% vs. 9.2%). This data shows that the College current retention and completion rates exceed other local and state institutions responding to comparable demographic changes.

The College has also seen an increase in its four-year transfer/graduation/persistence rate. When measuring the 2010 cohort, the College had a transfer/graduation/persistence rate of 79.2% which was up from the 2009 cohort of 78.5%. In addition, students of color showed success when measuring the 2010 cohort four years later. African American students had a transfer/graduation/persistence rate of 78.1%, 77.8% of Asian/Pacific Islanders transferred/graduated/persisted, and 90.5% of Hispanic students transferred/graduated/persisted in comparison to the 79.2% for all students.

Although these figures show that the College has experienced some success in terms of retention, completion, and transfer, improvement is still needed. The SAT specifically identified one of its strategic initiatives for 2014-2015 as creating a unified culture of persistence, success,

and completion. Concerned about student withdrawal data, the SAT studied and analyzed the effectiveness of the early alert system and replaced it with a new intervention that was developed by faculty. It was renamed the Student Success Alert and included a personal message from faculty and specific services and/or interventions available to students. This Student Success Alert will be further assessed as to its effectiveness in improving student success.

Programs and Services for Marginally Prepared Students

FCC supports underprepared students in developing skills necessary to meet their goals. Students who are not fully prepared to do college-level study are identified through placement testing or SAT or ACT scores, and supported through various campus services, including developmental and/or adult education. Aside from testing services, students can self-identify to access services. Students are also informed of student services through student orientations, Counseling and Advising Office services, the FCC website, and the Student Services Statement that is placed on every syllabus. FCC offers a wide variety of support to students enrolled in developmental education courses through the Testing Center, Math Learning Lab, Tutoring Center and Online Tutoring, Writing Center, Advisor/Counselor Infused Courses, Adult Services, Multicultural Student Services (MSS), Services for Students with Disabilities (SSD), Veterans Services, and the newly developed Learning Commons. These services are further discussed under Goal 7, Standard 13, Basic Skills.

Standard 9: Student Support Services

Overview

The College has a wide-ranging set of support services to meet student educational and personal needs. Support services are distributed throughout the College organizational units, and are characterized by qualified personnel, sound policies and procedures, planning, and assessment-driven improvement.

Support Services Appropriate to the Mission

FCC provides a wide variety of support services inside and outside of the classroom. Below is a list of the service provided by each department (See also College Organizational Charts).

Table 4: Major Student Support Services by Administrative Area

Academic Affairs	Learning Support	Administration	President Office
Computing and Business Technology Learning Center	Admissions	Book Store	Office of Diversity, Equity, and Inclusion Foundation
Learning Commons	Adult Services	Cashier	
STEM Learning Center	Athletics	Children's Center	
Testing Center	Counseling and Advising Office	Dining Services	
Tutorial Services	Financial Aid	Safety and Security	
Writing Center	Multicultural Student Services		
	Registration		
	Services for Students with Disabilities		
	Student Engagement		

	Veterans Services		
--	-------------------	--	--

The College is proud of the personal attention and support that is currently provided to students whether they are hoping to improve their skills in mathematics, acclimate to the campus, or prepare to transfer.

Support Services for Special Populations

The College offers four academic support programs that provide services to students who may be a part of a special population group (non-traditional college students, students of color, students with disabilities, and veterans). Adult Services, Multicultural Student Services, Services for Students with Disabilities, and Veteran Services are comprehensive programs offering specialized support services to address the specific needs of the students in their program, many of whom are often enrolled in developmental courses. Students voluntarily sign-up to participate in these programs and receive support and services throughout the entire time they are enrolled.

Adult Services. The Office of [Adult Services](#) offers support programs including Project Forward Step, Project ALIVE, the Women’s Center, the Woman-to-Woman Mentoring Program, and the Allied Health Academy. Project Forward Step was designed to ease the transition into the classroom for those who are returning or starting college to begin or complete a degree, acquire marketable skills, or retrain for a new career. The program provides advising, career counseling, support, access to learning opportunities, resources, referrals, and information for single parents and displaced homemakers. Project ALIVE, a partnership with the Housing Authority of the City of Frederick, provides educational case management to Frederick residents living in public housing. The program offers financial assistance with tuition, books, child care, and transportation costs.

The Women’s Center was developed in partnership with the Frederick County Commission for Women in order to develop a centralized location for services, information, referrals, workshops, and networking opportunities for female students and community members. The Women’s Center provides a welcoming, inclusive, supportive environment where every woman (and man) has an opportunity to learn, to grow, and to achieve personal success. The Woman to Woman Mentoring Program (W2WM) assists women age 18 to 35 who desire personal and professional guidance through a relationship and is a program initiated by the Frederick County Commission for Women. The Woman to Woman Mentoring Program applied for 501c3 status and became an individual non-profit organization on January 1, 2016. The office will still provide the same services to students and community members.

Finally, The Allied Health Academy (AHA) provides training and educational support to low income individuals who want to become Certified Nursing Assistants or Geriatric Nursing Assistants. All of these programs offer beneficial services to specific student populations needs. The Office of Adult Services provided service to 499 individuals in FY 2014.

Multicultural Student Services. The [Multicultural Student Services](#) program provides students of color with caring mentors, academic support, academic advising, and a series of activities that focus on enhancing or developing strategies for success. The office had 1,568 student visits during Spring 2014. The office is available to support students and faculty through general visits, multicultural training, the Big 6 and Elite 8 programs, an African American Male Summit, a Multicultural Luncheon, team building, off campus trips, high school college

preparatory programs, and the College Partnership to Achieving Student Success Program (PASS).

The Partnership to Achieving Student Success Program (PASS) is a comprehensive Summer Bridge and Support Program that assists incoming freshman college students who test into one or more developmental courses. Students who participate in the PASS program spend two weeks during the summer receiving instruction to improve their reading, writing, and math skills and are given the opportunity to retake the reading, writing, and math placement test at the end of the two weeks with the hope of improving their developmental placement or testing out of their developmental placement all together. Once the semester starts, PASS participants receive a book scholarship (\$400), participate in a one-credit career exploration student development course, and are assigned to a Success Counselor that works with them outside the classroom during their first year of college. All of the programs provided through Multicultural Student Services are important tools for supporting students from diverse backgrounds.

Veterans Services. The [Veteran Services](#) office delivers services and resources to assist, encourage, and guide students as they experience the many challenges and rewards of transitioning to college life. The Veteran Services program provides a respectful and inclusive link for returning veterans to become successful in civilian and college life and to assist them in developing academic plans consistent with their personal, academic, and career goals. The office offers limited counseling services to assist students with the challenges they face as they enter and progress through college. If more specialized professional help is needed, the office makes referrals to appropriate community and veteran resources. In Fall 2014, 203 veterans were enrolled at Frederick Community College, and had a retention rate slightly higher than the overall campus population. This is quite an achievement given the additional challenges that these students face in returning to civilian life.

Services for Students with Disabilities. The [Services for Students with Disabilities](#) (SSD) office is the first stop for information and assistance to support students with disabilities at Frederick Community College (FCC). Otherwise qualified students who self-identify and provide appropriate documentation of a disability are eligible for reasonable accommodations as described in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) and amendments. During FY14, SSD served 367 students with a range of disabilities, including: students who are renewing accommodation plans or who once had accommodation plans and want to reactivate services; persons who are reporting disabilities and are requesting to be assessed for services eligibility; and parents in the community of high school special education students who have not yet enrolled at FCC and want to explore that possibility. Several important initiatives were completed, including:

- Hiring of a permanent part-time Disabilities Specialist in May 2014,
- Developing a new protocol for hourly interpreters was created and presented; new supplemental time sheets were created and used beginning in spring 2014 ,
- Hiring and training new interpreters,
- Adding an Acting Coordinator of Deaf and Hard of Hearing Services in January 2014 and hiring a permanent Coordinator of Deaf and Hard of Hearing Services in January 2015,
- Purchasing graphing calculators and SmartPens with Perkins funds to update and increase technology available for students,
- Offering a variety of workshops and training for FCC faculty and staff

- Participating in an April 2015 Office for Civil Rights compliance review.

In addition to these initiatives, the SSD also implemented many events for students:

- Assistive Technology Open House in October 2013,
- Various Teaching and Learning Hours (Teaching Students with Disabilities, BERT and Code of Conduct Matters, College-wide Section 508 compliance and Web Accessibility)
- Class presentations (ED 102 and ED 203),
- Workshop for Faculty (Teaching Student with Disabilities)
- Participation in Tutorial Services Tutor Training and Writing Center Training for staff
- Faculty/Staff Appreciation Event (April 2014),
- 19th Annual Transition Fair in April 2014 (Theme of “Connect, Network, Empower”)
- Co-sponsor with Counseling and Advising Office and the Office of Adult Services for “Fragrance Free Finals Week”,
- Coordinated a tour and presentation on campus for Maryland School for the Deaf staff and students in June 2014.

SSD has also created goals for the future, including continued outreach to student veterans in an effort to increase the number of eligible veterans using disability services, new programs offered starting Fall 2015 with collaboration between SSD and Veterans Services, continued offering of the SSD *Wednesday Getting Connected Club*, a weekly program that promotes campus resources and social networking for students using disability services. Professional development offerings by SSD, begun in Fall 2015, focused on “Creating a Campus-wide Culture of Access and Inclusion” for faculty and staff. All of these initiatives help strengthen the services provided by Services for Students with Disabilities.

Athletics. The College offers interscholastic lacrosse, baseball, basketball, soccer, softball, and volleyball and enjoys a very positive relationship with the community. The program serves over 100 student athletes each year and continues to provide athletic camps for various sports involving the youth of Frederick County.

[Athletic programs](#) are governed by the National Junior College Athletic Association Handbook (NJCAA), which contains rules, regulations, and policies that all community colleges are required to follow. Athletic eligibility is certified on-line or by mail to the national office. All required data is compiled on an eligibility form that is sent to the national and regional offices for review and certification. A three-person faculty/staff committee reviews transcripts and pertinent data to decide eligibility. Completed eligibility forms are signed by the registrar and by the director of athletics, and the forms are then submitted to the national office of the NJCAA for review.

FCC also participates in the statewide Maryland Junior College Conference, governed by an executive committee that enforces and reviews rules and policies. All athletes are required to meet the same academic standards as non-athletes as set forth in the Academic Catalog. Student athletes are required to submit progress reports to faculty members on a bi-weekly basis. Progress cards are reviewed by the coaching staff to determine if additional academic/tutorial services are needed.

The College athletics program is in compliance with Title IX by providing equal opportunities for men and women. Additionally, information on graduation rates of athletes, Student Right to Know, and Title IX is available on the College website.

In addition to a full-time athletic director, full-time administrative assistant, full time assistant athletic director, full-time athletic trainer, the Athletic Department retains 9 head coaches and up to 27 assistant coaches to run its programs.

The Athletics Department Strategic Plan supports the goals of the College Strategic Plan. It is a comprehensive working document which serves as a guide for the Athletics program for a three year period ending June 30, 2017. The purpose of the strategic plan is to focus the athletics program goals on achieving the mission, vision, and core values of the Athletics Department.

The Athletics Department uses an athletic facilities inventory to guide stewardship decisions preserving and enhancing the facilities' value for the College. In 2014, the baseball field was given a major facelift with the addition of a synthetic turf field and the basketball court received a resurface. In addition, the College added lacrosse for both men and women beginning in the Spring 2016 season.

Qualified Professionals

Staffing of student support departments follows College policy and procedures. Specific job descriptions use established national and Maryland community college best practices. All full-time staff members in student support are qualified for their positions. College-wide programs are available on campus throughout the year for professional development to advance employee skills ([Professional Development Calendar](#)). Additionally, all employees receive an appraisal of individual strengths and weaknesses as part of the College employee appraisal process and meet with their supervisors to establish annual goals for themselves. The hiring policies, professional development process, and employee appraisal ensure that employees in the student service areas are providing the highest quality of student support.

Student Advisement

The Counseling and Advising Office Center provides the majority of advising on campus and is supplemented by department chairs and program managers. Extensive and comprehensive advising services have been developed including:

- advising for academic, certificate, career, and transfer programs.
- services for adult, disabled, developmental education, and distance learning students.
- mentoring and support for academically at-risk and under-represented populations.
- orientation sessions.
- short-term personal counseling.
- group advising.
- online support

The Counseling and Advising Office Center has detailed information for students available on the College website. This information includes a Frequently Asked Questions page, advising forms, scheduling templates, a grade point average calculator, academic dates and deadlines, and information about academic standing, academic planning, and counseling services. Additional information about advising policies and procedures is available from the Welcome Center, the 2014-2015 Student Handbook, in the 2014 Advising Manual, and from all offices within the Learning Support Team.

Student Complaint Process

Students have a right to file a course grade or non-grade complaint and the responsibility to follow College policy and procedure through the [Complaint Policy and Procedure for](#)

[Students](#). The process by which a student files a complaint is documented and available on the Current Students section of the College website. The purpose of this Complaint Policy and Procedure for Students is to provide a method of recourse to students who wish to formally address a course grade or a particular action on the part of a College employee(s). Students are expected to first attempt to resolve issues covered under these procedures informally by communicating directly with the employee with whom the issue originated.

If informal resolution is not possible between the student and the employee with whom the issue originated, students have the right, using this Complaint Policy and Procedure, to appeal course grades, contest a policy or practice of the College, or College employee that is considered improper or unfair. This Complaint Policy and Procedure may also be used to contest situations where they believe there has been deviation from or misapplication of a policy or practice unrelated to discrimination or sexual misconduct. In addition to individual student complaints, complaints may originate at Student Government Association meetings or Student Affairs Committee meetings. All student complaints are recorded in compliance with the [Complaint Policy and Procedure for Students](#) using the Secured College Tracking System.

Student Records

To ensure the safe and secure maintenance of student records and the release of information, all College employees adhere to the guidelines of the Family Educational Rights and Privacy Act of 1974 as Amended ([FERPA](#)). The Executive Director, Welcome Center/Registrar is charged with FERPA compliance and holds periodic training sessions to ensure all employees are aware of their responsibilities. In addition, as part of New Employee Orientation, each person hired at the college receives FERPA training. Students are informed of their rights in the following documents, which are available online and in print format: [Academic Catalog](#), [Student Handbook](#), [FCC Procedure #4.13](#), and both the [credit](#) and [Continuing Education Schedule of Classes](#).

Various offices on campus ([Welcome Center](#), [Admissions](#), [Testing Center](#), [Counseling and Advising Office](#), [Veteran Services](#), [Services for Students with Disabilities](#), [Multicultural Support Services](#), [Office of Adult Services](#), [Tutorial Services](#), and [Financial Aid](#)) create and maintain student records. Most records are scanned into a document imaging system and the original documents are destroyed. Some student records are kept in locked cabinets or in locked offices in accordance with the Guide for Retention and Disposal of Student Records published by the American Association of Collegiate Registrars and Admissions Officers ([AACRAO](#)). Destruction of student records is done in accordance with AACRAO guidelines and COMAR regulation 14.18.02. The College contracts with a shredding service to periodically destroy confidential records that are no longer needed.

Assessment of Support Services

Many objectives of the 2013-2015 College Strategic Plan, as well as FCC 2020, refer directly to student services. These objectives are assessed as part of the College Strategic Planning process as part of the Learning Support Team plan. In addition, the College has also assessed the learning support areas in multiple ways. The one issue with these assessments is they were not systematic due to interim and changing leadership.

The College originally assessed the Learning Support Team areas through annual reports prepared by each individual area and presented to the Board of Trustees. These reports required analysis of specific data points to measure area effectiveness. In addition to this information, the

areas were also asked to review their mission, goals, and objectives, and identify future initiatives.

In 2011, the Vice President of Learning Support worked with the Office of Planning, Assessment, and Institutional Research (OPAIR) to begin the development of Learning Support Assessment plans. OPAIR met with each area individually and developed an assessment plan. The process was undertaken successfully in the first year with multiple areas completing their assessments. Shortly after this time, the Vice President of Learning Support left the college and interim leadership was put in place. While the College assessed its Learning Support departments during this time of change, the assessment was not systematic. For this reason, OPAIR has worked to develop a systematic strategy for assessing all Non-Academic Areas. This process will help to ensure that assessment activities are sustainable and effective.

The principal assessment tool for student satisfaction is the Community College Survey on Student Engagement ([CCSSE](#)). The College participated in the CCSSE in 2008, 2010, and 2014. Each time the survey was undertaken, the College was evaluated favorably in comparison to other medium sized colleges and the cohort.

Areas of Strength

1. The College has an open-door admissions policy and, through its Mission statement, a commitment to opportunity for every potential student.
2. Prospective and incoming students benefit from logical, physically centralized admissions and registration services, and can readily obtain complete information about the College and its admission process on campus, on the website, and through extensive outreach efforts. Retention and goal attainment receive considerable attention, with documented change being data driven.
3. The College has an extensive and highly developed set of student support services. Individual student support in Academic Affairs, Learning Support, and Administration areas had highly evolved planning and assessment structures with documented assessment-driven improvement until there was leadership change.
4. Assessment data generally demonstrates high levels of student satisfaction with support services. The College has developed a plan on how to more systematically assess support services in the future to verify that students are receiving the highest level of student support in an effort to meet their academic goals.

Recommendations

1. Implement the Non-Academic Program Review process for FY 2016-2020.
2. Improve access to financial aid by providing greater awareness and strategies to increase participation in financial aid and scholarship opportunities.
3. Review the intake and registration process for credit and non-credit courses and programs and make improvements to enhance access.
4. Implement the Student Success Grants initiative.

References

[2013-2015 Strategic Plan](#)

[MACC Databook FY2015](#)

[Academic Affairs Tactical Plan:](#)

[President's Annual Report to Board, 2012, p. 10:](#)

[Full-time to Part-time Ratio Report](#)

[Human Resources, Intranet Site, Job Descriptions](#)

[Faculty Handbook](#)

[Frederick Community College Center for Teaching and Learning: Professional Development Summary Report, FY, 2014](#)

[FCC Policy, Tuition Benefits](#)

[PACE Climate Survey, March 2013](#)

[Cross Section of Examples, Outcomes Assessment Reports](#)

[Cross Section of Examples, OAC Projects Lists](#)

[Cross Section of Examples, Outcomes Assessment Reports](#)

[SLOAR 2011](#)

[Statements of Expected Learning Outcomes, Programs](#)

[Institutional Plans for Assessment of Student Learning, Program Review Schedule](#)

[Institutional Plans for Assessment of Student Learning, Program Self-Study](#)

Working Group

Wayne Barbour, Vice President for Learning Support

Deidre Weilmeister, Executive Director of the Welcome Center/Registrar

Christopher Jacobson, Director of Testing Center

Edward Taft, English Faculty

Lisa Freel, Director of Admissions

Monica Hutchins, Academic Advisor

Ana Maria Pinzon, World Languages Faculty

Laura Mears, Associate Vice President Enrollment Management

Sarah Radinsky, Clinical and Lab Coordinator, Continuing Education

Amy Lee, English Faculty

Andrea Dardello, English Faculty

Goal 3: Enhance Access, Support and Opportunities that Meet the Needs of a Diverse and Changing Population (Standard 12)

Standard 12: General Education

Overview

In 2006, the College had just undergone significant General Education Reform. Through a collaborative process, ten goals and thirty-three objectives articulated the General Education Program outcomes of FCC. The College conducted an audit of a random sample of transcripts from recent graduates to determine if associate degree completers were exposed to all goals and objectives. The audit mapped core learning outcomes of the general education classes students successfully completed against the list of goals and objectives. Faculty identified underrepresented goals and objectives and standardized the core learning outcomes of all general education syllabi to unequivocally demonstrate how each general education class supported program outcomes.

Since then, the College has continued general education renewal and assessment. The College Senate established an independent General Education Committee which had been a subcommittee of the Curriculum Committee. This action was in response to recommendations made as part of the 2006 Self-Study that the responsibility for general education needed to be clarified and that the general education program should be developed, owned, reviewed, and renewed by faculty. Each summer, beginning in 2008, the College offered General Education Institutes which provided grants to faculty who investigated ways to innovate and integrate general education. During the General Education Institute of 2012, faculty redefined and rewrote the general education goals and objectives. These were confirmed by the General Education Committee the following fiscal year and adopted by the Curriculum Committee and College Senate.

In addition, the College completed a program review of the General Studies degree in which a large portion of the review looked specifically at the General Education curriculum. As part of that process, the College renamed the General Education curriculum as the CORE to differentiate it from the General Studies degree. This further emphasizes that general education serves as the core of the A.A., A.S., A.A.T., and A.A.S. degrees. The General Education Committee is still completing activities detailed in the General Studies program review. These tasks will ensure that the CORE continues to introduce undergraduates to the fundamental knowledge, skills, and values that are essential to the study of academic disciplines, to the pursuit of life-long learning, and to the development of educated members of the community and the world.

Sustaining Ongoing Review and Improvement of General Education Curriculum and Instruction

To ensure the general education curriculum is sufficient to enhance intellectual growth, the College has sustained its commitment to general education renewal. In 2008, for example, the College adopted two major changes to its general education curriculum. First, in support of the College commitment to infuse global perspectives, the College changed student graduation requirements to include a cultural competence course. Existing and new courses were and are subjected to a rigorous certification process to be deemed cultural competence courses. To avoid adding more credits to a degree, these courses double-count to fulfill the cultural competence graduation requirement as well as a general education or other degree requirements.

Second, to expand the scope of communication, critical thinking, and student engagement throughout the curriculum, general education courses proposed or reviewed after 2008 are required to:

- Include enhanced communication of either
 - 1500 words of evaluated writing
 - At least two graded assignments in oral communication or
 - Some combination of the two
- Use the common language of critical thinking in assignment
- Employ strategies that promote student engagement, including, but not limited to
 - Original research projects
 - Co-curricular experiences
 - Integration of theory with practice
 - Employment of active learning pedagogies
- Promote interdisciplinary thinking and
- Focus on multiple perspectives.

General Education courses that existed prior to 2008 have been undergoing re-evaluation and re-certification to ensure they include the updated CORE requirements in their syllabi of record.

In support of the strategic objective to identify and enhance policies and programs that support completion and goal attainment, FCC concluded two major initiatives to reduce time to completion that affected the general education curriculum. First, Maryland legislation, titled the Career and College Readiness Act of 2013 (Senate Bill 740), set the maximum number of credits for an Associate Degree at sixty. In response, the College reviewed all degree programs with particular focus on general education requirements. This resulted in two changes: the reduction of the number of required general education credits from a minimum of thirty-four to a minimum of thirty-one credits for transfer degrees, and elimination of Interdisciplinary and Emerging Issues as a CORE requirement to an optional requirement, depending on the degree program and its maximum of sixty credits. This change has resulted in three credits of an open general education elective, instead of six credits of required Interdisciplinary and Emerging Issues.

The same legislation required the development of dual-enrollment opportunities for students in high school. Prior to the legislation, FCC launched a high-school based dual-enrollment program in collaboration with the Frederick County Public School System in 2013. The dual-enrollment program has increased demand for general education courses, particularly introductory core college-level courses. To date, the dual-enrollment courses are offered at eight of ten high schools in the County. Within the next two years, the remaining two high schools will offer dual-enrollment courses on their campus. The expansion and program growth have increased the demand for credentialed teachers to teach these courses and for the professional development to support their instruction. In August of 2015, nineteen dual-enrollment teachers, primarily from Frederick County Public Schools, were enrolled in Community College Teaching 101: Dual-Enrollment Boot Camp. The boot camp was designed by FCC faculty from the Math, English, and Social Sciences departments. It provided four days of targeted instruction on topics essential for dual-enrollment instructors.

In 2011, the College completed a program review of its general education curriculum and the General Studies degree. The program review resulted in a number of recommendations, which are being enacted by the College. As part of general education program review, the General Education Committee created a curriculum map of all general education courses ([Curriculum Map](#)). The map reflects a robust set of course offerings. Each course is mapped for prerequisites and the general education goals that are reflected in its CLO. Additional information includes the original approval date of each course, the last time each course was

offered, and needed curriculum updates. The curriculum map indicates that all but eleven general education courses have developmental English, English as a Second Language, and developmental mathematics and/or a credit-level pre-requisite. Credit-level pre-requisites are required for some general education mathematics, science, English, arts, and humanities courses, indicating that they are intentionally sequenced; however, a vast majority of general education courses, including over thirty 200-level designated courses, do not have credit-level prerequisites, suggesting that most general education courses are introductory in nature.

Given the introductory nature of most general education courses, identifying a sequence wherein individual general education goals are introduced, reinforced, and subsequently mastered is largely inferred. Exceptions exist, including discipline-specific series such as Calculus I, II, and III, science sequences, and world language sequences. Identifying general education goal progression towards mastery, and differentiating between one hundred and two hundred level courses have not been undertaken as part of general education program review, but rather emerge as areas in need of future discussion and reform. A state-wide initiative to establish common course numbering, common course titles, and descriptions for general education courses is underway and will support this effort.

According to curriculum map data, approximately two-thirds of general education course syllabi need to be updated to reflect currently approved general education goals, language, and pre-requisites, and several courses have not been offered for over three years. Of those courses, one hundred and one were updated and approved by the Curriculum Committee in Fall 2015, thirty-seven were reviewed but will require additional changes, and seventeen courses still need to be updated and submitted to the Curriculum Committee for approval.

General Education Goals and CLOs

The College general education curriculum encompasses ten goals ([GenEd Goals](#)). For each goal, specific student learning outcomes have been developed. In order for students to effectively meet general education goals, they must complete course work that adequately provides them with the requisite acquisition, practice, and application of general education skills. All students should demonstrate proficiency of these outcomes upon completion of required general education courses. [Specific assignments](#) from general education courses demonstrate how faculty assess the CLOs. To maintain consistency across course sections and to encourage collaboration among faculty, programs are supported with technology for sharing curriculum, including assignments, and lesson plans. The College regularly measures the effectiveness of course work with a variety of measures including outcomes assessment, faculty observations, student evaluations, and program reviews.

To ensure transparency, all course syllabi follow a standardized template. The template includes a section that lists all the CLOs for the course and is located on the first page of the syllabus. All new courses must be reviewed and approved before the course is added to the catalog. This process begins with a review by the department chair and appropriate AVP before it moves to the Curriculum Committee. The Curriculum Committee is responsible for coordinating with any external group, such as MHEC, to ensure that the course meets the necessary requirements and standards. The Curriculum Committee then has the choice to either reject the course, offer suggestions for revision, and/or make a recommendation to the Provost for final approval.

Some assignments are required components of every section of a particular course, such as the Museum Visit Assessment Paper for AR 106. Other assignments are samples from individual instructors that reflect the types of assignments used in a given course, but may not be

used in every section. To establish consistency across sections of highly-enrolled courses while ensuring academic freedom for faculty, several departments have set up systems for sharing content. This content includes assignments, lesson plans, assessments and rubrics, and sample syllabi among other best practices.

General Education's Relationship to Degree Programs

General education courses are required components for both transfer and career programs. Required courses are selected based on how they can best support the program area of study. For example, the accounting program review states:

The general education component of the accounting program was constructed to maximize value added by the College general education curricula. For example, in addition to a specific Business Communications course, students must take a general education communications elective, and an English composition course—further emphasizing accounting program goal #3—communications skills. HS102 Human Relations, the required general education social science course not only meets the FCC cultural competency requirement, its emphasis is interpersonal communication, supporting accounting program goal #3. Another required general education course is CIS101 Introduction to Computers; further supporting the technology focus of accounting program goal #2. One of the recommended free general education electives is PH208 Business Ethics supporting a commitment to ethical conduct of the profession.

The cycle of review and program review templates allow FCC to regularly evaluate how skills and abilities developed in general education are applied in majors or concentrations.

General Education Course Scheduling and Access

To ensure that students can meet their general education CORE requirements, the College intentionally schedules general education courses at multiple times and in various formats, including a number of offerings in both hybrid and online platforms. According to the general studies program review, the number of general education courses in online and hybrid formats may need to be expanded to better serve a growing population of students who prefer or need to take their courses in these formats. Currently, there are sixty-five general education courses being offered either online or in a hybrid format. Additional courses being considered for the online environment include AR101—Two Dimensional Art and Design, BI201—General Ecology, BI202—Human Ecology, GG201—Urban Social Geography, ID113—Introduction to Leadership, MA105—Fundamental Concepts of Mathematics, and PS209—Women's Studies: Multicultural Perspectives. The General Education Committee is currently working with Distributed Learning to create a plan to provide more online and hybrid general education courses.

Advising and Student Tracking of General Education CORE Requirements

For general education goals to be met, students must be effectively advised on how to move through the general education CORE requirements. Advisors are trained to help students navigate the general education CORE requirements and schedule their courses. The advisor training program for general education consists of an online module and an observation period for all new advisors. The training modules tie into the Advising Manual, an online searchable

database continually updated that includes documents, procedures, and links to resources for all advisors. The Advising Manual contains a section for general education courses as well as recommendations for first semester courses for every major including the general studies major.

While most advisors are trained to advise students about any major, students are also encouraged to speak to program managers for the specific majors of interest to gain knowledge about their program of study. Program managers are trained in the same manner as advisors so they understand the system and the general education CORE requirements of their students.

Students must also be able to effectively track the general education CORE requirements they have taken and the requirements that are still needed for graduation. At FCC, the program My Degree Plan provides students with all of the information they need to view, choose, and track their general education CORE requirements. The plan is available through the student registration system PeopleSoft. All new students, as part of the First Year Focus orientation program must meet with an advisor before beginning courses ([Gen. Studies Program Review page 8](#)). Advisors develop the degree plan with new students when they meet with them. A lab in the Counseling, Advising, and Career Service Center is provided so that advisors can meet with students in small groups to advise them. The My Degree Plan also includes an interactive what-if area that allows students who may want to change majors to see what requirements they have already taken that would count for that new major, and what other courses they might have to take. Another way that advisors help students navigate and complete their general education CORE requirements is through the ICAP-system. All notes from an advising session are recorded and can be emailed to a student. In addition to the electronic resources available to students, students also have access to numerous [forms and documents](#) to help them navigate their course schedules and the general education sequence.

Assessing Student Attainment of General Education Goals

Since 2005, the College has been committed to course-level outcomes assessment in high-enrollment, general education courses. The focus on course-level assessment has resulted in the ongoing evaluation of five of the ten general education goals, specifically:

- Goal 1. Communication: demonstrate college-level communication skills.
- Goal 2. Critical Thinking: demonstrate critical thinking.
- Goal 4. Mathematics: demonstrate quantitative problem solving.
- Goal 5. Biological and Physical Sciences: apply scientific reasoning.
- Goal 6. Technology: demonstrate technological competence.

The focus on these goals has been driven by MHEC mandated reporting requirements. As of Summer 2015, multiple high-enrollment general education courses have engaged in three-year outcomes assessment projects focused on the specific general education goals delineated in the following chart. An archive and summary of these assessment projects and course reforms are available to the campus community and the public on the College website.

Table 5: Course-level Assessment Cycle Project Examples

Course-level Assessment Cycle Projects Fall 2006-Spring 2015						
	Second Cycle			Third Cycle		
	Course	Competency 1	Competency 2	Course	Competency 1	Competency 2
AHW	NU 101 & 211	Critical Thinking	Quantitative Reasoning	All NU	Critical Thinking	Communication (written/oral)
CBT	AR 100, DR 201, MU 103, AR 106	Critical Thinking	Communication (written/oral)	All DMD	Critical Thinking	Computer Literacy
CHA	CIS 101	Critical Thinking	Computer Literacy	CIS 101	Critical Thinking	Computer Literacy
ENG	EN 52	Critical Thinking	Communication (written/oral)	EN 101	Critical Thinking	Communication (written/oral)
MA	MA 103	Critical Thinking	Quantitative Reasoning	MA 206	Critical Thinking	Quantitative Reasoning
SCI	BI 103	Critical Thinking	Scientific Reasoning	BI 210	Critical Thinking	Scientific Reasoning
SOCSOCI	HI 201	Critical Thinking	Communication (written/oral)	SO 101	Critical Thinking	Communication (written/oral)

The collective results of these faculty-driven assessment projects have demonstrated that most students are achieving the measured general education goals. These same projects also have resulted in substantive course changes to enhance student achievement of written and oral communication, critical thinking, scientific and quantitative reasoning, and technological competence. Given the data available on student achievement in five of the ten general education goals, future assessment of general education goals achievement should expand to include a focus on the other five general education goals:

- Goal 3. Social and Behavioral Sciences: demonstrate the capacity for systems thinking about ways in which individuals, groups, institutions, and societies interrelate.
- Goal 7. Ethics: interpret and apply academic, professional, and civic ethics.
- Goal 8. Arts and Humanities: make informed, critical responses to the visual, performing, and literary arts and to the human values expressed in all art forms.
- Goal 9. Wellness: evaluate personal wellness to make critically informed lifestyle choices reflecting an understanding of wellness.
- Goal 10. Cultural Competence: demonstrate cultural competence.

To further assess these goals, the College has decided to integrate all general education goals into the 3-year course-level assessment cycle. In order to do this effectively, each department will choose an assignment from a discipline-appropriate, high-enrollment course and then will assess at minimum one of the four required MHEC competencies (scientific/quantitative reasoning, critical thinking, oral/written communication, and

technological competence), and one of the other five general education goals (social sciences, arts and humanities, health and wellness, cultural competence, and ethics). These assessments will ensure that general education provides students with the necessary skills for job placement or transfer.

Areas of Strength

1. The General Education Committee ensures that the general education CORE curriculum is current and supports the learning outcomes students need to be successful in completing their programs, as well as when they transfer and/or enter the workforce.
2. In support of continuous improvement, faculty are engaged in rigorous course-level assessments and program reviews that require systematic review of general education learning outcomes.
3. The College has advising structures in place, including the My Degree Plan and ICAP functions in PeopleSoft which allow students to track their progress in achieving their general education goals.
4. General Education courses are scheduled equitably throughout the day and evening, online and on-campus to allow students to meet their general education goals.

Recommendations

1. Review the current designations of 100 and 200-level courses to ensure that the rigor and course outcomes are appropriately assigned.
2. Review Interdisciplinary and Emerging Issues courses every three years for relevancy and currency.
3. Expand assessment activities should to further evaluate the College general education goals.

References

[Frederick Community College Center for Teaching and Learning: Professional Development Summary Report, FY, 2014](#)
[2012 Faculty Self- Assessment Report](#)
[Cross Section of Examples, Outcomes Assessment Reports](#)
[Cross Section of Examples, OAC Projects Lists](#)
[Cross Section of Examples, Outcomes Assessment Reports](#)
[SLOAR 2011](#)
[Statements of Expected Learning Outcomes, Programs](#)
[Institutional Plans for Assessment of Student Learning, Program Review Schedule](#)
[Institutional Plans for Assessment of Student Learning, Program Self-Study](#)
[Year One Program Review](#)
[Year Two Program Review](#)
[Year Three Program Review](#)
[Academic Catalog](#)
[2013-2015 FCC Strategic Plan](#)
[Academic Program Review: General Education 2011-2016](#)
[Curriculum Map](#)
[Selected Course Syllabi](#)

Working Group

Kelly Trigger, Associate Vice President, Center for Teaching and Learning

Mary Scire, Director of Curriculum Systems and Compliance

Keri-Beth Pettengill, Science Faculty

Pei Taverner, Math Faculty

Colleen McKnight, Digital Resources and Faculty Librarian

"Tad" Thomas Janes, Drama Faculty

Aaron Clayton, English Faculty

Rosie Dunn, Director of Tutoring

Janice Brown, Director of Adult Services

**Goal 4: Expand Opportunities for Employee Excellence and Professional
Development (Standards 3 and 5)
Standard 3: Institutional Resources**

Overview

The past ten years presented resource challenges in achieving the College mission. Meeting those challenges has not always gone smoothly. When the last Middle States Team visited the College in 2006, the College had an unduplicated credit enrollment of 6,872. This expanded to 9,087 in 2010-2011 and is now at 8,497. The budget grew from \$31,968,060 to \$49,125,068 over these past ten years; however, rising healthcare and operating costs presented resources challenges. Additionally, County and State support declined while the overall budget increased. During the past five years, for example, the State contribution fell from 23% in FY 10 to 21% in FY 13. The County contribution dropped from 34% in FY10 to 29% in FY12 and currently accounts for 31% of the FY16 operating budget. Tuition, as a portion of operating budget went from 34% in FY10 to 37% in FY16.

Despite fiscal challenges, the College priority has been to fulfill its mission while keeping tuition as affordable as possible. Tuition rates have increased from \$85 per credit hour in 2006 to \$116 in 2016, averaging under a \$3 increase per year. Much of the cost savings can be attributed to an over-reliance on part-time faculty and unfilled position vacancies. In 2006, just over 50% of our credit hours were taught by part-time faculty. The College experienced significant enrollment growth during the period of 2006-2009 and adjunct faculty instruction rose to 65%. Enrollment flattened in 2010, and in 2013 the Board of Trustees recognized the over dependence on adjunct faculty and made the full-time/part-time faculty ratio a College priority. The board requested that operating funds be reallocated to address the need for additional full-time faculty. The result was a rapid improvement from 35% in Fall 2013 to 40% in Fall 2014; however, this initiative did not come without consequences. Resources to fund the new faculty positions were identified through a comprehensive College budget review. The operational units at the College were asked to cut budgets 10%; this resulted in employee positions being eliminated in order to achieve the 10% reduction. The two of the employees affected sued the College. This lawsuit closely followed the abrupt January 2013 departure of the president and reignited negative media interest in the College. The lawsuit has been settled and a non-disclosure provision is in effect for all parties.

Through the FCC Foundation, the College has increased scholarships for our students to help offset necessary increases in tuition and fees. In 2009, the FCC Foundation awarded 174 scholarships totaling \$74,079 with an average award of \$425. This past year, 2014-2015, the Foundation awarded 520 scholarships totaling \$321,480 with an average award of \$618. FCC is committed to keeping college affordable and helping our students establish and achieve their goals.

Resource allocation in fulfillment of the mission is also evident in capital projects. Over the past ten years, the College has built or remodeled seven campus buildings in support of student services, teaching, and learning. Adjunct faculty workspaces and resources have been located in all classroom buildings. The Student Center transformed campus culture and student engagement by providing a central gathering place for students, faculty, and staff. Technology improvements have enabled increased student access and communication, and the opening of the Learning Commons promises to consolidate student academic support services.

Planning and the Budget

Frederick Community College receives funding from multiple sources: State of Maryland, Frederick County, tuition and fees, indirect cost reimbursements, grants, and contract revenue. The College also keeps a contingency fund reserve as outlined in the document: [Contingency and Fund Reserve](#). This fund is to be maintained at an amount equal to five percent of the current approved budget and is to be used only in the event of unanticipated shortfalls or emergencies. The policy also outlines the Strategic Fund Balance Reserve and the Budgeted Annual Operating Reserve.

Creating the 2013-2015 Strategic Plan, Frederick Community College utilized a Planning and Institutional Effectiveness Model: Strategic, Tactical, and Operational Planning to guide its planning processes. The model began by identifying the mission and vision of the College. This vision drove the development of a three-year strategic planning cycle which allowed the College to manage growth and engage in institutional renewal through the development of strategic goals and objectives. Tactical plans were created and used by the operating units to track attainment of the College initiatives. The initiatives were used to identify priorities in the annual operating budget and provide the basis for updating the Facilities Master Plan. The operating budget adequately allocated resources throughout the College to meet the initiatives identified in their tactical plan. The College has a Facilities Master Plan which documents capital improvement projects and schedules for the next 10-years. This plan is the basis for applying for capital requests from the County.

Following approval of the 2013-2015 Strategic Plan by the FCC Board of Trustees (February 20, 2013), tactical plans were developed by the major operating units of the College ([Administration, Learning, Learning Support, Diversity Office and the FCC Foundation](#)). In 2014, operating units began the implementation of their tactical plans. In order to determine the effectiveness of the planning process, Table 1 matches the objectives of each original tactical plan to the specific 2013-2015 Strategic Plan goals. The number listed indicates the number of objectives from the unit tactical plan relating to each goal.

Table 6: Tactical Plan Objectives Matched to Strategic Goals

----- Met by the Number of Tactical Plan Objectives -----

Strategic Goals	Administrative	Learning	Learning Support	Institutional Effectiveness	Diversity	FCC Foundation	Totals
Goal 1	1	8	4	4	9	-	26
Goal 2	4	3	4	2	-	1	14
Goal 3	1	-	3	2	5	-	11
Goal 4	7	2	1	-	3	3	16
Goal 5	5	-	-	3	-	5	13
Goal 6	6	-	2	6	2	-	16
Goal 7	5	1	7	2	-	-	15
Goal 8	3	2	-	3	-	-	8

As this table indicates, all strategic goals from the three-year 2013-2015 Strategic Plan (that ended June 30, 2015) have been measured through tactical planning objectives. This supports a conclusion that the Planning and Institutional Effectiveness Model used by FCC

during the 2013-2015 strategic planning process provided a framework for the management of institutional resources in meeting strategic goals.

During this self-study, the College realigned its budgeting processes for FY 2016 in support of continuous improvement. This realigned process asked departments to use zero-based budgeting, assuming no increases to the base and prioritizing resources within the department. Department managers could amend their budgets based on new initiatives identified from their tactical plan objectives. Additional resources, beyond the base budget, required the approval of a Strategic Initiative Request Document (SIRD). A connection must be made to a strategic goal for SIRDs to be considered for funding. Once a department budget was submitted, a Senior Leader consolidated and prioritized SIRDs for that team. The Senior Leadership Team, the President, and the Board of Trustees prioritized SIRDs through their annual budget planning session held in January. A final budget was approved by the Board of Trustees on June 17, 2015 and submitted to the County for approval.

Technology. Technology funding is evident in the [Operating Budget](#), [Technology Strategic Plan](#), [Facilities Master Plan](#), and the [2013-2015 Strategic Plan](#). There is evidence to demonstrate a purposeful allocation of resources to support College current and future technology needs. Examples include an expansion of Catoctin Hall and renovation of Braddock Hall. The College also collects funds through a Technology Infrastructure Fee paid by students and receives technology support from the County.

Facilities. The Facilities Master Plan is revised every seven-to-ten years to identify changes needed in College facilities infrastructure. These documents contain assessments of the facilities at the time and a long range plan which anticipates growth and development needs. The Learning and Learning Support tactical plans show facilities are adequately supported and staffed to accomplish institutional objectives for student learning, both on campus and in distance education. Most recently, in January 2015, the Board of Trustees approved an amendment to the [College Facilities Master Plan 2012-2017](#) with projections through 2032. This amendment represented a shift of focus from breaking new ground, to revitalizing and repurposing existing resources until we have reached our full capacity and potential, while maintaining a commitment to providing the best learning environment for our students. The College invested in new technology (25Live) to optimize existing space. Additional examples of revitalizing current infrastructure can be seen in the creation of a Learning Commons in Linganore Hall, and the reconfiguration and renovation of The Monroe Center, in collaboration with Frederick County Workforce Development Services, planned for 2018.

Allocation Prioritization That Ensures Adequate Faculty, Staff, and Administration

The Board of Trustees prioritized in 2012-2013, and in all subsequent annual budgets, resources for funding additional full-time faculty positions. These activities were prioritized because the College had a Fall 2012 ratio of 35:65. This prioritization has resulted in a FT/PT ratio of 43:57 in Fall 2014 which represents a drastic improvement. The prioritization was grounded in the belief that teaching and learning in the College would be enhanced through the addition of full-time faculty and supported COMAR regulations.

After the College Career and Readiness Act of 2013, the College annual budget prioritized funding for Learning Support Services to meet the requirements of college and career readiness, degree planning, and dual enrollment requirements. By streamlining the administrative processes in learning support services, budget allocations reflected a more thoughtful approach to staffing. The department has been working to refine advisor job descriptions. Furthermore, advising

services for persistence, completion, and academic success of online and distance students is in development.

Over the past decade of facilities remodeling through the Facilities Master Plan, resources have been prioritized to improve instructional and tutorial space, science and technology laboratories, student collaborative spaces for learning, a student engagement center, and facilities that support new and innovative program development. The College also continues to try to make services that support student learning available online. Online writing tutoring for distance education students was implemented through the Academic Affairs Tactical Plan and is targeted for expansion to be inclusive of other subject areas through the College budgeting process. The College Library currently maintains 85% of its collection online for easy access for educational and research purposes.

Assessment of Efficiency

Through the allocation and budget processes, the operating units use their funding to achieve the objectives identified in their tactical plans (to clarify, “unit tactical plans” are under the 2013-2015 Strategic Plan. FCC 2020 refers to these as “team plans”). Annually, the Office of Planning, Assessment, and Institutional Research produces an Institutional Effectiveness Report. By the end of academic year 2014, unit managers had submitted a progress report to OPAIR. This update indicated how the objectives in their tactical plans were going to be assessed, and made additions or revisions to these objectives. Unit managers also identified the department(s) responsible for accomplishing the objectives. In September 2014, OPAIR released the 2014 Institutional Effectiveness Report. This report provided bulleted items from the tactical plan updates and tied them to strategic goals and the associated strategic objectives of the 2013-2015 Strategic Plan. Following the release, members of OPAIR met with operating unit managers to review their current tactical plans and discuss updates for their 2015 Team Plan. As part of the final evaluation process of the [2013-2015 Strategic Plan](#), OPAIR developed the 2015 Institutional Effectiveness Report to document the work of each department in achieving its tactical goals.

In addition to this assessment, the College also assesses the effectiveness of its budget through the guidance of the [Control and Supervision of College Fiscal Records Policy](#), by contracting an annual independent financial audit to confirm financial responsibility, citing any concerns in its findings report, and gathering evidence of best practices. This audit firm is selected through a bidding process and is approved by the Board of Trustees to perform a year-end audit and to present a management letter to the Board upon the completion of the audit. The College has successfully satisfied all annual audits.

Standard 5: Administration

Overview

After a period of stable sustained leadership for almost 20 years, in 2006 after the last MSCHE self-study the College has experienced five Presidential appointments (including two interim appointments). The period of 2010 through 2015 saw not only unsustained leadership in the office of the President, at one point, all three Vice Presidents were interim appointments. As of the writing of this self-study, stability has returned to senior leadership through the appointment of an experienced College president and the development of a new Senior

Leadership Team. New hiring, supervisory, communication, and performance appraisal practices have been put in place to provide clarity of expectations, accountability, and trust.

Current Organization

President Burmaster began in August of 2014 and immediately met with all existing administrative and organizational entities of the College to assess the effectiveness of College operations and administration. As a result of this analysis, she created a Senior Leadership Team comprised of the Vice President for Academic Affairs, the Vice President for Learning Support, Vice President of Finance and Human Resources, the Vice President for Continuing Education and Workforce Development, the Special Assistant to the President for Institutional Effectiveness, and the Chief of Operations. The Senior Leadership Team based on feedback from the Faculty Association, the Administrative Service Association, the Support Staff Personnel Association, the College Senate, department chairs, Board of Trustees, and the Student Government Association created a plan for improving communication, better collaboration across the College, and clarity in expectations, policies, and procedures.

Advisory Structure

President's Collaborative Council. The President's Collaborative Council (PCC) is a collaborative leadership advisory council comprised of Directors, Executive Directors, and AVPs who have been selected and appointed. The Chief Technology Officer, the Executive Associate to the President and BOT, Department Chairs, and SLT members also serve on PCC. The purpose of the PCC is to ensure that the strategic initiatives and decisions of the College are mission-driven. The PCC meets twice a month to collaborate with the President on issues that require collective attention and action.

Supervisors Forum. The Supervisors Forum meets twice a month and is comprised of all FCC employees who have supervisory responsibility as part of their position description. The purpose of the forum is to broaden and support communication within the College community. Administrative decisions are communicated at the forums to supervisors as well as information about important emerging issues that affect the College. The forum is also used for professional development related to the supervision of employees. The agenda for each meeting is set by the President during the SLT meetings and the President and the SLT members present each week on topics related to their respective teams. The President and the SLT members prepare notes prior to the forums and the notes are distributed after all the presentations have been delivered. There is a question period at the end of the meeting to clarify any issues. The supervisors are required to then meet face-to-face with their direct reports to communicate the information provided in the forum session. Department Chairs (although not participants in the forum) will convey the forum notes to all full-time faculty, adjunct, and staff in their departments.

Cabinet. The FCC Cabinet is a representative body comprised of administrators, faculty, support personnel, and students. The Cabinet is convened by the President for the purpose of sharing information from the affinity groups and the Student Government Association; sharing and disseminating information related to College administration and the BOT; and, for providing input related to College governance. The Cabinet meets monthly

Strategic Advisory Team. The SAT is a volunteer, cross-functional team of workgroups open to all College employees. The purpose of the SAT is to support the implementation of the Board of Trustees' Annual Strategic Priorities. The SAT identifies and implements measurable outcomes to accomplish the Annual Strategic Priorities. The SAT meets the first week of each

month and is chaired by the President. The workgroups meet all other weeks of each month. Each workgroup is formed around one of the Annual Strategic Priorities.

Administrative Communication

Administration of the College also communicates to:

Students. The President of the College and the Dean of Students attend all monthly SGA meetings and student government is represented at the President's Cabinet meetings. In addition, the President meets with the SGA President monthly for an individual one-on-one. The primary method of communicating with the student population is the [MyFcc Student Portal](#). Prior to Fall of 2015, all student email accounts were migrated over to Outlook to ensure compatibility with campus faculty, staff, and administration who recently migrated to the new communication platform.

Faculty. The FA (Faculty Association) provides a unified voice directly to the President. The FA Chair meets with the President monthly at an individual one-on-one meeting and in a meeting with other Affinity Group Chairs. The FA chair has a seat on the President's Cabinet, and attends all Board of Trustees meetings.

Staff. Staff is organized into two affinity groups, SPA (Support Personnel Association) and ASA (Administration Support Association). Each of these groups are represented with elected leadership that provides a unified voice directly to the President. The chairs of these affinity groups meet jointly with the President at a monthly meeting. The affinity group chairs also attend monthly President's Cabinet and all monthly Board of Trustees meetings. The College also employs part-time variable schedule employees (PTVS) who are hourly non-benefited staff. Supervisors of PTVS employees are expected to communicate information from the Supervisors and Department Chairs forum to the PTVS employees.

The President holds Supervisors Forum meetings twice a month to disseminate pertinent information directly to all employees with a supervisory role. The supervisors in turn inform their direct reports.

The College Intranet portal, Communication Central, is the primary communication tool for faculty, staff and administration. This portal contains not only official announcements but also the daily business of the College itself. All communications directly from the President's Office are located on the site in its own column and are always visible.

The over-arching design of the communication structures are such that it facilitates a quick, direct, and easy pathway to the College community at all levels for both employees and students. Feedback is regularly collected in other means such as student evaluations, chair evaluations for faculty leadership, and anonymous questions and comments that are immediately addressed at the weekly Supervisors and Department Chairs Communication Forum meeting.

Chief Executive Officer

The President of Frederick Community College acts as the C.E.O. of the College. The President is responsible for the overall administration of the College, while ensuring it reaches its goals and objectives. This is accomplished through planning and establishing effective structures that support student success ([Office of the President, Policy Manual](#)).

The President is appointed by the Frederick Community College Board of Trustees and serves as liaison between the Board and College staff. The duties of the President are listed in the Policy Manual ([Office of the President, Policy Manual](#)) and the ability to perform them was an integral part of the recent Presidential search, which was completed in June 2014.

The search resulted in the hiring of President Elizabeth Burmaster. Elizabeth Burmaster has a rich history with Frederick County and Frederick Community College. President Burmaster grew up in Frederick County returned to her hometown after over 40 years in Wisconsin.

Before coming to FCC, the President worked at Nicolet College in Rhinelander, Wisconsin. Additionally, she also served two terms as the State Superintendent of Public Instruction Wisconsin from 2001 to 2009. She was a principal at an elementary school and a large urban high school before becoming Superintendent and sat on a number of state and national level education boards. President Burmaster brings a wealth of knowledge and experience to the position and her abilities can be seen in the changes she has made since arriving. These changes include altering the budgeting process, taking on a full policy and procedure review, creating a new performance review process, developing the new College strategic plan, and restructuring the College organizational structure.

President's Team

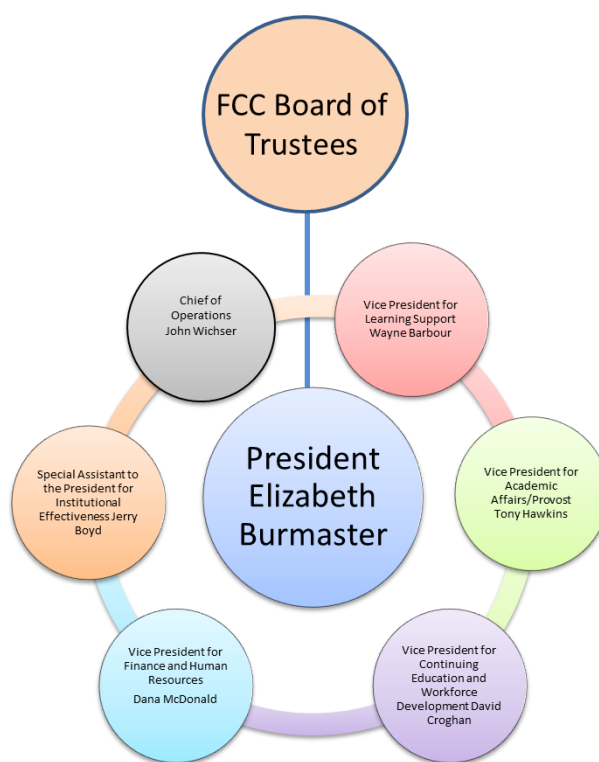


Figure 1. General Management Structure

As part of the restructuring undertaken by the President, the Senior Leadership Team (SLT) was created. This group serves as a supervisory body of the College and is comprised of the Vice President for Academic Affairs, the Vice President for Learning Support, the Vice President for Continuing Education and Workforce Development, the Vice President for Finance and Human Resources, the Special Assistant to the President for Institutional Effectiveness, and the Chief of Operations.

The Senior Leadership team supports the President's decision making, advises on the allocation of resources, and oversees the daily operations of their respective teams. They attend all regular monthly meetings of Board of Trustees. The SLT works with the President to set the

agendas for other advisory groups and meetings. In addition to this group, the President also has two additional areas that are direct reports to her office: the FCC Foundation and Institutional Advancement Office as well as the Office of Diversity, Equity, and Inclusion.

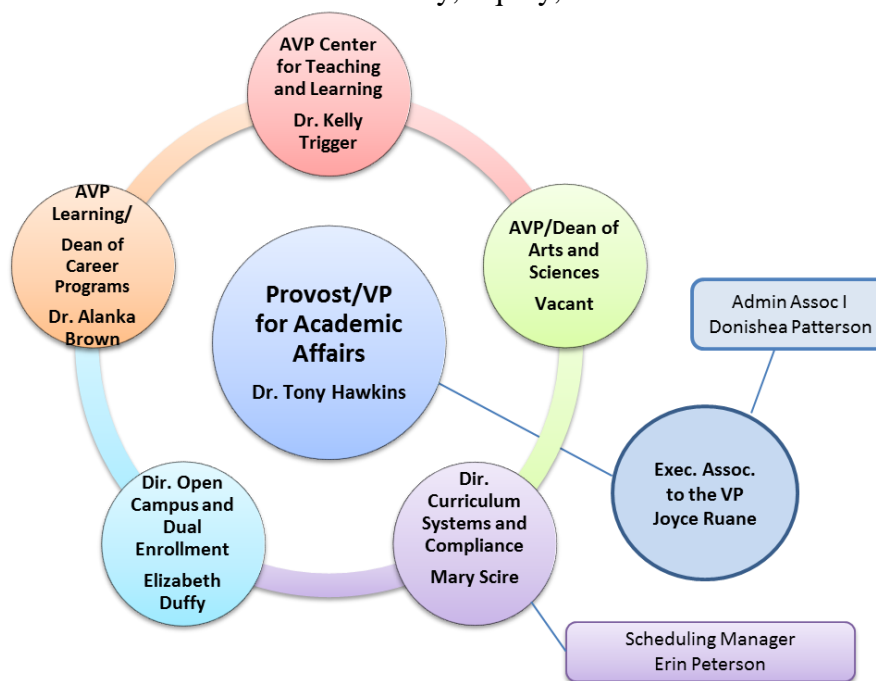


Figure 2. Academic Affairs Management Structure

Academic Affairs. The Academic Affairs Team is under the leadership of Dr. Tony Hawkins, Provost and Vice President for Academic Affairs. Dr. Hawkins began at the College in January of 2015. Dr. Hawkins has served as the Instructional Dean of Arts, Humanities, and Social Sciences at Montgomery College. He also served as their Acting Vice President and Provost the Summer/Fall 2006 and Summer 2008. Dr. Hawkins oversees two areas: Arts and Sciences and Career Programs. Arts and Sciences are currently under the leadership of Dr. Kenneth Kerr, Interim Associate Vice President/Dean of Arts and Sciences. Dr. Kerr has served in this role since February 2015. Arts and Sciences includes the Departments of English, Mathematics, Science, Social Science, and Communications/Humanities/Arts. He previously held the position of English Department Chair and has been with the College since 1999. Dr. Alanka Brown, Associate Vice President and Dean of Career Programs, oversees the Computers/Business/Technology Department as well as Allied Health and Nursing. She was appointed to this position in 2013 and was previously the District Director for Academic Readiness and Academic Outreach at Miami Dade College in Florida. Academic deans serve as direct supervisors for all full-time faculty including all full-time faculty hiring decisions and annual performance appraisals.

Each of the academic departments is managed by a department chair elected by the faculty in that department to serve a three-year term. Chairs are ten-month faculty given a 9-credit course release for Fall and Spring and additional pay as compensation for summer hours. Individual programs are managed by program managers who are given between three and six credits course release to manage the program. Department chairs and program managers are the direct supervisor for adjunct faculty in their area. Supervision includes hiring, observing,

professional development, and scheduling. The Office of the Provost also oversees the areas of high school dual enrollment, academic scheduling, and articulation agreements with peer and transfer institutions.

Continuing Education and Workforce Development. David Croghan leads the Continuing Education and Workforce Development Team. Croghan was Interim Vice President of Learning (now Academic Affairs) from 2012-13. Prior to that, he had been the Associate Vice President and Dean of Continuing Education and Contract Training since 2006. As vice president, he supervises three executive directors. Kim Duncan is the Executive Director of Adult Basic Education and Lifelong Learning and supervises Adult Education, English as a Second Language, Youth Programs, Personal Enrichment, and the Institute for Learning in Retirement and manages the reporting function of the continuing education department. Patricia Meyer serves as Executive Director of Workforce Programs, this area includes Business Solution, Careers & Business, Certification & Licensure, Computer & Technology, Emergency Management, Healthcare Careers, Trades & Industry, and Short Term Training and she also manages the enrollment management system, Lumens. Finally, Kathy Francis is the Executive Director of Emergency Management. This program provides students with a broad education in emergency management and focuses on preparedness and the skills needed to organize and lead emergency management operations. Francis also manages marketing for the Continuing Education and Workforce Development department.

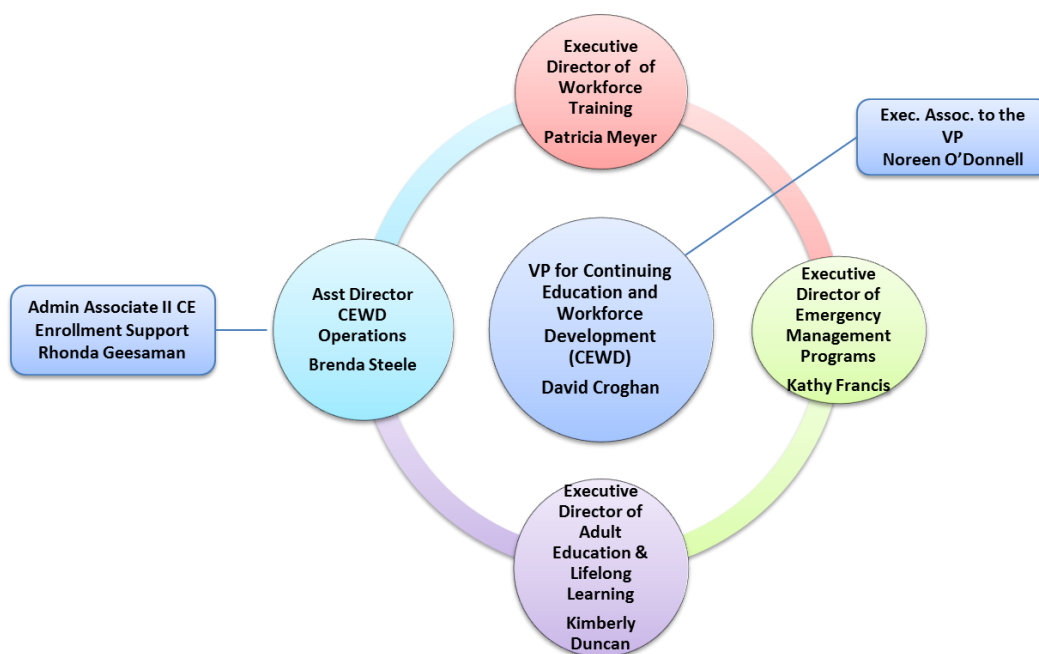


Figure 3. Continuing Education and Workforce Development Management Structure.

Learning Support. Dr. Wayne Barbour came to the College in 2013 and is the Vice President for Learning Support. Dr. Barbour was formerly Dean of Student Services at Northern Virginia Community College, Loudoun Campus since 2011. Prior to that, he was Associate Dean of Student Development at the Germantown Campus of Montgomery College. Dr. Barbour oversees two areas Enrollment Management and Student Development. Associate Vice President

for Enrollment Management is headed by Laura Mears who came to the College in 2011 from Texas A&M where she was Associate Director of Strategic Planning and Customer Communications. Mears supervises Financial Aid, Admissions, and the Welcome Center. Student Development is led by Jerry Haynes who came to the College in 2014 from Pima Community College where he served as Vice President of Student Development from 2005-2013. Haynes leads the areas of Athletics, Counseling and Advising Office, Multicultural Student Services, Disability Services, Student Engagement, and the Career and Transfer Center.

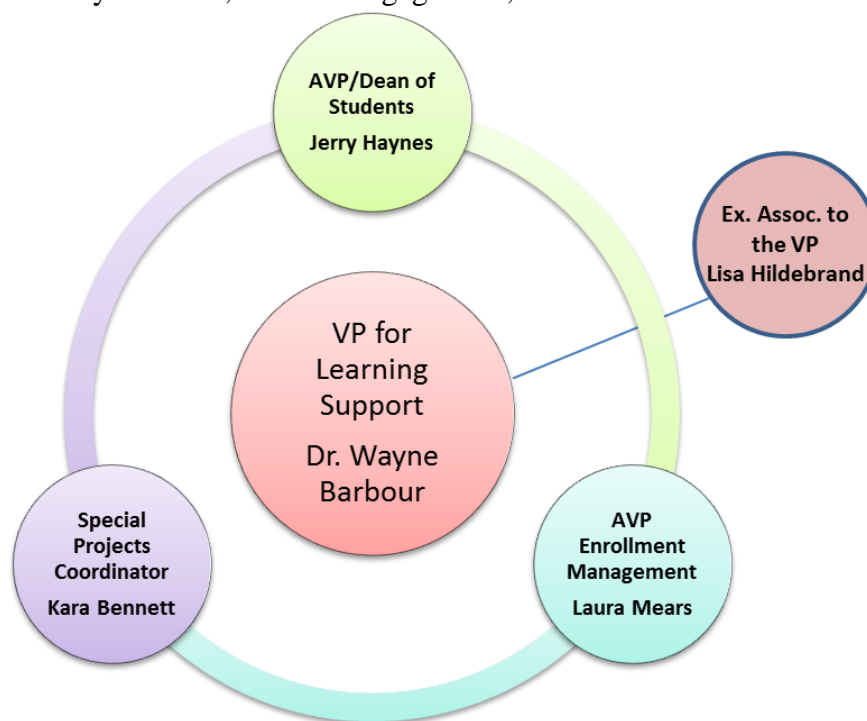


Figure 4. Learning Support Management Structure.

Human Resources and Fiscal Services. The Vice President for Human Resources and Finance serves as the Chief Financial Officer of the College. Dana McDonald came to the College in 2012 and originally served as the Associate Vice President for Fiscal Services. She was then moved into the Vice President of Administration position as an interim and later was hired for the position. Since that time, some of the administrative functions overseen by the Vice President have been broken off as part of the restructuring efforts and given to the Chief of Operations. With this change, McDonald serves as the Vice President for Human Resources and Finance. Prior to FCC, McDonald had worked in multiple finance roles with non-profit organizations. In her current position, she not only supports the President and her initiatives, but also leads Administrative Projects, Auxiliary Services, Fiscal Services, and Human Resources.

The Fiscal Services Office is current overseen by the AVP for Fiscal Services, William Gutzkuhn who came to the College in 2015. Auxiliary Services is overseen by the Executive Director of Auxiliary Services, Fred Hockenberry, who has been with the College since 2008. Human Resources are overseen by the AVP for Human Resources, Maryrose Wilson, who began at the College in 2015. Each of these individuals provides oversight for their individual areas and serves as the supervisors for all functions within their offices.

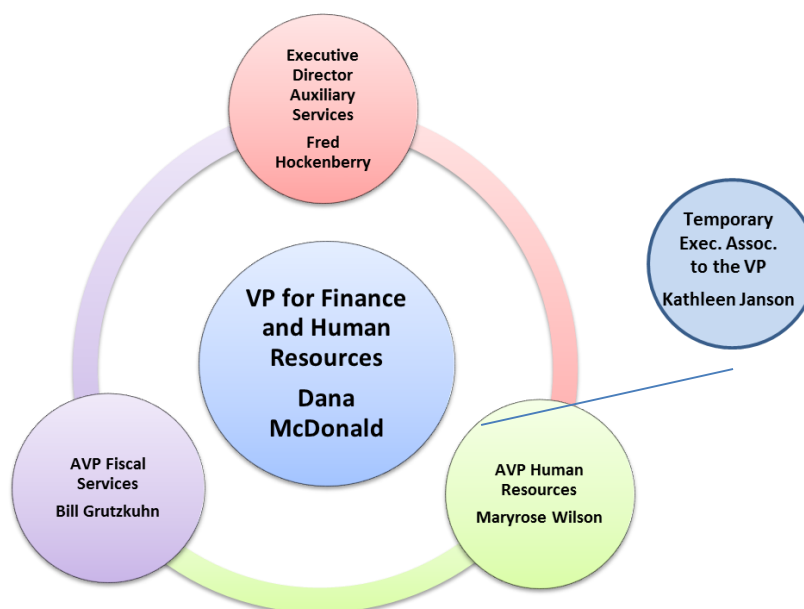


Figure 5. Human Resources and Finance Management Structure.

Operations Team. The Chief of Operations position was created as part of a restructuring effort to more effectively manage areas including Facilities Planning, Facilities Management-Plant Operations and Custodial Services, and Campus Safety and Security. John Wichser was hired as the Chief of Operations in 2015 and brings a rich breadth of experience to the College having worked at both Hood College and University of Maryland.

The Facilities Planning area is currently overseen by John Anzinger, Director of Facilities Planning, who joined the College in 2015. The Facilities Management area is currently overseen by Anthony Helfrick, Director of Plant Operations, who also joined the College in 2015. Campus Safety and Security is overseen by a new Director, Christopher Sasse, who started at the College in September of 2015.

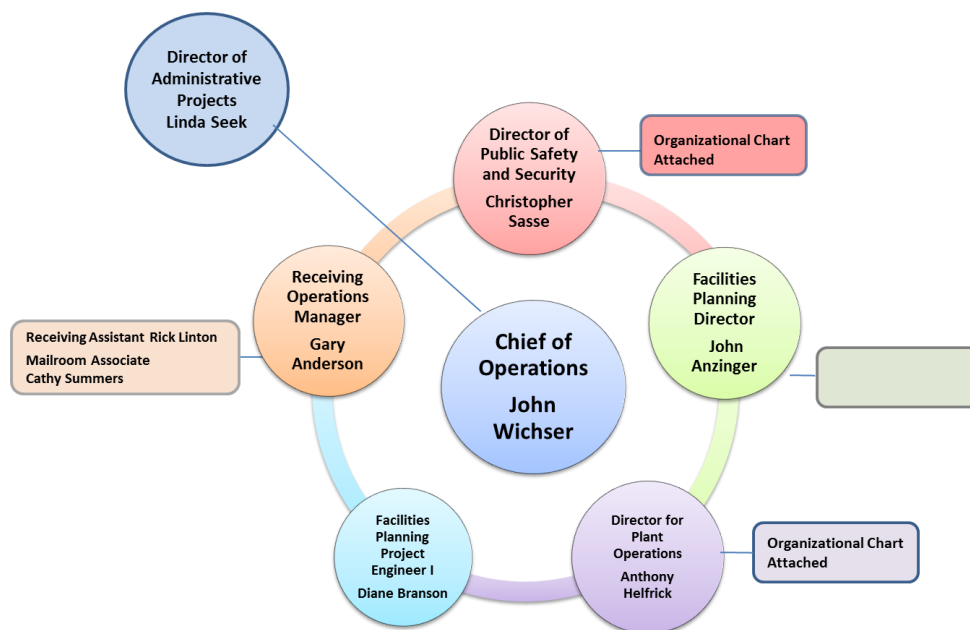


Figure 6. Operations Management Structure.

Institutional Effectiveness. Institutional Effectiveness is overseen by the Special Assistant to the President, Institutional Effectiveness, Gerald Boyd. Boyd previously worked at Northern Virginia Community College as a Dean and served as the AVP/Dean of Arts and Sciences at the College starting in 2010. He then made the transition to Institutional Effectiveness where he currently oversees the Office of Planning, Assessment, and Institutional Research, Communications and Digital Media Services, Marketing, and Information Technology.

Information Technology is overseen by the Chief Technology Officer, Wayne Keller, who joined the College in 2013. Marketing is overseen by Michael Baisey who joined the College in 2015. The Communications coordinator, Caroline Cole reports directly to the Special Assistant to the President, Institutional Effectiveness. Additionally, all four members of the Office of Planning, Assessment, and Institutional Research report directly to the Special Assistant to the President, Institutional Effectiveness.

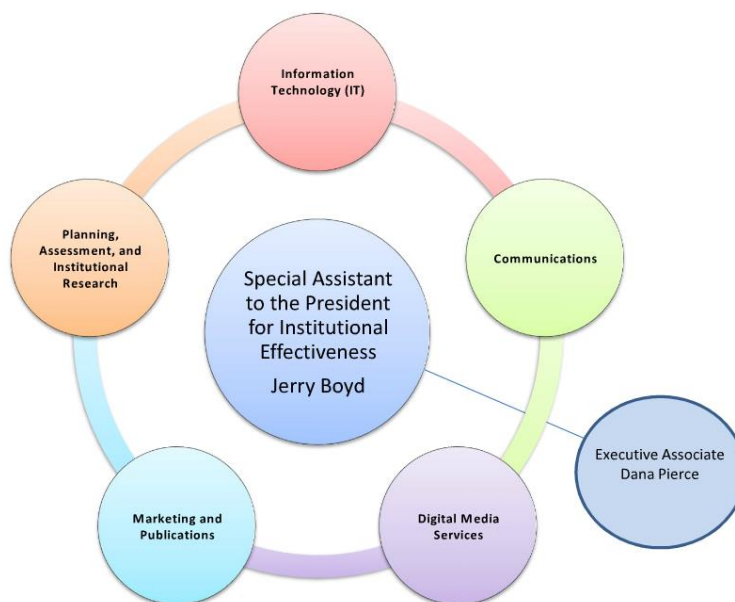


Figure 7. Institutional Effectiveness Management Structure.

Assessment of Administrative Structures and Services

Like all employees of the College, all supervisors, administrators, and senior leaders are assessed through semi-annual performance appraisals and goal setting through the Annual Development Plan (ADP) process. There are three individual performance appraisal forms for either staff, faculty, or administrators. Administrator performance appraisals are completed by May 1 and December 1 each year. Administrators are assessed on Mission and Integrity; Diversity and Respect; Accountability, Professional Development; Community Building; Decision Making, Problem Solving and Judgement; Job Specific Performance, Supervisory Responsibilities; and Ethic, Engagement, Service, and Public Trust. The ADP requires the Senior Leader to set Team Goals that flow from Trustee Annual Strategic Priorities. The Annual Strategic Priorities reflect Trustee areas of concentration in fulfilling the College mission. Every employee then has an individual goal that supports the Team Goal. In addition to these annual and semi-annual assessments, Senior Leaders submit a weekly progress report to the President. Included in these weekly reports are the weekly reports of each of the Senior Leader direct reports. In this way, College administrators are routinely and thoughtfully self-assessing.

Areas of Strength

1. The Planning and Institutional Effectiveness Model used by the College provided a series of structured procedures to define specific strategic goals to be completed in a three year cycle during the [2013-2015 Strategic Plan](#) and ties budgeting to those goals.
2. On an annual basis, the Office of Planning, Assessment, and Institutional Research (OPAIR) produces an Institutional Effectiveness Report that provides feedback on the accomplishment of Strategic Planning goals and budget allocation.
3. The College has built a strong organizational structure that supports the President in the administration of the college and provides clarity in sharing information with students, faculty, and staff.

Recommendation

1. Review and operationalize safety and security plans.
2. Enhance facilities and maintenance planning, standards, and business processes
3. Advocate locally, regionally, and statewide in an attempt to secure additional sources of funding for the College.
4. Empower leadership to foster continuous institutional improvement.

References

[Frederick Community College Planning, and Institutional Effectiveness Model](#)
[Institutional Effectiveness Reporting Process and Timeline](#)
[FCC Policy and Procedure Manual](#)
[FCC Administration Division Organizational Chart](#)
[Administrative Division Tactical Plan](#)
[FCC website](#)
[Adjunct Faculty Budget Analysis \(2010-2014\)](#)
[FCC's Institutional Effectiveness Report, 2014](#)
[FCC Academic Catalog](#)
[FCC H.R. Recruitment and Selection Guidelines](#)
[FCC Annual Security Report](#)
[Frederick County Hazard Mitigation Plan](#)
[Facilities Master Plan 2012-2017](#)
[SPA Minutes](#)
[ASA Minutes](#)
[FA Minutes](#)
[Board of Trustees Agenda](#)
[Communication Central](#)
[MyFCC Portal Posting Example](#)
[SLT Agendas](#)
[PCC Agendas](#)
[Cabinet Agendas](#)

Working Group

Dana McDonald, Vice President Finance and Human Resources
 Fred Hockenberry, Executive Director, Auxiliary Services
 Michael Martin, Accounting and Business Faculty
 Doree Lynn Miles, Academic Office Manager Computing, Business, & Technology
 Dina Yagodich, Math Faculty
 Kathleen Martin, Nursing Faculty
 Karen Reilly, Executive Director of Continuing Education
 Tom Jandovitz, Allied Health and Wellness Faculty

Goal 5: Identify and Secure Additional Funding to Meet the College’s Mission (Standard 2)

Standard 2: Planning, Resource Allocation, and Institutional Renewal

Overview

Formal and systematic strategic planning at FCC goes back fifteen years. In 2005, the College mission was “Frederick Community College prepares students to meet the challenges of a diverse, global society through quality, accessible, innovative, lifelong learning. We are a student centered community-focused college. FCC offers degrees, certificates, and programs for workforce preparation, transfer, and personal enrichment to enhance the quality of life and economic vitality of our region.” During this time, the College strategic plan included the following goals: Learning, Learning Support, Access, Assessment, Employee development, Responsible use of resources, Communication, and Fostering a climate of respect. These goals remained the focus of the “Student Learning First” strategic plan until 2007. At that time, the mission of the previous strategic plan was reaffirmed, but new strategic goals were developed which focused on Diversity, Sustainability, and Viability and were the focus of College planning until FY 2012.

During the period after FY 2012, the College transitioned into its next strategic plan using a bridge plan for one full year. This bridge plan was used in an effort to have an all-inclusive process and to give the College time to create a new plan during times of leadership change. The bridge plan was succeeded by the College 2013-2015 Strategic Plan which focused on the goals of Promoting Academic Excellence in Teaching and Learning, Increasing Student Success and Goal Achievement, Enhancing Access, Support, and Opportunities that Meet the Needs of Diverse and Changing Populations, Expanding Opportunities for Employee Excellence and Professional Development, Identifying and Securing Additional Funding to Meet the College Mission, Advancing the College Commitment to and Success in Assessing its Effectiveness in Achieving its Mission and Goals, Utilizing New and Emerging Technologies that Improve Learning and Business Operations, and Increasing Programs and Services that Anticipate and Respond to Current and Future Workforce Needs.

Recently, the College completed a new five-year strategic plan: FCC 2020. Two full-day workshops were held with open participation to collect constituency feedback on the new plan. After those sessions were held, the 2013-2015 Strategic Plan mission and vision were reaffirmed. The goals of FCC 2020 are to Enhance Student Persistence, Success, and Completion Through Collaborative and Effective Support Systems, Promote Excellence in the Design, Delivery, and Support of Student Learning, Ensure Fair and Ethical Standards in All Policies, Practices, and Procedures Throughout the College Community, Prepare for the Future Through Effective Planning, Resource Development, and Continuous Institutional Improvement that is Aligned with the College Mission, Enhance Access, Support, and Opportunities that Meet the Needs of Diverse and Changing Populations, Expand the Leadership Capacity of All Employees Through Professional Development to Meet the Challenges and Opportunities for Our College, Clearly Articulate a Governance Structure that is Transparent and Outlines Roles, Responsibilities, and Accountability for Decision Making, Articulate Career Pathways for Continuing Education and Credit Students which Enhance Their Ability to Secure Employment, and Increase Access, Affordability, and Student Goal Completion.

As with previous strategic plans, the new FCC 2020 was created with input from individuals across the College. The goals of the plan serve as the foundation of team plans

moving forward which will be directly linked to resource allocation. These plans are currently assessed using multiple strategies, but most specifically as part of the annual Institutional Effectiveness Report.

Academic Master Plan (AMP)

In October of 2009, at the request of the Vice President of Learning (now Academic Affairs/Provost), a steering committee was created to produce the first [Academic Master Plan \(AMP\)](#) at Frederick Community College. Between October 2009 and January 2010, the committee defined its roles, responsibilities, and goals. The committee worked to identify six themes they felt the College would face in the next five years. These themes were workforce development/career program/emerging programs, general education, learning technologies/on-line learning, professional development standards, students, and the American graduation initiative. On January 21, 2010, the committee organized the Learning Division (now Academic Affairs Team) into focus groups at the annual Learning Retreat. Working groups were created to address each of these areas following the retreat. This task was the foundation of the [Academic Master Plan 2010-2015](#) which charts the course for the academic future of the College. The AMP later served as the foundation of the [Learning Tactical Plan \(now Academic Affairs Team Plan\)](#) and informed the 2013-2015 Strategic Plan.

Strategic Plan 2013-2015

The College mission statement served as the foundation of the [2013-2015 Strategic Plan](#). The FCC mission and vision statements focused specifically on learning and the four core values of the College: diversity, excellence, community, and integrity. The College used a comprehensive planning process that included measurable outcomes and benchmarks derived from strategic plan goals and objectives to develop tactical and operational plans for functional areas. These plans assigned accountability, schedules, and assessment measures for activities across campus. The tactical plans were then tied to the distribution of resources. The Mission, Vision, and Goals were developed following internal and external scans, college workgroups, and community leader focus groups.

Area Plans and the Strategic Plan

During the 2013-2015 Strategic Planning process, the College organization structure consisted of the following units: Learning (now Academic Affairs) Unit, Learning Support Unit, Administration Unit, Diversity Office, Institutional Effectiveness Department, and the FCC Foundation. Tactical Plans for each of these areas were designed with a focus on key initiatives directly linked to strategic goals and objectives. The plans were then implemented by each area. As the year progressed, managers were asked to indicate how the objectives in their Tactical Plans were going to be assessed, and asked for recommended additions or revisions to their objectives. Managers were also asked to identify the area(s) responsible for accomplishing the objectives. Institutional Effectiveness Department (now the Office of Planning, Assessment, and Institutional Research) then compiled the information collected from each area into a final tactical plan and used this information to assemble the annual Institutional Effectiveness Report.

Learning (now Academic Affairs) Tactical Plan. As the Academic Master Plan was completed prior to the 2013-2015 Strategic Plan, the [Learning Tactical Plan](#) was directly aligned with the 2013-2015 Strategic Plan, and specific objectives were addressed for each strategic goal. Assessment of the tactical plan was conducted in several areas within the Learning

Department: English/ESL, Honors, Communications, Humanities, and Arts (CHA), Mathematics, Science, and Social Science departments. These assessments can be found in:

- English/ESL: Academic Program Review, page 102.
- Honors: Program Review 2013 – 2016, available by request from the Honors College Department Chair. The review of this document is performed solely by the Chair.
- CHA: all planning is based on the Learning Tactical Plan. Progress reports of Faculty members were compiled at the end of each academic year and reported to the Institutional Effectiveness Department.
- Mathematics: 5-year Initiative Plan. These initiatives directly relate to the Learning Tactical Plan (2012-2015). The document is reviewed and updated at the end of each academic year by collaborative work of the full time mathematics faculty. The plan is available by request from the Department Chair.
- Social Sciences: the unit as a whole does not have a strategic plan; however, within the department there are several programs that routinely conduct program evaluations, such as Paralegal, Early Childhood Education, Criminal Justice, and Education Programs. Those documents include strategic planning.
- Science: The department spent a great deal of time discontinuing degree programs that were not viable and working to develop a STEM general studies track.

Learning Support Tactical Plan. The [Learning Support Tactical Plan](#) was also directly aligned with the 2013-2015 Strategic Plan. Learning Support implemented many initiatives that were assessed for success during their tactical planning efforts. Some of those activities included:

- Increasing the course completion rate by decreasing the withdraw rate.
- Implementation of a new Student Success Alert.
- Assessing the timeliness and availability of services.

Specific assessments were undertaken to track many of these strategies. One example can be seen in the implementation of the new Student Success Alert in an effort to decrease the withdraw rate. An [initial assessment](#) of the existing Early Alert process was undertaken which found that faculty participation was limited and not timely as a persistence intervention. Additionally, it was used primarily to encourage students to withdraw. Based on this assessment, a new Student Success Alert was developed which supports early intervention, direct, personalized contact between faculty and the student, and referral to learning support services. A complete assessment of the implementation can be seen in the [Assessment of The Student Success Alert](#) document.

Administration Tactical Plan (now Human Resources and Finance, as well as Operations). [The Administration Tactical Plan](#) was directly aligned with the 2013-2015 Strategic Plan and each of the eight goals was addressed with a specific strategic objective. Some examples of strategic initiatives undertaken by the Administration during the 2013-2015 Strategic Plan include:

- Entrepreneurial resource development.
- A focus on grant funding and opportunities.
- Implementation of a formal professional development process.

These initiatives were achieved using multiple strategies. One example is the installation of artificial turf to the baseball infield which allowed the College to create a revenue generator outside of traditional sources.

Continuing Education and Customized Training (now Continuing Education and Workforce Development) Tactical Plan. Tactical planning was completed within the Continuing Education and Customized Training Department (CECT). The plan was initially developed when the AVP, Continuing Education served as the interim Vice President of Learning. The final tactical plan was changed when the AVP, Continuing Education returned to his department and was promoted to a position of VP for Continuing Education and Workforce Development. Some initiatives undertaken as part of the Continuing Education and Customized Training Tactical Plan included:

- The articulation of transition points between credit/noncredit courses across CECT and academic areas.
- The development of an enrollment marketing plan to target CE students using the new online enrollment software (Lumens).
- Ensuring that CECT programs and course were up-to-date and met student and community needs.

One example of the achievement of this department was the articulation of certification for Certified Nursing Assistant (a non-credit program) that nursing students can now achieve after completing the initial portion of their credit Nursing program.

Office of Diversity (Office of Diversity, Equity, and Inclusion Tactical Plan). The [Office of Diversity](#) plan follows the same structure as other areas. The office had a vacancy in leadership during the planning process that delayed development and assessment of their tactical plan. The major focus of this plan included increasing the minority representation of the College faculty and staff. During this time, the College increased minority faculty representation from 14% in Fall 2013 to 18% in Fall 2014. In Fall 2014, President Burmaster hired a new Director of Diversity, Equity, and Inclusion. A President's Task Force for Diversity, Equity, and Inclusion was formed with the new director serving as chair. The task force began the immediate development of an action plan for implementation of diversity related strategic goals. Some examples of initiatives undertaken:

- Inclusion of diversity training for each hiring committee.
- Professional development for faculty.
- Student engagement forums around culturally relevant issues (Baltimore Riots).
- Inclusion of diversity goals in the new Performance Management System.

Institutional Effectiveness Tactical Plan. The Institutional Effectiveness Department held a retreat where a tactical plan was developed under the Executive Director, Strategic Planning and Institutional Effectiveness. Shortly after the development of this plan, the Executive Director left the College and the department was without leadership. During that time, departmental activities were documented and reported on the department Intranet site; however, the tactical plan document was not updated. This deficiency has been addressed with the appointment of the Special Assistant to the President for Institutional Effectiveness.

Table 7: Tactical Plan Objectives Matched to Strategic Goals

----- Met by the Number of Tactical Plan Objectives -----

Strategic Goals	Administrative	Learning	Learning Support	Institutional Effectiveness	Diversity	FCC Foundation	Totals
Goal 1	1	8	4	4	9		26
Goal 2	4	3	4	2	-	1	14
Goal 3	1	-	3	2	5		11
Goal 4	7	2	1	-	3	3	16
Goal 5	5	-	-	3	-	5	13
Goal 6	6	-	2	6	2		16
Goal 7	5	1	7	2	-		15
Goal 8	3	2	-	3	-		8

Unsustained leadership within some departments directly affected tactical planning efforts during the 2013-2015 Strategic Plan. Table 7 shows that all goals of the 2013-2015 Strategic Plan were covered in at least one of the departmental plans within the College. The detailed activities above show that the College had many achievements during 2013-2015. Goals and objectives reflected in the chart were linked directly to the mission, and the mission served as the foundation of the development of the current strategic plan, FCC 2020.

FCC 2020

In May of 2015, the College community reaffirmed the College Mission, Vision, and Values as stated in the 2013-2015 Strategic Plan and began the development process for a new five-year strategic plan for 2015 through 2020 that became FCC 2020. On September 19, 2015 the College Board of Trustees held a planning session in which they identified five strategic priorities for FY 2015-2016. These priorities along with the strategic goals of FCC 2020 are the framework for Team Plans for each of the six major operational areas within the College: Academic Affairs, Learning Support, Human Resources and Finance, Operations, Continuing Education and Workforce Development, and Institutional Effectiveness. Team Plans are currently being developed and the budget process is being completed. All budget requests must be tied to FCC 2020 and one or more of the key strategic priorities for consideration.

Budget Development and Allocation of Resources

The College [FY16 operating budget](#) is \$49.1 million and includes operating expenses and funding for new initiatives. Funding sources include State of Maryland, Frederick County, tuition and fees, and State and Federal grants. It had been an established practice to roll over base budgets each fiscal year. For the development of the FY 16 budget, the College engaged in a zero-base budgeting process. All departments reviewed, re-allocated, and revised their budgets to prioritize resources to fund strategic initiatives without increasing the departmental budget. Any new initiatives or budget requests required the submission of an SIRD (Strategic Initiative Request Detail) with rationale as to how the initiative supported the Annual Strategic Priorities. Examples of strategic spending include:

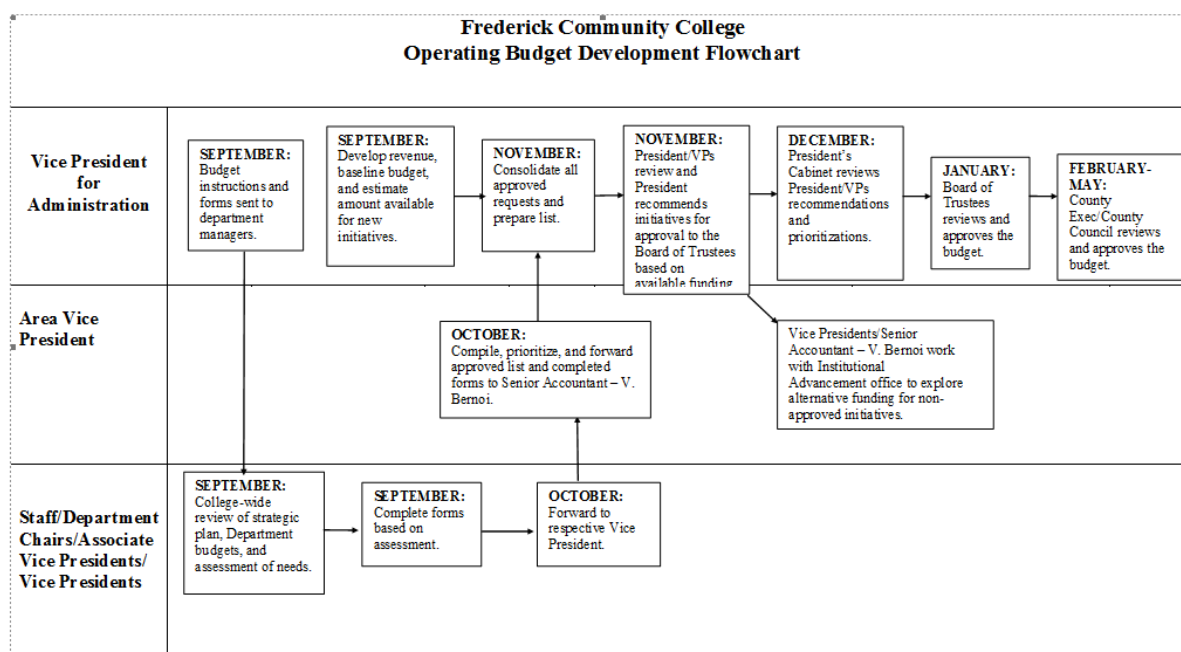
- Funding for four new faculty positions.

- Funding for two advising positions.
- Increase in tier-1 adjunct faculty salaries.

Additionally, the budgeting process and prioritization with strategic goals allowed the College to keep tuition and fee increases at 2% despite cuts in state funding and declining enrollment and FTE.

Budgeting guidelines and processes for developing the operating budget are available for review by employees via the College Intranet site. The budget process includes review and approval by the Board of Trustees and submission to the County Executive and County Council for approval. College staff are provided with budget updates and information through the Supervisors Forums. This process of development is detailed in Table 8.

Table 8: Operating Budget Development Flowchart



Senior Leadership and the Board of Trustees review and assess effectiveness of resource allocation continuously throughout the fiscal year and through their budget development and approval process.

Institutional Effectiveness 2014 Report

The College assesses their planning efforts in accordance with the Institutional Effectiveness Procedure. The Office of Planning, Assessment, and Institutional Research (OPAIR) accomplishes this task using two key strategies; the Maryland Higher Education Commission (MHEC) Accountability Report and the annual Institutional Effectiveness Report. MHEC requires the College to complete an Accountability Report based on key performance indicators developed by the State. Data assessed as part of the accountability report inform progress made on five year benchmarks set by the institution. OPAIR also produces an annual Institutional Effectiveness Report which provides assessment data for key initiatives from the strategic plan.

In recognition of the importance of planning, resource allocation, and institutional effectiveness to the College, President Burmaster created a new senior-level position. The Special Assistant to the President for Institutional Effectiveness reports directly to the President and is tasked with the responsibility of planning, assessment, and institutional research. This position, effective January 2015, provides leadership and support to the departments of Information Technology, Marketing, Communications and Public Relations, Media Design Services, and the Office of Planning, Assessment, and Institutional Research. The Special Assistant works in support of the President and the College community to facilitate the development, execution, and assessment of FCC 2020 and Team plans.

The College Mission, Strategic Plan, and Team Plans are readily available via links on the FCC website, in print, and on the OPAIR Site.

Identifying and Securing Additional Revenue

In these times of flat or declining support from state and local governments, it has become vital for higher education institutions to develop additional revenue streams outside those of government allocations, tuition, and fees to meet the mission of the College. The College has been resourceful in its efforts in this area.

- Foundation Annual Clutch the Purse raised a record amount ([President's Annual Report to the Board of Trustees: August, 2014](#)).
- Foundation Annual Golf Tournaments raised record amount ([President's Annual Report to the Board of Trustees: August, 2014](#))
- Annual Giving Campaigns, Pledges, Gifts to be used for scholarships and grants ([Foundation Department Tactical Plan](#)).
- Shirley Cruikshank-Wolfe, an Institute for Learning in Retirement (ILR) student, provided a bequest of over \$600,000 to support professional development for faculty, provide scholarship funds for students, and enhance programming for ILR ([President's Annual Report to the Board of Trustees: August 2013](#)).
- Leased vacant space in Children's Center for Head Start classroom ([Institutional Effectiveness Report: 2014](#)).
- Developed Hazard Mitigation Plan in entrepreneurial effort with Frederick County Emergency Management in 2013 ([Administration Division Tactical Plan](#)).
- Mid-Atlantic Center for Emergency Management, which is part of an FCC Emergency Management Program has doubled its gross revenue for contracts and grant activity from 2010 to 2014 ([Annual Report to the Board of Trustees: August 2014](#)).
- Created a business plan to install artificial turf on the infield of the baseball field, funded by Capital Improvement Fee charged to students, which will be reimbursed through rental fees for the field. ([Annual Report to the Board of Trustees: August 2014](#)). This entrepreneurial effort will lead to ongoing revenue opportunity for the institution for years to come.
- Dual-Enrollment program was instituted in 2013. ([Dual-Enrollment PIHE Application](#)) The result will be an increase in revenue with each additional school that comes on board. In fact, the largest increase in the student population has been in the 17 or under group, which increased by 16.3%. This can be credited to the dual-enrollment program and continued success of the College open campus program. ([Student Demographics, Fall 2014](#).) Eight of the ten Frederick County high schools are participating with the

remaining two scheduled to come online by Fall 2016. ([“FCPS and FCC Partnering to Foster College Completion.”](#))

- The Adult Basic Education Program received MHEC ESL supplemental funds for the first time—totaling \$139,488. ([Annual Report to the Board of Trustees: August, 2013](#)) Each year, FCC receives supplemental funds from MHEC based on the FTE generated by ESL programming. These funds are then reinvested back in the ESL population at FCC. The funds have grown to the point where an ESL Program Manager/Transition Specialist was added in FY15. This position will help grow ESL programming even further through the addition of Continuing Education offerings, leading to additional revenue for the institution and additional FTE that will support even more initiatives in the coming year.
- In the Fall of 2014, the College received \$731,000 for a new Cybersecurity program as part of the Trade Adjustment Assistance Community College and Career Training Grants program administered by the U.S. Dept. of Labor and U.S. Dept. of Education. ([Cybersecurity Program](#))

All of these activities illustrate College efforts in developing additional revenue streams.

Increasing Revenue through Grants and Contracts

The College is committed to securing both private and public grants and contracts. In Fall 2014, FCC added a new position in the Finance Team: Assistant Director of Grants. This position is responsible for researching, identifying, and managing the grant process. The Assistant Director of Grants works with faculty and staff to develop local, state, and national public and private grant opportunities. ([Job Description, Asst. Director of Grants.](#))

Areas of Strength

1. The 2013-2015 Strategic Plan guided budget development and resource allocation.
2. The new strategic plan, FCC 2020, and the Annual Strategic Priorities place even greater importance on efficiency and efficacy in the use of College resources.
3. The Board of Trustees and College community recognize the challenges of the current fiscal environment and the need to keep college affordable for students.
4. The College planning and budgeting process empowered the reconsideration of capital improvement project investments.

Recommendations

1. Engage in entrepreneurial resource development and decrease reliance on unsustainable funding sources.
2. Engage in resource prioritization which aligns with the College strategic goals.
3. Build the capacity of the Office of Institutional Advancement/Foundation.

References

[College Strategic Plan 2012-2015](#)

[Academic Affairs Tactical Plan 2014-2015](#)

[Learning Support Tactical Plan 2014-2015](#)

[Administration Tactical Plan 2014-2015](#)

[Continuing Education and Customized Training Tactical Plan 2014-2015](#)

[Foundation Tactical Plan 2014-2015](#)

[Diversity, Equity, and Inclusion Tactical Plan 2014-2015](#)

[Facilities Master Plan 2012-2017](#)

[Institutional Effectiveness Report 2014](#)

[Fiscal Services Intranet Page](#)

[Year 1 Academic Program Review](#)

[Academic Program Review Schedule](#)

[Unit Annual Reports](#)

[Frederick Community College Planning and Institutional Effectiveness Model](#)

[Institutional Effectiveness Reports](#)

[Approved Operating Budgets](#)

[Scanning Results from 2012](#)

[FCC 2020](#)

Working Group

David Croghan, Vice President Continuing Education and Workforce Development

Michelle Wichman, ESL Intake and Assessment Specialist Continuing Education

Kimberly Duncan, Executive Director of Adult Basic Education and Lifelong Learning

Sue Johnson, Computing and Technology Faculty

Val Lochman, Math Faculty

Kristi Waters, Office Manager, Career Programs

Marc Frankenberry, Science Faculty

Nicole Martin, Reference Librarian

Goal 6: Advance the College’s Commitment to and Success in Assessing its Effectiveness in Achieving its Mission and Goals (Standards 4 and 7)

Standard 4: Leadership and Governance

Overview

President Carol Eaton sustained leadership from 2006 until 2011. There was a period from 2007 through 2010 when the College provost left and the previous provost returned as an interim. This provided consistency and stability in Academic Affairs. In 2011, following Dr. Eaton’s departure, the Board of Trustees named the Vice President for Administration as interim president. This created an additional interim appointment of the AVP for Human Resources as interim VP for Administration. Neither interim had a background in academia. This began a three year period of unsustained leadership.

Shortly thereafter, the Vice Presidents of Academic Affairs and Learning Support both left the College resulting in additional interim appointments. Complicating the situation was a brief presidential tenure. In the summer of 2012, the Board of Trustees hired a new president. His time at the College was brief, lasting only six months. For undisclosed reasons, the previous interim president, who had since returned to his role as Vice President of Administration, was reinstated without a formal presidential search, until August of 2014. These events brought about intense media attention. The negative media attention and editorial criticism persisted for the next several months. This included a Freedom of Information request that resulted in a successful legal challenge by the *Frederick News Post*. Once the media attention given to the College presidential situation subsided, media attention moved to two employees whose positions had been eliminated. They filed suit against the College and the reinstated former interim President. Once again, College leadership received unwanted and negative attention in the media. The fact that all senior leaders were not serving in permanent appointments during this time only further compounded the situation. The Trustees conducted a presidential search in spring of 2014 resulting in the hiring of President Elizabeth Burmaster, effective August 2014. Successful searches for all senior leaders were completed and there were no longer any interim appointments as of December 31, 2015. Additionally, the employee lawsuit has been settled.

From August 2014 to the present, operational and organizational changes have been implemented to enhance communication, transparency, and collaboration throughout the College community.

Board of Trustees. A seven-member Board of Trustees (BOT), appointed by the governor of Maryland, oversees FCC. Board membership is highlighted on the FCC [website](#) with accompanying term lengths and bios. Several key existing policies and procedures, in addition to the pertinent statutes in the Maryland Annotated Code and regulations in the Code of Maryland Regulations ([COMAR](#)), clearly outline composition, duties, and responsibilities of the Board of Trustees ([Board of Trustees Bylaws](#)). The Board of Trustees holds regular, public meetings, and in an effort to remain accountable and transparent, abides by the “Public Information Act” policy ([1.20 Board of Trustees Public Information Act](#)). The College President reports to the Board of Trustees. Monthly meeting agendas and minutes are posted on the College website. The BOT provides oversight to the President during its term of office and verifies that the President is fulfilling job responsibilities, duties, and expectations (Policy 2.12 Office of the President).

Chief Executive Officer. The President of Frederick Community College acts as the C.E.O. of the College. The President is appointed by the Frederick Community College Board of Trustees and serves as liaison between the Board and College staff. The duties of the

President are listed in policy ([Office of the President, Policy Manual](#)) and include ensuring a collegial governance structure. President Elizabeth Burmaster has worked to build clarity in communication and trust since arriving at FCC. The President has implemented many changes since arriving at FCC including:

- changing the budgeting process,
- reviewing all policies and procedures,
- creating a new performance review process,
- developing the new College strategic plan, FCC 2020,
- and organizational restructuring of the College.

Throughout this work, the President has continued to solicit input from College constituencies. President Burmaster has accomplished this by holding a weekly Supervisors and Department Chairs Forum, one-on-one meetings with affinity group chairs, developing a strong Senior Leadership Team, and attending many affinity group and Student Government Association (SGA) meetings. The President uses multiple strategies to collect feedback from employees and to ensure a voice in the governance process.

Affinity Groups. The College clearly defines the role of representative employee affinity groups, the College Senate, and the President’s Cabinet in governance related to policy and/or procedure development (Policy 2.11 Policies - Creation). Affinity groups consist of the Administrative Staff Association (ASA), Faculty Association (FA), and Support Personnel Association (SPA). The Senate has thirty-two elected members representing all functional areas of the College. Each group operates based on its own constitution. All constitutions clearly outline the purpose, roles, and responsibilities of each group, and all of these documents are posted on [Communication Central](#). Students participate in College governance through the Student Government Association (SGA) and through representation on the College Senate, and the President’s Cabinet.

Policy and Procedural Review

All policies and procedures are currently going through an extensive review process. On January 21, 2015, the Board approved a resolution that directed President Burmaster and her administration to undertake a comprehensive review of all policies and procedures. As President Burmaster stated at the January 26, 2015 Senate meeting, policy and practice need to be aligned. One of the final products of this process will be a comprehensive employee handbook which will contain all up-to-date policies/procedures ([Senate Minutes](#)). The link to all Policies and Procedures are available on the [College website](#).

Procedure 2.11 Approving and Modifying Institutional Policies and Procedures states that the College is committed to policy governance and uses an open decision-making process for the development, modification, and approval of all College policies and procedures. In regards to employee welfare, affinity groups can initiate College policy and procedure, which is then reviewed at the presidential level and shared with the Cabinet. Affinity group leadership shares the proposals with respective members for input. Once reviewed, feedback is shared with the president and Cabinet. Policies must then be submitted to and approved by the Board; procedures, though, are updated in the President’s office and that office ensures that the approved procedure is updated on the College Intranet site ([Procedure 2.11 B.3.1.a](#)).

Non-welfare issues can be initiated by either a vice-president, who takes it to the presidential level, to the Cabinet, and then to the Senate, or by a College Senate committee

which processes the change as outlined in their Constitution. Under the Senate Constitution, communication of policies and procedures is done through bulletin board or written notice ([Article VIII](#)) and through e-mail or other appropriate electronic communications ([ByLaw X](#)).

The current governance structure allows for all constituencies to provide input and supports inclusive, transparent decision-making and communication. The review process, as described in the Board resolution, includes identifying and prioritizing policies and procedures in need of revising or updating, as well as identifying areas in need of new policy or procedure development. Both revision and development are initiated by the President's Collaborative Council (PCC); drafts are then distributed to the Senate, ASA, FA, SPA, and the Supervisor Communication Forum for review and input; drafts will go back to PCC for development of the final draft. The final draft is then distributed back to College governance groups for review and input before being presented to the Board of Trustees for final approval. The process may include delegation of approval of some policies and procedures from the Board to the President, who will also refer any unneeded existing policies or procedures to the Board for repeal. ([Board of Trustees Meeting Minutes January 21, 2015](#)). This new policy and procedure review and revision structure will be effective until the College has reviewed all current policies and procedures. As of that date, the College will develop standards to periodically review its policy and procedures using the governing process.

Communication

Communication within and among College leadership groups is a very important element of governance and leadership. Board agendas and minutes are on the College website in accordance with the Open Meetings Act. The President has instituted a weekly Supervisor and Department Chair Forum for verbal and written information sharing and also meets regularly with the Cabinet. The "Campus Intranets" section of Communication Central allows for communication and document sharing among affinity groups, the Senate, and other standing committees. Meeting agendas, minutes, constitutions, election results, and officers of affinity groups, the Senate, and standing committees are listed on Communication Central for each respective group.

Assessing Governance

As part of the self-study process, the College completed a survey in February 2015 in an effort to better understand employee perceptions of governance. In the survey, seventy-seven percent of respondents indicated that they "often" or "always" understand the purpose of their group, while twenty three percent only "sometimes," "rarely," or "never" understand the purpose of their group. Furthermore, a majority of respondents to the survey believe they understand the role of the Board of Trustees, College Senate, standing committees (i.e., Admissions and Academic Policies, Calendar, Curriculum, Election, General Education, Student Discipline and Student Affairs), and Faculty Association. However, both employees and students surveyed concurred that the College does not effectively communicate the role of the Senior Leadership Team (employees: 55%, students: 79%), President's Collaborative Council (60%, 69%), and President's Cabinet (52%, 93%). Additionally, there seems to be a disconnect regarding the perception of communication effectiveness between groups. Sixty eight percent of respondents reported that their own group "always" or "often" effectively communicates their group's official business (including decisions) to the overall campus community, but only forty four percent of respondents think other groups "always" or "often" communicate official business effectively. In recognition of these perceptions, the Supervisors and Department Chair weekly forums are used

to attempt to ensure sustained communication throughout the College community about governance and decision making.

Standard 7: Institutional Effectiveness

Overview

The College continues its commitment to using assessment to strengthen all aspects of institutional performance. Comprehensive assessments are part of the team planning process and are closely integrated with planning and resource allocation. Planning documentation shows assessment-driven improvement occurring institution wide. The foundation of this work is the Institutional Effectiveness Procedure. The College formalized its [Institutional Effectiveness Procedure](#) in 2010. The Board of Trustees approved the procedure on May 12, 2010 to ensure compliance with the five Critical Success Factors (Middle States Accreditation Standards), and achievement of the College 2010-2013 Strategic Plan.

Institutional Effectiveness Procedure. The Institutional Effectiveness Procedure was reevaluated by the Office of Planning, Assessment, and Institutional Research (OPAIR) in February 2014 to align it with the 2013-2015 Strategic Plan and future planning efforts. OPAIR also thought it was important to emphasize the College Performance Accountability Report, which measures the College against internally established benchmarks which are reported to MHEC. The goals/objectives of the procedure ensure:

- strategic objectives are measurable,
- goals and objectives are being accomplished and monitored through action plans,
- budget requests are linked to strategic planning and utilization of data,
- progress toward MHEC accountability benchmarks are monitored, and
- assessment results are utilized in decision-making and prioritization.

The Institutional Effectiveness and Assessment Procedure went through the governance process and received its approval from the Board of Trustees on January 22, 2015. The approved procedure ensures the effectiveness of the College by connecting strategic planning, assessment, budgeting, and reporting. To document this work OPAIR annually publishes a status report based on the goals and objectives of Team Plans (Learning ((now Academic Affairs)), Learning Support, Finance/Human Resources, Operations, Foundation, and Diversity), tasks and activities around those goals and objectives, and how they connect to the College Strategic Plan. The Institutional Effectiveness Report aligns activities with key performance indicators and is used as a resource for major decision making and determining overall effectiveness of the College.

Institutional Effectiveness and Assessing the College Strategic Plan

OPAIR is responsible for ensuring that there is an institutional assessment structure that supports strategic planning. Following Board approval of the 2013-15 Strategic Plan on February 2013, OPAIR worked with different teams within the College to develop their tactical plans. PAS provided each team with a list of external scanning trends, internal scanning data paired with external scanning trends, a SWOT analysis used in discussion for the development of their tactical plans, and potential cross-divisional strategies.

Tactical plans were based on key issues that were important to each team. Supervisors developed strategic goals and objectives related to the key issues and their link to the College Strategic Plan 2013-2015 and were implemented by each team. As the year progressed, supervisors were asked to indicate how the objectives in their tactical plans were going to be assessed and asked for recommended additions or revisions to their objectives. Supervisors were also asked to identify the department(s) responsible for accomplishing each objective. An Institutional Effectiveness Report was published by OPAIR in September 2014 and disseminated digitally on the College Internet site, on Communication Central, hard copies were distributed to key administrators and the Board of Trustees. Each team was provided an updated version of their tactical plan with two major revisions. Objectives were linked to strategic goals and Annual Strategic Priorities developed by the 2014-2015 Strategic Advisory Team. A status report was completed by each Department and submitted to OPAIR on June 30, 2015 and was used to compile the second (2015) Institutional Effectiveness Report.

Internal Reporting Strategies. In addition to supporting the College strategic plan, OPAIR is also responsible for ensuring institutional effectiveness and providing evidence that supports continuous improvement. The College has been using data for improvement for many years. As a result, FCC currently has one of the highest retention and completion rates among Maryland Community Colleges. A few examples of data reports used for improvement internally include:

- Institutional Profile (Enrollment Report)
- Developmental Education Assessment
- Daily Enrollment Report
- Full-time to Part-time Faculty Ratio Report
- JanTerm Analysis Report
- Program Declared Majors, Graduates, and Course Enrollment Reports
- Learning Annual Budgeting Report
- Adjunct Budget Projection Report
- Achievement Gap Report
- Faculty Diversity Report

An example of a major internal reporting project was the 2012 analysis of the College's January term (JanTerm), a 10-day semester. The amount of in-class time and out-of-class hours were calculated to determine if the semester requirements met the federal credit hour mandate. In addition, success data was compared with other semesters for the academic year to examine the effectiveness of short sessions compared to regular semesters. The JanTerm grade distribution suggested significant student success as 95% of students successfully completed their courses compared to 79% in Fall 2011 and Spring 2012, and 85% in Summer 2012. Using these data points, additional research was completed and compiled in a report ([Full Report – Jan-Term Analysis, September 2012](#)). The data was reviewed by the Presidents, Vice Presidents, and LLC and reported to the Board. A task force was then created to further review the semester and develop recommendations ([JanTerm Taskforce Recommendations Final](#)). In the end, the College chose to continue the Jan-Term format but limit the number of credits students were permitted to take, and limit the number of classes faculty were permitted to teach in this condensed format.

External Reporting Strategies. OPAIR also supports external reporting. Some examples of these reports include:

- Maryland Higher Education Commission Accountability Report

- Integrated Postsecondary Education Data System Report
- Maryland Association of Community College Databook
- Postsecondary Career and Technology (CTE) Enrollment and Outcome Systems for Perkins
- Institutional Profile for the Middle States Commission on Higher Education
- Complete College America
- Degree Progress Report
- National Student Clearinghouse Data (Enrollment and Transfer)

These reports are shared with the campus community and serve as a foundation for benchmarking and improvement. For example, the annual Maryland Higher Education Commission (MHEC) Accountability Report asks the College to collect data on specific indicators set forth by the state. The College is then asked to compare current data to college-established benchmarks. This report is based on four categories: Access, Student Achievement/Retention/Completion, Resource Management, and Quality Assurance.

Surveys. OPAIR also manages College survey implementation. The College uses outside agencies to assess the effect of the College on the community and on students. In 2012, EMSI was contracted to do an [Economic Impact Study](#). The results showed that Frederick Community College has a positive effect on the County as well as students. The average FCC student income increases by \$3.60 for every dollar invested at FCC. Moreover, students enjoy a 15.5% average rate of return on their FCC educational investment, recovering all costs in 8.8 years.

The College also works with the [Jacob France Institute](#) to match a list of graduates with the unemployment insurance data to provide information about increased salaries of College graduates. The report repeatedly has shown that an education at FCC increased the salary of the graduates more than 100% compared to when they started at the College.

Additionally, the College participates in the [Community College Survey of Student Engagement \(CCSSE\)](#) every three years. CCSSE is administered in the classroom and asks students to evaluate the overall effectiveness of the College. This data compares FCC rates with national figures, state figures, and data from the past five years. The results of CCSSE data are included in the Document Inventory.

OPAIR is also responsible for administering surveys to gauge the experiences of Frederick Community College constituents including students, alumni, faculty, staff, and members of the community. The resulting data is processed, interpreted, and disseminated to College instructors, administrators, and the Board of Trustees for their consideration, allowing them to make adjustments and improvements to curriculum, processes, and events.

Student service focused surveys have been developed and deployed for Adult Services, Counseling and Advising Office, the Career and Transfer Center, Student Engagement, and the Welcome Center to assess whether student needs are being met in the areas of access to services, assistance with enrollment, and ongoing personal and academic support. On an ad hoc basis, Institutional Effectiveness has crafted surveys for areas within Administration (including Human Resources), FCC Affinity Groups, Standing Committees, the Woman-to-Woman Mentoring program, the Carl and Norma Miller Children's Center, the Jack B. Kussmaul Theatre, Multicultural Student Services, the Interpreting Education program, and the Institutional Advancement's "Clutch the Future" fundraiser.

Furthermore, OPAIR has developed targeted academic feedback surveys completed by students enrolled in Culinary Arts, Nursing, and Allied Health programs (Respiratory Care,

Nuclear Medicine and Surgical Technology), in addition to those enrolled in specific counselor-enhanced courses (EN 52, EN 120 and MA 81). These surveys serve as supplements to the standard Student Feedback surveys administered to all students and provide department chairs, program managers, and counselors with detailed information about specialized course and program offerings.

Continuing Education, Adult Basic Education and Customized Training students also complete course and instructor evaluations, used both for student feedback and for marketing purposes as the needs of this population differ from those of traditional students. The college uses these internal reporting strategies, external reporting requirements, and surveys to support the continuous improvement process.

Communication

OPAIR utilizes both Internet and Intranet sites to communicate assessment results with the campus and community. The strategic plan, assessment results, and research reports are shared with all constituencies on the [internet page](#). OPAIR also strives to effectively communicate its work with the campus community. The department created a Data Request form on the first page of the department Intranet site for employees to request data; the office also responds to requests via email. The goal of all department reports is to use effective graphics and concise analysis. New reports are announced on Communication Central. In addition, specific departmental reports are shared with the staff and decision makers who submit requests. The department also reports to the Board of Trustees three times per year, and as requested. These reports include the [Institutional Effectiveness Report](#), the Student Success Report, and the [Institutional Accountability Report](#). Examples of the College community embracing a culture of assessment include the Faculty Assessment Expo and the bi-annual Assessment Newsletter.

In August 2014, OPAIR purchased [iDashboard](#), a Business Intelligence Dashboard software that offers visually interactive graphics with multiple layers of real-time data to licensed users. The President, Vice Presidents, and Associate Vice Presidents are the frequent users of [iDashboard](#). The department is continually working to enhance the effectiveness of providing data using this software.

Institutional Understanding and Support

While assessment of programs and operations is being done on campus, it is often being done separately, in pockets, and not systematically. In the past, a faculty member or administrator identified an issue or research question and contacted OPAIR to investigate or create a report. While issues have been addressed on a project-by-project and department-by-department basis, there has not been an ongoing, systemic plan campus-wide process for assessing operations.

Because of leadership changes and reorganizations within OPAIR and on campus since the last Self-Study, there was not a clear and consistent understanding of college assessment by employees. Nor, has there been a clear mission and strategy for institutional assessment. Since the recent reorganization of the College, planning is underway to establish a system where every non-academic enterprise will be reviewed once every five years to coincide with the current academic program review process. This non-academic review will be based on the mission, goals, and budget of the department; and the assessment will be data-driven. The goal is to have this comprehensive assessment system in place by Fall 2016.

Areas of Strength

1. The College has a collegial governance structure along with a board of trustees, President, and affinity groups who actively participate in decision making.
2. The College has developed communication strategies and committees to help constituencies understand decision making.
3. The College developed and follows a comprehensive Institutional Effectiveness Procedure.
4. The College faculty, staff, administration, and leadership use data in decision making.
5. The College recently revised the strategic planning process to align it with accreditation and is working to implement a new review process for auxiliary, administrative, and learning support areas.
6. The College institutional assessment activities are shared widely with the campus community and external stakeholders.
7. The College has a well-established department for collecting accurate data and presenting it to the campus community for decision making.

Recommendations

1. Develop and implement group orientation and education programs for Senate, Curriculum, General Education, Admissions and Academic Policies, SGA, employee affinity groups, and as part of new employee orientation to communicate the roles and duties of each group in leadership and governance.
2. Complete the review and revision of all College policies and procedures.
3. Begin the second cycle of academic program review and implement a systematic review process for evaluating other areas of the College (non-academic areas).

References

[Board of Trustees Bylaws](#)
[2.12 Office of the President](#)
[2.11 Policies - Creation](#)
[2.11 Approving and Modifying Institutional Policies and Procedures](#)
[Board of Trustees Meeting Minutes January 21, 2015](#)
[1.19 Open Meetings Act](#)
[Institutional Effectiveness Procedure](#)
[Supervisors Communication Notes](#)
[Performance Appraisal](#)
[Annual Development Plan](#)
[Board Resolution on Policy Revision 2014](#)

Working Group

Karen Wilson, Department Chair of Computing, Business, & Technology
 Gohar Farahani, Executive Director, Planning and Institutional Effectiveness
 Mike Pritchard, Director of Special Projects
 Lora Diaz, English Faculty
 Gregory Coldren, Math Faculty
 Frank Seidel, Computer and Information Science Faculty
 Betsey Zwing, Director, Tutoring and Writing Center

Goal 7: Utilize New and Emerging Technologies that Improve Learning and Business Operations

Standard 13: Related Educational Activities

Overview

The College provides credit, developmental education, English as a Second Language (ESL), continuing education, and workforce development opportunities to a diverse student body through a variety of course offerings. These courses are taught using a variety of delivery methods and educational settings. All courses and programs have clearly articulated learning outcomes, uniform syllabi, assessment, rigor, and consistent institutionalized course and program review and development.

Basic Skills and Developmental Education

FCC supports underprepared students in developing skills necessary to meet their goals and to increase access to programs and services that support goal completion. Students who are not fully prepared to do college-level study are identified through placement testing, SAT or ACT scores, or high school grades in certain classes. These are supported through various campus services, including developmental and/or adult education. Aside from testing services, students can self-identify to access services. Students are also informed of learning support services through student orientations, through Counseling and Advising Office services, the FCC website, and the Student Services Statement that is placed on every syllabus. FCC offers a wide variety of support to students enrolled in developmental education courses:

- [Testing Center.](#)
- [Math Learning Lab.](#)
- [Tutoring Center and Online Tutoring Center.](#)
- [Writing Center.](#)
- [Advisor/Counselor Infused Courses.](#)
- [Adult Services.](#)
- [Multicultural Student Services \(MSS\).](#)
- [Services for Students with Disabilities \(SSD\).](#)
- [Veterans Services.](#)
- Partnership to Achieving Student Success program (PASS).
- Student Success Alert System.
- Learning Commons.

All of these support services address students at all levels and demographic backgrounds. Students are able to receive free tutoring in reading, writing, and math in an on campus face-to-face format or online from the Colleges Math Lab, Tutoring Center, Writing lab or online Tutoring Center. Several developmental courses have a College academic advisor or counselor assigned to the course who provides support outside the classroom to assist with academic or personal issues of students that cannot be addressed by the instructor inside the classroom through the College Advisor/Counselor Infused Courses program.

The College recently developed a Student Success Alert System after assessing the existing early alert system and identifying its ineffectiveness. All faculty members are encouraged to submit a Student Success Alert early in the semester at the first sign a student

struggles academically or has been absent in the classroom. In addition, if students have an assigned advisor, the advisor is notified through the Student Success Alert and will offer additional supports to the student.

The College instituted a benchmark supporting student enrollment by ensuring students complete developmental requirements before earning 20 total credits. This initiative was further enhanced when the State of Maryland passed the College and Career Readiness and Completion Act of 2013 which specifies students will complete their developmental courses within 24 credits. With both of these initiatives in mind, the College sends a letter informing students of the provisions of the College and Career Readiness and Completion Act. Once students receive this letter they can meet with an advisor or refer to their degree plan in PeopleSoft Campus Solutions to schedule courses in a efficient way meet these goals.

In the most recent degree progress report, the College 2010 student cohort showed that 32% of students who completed their developmental courses went on to earn a degree; 46% of the cohort who completed developmental education went on to transfer, and 78% of 2010 students who completed developmental courses had graduated, transferred, or were still enrolled with 30 credits and a GPA of 2.00 or higher after four years. This number was much lower for those students who had not completed developmental education requirements with only 46% of those students graduating, transferring, or maintaining their enrollment with 30 credits and a GPA of 2.00 or higher after four years. The College will develop new strategies for improved developmental education programs and student learning.

Certificate Programs

Certificate programs are continuously reviewed by national accrediting bodies and by internal assessment processes. Programs use a documented process incorporating relevant data to regularly assess educational objectives and program outcomes, and to evaluate the extent to which these are met. Program requirements, objectives, and learning outcomes for all academic, workforce development and continuing education certificates can be accessed on the College Website.

Certificates are developed with input from associated industry and advisory groups. Career certificate program directors and faculty solicit the support of the experts from the community who serve on respective advisory committees. The educational goals of certificate programs are periodically revised as a collaborative effort between program faculty, program advisory committees, and national accrediting criteria. Certificate programs provide learning opportunities, both inside and outside of the classroom, through a wide range of support services that assist, encourage, and guide. All certificate programs are reviewed through the curriculum process of the College and meet MHEC approval.

Fundamental Aspects of Experiential Learning

FCC understands that learning is a lifelong process that is not always accomplished in a formal classroom learning environment. In accordance with its mission, FCC provides avenues by which students can earn college level credits for work outside the traditional classroom setting, including credit by examination, life experience, independent study, and internships. To facilitate the awarding of credit and ensure consistency, FCC has developed policies and procedures for evaluating and awarding experiential credit. In addition to discussions with advisors, students have ready access to the information via the FCC Academic Catalog and its website.

FCC policies and procedures follow guidelines established by the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the American Council on Education, and the Council for Higher Education Accreditation. In addition, FCC follows Guiding Principles as established by the Maryland Intersegmental Chief Academic Officers. Following the guidelines, the academic standards regarding the awarding of credit, course substitutions, and other appropriate standards are reviewed and approved by the relevant academic department, the Curriculum Committee, and the Board of Trustees. These guidelines are outlined in FCC Policies and Procedures, Section 4.00: Academic Policies

Program Integrity and Legal Requirements. Faculty are responsible for ensuring that all credits earned via experiential learning are of the same rigor as those that would be earned in the classroom. The appropriate department reviews the assessment utilized and determines the required score. Additionally, the department reviews the work of the student to ensure it meets college-level standards.

The Code of Maryland Annotated Regulations (COMAR) Title 13B Subtitle 02 Academic Regulations Chapter 02, limits FCC to awarding 30 credits to any individual student based on experiential learning (practica, clinical experience, internships, and cooperative work experience.). MHEC has lifted the restriction limiting credit for competency-based education (CLEP, Credit by Examination, and Portfolio Development); however, FCC policy limits the number of these credits can be earned via Departmental Exam (15 credits) and Portfolio Development (30 credits). Compliance with these requirements for each student is monitored by the Transfer Department within the Registrar's Office.

Impact on Resources. Career Services, within the Office of the Registrar, is responsible for reviewing and recording all transcripts received in consideration of accepting experiential learning credits. This includes the review of all transcripts related to awarding credit through non-traditional means. As more students complete AP courses, IB programs, and bring their prior learning experience to the campus, this will place additional demand on the time and resources of the Transfer Department.

When a new external exam is accepted, the exam is changed by CLEP, DANTES, or AP, the appropriate department will review the exam to determine if it assesses the same materials as the classroom course. The need for these reviews is infrequent, and thus, is not seen as a major burden on FCC resources. In FY2014, twenty-nine students attempted CLEP tests, which was a small percentage of Testing Center volume. The College will continue to offer students the opportunity to complete credit by exam at the testing center.

Fundamental Aspects of Non-Credit Programs

The FCC mission statement affirms the College commitment to preparing “an increasingly diverse student body to complete their goals of workforce preparation, transfer, career development and personal enrichment with quality, innovative lifelong learning.” FCC offers Continuing Education and Workforce Development (CEWD) offerings in the following program areas: Adult Education, Healthcare Careers, Building Trades, Business and Technology, Customized Training, Emergency Management, Institute for Learning in Retirement (ILR), Motorcycle Safety, Professional Education (licensing and certification), Personal Enrichment, and Youth Programs.

Program Integrity. At FCC, goals, objectives and expected learning outcomes for non-credit CEWD courses are set at the time of course development and internally reviewed within CEWD by program managers and the supervising directors. Any course which will be submitted for FTE qualification must meet MHEC requirements, including course objectives, intent, target

population and learning outcomes. All new non-credit courses are submitted for MHEC approval. Youth programs are not submitted for FTE.

CEWD courses are evaluated for quality by students. Course evaluations are completed, reviewed by program managers, and archived. Periodic evaluations of CEWD programs are conducted internally within CEWD using market demand (enrollments, course cancellation rates, and revenue generated to the College) to determine course viability/profitability and to guide course pricing structure.

Some program areas, such as Building Trades and Emergency Management, utilize advisory committees which include local employers, State and Federal agencies, and Frederick County Workforce Services. The Institute for Learning in Retirement (ILR) has a curriculum committee which advises on curricular offerings. Many CEWD programs, including Adult Education, Professional Education, Emergency Management, and some programs in health-care careers have relationships to accrediting or governing bodies, licensing boards, or grant funders that have specific requirements for curriculum, objectives, and learning outcomes.

CEWD instructors are selected based on subject matter expertise and demonstrated by degree attainment or industry certifications. The unit uses the College HR process to recruit and select instructors. Instructors are assessed through student feedback forms and/or direct observation.

Comparability and Transferability. The College has articulation for certifications provided by industry or state licensing into College credit courses; however, there is currently no automatic transferability of CEWD into credit degree programs, including co-listed classes. In some cases, students may take advantage of CLEP, departmental tests, or assessment of prior learning to earn credit or waive course requirements. The College is currently working to build better bridges between credit and CEWD courses. One example is a link between nursing and the College Certified Nursing Assistant program. The College articulates credits that will allow nursing students to earn their certificate while completing their nursing course work. This allows students to receive a certification if they are unable to complete the program for whatever reason and have a better employment outlook. The College is dedicated to continuing to build these types of transitions between credit and non-credit programs in the future.

Impact on the Resources. CEWD programs are intended to cover both direct (instructor and supplies) and indirect costs (program [project] management). CEWD receives monthly reports from finance, which are organized by program area. CEWD generated \$2.5M in FTE and revenue in FY13, not including Emergency Management. The College does not presently evaluate the impact of CEWD on campus physical resources. No utilization data specific to CEWD are available.

Branch Campuses, Additional Locations, and Other Instructional Sites

The College mission statement affirms the FCC commitment to provide community-based instruction in traditional and alternative learning environments while anticipating and responding to the needs of our local, regional and global communities. FCC does not have branch campuses; however, FCC offers instruction at numerous sites throughout Frederick County. Programs at off-campus locations are supervised and evaluated to meet the same standards of the main campus by consistency of the program and curriculum offered at the additional sites. Multiple locations support the mission of the College by offering accessible programs for career development and workforce preparation. There are two major off-site locations.

Advanced Workforce Training Center (200 Monroe Avenue, Frederick, MD 21701). The FCC Monroe Center contains labs, classroom space and equipment for vocational training in the building trades, healthcare careers and culinary arts. Originally developed with a focus on construction trades, the 55,000 square foot facility also includes courses for the Institute for Learning in Retirement (ILR), Adult Education, Personal Enrichment, Construction Management and general education credit courses. In 2013, courses at the Monroe Center had over 1,800 enrollments.

Building Trades labs include welding, plumbing, carpentry and HVAC classrooms designed to give students hands-on opportunities with equipment and situations they will encounter on the job. Allied Health classrooms support CNA and phlebotomy training.

The Culinary Arts and Hospitality Institute opened at the Monroe Center in 2010. Its design emphasizes small classes and individualized instruction. The 6,500-square-foot area houses a 40 seat restaurant and two commercial kitchens, including one open à la carte kitchen, and one instructional kitchen with individual work stations for 18 students. Each semester, the restaurant, 200 Monroe, opens to the public for several weeks as culinary students experience prepping, cooking, hosting, and serving in a real-world scenario.

Mt. Airy College Center (1902 Back Acre Circle, Mt. Airy, MD 21771). Mount Airy College Center for Health Care Education is a unique collaboration between the community colleges of Carroll, Frederick and Howard Counties. The Center brings together high-quality health care programs from all three campuses, allowing students throughout central Maryland to pursue high-demand health care training programs at lower cost in one convenient location. Member colleges of the Mount Airy Consortium are fully accredited by and compliant with the Middle States Commission on Higher Education and the Maryland Higher Education Commission (MHEC). Degree programs offered include Bioprocessing Technology, A.A.S. and Respiratory Care, A.A.S. FCC non-degree programs include: Certified Nursing Assistant, Theory and Clinical; Medicine Aide Update, CPR; Dental, Radiation Safety Update, Medical Terminology for Health Careers, Professional Preparation in Health Care; Health Information Technology, Medical Coding for the Physician's Office, AAPC, and Medicine Aide Update. Fiscal management for the Mt. Airy Center is done through Howard Community College. The three colleges share equally in financing the Center.

Teacher Education. As part of teacher education, FCC sends several hundred students out to observe in area schools each year as part of the state requirements for Associate of Arts in Teaching majors. FCC has an MOU with Frederick County Public Schools and also places students at many of the area private schools.

Early Childhood Program. The program participates in a grant with Maryland State Department of Education and includes classes for YMCA employees.

Institute for Learning in Retirement (ILR). ILR coincides with the FCC mission for life-long learning by providing quality, accessible, innovative opportunities for intellectual stimulation and personal enrichment to adults 55 and over. Some course offerings are held off-campus.

Healthcare and Wellness. The Healthcare and Wellness program uses a variety of sites for clinical rotations: Glade Valley, an assisted living facility, for CNA clinical rotations; Frederick Memorial Hospital and Meritus Health for phlebotomy clinical

rotations; and a wide variety of veterinary clinics for Veterinary Assistant clinical rotations. Clinical sites located off-campus have contractual relationships with the College.

Adult Education. The Adult Education program offers Adult Basic Education at Goodwill Industries and five levels of English for Speakers of Other Languages (ESOL) classes at Frederick High School and Monocacy Middle School under Memorandums of Understanding.

Program Integrity. All FCC classes held at off-campus locations are held to the same quality standards as on-campus classes as they are not differentiated from the Main campus site in scope or delivery. Classes are designed, approved, administered, and periodically evaluated under established institutional guidelines, and are fully accredited and meet appropriate standards consistent with the College mission statement, MSCHE, and MHEC.

Adequate and Appropriate Support Services. All students participating in classes at additional locations and other instructional sites are eligible to receive the same student support services available to on-campus students. Only limited services are typically available at off-campus locations; however, students can visit the main campus at any time in order to access support services. Limited services are available online. Security is on-site at Mt. Airy and the Monroe Center.

Impact on Resources. Off-site locations are not evaluated separately from the main campus. The College currently funds 1/3 of the Mt. Airy Center operational budget. A consultant has been contracted by the three partner institutions to look at future programming and fiscal sustainability. The only financial consideration at the Monroe center is in the addition of security staff.

Distance Education and Distributed Learning

The College launched its Online Course Program in 2000, gradually replacing a set of Tele-Courses (College of the Air). The program has grown from 15 courses with 272 enrollments in 1999-2000 to 367 sections with an annual enrollment of some 6300 in 2014-15. Quality assurance of the online courses is maintained formally with the Quality Matters (QM) course review protocol. In 2011-12 a comprehensive internal review of all program components was presented to QM for an external Program Audit. The audit report was completed with commendations and recommendations in August 2012.

Institutional Commitment. The College institutional Values, Mission, Vision, and Strategic Goals guide the delivery of all instruction regardless of the delivery format. For more than 15 years, the College has demonstrated a commitment to offering a successful, high-quality online program with an appropriate academic and technical infrastructure. Online learning has become an integral part of teaching and learning at FCC. Budget allocations support a staff of six in the Center for Distributed Learning as well as online program initiatives already in place such as curriculum development, Quality Matter course reviews, faculty training, and learning object database subscriptions. As part of the Center for Teaching and Learning, the Center for Distributed Learning (CDL) is fully integrated into the curriculum, governance, and administrative processes of the College.

Distance Learning Curriculum. Distance learning offerings demonstrate coherence and reflect the rigor and breadth of similar traditional campus programs. FCC offers five associate degree programs completely online. Requirements for the degree programs are provided in the College Academic Catalog in both print and online. Online courses that do not have an on-campus counterpart are approved by the curriculum committee using the same standards as for face-to-face courses.

A complete and accurate description of the College instructional delivery system, learning formats, and prerequisites for participation are provided at the Online Learning ([Learning Online](#)). To ensure a faculty workload appropriate to the delivery format the has established a cap of 20 students for online courses. Quality assurance protocols for both course design and delivery establish the importance of faculty-student and student-student interaction.

Faculty. Online faculty (37 full-time and 81 adjunct) are trained prior to teaching online. A “Teaching Online Certificate” for first-time online faculty confirms the acquisition of basic skills and competencies necessary for teaching online and includes a First Semester Mentoring Unit. Faculty performance, both full-time and adjunct is reviewed with a Peer Observation Protocol providing peer feedback to enhance teaching and learning in a given Distance Learning course and to assist the College in maintaining the quality of instruction in Distance Learning articulated in the QM Standards for online courses. Scrutiny of both content and functionality of externally developed course components is thorough and occurs at the design stage of a master course or with the introduction of a new textbook edition. A check list of Best Practices obligates instructors to check the functionality of all course components, including externally developed ones, every semester prior to the start of the course. Distinguishing ‘training’ (mandatory) from ‘professional development (recommended) the College offers a host of resources and services which are available online ([Faculty Resources](#)). Professional development and support services are provided through a faculty helpdesk, customized workshops, and one-on-one sessions. Course design projects involve faculty as content experts alongside an instructional designer. Both full-time and adjunct faculty are involved in topical task forces that shape operational as well as policy decisions guiding the online course program.

Technology. The College technological infrastructure is sufficient to support the resource needs of distance learning activities. The Learning Management System (Blackboard) is integrated with the Student Administration System (PeopleSoft). Both are supported as “mission critical” on the same level of priority for maintenance and updates. A campus-wide student technology support system as well as a faculty helpdesk is in place. Desired course-level learning outcomes drive the selection and use of a variety of available BB Building Blocks. In 2014-15 eighty BB Building Blocks were identified, installed, regularly tested and updated by the Learning Management System Administrator.

- 88% of online students surveyed in 2014 “Agree/Strongly Agree” that they had no difficulty in using Blackboard for their online course.
- 91% of online students surveyed in 2014 “Agree/Strongly Agree” that their computer skills before entering the course were sufficient to complete the course successfully.

Student Services and Assistance. Appropriate and effective student services are available to students on campus (admissions, financial aid, registration, advising, counseling, tutoring, etc.). Additionally, the College is expanding services to include online tutoring, and the Online Writing Center currently provides services to students in a select number of courses. The IT Service Desk assists students with FCC Student Information Systems, including Blackboard, myFCC Email, PeopleSoft, FCC Alert, wireless printing, and campus-wide wireless access. The IT Service Desk responds

immediately over the phone, via remote access, live chat, email, and in person to resolve student's questions and issues. The FCC Library offers a Virtual Library Orientation with an introduction and access to select features, such as research methods, online data bases both academic, national and local newspapers as well as learning object repositories, including Films on Demand. The College is continuing to consider further development of web delivered support systems for students who take courses face-to-face or online to improve the student experience.

Assessment. Program-level evaluation for Distributed Learning is ongoing and is documented in detail in a series of annual or bi-annual reports by the Center for Distributed Learning. In addition, FCC successfully completed an audit of its Online Course Program in 2012. The audit was conducted by a team from Quality Matters and was based on standards in the Quality Matters Higher Education Rubric.

On the course-level, quality assurance is focused on both course design and delivery. The Quality Matters (QM) Peer Review protocol is at the center of the College's quality assurance efforts in course design. The QM protocol is based on a rubric with 43 key quality standards for an online course. The standards are used to peer-review existing online courses at FCC, to guide the design of new courses, and shape the training of online faculty. Sixty-nine percent of fully online courses have been formally QM reviewed. A protocol for re-reviewing QM courses with expired review terms is in place.

Other assessment strategies derive from various research projects both in-house and monitored from other sources. A major in-house study of students who had withdrawn from an online course was completed surveying 3,300 in the California and Maryland areas. Additionally, graduates from 22 sections of a fully online asynchronous faculty training course (COAT) were asked about the impact of the course upon subsequent teaching practices. Routine assessments regarding course-level retention, completion, and success rates have been detailed in annual reports.

Compliance with Regulatory Requirements. The College has made every effort to comply with relevant federal and state regulations for its Program of Online Courses, for example, the efforts to comply with Substantive Change in Degree Programs, ADA compliance requirements, compliance with the federal definition of a Credit Hour (Final Regulations October 29, 2010 specified in 34 CFR §600.2, §602.24 and §668.8), compliance with current copy right provisions, and USDOE's State Authorization Regulation Chapter 34, § 600.9(c).

As a member of Maryland Online (MOL), FCC is part of two interconnected contractual arrangements with MOL and Quality Matters (QM). The MOL course-sharing initiative (Seat-bank) provides students from different Maryland Community Colleges with greater access to distance learning opportunities. Colleges share distance learning courses with the expectation that the shared courses meet the same quality standards as articulated in the rubric updated bi-annually for QM's peer review process.

In compliance with the 2008-09 Higher Education Act (602.17.g) the College uses a required proctored exam as its system of student identity verification for online courses. The system ensures that the student who participates in class or coursework is the same student who registers and receives academic credit.

Contractual Relationships and Affiliated Providers

For consistency and quality control, there is an approval process for contractual agreements, many are specific to career programs. The AHW and nursing certificates are examples of such a process. The Allied Health and Nursing Departments maintain contracts with affiliated hospitals, clinics and professional medical offices, in close cooperation between the

program and sites to promote successful student learning in the respective programs. The student role within the contractual agreements is to have a good understanding of the hands-on clinical training, a thorough knowledge of rules, and cooperation with the clinical sites. The physical and emotional welfare of the client carries the highest priority. The program directors are involved in the decision making and negotiations of clinical contracts. Contracts are managed and housed in the respective departmental records and with the Director of Administrative Projects.

Several formats are used in Continuing Education and Workforce Development for partnerships and agreements. These agreements go through the Director of Administrative Projects to review for any liability issues/concerns before they go to the VP for Human Resources and Finance for signature. Contract training is offered at several sites including the Monroe Center. Two such examples are: WeldingWorks, a short term contract training program facilitated for Frederick County Workforce Services and Canam Steel to develop the welding skills of individuals for entry level employment at Canam; and The Manufacturers Workforce Partnership, which assists incumbent workers from area manufacturing companies to develop supervisory skills. Courses are paid for by the MD EARN grant. Other contract training may occur at the employer site such as the offering of CPR courses.

There are training agreements and memorandums of understanding (MOU). The MOU requires an insurance certificate that identifies FCC as the insured. If other organizational facilities are used by the College, these also require insurance. After the approval path is complete, all contracts are housed in the Office for Administrative Projects.

In the visual and performing arts, FCC maintains various partnerships and/or institutional activities which support the College mission: Maryland Ensemble Theatre located in Frederick, MD; Frederick Country Public Schools; the Jack B. Kussmaul Theater; the Frederick Symphony Orchestra; The Choral Arts Society of Frederick, the Mary Condon Hodgson Art Gallery; The Frederick Camera Clique; The Delaplaine Visual Art and Educational Center; and Tourism Council of Frederick County all partner with the College.

Some partnerships exist through the collaboration of other community colleges. Partnerships include: Howard, Hagerstown, and Harford Community Colleges. Training and courses include: Forklift training, CCNA courses, and child care classes. Additionally, the College has agreements mediated through instructors with vendors of online coursework and in-class instruction that includes: Ed2Go, LERN, Pearson, and CCI, Leadership Techniques, CCI, and Green Advantage for instructional content. All of these contractual relationships help the College provide better instruction to students. Specifically, these agreements allow the College to give students the opportunity to participate in hands-on training for their career field to improve job performance.

Areas of Strength:

1. The College developed a 20 credit benchmark for completing developmental education prior to the implementation of the 24 credit benchmark by the Maryland College Career and Readiness Act.
2. The College provides a vast array of support services for students in developmental courses.

3. The College has a vast array of certificate programs and Continuing Education and Workforce Development courses that helps students update their job skills or develop skills for their next career.
4. The College has seen growing enrollments in distributed learning courses and has developed strategies to ensure that these students receive the same quality education as students using a face-to-face platform.
5. The College maintains relationships with external agencies to provide students with educational opportunities close to them and experience in their field.

Recommendations

1. Reimagine and reconstruct developmental education to ensure students are appropriately prepared and supported to succeed.
2. Develop a plan to increase revenue at the Mt. Airy Center so that it remains financially viable.
3. Renovate the Monroe Center as a workforce training center in cooperation with Frederick County Workforce Services.

References

[Academic Policies Section 4.00](#)

[Student Resources](#)

[Certificate Programs](#)

[Continuing Education Manual for Maryland Community Colleges, 2013](#)

[Continuing Education and Customized Training Year in Review, 2013](#)

[Strategic Plan 2012-2015](#)

[Monroe Center](#)

[Mount Airy College Center](#)

[Institute for Learning in Retirement](#)

[Online Course Program: FCC Audit Report](#)

Working Group

Jan Sholes, Department Chair of Allied Health and Wellness

Laura Cordova, Foreign Language Faculty

Chad Adero, Executive Director, Counseling and Advising

Rebecca Lohmeyer, Nursing Faculty

Richard Schellenberg, Digital Media Manager

Teresa Clark, English Faculty

Jurgen Hilke, Executive Director, Distributive Learning

Michele Tertel, Nuclear Medicine Technology Faculty

Susan Leibman, ESL Intake and Assessment Specialist

Susan McMaster, Business and Economics Faculty

Judy DeLuca, Program Specialist, IT Program Coordinator

Goal 8: Increase Programs and Services that Anticipate and Respond to Current and Future Workforce Needs (Standards 6 and 11)

Standard 6: Integrity

Overview

Following the 2011 departure of President Eaton, many leadership positions were filled on an interim basis by existing staff that may not have had the content area knowledge specific to their interim appointments. The expectation for interims was primarily to maintain current operations.

During this period of unsustained leadership, from 2011-2014, until the arrival of President Burmaster, the College experienced many successes and many challenges. Excellence continued in the classroom, and our commitment to student completion was demonstrated by larger graduating classes each year and being at or near the top of all state effectiveness measures.

One of the biggest challenges during the 2011-2014 period of unsustained leadership was that the review of College policies, procedures, and operational practices was put on hold and delayed until the arrival of President Burmaster. To better understand the challenges and opportunities of this period, the College conducted the 2013 Personal Assessment of the College (PACE) survey which demonstrated an overall healthy campus climate and a strong commitment to student learning. Self-reported employee measures suggest, “imperfections are not a reflection of the College as a whole” (PACE, 2013). The survey identified communication, information dissemination, and transparency as areas for improvement.

Realizing the challenges that arose during this period of time, the Board of Trustees were determined that the presidential search process in 2013-2014 would result in a presidential selection that would bring clarity, transparency, trust, and a heightened awareness to the issues that had arisen. Shortly after the arrival of President Burmaster, the Board of Trustees passed a resolution that all College policies and procedures should be reviewed and updated. Steady progress has been made. Thirty new policies and procedures have been approved by the Board of Trustees as of December 31, 2015. Policy, procedure, and practice review will continue.

In addition to the review of policies, the College has also implemented a new hiring process for all position vacancies on campus. Additionally, the College has developed and instituted a thorough performance appraisal process which is built upon the Middle States Standards of Accreditation. All of these initiatives are intended to strengthen clarity and transparency and contribute to the overall integrity of the College. Integrity is a core value of Frederick Community College and is infused in each of the FCC 2020 strategic goals.

Dissemination of Institutional Information

Many publications, from the catalog to course schedules, are available openly and freely on the [College website](#). The website includes detailed information about the College, including programs, services, employment opportunities, college events, cancellations and closings, and key documents. The Strategic Plan, Policies, and Procedures are also available on the website to ensure a climate that fosters respect between all College constituents.

Communication Central is a College-wide forum in place to serve as a centralized information portal for all faculty and staff. Announcements regarding position openings, changes, and interim status are posted on Communication Central and are viewable by the entire campus community. In January 2015, President Burmaster established the Supervisors and

Department Chairs Forum as a mechanism for consistent information dissemination. All supervisors and department chairs are required to attend this weekly forum where College-wide information is disseminated, and then share the information provided during the forum via a written document and through a face-to-face conversation with all supervisees and faculty.

The Senior Leadership Team, President's Cabinet, and President's Collaborative Council (formally PAS- President's Administrative Staff) have been established to facilitate collaborative and efficient communication across the College (Supervisors and Department Chairs Communication Notes, January 29, 2015). The Institutional Effectiveness Department was also established and includes: Information Technology, Communications, Digital Media Services, Marketing and Publications, and the Office of Planning, Assessment, and Institutional Research, led by the Special Assistant to the President for Institutional Effectiveness. According to the Supervisors and Department Chairs Communication Notes, January 29, 2015, the new division aligns communication areas and integrates service delivery.

In order to deliver information accurately and consistently, public information is centralized in the Marketing and Publications Department. The Enrollment Management Team provides specific support for information dissemination to prospective and current students.

Fair and Ethical Standards in Policies, Procedures, and Practices

Fair and Impartial Hiring, Evaluation, and Dismissal of Employees. Numerous practices are in place to ensure that FCC employees are treated fairly and consistently across the institution. Evidence of these practices is detailed in the [Non-Discrimination](#), [Title IX Sexual Misconduct](#), [Separation from Employment](#), [Employee Complaint](#), and [Employee Misconduct](#) Policies and Procedures. A clear articulation of due process rights is included in all policies and procedures.

Hiring practices across all areas of the College support the strategic goal to enhance access, support, and opportunities that meet the needs of diverse and changing populations, and the objective to: "Increase diversity of student and employee base." [The College Employee Recruitment and Selection Guidelines](#) underscore the institution's commitment to ensuring that uniform standards are applied to all searches. This document details prescribed procedures for legal compliance, responsibilities of the search committee, recruitment, screening and interviewing, and candidate notification. As of June 15, 2015, a new hiring process was implemented by the College.

Interim and Limited-Term Employee positions are clearly defined and approved by the Senior Leadership Team and are not subject to the hiring and selection guidelines for permanent employment. Additional conditions of employment (including salary increases, resignations, and employee evaluation practices of administrative staff, faculty, support personnel, and temporary staff) are currently being reviewed for transparent articulation in an employee handbook.

Recently revised policies and procedures related to separation from employment (voluntary and involuntary, or suspension), and employee right to appeal are applied consistently across all employees.

In the past, the College evaluation and appraisal process for administrative staff and support personnel included a performance review after one year, with the employee then placed on a three-year evaluation cycle. Because the College recognizes the importance of quality employee appraisal, this system has been revised, and forms have been developed to ensure uniform practices for all employees. Each employee on probation will be reviewed three times a year while employees who have completed probation will be evaluated twice annually. The need for supervisor training on conducting performance reviews, and the development of an

automated system to track employee performance are two areas of focus at this time. The new performance appraisal practices were implemented July 1, 2015 to foster continuous improvement through ongoing informal coaching as well as a formal performance appraisal.

Unlike the appraisal/evaluation process for all other College employees, the faculty process includes both peer and supervisor evaluations. Evidence-based information including peer observations, student course ratings, annual faculty self-evaluations, and portfolio submissions for continuous contract and promotion, comprise the faculty evaluation process. The AVPs of Academic Affairs evaluation of each full-time faculty member is based on the information garnered from each of these sources. The AVP/Dean is also responsible for the implementation of an “improvement plan” if necessary, should a faculty member’s performance not meet expectations.

Ethical Behavior. The expectation that all employees will demonstrate ethical and professional behaviors is embodied in the procedures “Ethical Standards of Professional Behavior” ([Procedure Manual 3.12d](#)). Addressed in this section are practices related to acceptance of gratuities, financial aid code of conduct, and conflict of interest. Faculty have an additional set of guidelines for ethical behavior outlines in the “Code of Ethics” ([Faculty Handbook-Section 1.18, Faculty Conduct](#)).

The expectation that students will also demonstrate ethical and appropriate conduct is underscored in the [Student Handbook \(p. 47\)](#). “FCC has a responsibility to establish and maintain standards of behavior that are considered essential to its function as a learning institution.” Students are expected to obey the law, demonstrate respect for authority, maintain academic integrity, and demonstrate responsible personal and social conduct.

Climate of Academic Inquiry and Engagement. “The College supports the concept and practice of academic freedom as essential to the proper conduct of teaching, research and scholarship” ([Policy Manual-Section 4.00](#)). A climate of academic inquiry and engagement are fully supported by the College position pertaining to academic and intellectual freedom. The principle of Academic Freedom for all professional employees of the College is consistent with the position adopted by the American Association of University Professors, and embraces a code of ethics to be practiced by all faculty ([Faculty Handbook-Section 1.18 Faculty Conduct](#)). The College-Intellectual Property policy reflects the rights and responsibilities of both the institution and the employee ([Policy Manual- Section 4.16; Procedure Manual #4.16](#)). Materials created outside the scope of a faculty member’s employment is owned by its creator; however, intellectual property created within the scope of employment is governed by policy 4.16 ([Policy Manual- Section 4.16; Procedure Manual #4.16](#)).

Addressing and Investigating Grievances. The College makes every attempt to ensure grievance policies and procedures are widely available. Any violation of College policies should be addressed through specific procedures. Student policies and procedures are available both online through the student portal and in the printed FCC catalog. Under the [Complaint Policy and Procedure for Students](#), students who believe an unjust application of a College policy has negatively affected their rights or privileges have the right to redress for the violation. Students follow the Complaint Policy and Procedure for Students for all grade and non-grade grievances. The Vice President’s office receives fewer than 12 grievances per academic year. Records for all appeals are kept for five years in the office of the Provost/VP for Academic Affairs.

Policies and Procedures for faculty, staff, and administrators are available on the [College Intranet](#). [The Complaint Policy and Procedure for Employees](#) outlines the Grievance procedure for College employees. If an employee believes that the informal resolution with the employee’s

direct supervisor did not resolve the issue, the employee must submit in writing their complaint to the next level supervisor or designee. If the employee believes that the complaint has not been resolved by the next level supervisor or designee, the employee may appeal to his/her supervising Senior Leader within ten (10) workdays following the receipt of the written response from the next level supervisor or designee.

The College recently created a [Title IX Policy](#) to support the grievance procedure. The new Title IX Policy was vetted through all of the affinity groups and approved by the Board of Trustees.

Diversity

In addition to a formal review of all the non-discrimination policies and procedures already in place at FCC, the College offers a number of College-wide activities and events to foster a climate of tolerance for diversity. The College makes an earnest effort to reach ethnical and racial minorities at FCC. An overview of some of these programs can be found on the [Multicultural Student Services page](#).

Co-curricular programming is developed through the Office of Student Engagement. Once each semester, the College holds a thematic co-curricular day where nationally-recognized speakers, artists, and professionals come to campus for thought provoking talks and presentations open to all students, faculty, staff, and the community.

While diversity at FCC has traditionally been defined as “the wide range of cultural, racial, and ethnic backgrounds, human conditions and belief,” this outreach has come in the consolidated form of a single office. Respect for a plurality of age and experience is reflected through the Veteran’s Affairs Office, the Office of Adult Services, and the Disabilities Office.

Redefining and Clarifying Diversity. The College recently hired a new Director of the Office of Diversity, Equity, and Inclusion, Dr. Shezwae Fleming, to place immediate emphasis on the awareness of plurality. Dr. Fleming has a team goal aimed at redefining diversity at FCC. As charged by the President, Dr. Fleming has recruited and now chairs the “Diversity Task Force” from across campus departments that will improve FCC as a maximally inclusive community ([Supervisors and Department Chairs Communication Notes](#)).

As part of clarifying and defining FCC’s concept of inclusion, the Diversity Task Force crafted a [new non-discrimination policy](#). The definition now reads: “Frederick Community College prohibits discrimination against any person on the basis of age, ancestry, citizenship status, color, creed, ethnicity, gender identity and expression, genetic information, marital status, mental or physical disability, national origin, race, religious affiliation, sex, sexual orientation, or veteran status in its activities, admissions, educational programs, and employment.”

Title IX Compliance. Multiple senior-level administrators recently attended a Title IX conference, the content of which is informing the Diversity Task Force approach to Gender Equity. The College also adopted new [Title IX Policy and Procedure](#). There is a need to ensure equal gender representation on the hearing committee for Title IX grievances in the future.

Standard 11 - Educational Offerings

Educational Effectiveness of Courses, Content, and Rigor

The FCC curriculum model provides for integration between credit and non-credit curricula and infusion of co-curricular experiences. All curricula reflects student needs, ensures comparability among alternative delivery methods, and announces student learning outcomes. Library services reflect curriculum and student needs, and library staff members cooperate

closely with faculty in developing and conducting information literacy programming and assessment.

Credit Program Offerings. All academic program learning outcomes are published on the College website. Additionally, all credit courses are reviewed by the Curriculum Committee, for appropriate learning outcomes. General education core courses are also overseen by the General Education Committee in coordination with the Curriculum Committee.

A.A., A.S., and the A.A.S. degrees, now adhere to the 60-credit limit required in the College and Career Readiness and Completion Act of 2013 with exceptions granted to exceed the 60-credit limit for the A.A.T. degrees and several allied health programs. The 60 credits are a combination of required general education credits, required program courses in the area of concentration (an advising track) and free electives. Course requirements and sequences are clearly stated for each Program of Study in the 2014-2015 Academic Catalogue and on the website. The general education core is the foundation of the higher education experience that provides a consistent intellectual experience for all students. The syllabus of record is maintained for all courses by the Curriculum Committee, and the CLOs for all general education courses follow a prescribed formula and are reviewed regularly by the General Education Committee.

Career programs can lead to an A.A.S. degree, a certificate, or a letter of recognition. The requirements and the curriculum for each program are clearly delineated, and measurable program outcomes are published for all programs. Career programs require internships or work-specific classroom experiences, and have published advisory committees composed of industry leaders in the local community. FCC is offering more flexible class scheduling so that class sessions are condensed into shorter periods, more evening and week-end offerings, and increased online instruction.

Program Goals and Learning Outcomes. FCC initiated a systematic Program Review in 2010 for all academic, career, and transfer programs. A five-year schedule was implemented, and completed program reviews and the schedule for completing each review are available on the College website. The Program Review process includes developing and listing program student learning outcomes, documenting where those program outcomes are realized in specific courses, and analyzing how they are assessed in the student learning outcomes for the specific courses. This comprehensive review process was designed so that faculty can self-reflect upon, evaluate, and improve the education provided by their program. Career programs have published program-specific goals stated in terms of student learning outcomes, and these are published on the website and in the specific program brochures.

All credit courses must include a syllabus with CLOs clearly stated. Faculty follow a standard format when developing a syllabus, and Department Chairs check for accuracy and uniformly-stated CLOs. All general education courses meet State-approved standards for core learning outcomes. The syllabus of record for each course is maintained by the Curriculum Committee.

Dual-Enrollment. FCC and FCPS initiated a dual-enrollment program in 2013 prior to Maryland legislation mandating this. The program offers FCC classes taught in 8-of-the-10 County public high schools by properly credentialed high school teachers who meet the same standards as FCC full-time and adjunct faculty. Students must be college-ready; i.e., they must have high school junior or senior status; they must have an un-weighted, cumulative GPA of 2.0; and they must demonstrate college-level proficiency in reading, sentence skills/writing, and math by achieving a minimum Accuplacer scores.

All credit courses, courses taught in the high schools, must be approved by Curriculum Committee and have a syllabus of record with clear headings for: Core Learning Outcomes; Methods of Instruction; Assessment Procedures; Topical Outline; Assignments; and other required standardized information.

In an effort to provide exceptional educational offerings, department chairs or program managers also observe FCPS faculty teaching as FCC adjuncts in the dual-enrollment classes in the high school and provide feedback.

Distance Learning. FCC faculty teaching online courses receive individual training and course development and guidelines from the Department of Distributed Learning. All online instructors are subject to a peer course evaluation, and instructors can apply for Quality Matters certification. Students evaluate each course at the end of each semester. Program managers, department chairs, the AVP/Deans in Academic Affairs and the Provost have access to each student course evaluation in their area. Student feedback is used for course and program improvement, and faculty are expected to reflect on student evaluations in their annual self-evaluations.

Transferred Credits. The College procedure for accepting transfer credit is outlined in the Admissions Policy and Procedure, and general transfer evaluation information is published on the website and in the current FCC Academic Catalog. FCC adheres to the general education and transfer policies of the Maryland Higher Education Commission.

Transfer credit is reviewed by the Assistant Registrar for Transfer Evaluation and/or a Transfer Evaluator. Evaluators take into consideration the institution, its accreditation status, course descriptions, and the grade received when determining the transferability of courses. The Transfer Evaluator consults with department chairs when awarding credit from transcripts from ACE (American Council on Education) and the National Program on Non-collegiate Sponsored Instruction (PONSI). Additionally, official course descriptions or syllabi may be requested to determine equivalency credit.

FCC also awards credits through the assessment of national and/or state certification or licensure. Students must submit documentation validating national and/or state certification or licensure to the department chair or administrator of the program for evaluation of credentials. Credentials must be current and demonstrate that the student is in good standing with the certification and/or licensing agency.

Credit for prior learning may be awarded after evaluation by one or more of the following methods: ACE guide, course by course evaluation, contact hour equivalency, content equivalency; or license currency. Evaluation and documentation is archived after it is reviewed and approved. Transfer of non-traditional credit in areas related to college-level coursework also comprises military credit, CLEP tests, AP courses and scores; IB courses and scores; credit by departmental examination; Frederick County Public Schools Articulation Agreements, and portfolio development. Academic departments have developed individual guidelines for determining course equivalencies when not stated in a specific articulation agreement.

Accelerated Degree Programs. FCC offers an accelerated A.A.S. degree in Police Science as part of the Maryland State Police Academy. Any MSP trooper candidate attending the MSP academy can participate but must attain qualifying placement tests scores in writing, reading, and mathematics to be admitted. The program integrates general education coursework with the major components of the criminal justice process learned while attending the Maryland State Police Academy. Specialized instruction program has been created for the MSP in which a

trooper candidate completes one non-credit Algebra review course; 10 required general education credits and 41 police science/criminal justice credits during the Academy training.

FCC instructors teach the candidates the required general education coursework in a face-to-face classroom setting in the evenings during the Academy and for four weeks after graduation. All general education courses during the MSP Academy and after the MSP academy are taught by FCC-credentialed faculty. Standard FCC syllabi with stated Core Learning Outcomes and assessment methods are equal to the traditional 15-week format. Curriculum meets the required 60 credits for completion. All FCC classes are taught on-site at the MSP academy in Sykesville, Maryland.

Student Support for Educational Offerings

Increasing Technology Support, Integration, and Access. As noted in the “Vision, Mission and Goals” section of the 2015-2016 Academic Catalog, the College has committed to developing or increasing organized and sustainable plans to manage technology access, proficiencies, and the effectiveness of existing technologies for students, faculty, and administrators. Additionally, academic program reviews (2011-2016) reveal a college-wide commitment to increasing technology support, access, and integration to better prepare students for an increasingly digital workforce. To this end, the College has recently prioritized technology access and support for students and faculty.

Under the leadership of President Burmaster, a technology committee was formed comprised of faculty, staff, and administrators. Prior to the formation of the technology committee, computers in all classrooms and computer labs underwent word processing software upgrades during summer 2014. Additionally, projectors, audio, and controls were upgraded in various science and humanities classrooms and lecture halls. The campus wireless network underwent an upgrade in summer 2014, given increased rates of student use. During the Fall 2014 semester following the upgrade, the campus addressed an unanticipated Windows 8 training need for faculty and staff returning to campus and planned for additional training when, later in the semester, the College wide e-mail provider system changed from GroupWise to Outlook. At that time, 29 Outlook training sessions were held, and 155 college employees attended.

Distributed Learning and Emerging/Innovative Technologies. The Center for Teaching and Learning includes the Learning Commons (which merges the Library and the Tutoring and Writing Center), the Testing Center, the Center for Distributed Learning (CDL), and Faculty Professional Development. The Center for Distributed Learning oversees distance learning and professional development related to emerging/innovative technology for faculty. For purposes of clarity, innovative technologies are defined by the Center for Teaching Learning (CTL) as comprising widely accessible hardware, software, and cloud services that have demonstrated potential to enhance learning, while also developing technology competencies and communication/critical thinking skills for students.

CTL staff maintain a dedicated physical learning space on campus in Linganore Hall for faculty to train and receive instruction on hardware and software used in online, face-to-face, and hybrid courses. Additional professional development in the areas of emerging/innovative technology and classroom learning is provided to faculty and administrators through Teaching and Learning Hours held throughout the semester. Increasingly, these sessions are addressing the potential of trends in digital culture to increase critical academic and professional skills. CTL staff are additionally exploring opportunities to identify and create competencies for digital culture proficiencies among students and faculty.

Emerging/innovative technology is an active component of all academic classes. In addition to technologically equipped classroom spaces, all credit courses have online components via the required Blackboard learning management system. This requirement extends to fully online courses, hybrid courses, and face-to-face courses. Members of the CTL staff provide regular Blackboard training to faculty and closely monitor online and hybrid courses for quality, activity, and consistency, and all students are asked to provide feedback related to usefulness and feasibility of course technology in semester evaluations. While Blackboard is the current online instructional technology platform used by the College, pilots of more cost-effective alternatives have been conducted, including Moodle (2010) and Canvas (2014-2015).

Library, Information Literacy, and Learning Commons

The vast majority of the FCC's Library resources have been digital since 2008. In recent years, the Library has also increased its online services through The Virtual Library Orientation and Research Guides created and disseminated through the LibGuide Platform ([Library Program Review](#)).

Recognizing the necessity of digital content support, the Library restructured staffing in 2011 in an effort to increase information literacy support for students and faculty. The position of Digital Resources and Faculty Support Librarian was created and filled.

The Library now has an active information literacy program that provides formal instruction to all first-year composition courses as well as numerous other courses. Extensive support for digital research needs among faculty and students is also provided. Circulation trends from 2009-2013 indicate significant increases in both digital circulation (124, 395-FY 13) and research guide pages views (19, 319-FY 13), as well as increasing need for informational literacy instruction. The Library also held 153 instructional sessions for information literacy in 2013, the last year documented in its program review. Librarians collaborate with faculty across curricula to devise and deliver information literacy programming. Many courses--again across curricula--require students to engage with a variety of learning content

Beginning Spring 2016, the space previously occupied by the Library will be renovated as the Learning Commons, an interdisciplinary learning space designed to provide FCC students with reading, writing, technology, and information literacy support. Described in its roll-out..." should read "Described in its roll-out presentation as "A Place of Yes," the new FCC Learning Commons unites and integrates the Library, Writing Center, tutoring, and supplemental instruction services that have previously been housed in separate locations. The Learning Commons will also provide study spaces for students, a practice area for oral presentations, areas for graphic design scanning and video editing, and workspaces for the College's student newspaper, [The Commuter](#), and award-winning literary magazine: *The Tuscarora Review*. It is designed and envisioned to be a place where students can have a diverse array of supplemental instruction needs met, and where faculty, staff and administrators can work collectively to facilitate learning outside of traditional classroom spaces.

The Learning Commons will house the College Writing Center, which introduced an online tutoring component in spring 2013. Forty tutoring sessions were held during the initial launch, but the Online Writing Center has additionally seen a marked increase in students utilizing distance-learning services. In Fall 2014 the number of students seeking services nearly doubled, with 93 total sessions held.

Student Success Alert. The newly revised Student Success Alert system is aimed at improving student performance before failing or having to drop the class. This electronic resource sends a standard message to the student alerting them of the instructor's concern and

desire to initiate a conversation. The alert will also notify an advisor or other FCC staff that the student is “at-risk,” which prompts other support services to be enacted. Included in the message to the student is a link to a webpage which clearly describes and informs the student of the academic and support services resources available to them.

Areas of Strength

1. Frederick Community College is working to continue to perform its everyday functions with the utmost integrity. In order to do this, the College has begun a comprehensive review of all policies and procedures; as well as, implemented a new continuous improvement process to correct any dysfunctional operational areas.
2. The College provides students with the opportunity to pursue transfer programs, career programs, certificates, or letter of recognition.
3. The College’s commitment to continuing to enhance its educational offerings is evident through the development of the program review process.
4. FCC is currently working to enhance operations and their dedication to providing students with educational offerings that are current and will provide them with the relevant skills needed for transfer or to enter the workforce.

Recommendations

1. Develop employee handbooks.
2. Complete the development of employee and adjunct handbooks and the revision of student and faculty handbooks
3. Assess current academic program viability and develop a five year plan for program and certificate creation which is responsive to career and transfer opportunities for employment.
4. Account for the continued need for support of the Dual Enrollment program and other requirements of the College Readiness and Completion Act.

References:

[Personal Assessment of the College Environment \(PACE\) 2013 Report](#)
[Board of Trustees](#)
[Supervisors and Department Chairs Communication Notes](#)
[Policy 3.12 Additional Conditions of Employment](#)
[Separation from Employment](#)
[Policy 3.16 Professional Ethics](#)
[Policy 3.31 Nepotism](#)
[Policy 4.0 Academic Freedom](#)
[Policy 4.16 Intellectual Property](#)
[Non-Discrimination Policy and Procedure](#)
[Procedure 3.12d Ethical Standards of Professional Behavior](#)
[Procedure 3.31 Nepotism](#)
[Procedure 4.16 Intellectual Property](#)
[Procedure 6.29 Copyright Compliance](#)
[Student handbook](#)
[Catalog](#)
[Complaint Policy and Procedure Students](#)
[3-11a Grievance Procedure for Employees](#)

[Academic Program Review Reports](#)

[FCC Website](#)

[Learning Support Annual Reports 2011-2014](#)

[Curriculum Committee](#)

Working Group

Gerald Boyd, Special Assistant to the President for Institutional Effectiveness

Magin Lasov-Gregg, English Faculty

Anne Regules, English Faculty

Barbara Angleberger, Psychology Faculty

Natalie Bowers, Human Services Faculty

Jessica Young, Instructional Designer

Paula Chipman, Department Chair of Communication, Humanities, and Arts

Suzanne Markowitz, Transition Specialist Adult Education

Chuck LoSchiavo, Instructional Specialist Building Trades