



Summary Report of the Strategic Planning Process





Summary Report of the Strategic Planning Process

SUBMISSION DATE:

May 29, 2020

PREPARED BY:

Dr. Kelly Trigger

Associate Vice President, Center for Teaching and Learning
Chair, Strategic Planning Steering Committee

ktrigger@frederick.edu

Dr. Kelli S. Rainey

Assistant Vice President, Campus Strategy

krainey@campuslabs.com

Table of Contents

About Frederick Community College.....	3
Strategic Planning Process*	4
Our Mission	7
Our Vision.....	7
Our Core Values	7
Our Goals	8
Our Goals with Objectives.....	9
Our Leadership.....	12
Board of Trustees.....	12
Senior Leadership Team	12
Strategic Planning Steering Committee	12
Appendices.....	14
About Campus Labs.....	15
Appreciative Inquiry Model.....	16
Charge of the Strategic Planning Steering Committee	19
Environmental Scan	21
External and Internal Scanning.....	32
SOAR Analysis.....	34
Future Summit	35
College Community Engagement Sessions	36
Student Voice Committee	37
References.....	41

About Frederick Community College

Frederick Community College (FCC) is a public college accredited by the Middle States Commission on Higher Education (MSCHE). FCC is distinguished by its quality and affordability, making it attainable and valuable for local students. Accredited programs, comprehensive instruction, and affordable costs of attendance have made FCC the learning destination for more than 200,000 students since 1957.

In traditional and alternative learning environments, we anticipate and respond to the needs of our local, regional, and global communities. FCC recognizes the different learning needs and preferences of students and offers instruction in flexible learning formats that include day, evening, weekend, online, and hybrid options. In addition, FCC offers current high school students access to college courses through its Open Campus, Early College, and High School-Based Dual Enrollment programs.

FCC offers more than 85 degree and certificate programs through credit and Continuing Education and Workforce Development (CEWD).

We invite you to explore our wide variety of program options designed for career and transfer students, and those studying for job credentials, professional development, and personal enrichment.

Strategic Planning Process*

In August 2019, the Board of Trustees charged President Elizabeth Burmaster and the College community to “use a comprehensive, inclusive, and participatory process with representatives from the College and the Frederick County community to develop a new five-year Strategic Plan, which will serve the College from July 1, 2020 through June 30, 2025” (FCC 2020, Annual Strategic Priorities).

President Burmaster and the Senior Leadership Team appointed Dr. Kelly Trigger, associate vice president of the Center for Teaching and Learning, to convene and chair the Strategic Planning Steering Committee. Through an open call to the College community, Dr. Trigger assembled a Steering Committee of twenty-seven members, including Board of Trustees, senior leadership, faculty, administrators, staff, students, and community members. Simultaneously, the College secured the strategic planning consultation services of Campus Labs, with Dr. Kelli Rainey appointed as the primary consultant.

Prior to convening the Steering Committee, Dr. Trigger and Dr. Rainey developed a communication plan and timeline to share with Steering Committee members and the College community. Using the Appreciative Inquiry Model, they planned series of interconnected activities to use during the planning process. In collaboration with Dr. Gohar Farahani, executive director of Planning and Institutional Effectiveness, and FCC Marketing, they populated a College intranet site to serve as the central repository for internal and external data that would inform the environmental scan and strategic plan (Figure 1).

Once convened, the Steering Committee was charged with the following:

- Facilitate a transparent, organized, and inclusive strategic planning process.
- Lead the development of the College strategic plan, ensuring an equitable, inclusive, and comprehensive planning process that provides College and regional stakeholders the opportunity to participate and contribute.
- Provide internal data, environmental scanning information, and best practices community college education to inform the FCC Strategic Plan.
- Deliver the final FCC Strategic Plan to the Board of Trustees for review and approval at the June 2020 meeting.

Over the course of eight months, the Steering Committee engaged in detailed data review, guided activities, and discussions. Central to their work were three primary activities: the analysis of the Environmental Scan; the completion of the Strengths, Opportunities, Aspirations, and Results (SOAR) analysis; and the engagement of the College community in the process.

SP2025

Search


[CC](#)
[FCC Alerts](#)
[Service Requests](#)
[Departments & Teams](#)
[Documents & Directories](#)
[Employee Handbook](#)
[Faculty Resources](#)
[Forms](#)
[Org Charts](#)
[PeopleSoft](#)

[Home](#)
[+ New](#)
[Page details](#)
[BindTuning Settings](#)

[Strategic Plan ...](#)
[Meeting Minutes](#)
[Recycle bin](#)
[Edit](#)

FCC 2020-2025 Strategic Plan



The Frederick Community College Strategic Planning Steering Committee (SPSC) leads the development of the College strategic plan, ensuring an equitable, inclusive, and comprehensive planning process that provides all College and regional stakeholders the opportunity to participate and contribute.

The SPSC will work collaboratively to review the current mission, vision, and goals of the College to ensure that FCC educates, serves, and supports students, employees, and the Frederick community thoroughly and thoughtfully.

As part of the process, the SPSC will lead work groups, open sessions, focus groups, internal and external meetings, and/or surveys to gather input from all areas of the College and community. The group will identify emerging priorities and provide feedback to be used to develop the final 2020-2025 strategic plan.

The SPSC work will be completed by May 31, 2020 and will be presented to all College constituents.

The information in this site is an important part of the discovery stage of the strategic planning process. The collected data highlights trends, raises strategic issues, and distinguishes the needs of different community stakeholders.

Figure 1. FCC 2020-2025 Strategic Plan Intranet Site

Written by Dr. Kelli Rainey, the Environmental Scan synthesizes national, regional, and state trends in community colleges and higher education, and trends within the College and Frederick County. Committee members vetted the scan for prominent trends pertinent to the College mission, student learning, and future growth (e.g., enrollment management, emerging populations, workforce growth, and technology advancement), and aligned these trends with results of the SOAR analysis.

The Steering Committee encouraged faculty, staff, administrators, and students to participate in the process. Dr. Trigger provided monthly updates during Cabinet meetings and Supervisor and Department Chair Communication Forums; shared information with affinity groups and Senate; and conducted seven sessions with affinity groups, Senate, students, and the College community. A highlight of these sessions was the Future Summit Gallery Walk, an open event that shared the Steering Committee’s work, the Environmental Scan, and the College mission and values. Attendees were invited to ask questions and share their input on College priorities for the next five years and beyond. Over 160 members of the College community participated, including 100

staff, 30+ faculty, and 30+ students. Dr. Rainey further provided survey links for individuals to provide anonymous feedback throughout the process.

Notably, FCC students were highly involved in the planning process. Steering Committee student representative prompted Student Government Association involvement through the creation of the Student Voice Committee (SVC). The SVC report describes the committee as having, “a stance of activism and aims to collect uninfluenced critiques of the institution to analyze areas we can improve.” Student leaders were recruited and trained to conduct informal interviews in order to collect the clearest picture of the student needs. The SVC hosted an open forum and think-tank event. Student leaders aggregated and evaluated the data in a report they presented to the Strategic Planning Steering Committee.

In mid-March, FCC transitioned to remote teaching, learning, and work in response to Governor Hogan’s State of Emergency pertaining to the COVID-19 pandemic. All energy and efforts were focused on transitioning students, faculty, and staff to remote teaching, learning, and work, and ensuring the health and safety of the College community. The Steering Committee transitioned to virtual meeting and resumed its work in April. After engaging in a highly collaborative, comprehensive process, the Steering Committee reviewed their progress, the Environmental Scan and SOAR analysis, collective input from the College community, and drafted the plan.

During their April 29, 2020 virtual meeting, the Steering Committee review and revised the initial draft of the plan, the College mission, and Core Values descriptions. After reaching consensus, members agreed to share both the draft of the plan and proposed revisions of the mission and core values descriptions with the College community. Dr. Trigger shared this information via Cabinet, affinity groups, Senate, the Senior Leadership Team, and Communication Central, and included a link for feedback. On May 20, 2020, the Steering Committee convened for a final time. In addition to reviewing the College community feedback, they completed the final revisions to the plan, mission, and core values descriptions; and voted to submit them to the Board of Trustees.

This report is a culmination of the planning, the process, the data, and the input that informed their work and formulated the goals and objectives of the FCC Strategic Plan for 2020 – 2025.

** Details related to Campus Labs, the Appreciative Inquiry Model, Strategic Planning Steering Committee Charge, the Environmental Scan, Internal and External Scanning, the SOAR analysis, College Community Engagement Schedule, the Future Summit Gallery Walk, and the Student Voice Committee Report are located in the Appendices.*

Our Mission

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

Our Vision

We transform individuals and communities through learning.

Our Core Values

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

Our Goals

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

Our Goals with Objectives

Model educational excellence by designing and delivering student learning experiences, pathways, and programs that increase student access, success, and completion.

[MSCHE Standards III and V]

- a. Ensure that students develop the skills, awareness, and knowledge needed to achieve their academic, professional, and/or personal goals
- b. Strengthen faculty and staff technology skills, cultural competence, instructional effectiveness, leadership, and innovation
- c. Cultivate and strengthen programs and partnerships that support the educational, workforce, and economic development needs of Frederick County, and regional and national partners, with a focus on high-demand career, technical, and transfer programs
- d. Eliminate the achievement and opportunity gaps for underrepresented students and emerging populations
- e. Increase student success in and access to online and hybrid learning by expanding programming, improving success rates, ensuring quality design and delivery, and providing instructional, technical, and student support services
- f. Enhance educational affordability, access, and success through innovative and high impact practices
- g. Increase student cultural and global competence through innovation and alignment of curricular and co-curricular programming
- h. Provide quality academic support programs, resources, and services that meet teaching and learning needs in all learning environments
- i. Ensure that the design and use of the learning management system effectively supports student learning and instruction in all learning environments

Support the student learning experience through data-informed enrollment management, responsive programming, and efficient systems.

[MSCHE Standard IV]

- a. Optimize enrollment in all learning environments with intentional focus on underrepresented and emerging populations by enhancing access, improving success, and accelerating completion

- b. Forge new and strengthen existing enrollment in programming that engages students across their lifespan
- c. Expand resources that support student well-being
- d. Effectively steward students from enrollment through completion by improving student communication and aligning support services, programs, engagement, and operations
- e. Eliminate the achievement and opportunity gaps with targeted support programs, tools, and resources
- f. Implement advising models, staffing structures, and technical systems that align with college and career pathways

Lead the College with excellence, transparency, and accountability.

[MSCHE Standards II, VII, VI]

- a. Enact participatory decision-making that clearly delineates roles, responsibilities, communication processes, and timelines
- b. Utilize data and evidence-based practices to align planning, budgeting, and resource allocation, inform decision-making, and support continuous improvement
- c. Infuse diversity, equity, and inclusion goals throughout academic, support, administrative, and team plans
- d. Ensure transparency in employment practices
- e. Increase the recruitment and retention of a diverse workforce
- f. Provide training and resources that develop employee job-specific and technology skills, cultural competence, team development, and leadership
- g. Provide effective technology solutions, systems, and interfaces that support learning, instruction, communication, and College operations
- h. Strengthen the safety and security of both individuals and data in physical and virtual environments
- i. Expand environmental sustainability goals and practices

Ensure the fiscal stability and sustainability of the College. [MSCHE Standards II, VII, VI]

- a. Align fiscal resources with emerging, on-going, and annual strategic priorities
- b. Strengthen enrollment management to ensure maximum access to courses and efficient use of facilities and resources
- c. Pursue grants and alternative sources of revenue to provide funding for program growth and emerging priorities
- d. Optimize business practices that enhance College operations

Our Leadership

Board of Trustees

Dr. John Molesworth, Chair

Tom Lynch, Vice Chair

Ellis Barber

Nick Diaz

Gary Fearnow

Carolyn Kimberlin

April Miller

Elizabeth Burmaster
President/Secretary-Treasurer

Janice Spiegel
Education Liaison/Office of the County
Executive

Senior Leadership Team

Elizabeth Burmaster
President

Mary Jo Anderson
(Interim) Vice President, Finance

Melissa Bard
Vice President, Human Resources

Gerald Boyd
Special Assistant to the President for
Institutional Effectiveness

Dr. Nora Clark
Vice President, Learning Support

Lewis Godwin
Chief of Operations

Dr. Tony Hawkins
Provost/Executive Vice President of
Academic Affairs,
Continuing Education, and Workforce
Development

Joseph McCormick
Chief Information Officer

Strategic Planning Steering Committee

Dr. Kelly Trigger, Chair
Associate Vice President, Center for
Teaching and Learning

Dr. John Molesworth
Chair, Board of Trustees, Frederick
Community College

Gary Fearnow
Board of Trustees, Frederick Community
College

Elizabeth (Libby) Burmaster
President, Frederick Community College

Dr. Jacob Ashby
Assistant Dean, Assessment and
Articulation

Melissa Bard
Vice President, Human Resources

Caitlin Brandenburg
Manager, Business Solutions/Strategic
Initiatives

Dr. Nora Clark
Vice President, Learning Support

Dr. Molly Carlson
Assistant Dean, Liberal Arts

Ramenta Cottrell
Director of Workforce Development,
Goodwill Industries of Monocacy Valley,
Inc.

Michelle Day
Director of Workforce Services, Frederick
County

Elizabeth Duffy
Executive Director, Dual Enrollment

Dr. Gohar Farahani, Ex Officio
Executive Director, Planning and
Institutional Effectiveness

Pati Hoyt
Executive Director, Finance

Amy Lee
Associate Professor, English and Vice
Chair, College Senate

Dr. Sandra McCombe-Waller
Associate Vice President and Dean, Health,
Business, Technology, and Science

Joseph McCormick
Chief Information Officer

Colleen McKnight
Director, Library Services

Dr. Susan McMaster
Professor, Economics

Laura Mears
Associate Vice President, Enrollment
Services

Patricia Meyer
Associate Vice President, Continuing
Education and Workforce Development

Dominic Perry
Student Government Association

Deborah Powell
Executive Director, Institutional
Advancement and FCC Foundation

Mary Rolle
Assistant Professor, Criminal Justice and
Chair, College Senate

Dr. George Seaton
Director of Curriculum, Instruction, and
Innovation, Frederick County Public
Schools

Brenda Steele
Assistant Director of Operations, Continuing
Education and Workforce Development

Rick Weldon
CEO, Frederick County Chamber of
Commerce

Dr. Karen Wilson
Department Chair and Professor, Computing
and Business Technology

Appendices

About Campus Labs

While on a road trip in 2001, two classmates at the University of Buffalo, came up with a novel idea—create a business focused on collecting student feedback to help improve campus services. Eric Reich and Michael Weisman parlayed their concept into the winning submission for the premiere Henry A. Panasci, Jr. Technology Entrepreneurship Competition. Using their \$25,000 prize, the duo launched a technology startup, which they aptly named StudentVoice.

Within a few years StudentVoice had become [Campus Labs](#), and the company had 350 member campuses throughout the United States with 30 employees at its downtown Buffalo office. This phenomenal growth earned Campus Labs a reputation for being Western New York’s most successful startup since the turn of the 21st century.

Through connections to institutional administrators and a willingness to learn about broad institutional challenges, Campus Labs continued to innovate and expand its services. Today, the company has almost 200 employees, a roster of more than 1,400 member campuses, and a comprehensive platform that allows institutions to build strong foundations for unified information, gain valuable insights and make better, actionable decisions.

Campus Labs’ mission is more focused than ever on partnering with colleges and universities to transform higher education through the strategic use of data—and, the creative energy that fueled the company’s start is still a driving factor behind the company’s continued growth and success.

Campus Labs partners with institutions to focus on improvement and accountability, teaching and learning, analytics and insight, student success, student engagement, and skills and achievement. Within each of these areas, new features are continually developed that help member campuses achieve their goals and maximize effectiveness. Campus Labs practices an agile development methodology that creates opportunities to move the product in different directions based on member campus needs, their individual student populations, and outside factors in the higher education landscape. Discussions with staff and faculty professionals, as well as focus groups with users, are often the basis of many platform development ideas.

Beyond its platform capabilities, Campus Labs provides campuses, including professional and specialized schools, with professional development, strategic support, and signature professional services. These services have included designing and implementing strategic plans, as well as integrating cross-campus planning efforts to support strategic plan tracking and execution.

Appreciative Inquiry Model

A highly regarded, best practice approach to strategic planning is Appreciative Inquiry (AI) developed by David Cooperrider at Case Western University. “AI is a vision-based approach of open dialogue that is designed to help organizations and their partners create a shared vision for the future and a mission to operate in the present” (Srivastava & Cooperrider, 1990). Utilizing an AI approach, Campus Labs draws from the best practices and processes identified by the Society for College and University Planning (SCUP), as well as their vast experience in leading and consulting with colleges and universities, to help guide the strategic planning process and leadership team.

The AI approach utilizes four separate phases (along with an initial Defining process) - which align with Campus Labs’ approach to strategic planning



Figure 2. 5-D Cycle of Appreciative Inquiry

Positive Core

The positive core of organizational life is one of the greatest, yet least recognized, resources in the change management field today. AI has demonstrated that human systems grow in the direction of their persistent inquiries, and this propensity is strongest and most sustainable when the means and ends of

inquiry are positively correlated. In the AI process, the future is consciously constructed upon the positive core strengths of the organization. Linking the energy of this core directly to any change agenda suddenly and democratically creates and mobilizes topics never thought possible.

The concept of the positive core is separate from, yet central to, the 5-D Cycle. The cycle is simply a tool that allows the practitioner to access and mobilize the positive core. The positive core lies at the heart of the AI process. In this respect, the organization's positive core is the beginning and the end of the inquiry. This is where the whole organization has an opportunity to value its history and embrace novelty in transitioning into positive possibilities.

Definition

Definition is used to clarify the area of work to be considered. Definition defines the project's purpose, content, and what needs to be achieved. This stage helps to define the project, agree outcomes and contract details. Moreover, it is used as a way of defining what to study/inquire.

Discovery Phase

The primary task in the *Discovery* phase is to identify and appreciate the best of "what is." This task is accomplished by focusing on peak times of organizational excellence, when people have experienced the organization as most alive and effective. Seeking to understand the unique factors that made the high points possible, people deliberately "let go" of analyses of deficits and systematically seek to isolate and learn from even the smallest wins.

As part of the *Discovery* process, individuals engage in dialogue and meaning-making. This is simply the open sharing of discoveries and possibilities. Through dialogue, a consensus begins to emerge whereby individuals in the organization say, "Yes, this is an ideal or vision we value and should aspire to." What makes AI different from other organization development methodologies at this phase is that every question is positive.

Dream Phase

The Dream phase of the Appreciative Inquiry (AI) process is an invitation for an institution to amplify its positive core by imagining the possibilities for the future that have been generated through the Discovery phase. Participants are encouraged to talk about (and dream about) not what is, but what might be a better institution and a better world.

The primary goal of the Dream phase is twofold. First, it is to facilitate a dialogue among stakeholders in which they begin to share positive stories in a way that creates energy and enthusiasm. The second goal

is to allow the participants to start to see common themes. Participants look for broad themes or “life-giving” forces that contribute to the institution’s success. These positive themes are the building blocks for the rest of the AI process. Accomplishing these two goals helps the participants to imagine the institution as they would like it to be.

Design Phase

In the Design phase, attention turns to creating the ideal organization in order to achieve its dream. Future images emerge through grounded examples from an organization’s positive past. Good-news stories are used to craft provocative propositions that bridge the best of “what gives life” with a collective aspiration of “what might be.”

The design starts by crafting *possibility propositions* (i.e., institutional priorities) that bridge “the best of what is” (identified in Discovery) with “what might be” (imagined in Dream). They re-create the organization’s image of itself by presenting clear, compelling pictures of how things will be when the positive core is fully effective in all of its strategies, processes, systems, decisions, and collaborations. In this way, provocative propositions redirect daily actions and create future possibilities and a shared vision for the organization and its members.

Destiny/Delivery Phase

The *Destiny/Delivery* phase delivers on the new images of the future and is sustained by nurturing a collective sense of purpose. It is a time of continuous learning, adjustment, and improvisation - all in the service of shared ideals. The momentum and potential for innovation are extremely high by this stage in the process. Because of the shared positive image of the future, everyone is invited to align his or her interactions in co-creating the future.

Stakeholders are invited into an open-space planning and commitment session during this phase. Individuals and groups discuss what they can and will do to contribute to the realization of the organizational dream as articulated in the possibility propositions. Action commitments then serve as the basis for ongoing activities. The key to sustaining the momentum is to build an “appreciative eye” into all the organization’s systems, procedures, and ways of working.

Charge of the Strategic Planning Steering Committee

The Strategic Planning Steering Committee (SPSC) is an ad hoc group responsible to the President that serves as the central coordinating group to guide the Frederick Community College Strategic Planning process. The SPSC will work with relevant campus constituencies to lead an inclusive process that will provide all campus and regional stakeholders with opportunities to contribute to the development of the institutional strategic plan.

These responsibilities are carried out through the following functions:

- Work collaboratively to ensure an equitable, comprehensive strategic planning process for Frederick Community College
- Serve on relevant subcommittees to foster meaningful, deep conversations on relevant topics
- Review the College mission, vision, core values statements and provide feedback for modifications as appropriate
- Review the discovery findings provided by Campus Labs and Frederick Community College to identify emerging priorities from research findings, environmental scan, and listening sessions
- Review and provide feedback to Campus Labs and other administrative groups to develop the final 2020 – 2025 Strategic plan, including strategic priorities, goals, and key performance indicators
- Review the communication strategy and plan for engaging campus and external constituencies
- Serve as a champion of the efforts of the SPSC throughout the strategic planning process

The SPSC work will be completed by May 31, 2020.

The SPSC met six times during the course of eight months as reflected in the following schedule.

October 30, 2019	Reviewed the charge of the Steering Committee; became acquainted with other members, the Campus Labs consultant, and the process; discussed the framework, timeline, and next steps; and completed an interactive activity pertaining to planning readiness.
December 16, 2019	Reviewed and discussed the synthesized data from the internal and external environmental scan report

February 13, 2020	Conducted a Strengths, Opportunities, Aspirations, and Results analysis to determine high priority areas
March 5, 2020	Reviewed and provided input on the first draft of the FCC Strategic Plan
April 29, 2020 via Skype	Reviewed and revised the second draft of the Strategic Plan, revised the College mission, affirmed the core values of the College, and recommended updating the descriptions of the core values
May 20, 2020 via Skype	Finalized and affirmed the FCC Strategic Plan, the revised mission, and updated core values descriptions

Environmental Scan

A critical component of FCC strategic planning process was the development of an environmental scan. Environmental scanning is the process of gathering information about events and their relationships within an organization's internal and external environment. The goal is to identify potential forces of change (i.e. trends) that could create potential threats or opportunities. Equipped with the scanning information, leaders at FCC will develop a new institutional strategic plan.

To identify these potential forces, Campus Labs (1) explored current and projected trends impacting higher education nationally, regionally, and locally: and (2) identified influences that could affect the institution in the future. The trends were then categorized into seven broad factors – enrollment management, academic development, student success, workforce development, partnerships, technology, and politics and public policy.

Community colleges are striving to meet new demands while continuing to fulfill their goal of making a college education accessible to all... community colleges are attentive to numerous constituencies.

They are reaching down to high school students, granting or assisting college students to obtain bachelor's degrees, and preparing unique curricula to attract students age 50 and over. They are also beginning to partner with the business sector to provide high-quality technical training that students need to succeed in business and industry.

This is an ambitious agenda.

Enrollment Management

Enrollment management is a comprehensive process for achieving optimal institutional outcomes for student recruitment, retention, and graduation. For students, emerging models of enrollment management aim to provide a seamless experience for individuals who engage with the institution from application through graduation. Key findings include:

- The Western Interstate Commission for Higher Education projects the number of high school graduates to remain flat from now until 2023, with a slight increase, followed by a dramatic decrease, after 2025. The swift changes in high school graduates is fueled largely by a decline in the White student population and counterbalanced by growth in the number of non-White graduates – in particular, Hispanics and Asian/Pacific Islanders. However, the total number of high school graduates vary among the nation's geographic regions with growth in the number of high school graduates in the South and West, and continuing declines in the number of high school graduates in the Midwest and Northeast (Bransberger & Michelau, 2016). Furthermore, projections show that traditional-age college students will be much smaller beginning in 2025 because birth rates were lower during the recession (Smith, 2018).

- There is an increase in the number of adult students enrolling in college programs across the country in the last 10 years. It all started with the major economic downturn in 2008, which was accompanied by widespread job losses. At that time, many people realized that they needed further education to improve their chances of landing employment. Even though the economy has picked up since then, adult enrollment has continued to grow year over year since 2014 (Anderson, 2016). The National Center for Educational Statistics (NCES) predicts that the rate of adult student enrollment in degree-granting institutions will grow faster than traditional student numbers over the next few years. The NCES (2016) projects an adult student population of 9.6 million by 2025, which will form almost 42 percent of the country's student body.
- The United States has historically been the leading destination for international students to study. After a decade of explosive growth in international student enrollment, the trend is expected to decline significantly due to national and global influences. The travel ban, increased global competition, and policies affecting governmental funding and visas for work and study have led to student seeking education elsewhere. As international enrollment in the U.S. declines, students are instead considering emerging higher education hubs like China and South Africa (Hanover Research, 2019).
- Community college students are a diverse group in which traditional students coming directly from high school seeking a degree are outnumbered by non-traditional students. Concurrently enrolled high school students, reverse transfer students, and military veterans make up some of the trends in community college enrollment (Chen, 2019a).
- Though less likely to complete a degree, students from underserved and minority communities are enrolling at higher rates in community colleges. According to the American Association of Community Colleges, the percentage of first-time community college students who identified as Hispanic increased from 13 percent in 2001 to 26 percent in 2016. The population of black first-time students during that same time period has remained flat, while the percentage of white first-time students has declined from 61 percent to about 44 percent.
- One significant growth area for community colleges is enrollment by students under 18 years old due to high school dual enrollment. The Community College Research Center at Columbia University's Teachers College estimates that the number of students aged 17 or younger enrolled in community college courses increased from 163,000 in 1995 to 745,000 in 2015. But most dual enrollment students go on to four-year universities instead of community colleges.

- EAB found that out of 100 students who apply to a two-year college, 56 are lost during onboarding, 23 drop out and just five are still enrolled after six years. Only nine of the 100 complete an associate degree and seven complete a bachelor's degree (Smith, 2018).
- Institutions are incorporating more non-traditional course offerings such as online education, evening courses, and weekend workshops to attract learners whose schedules may prevent full-time, on-campus studies. Weekend workshops at community colleges are often short-term, specialized for middle-skill positions, and geared towards non-degree students. Institutions are also offering degree completion and career pathways programs, and increasingly accepting more non-traditional credits toward degrees, like prior learning credits. However, non-traditional course offerings require critical support services during non-traditional hours (Hanover Research, 2019).

Academic Development

Access to a world of infinite information has changed how we communicate, process information, and think. These changes make innovation, creativity, and independent thinking increasingly crucial to the global economy. Yet the dominant model of education remains rooted in the industrial revolution that spawned it. But higher education is finally beginning to change. Key findings in this factor include:

- To keep up with student demand for flexible, innovative learning models, many institutions are incorporating alternative approaches to the traditional classroom setting. When successful, these models can attract students, ease skepticism over the value of a degree, and can give graduates a leg up in the job market.

Defining Trends in Community Colleges Today

- Increased Distance Learning Initiatives and Online/Hybrid Programs
- Changing Landscape of Developmental Educational Practices
- Redesigning Advising Practices
- Increased Response to Globalization
- Focus on Student-Directed Learning
- More High School Students Taking Community College Classes
- More Traditional Students on Community College Campuses
- Increased Partnerships and Collaboration with Local Employers and Four-Year Institutions
- Greater Number of Baccalaureate Degrees Awarded
- Greater Recruiting of Baby Boomers
- Additional Campus Housing Available
- Growing Demand for Middle-Skill (Specialized) Jobs
- Robust Student Support Services

- With more students frustrated by the cost and time requirements of traditional degree programs, institutions are increasingly investing in strategies to identify and serve non-traditional undergraduate students. Such students can include adult learners, individuals with dependents, students attending classes part-time, or financially independent students. Higher education providers are developing offerings that present alternative education delivery models to appeal to these students' unique responsibilities and academic goals. For example, universities may emphasize workplace skills through experiential learning opportunities and offer micro-credentials/digital badging that allow students to build the skills they need while avoiding the higher cost and time commitment of a full degree (Hanover Research, 2020). Micro-credentials and digital badging are used to document achievement skills that are rarely shown on an undergraduate transcript.
- Community colleges are popular choices for non-traditional students—in Spring 2019, 5.1 million students enrolled in public, two-year colleges. Community colleges' career and technical education (CTE) programming drives students to attend, especially since the passing of Perkins V in 2018, which provides funding that allows colleges to expand these programs. To meet the needs of these unique students, community colleges are increasingly engaging in the following practices: dual enrollment, labor market alignment, guided pathways, and college-employer partnerships (Hanover Research, 2020).
- Online programming is now an expected staple of most academic development programs. However, with the advent of online programming as an established medium, many institutions will need to overcome new challenges including higher consumer expectations, emerging best practices, focus on student outcomes, and an increasingly competitive market. Institutions must understand which content to offer and how to market that content to succeed in the shifting online marketplace (Hanover Research, 2018).
- Nearly 2.1 million undergraduates now study fully online and another 2.8 million study at least partially online—meaning roughly one in every three students will participate in online programming. The percentage of total student population participating in online courses has grown in every institution type except for for-profit institutions. In many cases, for-profit institutions began with predominantly online offerings, so their strategy has been instead to create more live learning opportunities (Hanover Research, 2018).
- Over two-thirds of higher education institutions are creating a dedicated online education oversight role (i.e., Chief Online Education Officer) to focus on the expansion in online programming. The scope of challenges facing this role will grow in coming years as online education must align faculty resourcing, accreditation, curriculum, and technology with growing student demand and expectations (Hanover Research, 2018).

- Many factors contribute to low rates of college completion among community college students assigned to developmental coursework. Therefore, reform efforts are growing to help underprepared students achieve greater success (Community College Research Center, n.d.).
- Community colleges are integrating a variety of instructional, course management, and student support technologies into developmental education (Natow, Reddy & Grant, 2017). In doing so, institutions have encountered a number of challenges, particularly with regard to end-user difficulties with technology.
- As the information landscape becomes increasingly diverse, complex, and digital, institutions are considering the different roles that libraries are embracing. Shifting from a transactional model to partnership models, libraries are repositioning themselves as laboratories for exploration, incubators for ideas, and essential collaborators across the teaching, learning, and research enterprises (Mathews, Metko & Tomlin, 2018).
- At many community colleges, the engagement of librarians in large-scale instructional and curricular design will require some degree of cultural shift (Smith Jagers, 2019). Faculty and administrators may need to expand their understanding of the role that librarians can play in the institution's student success work. In turn, librarians need to be willing to push beyond traditional perceptions of their role.

Student Success

Prompted by rising tuition, an increasingly difficult admission process for local students, and the perception that universities and colleges are disconnected from the real demands of life and careers, pressure is mounting for institutions articulate their definition and strategies around student success as well as to quantify the value they create. Key findings in this area include:

- Student success is a driving force behind policy and institutional change efforts underway in postsecondary education. Ewell and Wellman (2007) state that in its simplest form, student success can be understood as “getting students into and through college to a degree or certificate” (p. 2). As a movement, student success has become intricately linked with the completion agenda, emerging from concerns regarding the U.S. falling behind in degree attainment internationally, issues of institutional funding and rising student debt, increasing numbers of students leaving with debt and no credentials, and ongoing employer needs to find qualified workers (Higher Learning Commission & Lumina Foundation, 2019).
- To meet the demand for more diverse and inclusive campuses, many higher education institutions are hiring chief diversity officers. Not only are Gen Z students arriving to campus

demanding expanded inclusivity, employers are increasingly requiring applicants to demonstrate their contributions to diversity in interviews and their work (Hanover Research, 2019).

- Students who will be entering college in coming years are expected to be less academically prepared and at risk of dropping out or not earning degrees (Butrymowicz, 2017). Additionally, more and new support services are required to address mental and emotional stress of students (Higher Learning Commission, 2019).
- Community colleges are facing additional pressure from state and federal legislators to improve graduation and completion rates and increase the number of students transferring to four-year institutions (Smith, 2018). However, community college students tend to face many serious barriers to success such as low-income students are significantly overrepresented in community colleges, and most need to strengthen both academic and nonacademic skills. That being said, student progress is often stalled by developmental course sequences.
- Recent data from the Center for Community College Student Engagement suggest that students who receive more advising—more time with advisors and more in-depth discussions in their sessions—are more engaged. Moreover, new findings indicate that mindset may play an important role in student engagement. Students who have more productive mindsets are more engaged and have higher GPAs. Thus, understanding mindset—and helping students improve their academic mindsets—may open new avenues for improving student success.
- With limited resources, community colleges are unable to provide comprehensive advising to all students to help them navigate these complex institutions. There are often many hundreds of students for every counselor or advisor. As a result, college intake and advising often consist of a brief face-to-face or online orientation and a short meeting (not always mandatory) with an advisor, focused on registering for the first semester's courses. Most colleges do not provide an organized process to help students form long-term goals and design an academic program to achieve those goals. Rather, students must recognize when they need help and seek it out on their own. Moreover, most colleges do not closely monitor students' progress toward their goals or through programs.
- Two-year institutions are improving student outcomes and their own bottom lines by: – (1) pivoting toward guided pathways; (2) providing more wraparound services; (3) making hard budget choices; and (4) re-enrolling students who dropped out (Schwartz, 2019).
- Researchers at North Carolina State University designed and encouraged students to participate in the Revealing Institutional Strengths and Challenges survey. The survey found that working and paying for expenses were the top two challenges community college students said impeded their academic success. About 2,100 students said work was the largest challenge they faced,

with 61 percent saying the number of hours they worked didn't leave them enough time to study. About 50 percent of students reported their wages didn't cover their expenses. Students also reported difficulty paying for living expenses, textbooks, tuition and childcare. Thirty percent of students reported difficulty balancing familial responsibilities with college, dealing with family members' and friends' health problems, and finding childcare. Among those who cited these personal problems, 11 percent said their family did not support them going to college.

Workforce Development

Workforce development is considered an interconnected set of solutions to meet employment needs. It can include changes to culture, changes to attitudes, and changes to people's potential that help to positively influence the future success of the labor market. Key findings include:

- More employers are looking to community colleges to provide the qualified workforce they require. As of December 2019, numbers from the Labor Department show a rise in employment for those with an associate degree – up 578,000 between June-November. Although more four-year graduates are still found in the workforce, the significant increase in workers with an associate degree suggests a distinct trend toward a two-year degree to increase competitiveness in today's workforce. Some of the top paying positions that require an associate degree include electrical technicians, aerospace technicians, registered nurses, dental hygienists, and radiation therapists (Chen, 2019b).
- As graduates struggle to find jobs that maximize their abilities, employers face a “skills gap,” reporting that only half of new recruits meet the skills needed for their roles (Koc, 2018). To address the skills gap, institutions are (1) offering job-critical certifications; (2) investing in career and technical programs; (3) embedding academic offerings with hard skills; (4) providing opportunities to develop job skills; and (5) innovating career services (Hanover Research, 2019).
- Community colleges are increasingly focused on preparing students to succeed in an environment in which government policies and information technology have expanded employment opportunities beyond our national borders (Chen, 2019a).
- Between September-November 2019, 27,400 jobs have been gained in Maryland, which is the largest three-month gain since 2010. Maryland's unemployment rate has decreased to 3.6%, which is the lowest unemployment rate in over 11 years. In October 2019, the Professional and Business Services sector experienced the most growth in Maryland, followed by the Trade, Transportation, and Utilities sector (Maryland Department of Labor, 2019).

- Frederick County has attracted a diverse industry mix. The county has successfully blended its rich agriculture heritage with a world-class advanced technology sector. There are 48 promising occupations for those with an associate's degree or non-degree award in Frederick County – majority of these occupations are in the fields of healthcare, business, and technology (US Bureau of Labor Statistics, 2019).

Partnerships

In today's highly competitive higher education market, partnerships of all kinds serve as important channels for attracting new students and driving innovation. Therefore, the idea of cultivating partnerships has taken center stage at many colleges and universities. Key findings include:

- Partnerships between community colleges and four-year institutions are becoming more prevalent throughout the country, serving as a "feeder" of qualified students.
- Closer cooperation between community colleges and the business community is an emerging trend. Many employers are interested not in degrees but rather mastery of skills required for a job based on a recognized standard (Chen, 2019a).
- The National Council for Continuing Education and Training recommends that community colleges restructure technical curricula to offer non-degree, non-credit programs focusing on competency and assessment (Chen, 2019a). The goal is that, when a prospective employee has a certificate of completing a program, an employer can rely on the applicant having a particular skill or skills set taught in the program.
- Employers are playing an increasing role on college campuses in ensuring that students are career-ready and in developing the competencies that broadly prepare graduates for the workforce.

Technology

Technology plays a large role in how students of all ages and background learn. This involves educational technology as well as IT infrastructure. Key findings include:

- Professors are still valued, but students want flexibility in their learning (i.e., hybrid, online, and technology-enabled face-to-face learning). Therefore, institutions are adopting adaptive courseware, personalized learning pathways, and digital tutoring solutions to provide students with immediate feedback and more access to content designed to help them master course material. Despite these options, degree completion in higher education is confounded by factors

that go beyond these efforts and closing the achievement gap continues to be a difficult challenge (Alexander, et. al., 2019).

- Supporting mobile devices is a top priority among most community colleges surveyed in the Center for Digital Education’s annual Digital Community Colleges Survey, which offers an inside look at community college innovation and technology. According to the survey, 34 percent of community colleges have a strategy in place for the use of mobile devices. Other priorities include cybersecurity tools and testing, redesigning or upgrading websites, upgrading classroom technologies, digital content and curriculum, and disaster recovery/business continuity (Ascione, 2019).
- Of those community colleges surveyed, 77 percent of colleges report they currently use technology tools for the classroom such as interactive whiteboards, document cameras, display equipment, assessment tools. Thirteen percent indicated that they will need to modernize, expand, or replace their classroom technology tools in the next 12-24 months. Moreover, 69 percent of colleges employ full-time employee(s) specifically to assist in designing online or multi-modal content and courses for use by college faculty and staff (Ascione, 2019).
- Open Educational Resources (OER) continue to demonstrate importance in creating sustainable collections in libraries, increasing textbook affordability, and providing new options for curriculum development and avenues for digital scholarship. Libraries are increasingly leveraging their e-book content to support textbook affordability initiatives (ACRL Research Planning and Review Committee, 2018).
- The growing focus on student success across institutional types indicates the importance of addressing the achievement gap in higher education. The ability to define and measure student success remains elusive. Recent initiatives designed to increase course and program completion focus on digital solutions (Alexander, et. al., 2019).
- YouTube is the new university. When asked what methods and platforms they prefer for learning, high school and college students named YouTube (Watson, 2015).
- If internet providers re-envision the speed or price at which content is offered, the quality, affordability, and accessibility of some online programs may be jeopardized (Hanover Research, 2019).

Politics and Public Policy

Pending legislation, regulatory changes, and judicial decisions will require colleges and universities to adapt, perhaps in significant ways. Key findings include:

- In 2020, Maryland voters will cast ballots for president and U.S. House representatives. Baltimore voters will also elect a mayor.
- Higher education may face significant challenges and even some degree of turmoil resulting from the disruption that currently characterizes our national politics and public discourse. The pressures associated with diminished public opinion and public support for higher education require colleges and universities to acculturate themselves to powerful forces of technology advancements, evolving student demographics trends, and persistent financial pressures on institutional business models (Association of Governing Boards, 2019).
- The current U.S. political climate has cast a cloud over international enrollment. Many prospective students fear the narrative that the U.S. is anti-immigrant and anti-global engagement, citing alarm over news headlines about violence and bias incidents at U.S. institutions (Hanover Research, 2019).
- U.S. Department of Education published final accreditation and state authorization distance education regulations. It also announced grant priority to support students, teachers, and parents in economically distressed communities.

FCC Internal Trends

- Steady Increase in Enrollment of Students of Color, Particularly Hispanic Students
- Thriving Dual Enrollment Program
- Reform of Developmental Courses to Advance Progress towards Academic Goals
- Adoption of Guided Pathways
- Alignment of Career Programs with Industry Standards and Employment Projections
- Ongoing Growth in Online and Hybrid Course Enrollment
- Strong and Sustainable Partnerships with Local Employers, Agencies, and Institutions
- Response to Shifting Demographics
- Focus on Strengthening Diversity, Equity, and Inclusion Infrastructure and Interventions
- Specialized Programming Tailored to Adults
- Movement to Maximize Prior Learning Credit
- Comprehensive Infrastructure Plan to Support Teaching and Learning (ACEWD Master Plan)
- Alignment of IT and Facilities Plans with ACEWD Master Plan

- Top political issues in the Maryland General Assembly this year included the economy, education, and public safety (Broadwater, Dance, & Wood, 2019).
- In addition to working with the regulatory agencies that administer funding and reporting programs at the national level, the American Association of Community Colleges (AACC) supports the following legislative agenda for the 116th Congress: (1) Pell grants; (2) funding for Federal Student Financial Aid and Institutional Aid Programs; (3) Higher Education Act Reauthorization; (4) access to benefits for low-income students; (5) workforce development, and career and technical education; (6) higher education tax benefit for low-income students; (7) veterans; (8) DREAM Act and Immigration Policy; and (9) international education programs (American Association of Community Colleges, 2020).

External and Internal Scanning

The Strategic Planning Steering Committee reviewed the environmental scan data presented by Drs. Rainey and Trigger during its December 16, 2019, meeting. Members engaged in a small group activity intended to reflect on and make observations about external and internal factors impacting higher education and the campus community. Below is a synopsis of each group's observations.

Who is going to college in the future?

- More juniors and seniors in high schools attending (dual enrollment/early college)
- More online learners
- More diverse student populations
- Fewer traditional-aged students
- Lifelong learners/personal enrichments
- High ROI seekers
- Current employees at local businesses
- Adult learners with disabilities
- Adult learners (reassigned to a different role)

What will future students want to study?

- Courses that lead to gainful employment
- Technology/Environmental Science/Robotics
- Business
- Competency-based credentials
- Agriculture/Food Production/Farm (extended growing season)
- Apprenticeships
- Cyber Security
- Artificial Intelligence
- Healthcare
- Data mining/data science
- Marketing and social media
- Skill trades
- Entrepreneurial interest

What will they expect in and outside of the classroom?

- Credit transfer
- Immediate access and feedback
- Seamless entry
- Advising and career coaching

- Hybrid modality
- Online assistance
- Tech savvy faculty and classrooms with top technological tools
- Flexibility with timeframe and modes of learning; active and collaborative learning
- Customized and personal engagement
- Global learning and multiple languages
- Credit for prior learning or applied learning
- Hands-on/work-based learning
- Job placement

What will employees expect from institutions? What will employees expect from job candidates?

- Soft skills like creative thinking, communication (oral and written) skills, teamwork, self-motivation, and problem-solving skills
- Students with internship experience
- Technology competence
- Contemporary education
- Specific to county training
- Information and digital literacy
- Liberal arts foundation
- Reliable pipeline

What economic, financial, political, and social challenges lie ahead?

- Pending recession
- Career changers
- Automation
- College affordability
- Accessibility
- Decrease in federal funding
- Rapid changes in technology
- Income Inequality
- Student demands to compress time
- Competition with four-year schools if college is free
- Distrust of higher education
- Decrease in high school population
- Health policies and mental health of students

SOAR Analysis

One tool used to generate positive themes and increase capacity for continuous improvement for the future is a SOAR (Strengths, Opportunities, Aspirations, Results) analysis. A SOAR analysis is a strategic planning technique to help organizations focus on their current strengths and opportunities and create a vision of future aspirations and the result they will bring. In contrast to a SWOT analysis, the SOAR model uses appreciative inquiry to focus the business on what is known to work, rather than internal weaknesses or perceived threats that might not occur. The output from a SOAR analysis is a set of actions that leverage strengths and opportunities to strive for shared aspirations with measurable results. This exercise can be a powerful approach to generate creative ideas for the institution’s future while engaging stakeholders with an inclusive process.

Below is a summary of input from the SOAR Analysis from the Strategic Planning Steering Committee meeting on February 13, 2020. Inputs are consolidated around themes.

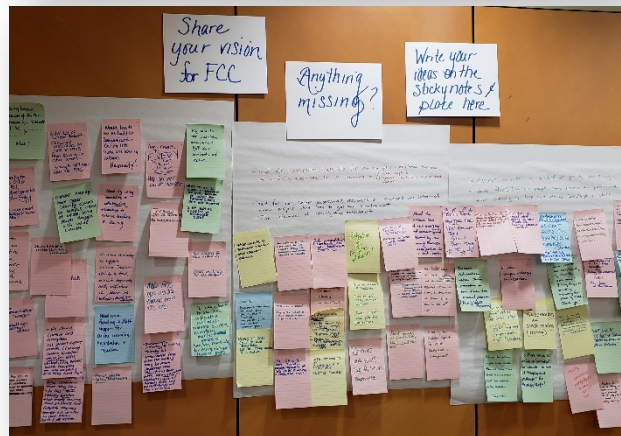


Figure 3. SOAR Analysis 2x2 Matrix

Future Summit

The Strategic Planning Steering Committee hosted the Future Summit Gallery Walk on Thursday, March 5, 2020 from 9:30 a.m. to 3:00 p.m. in H111. The purpose of the Future Summit Gallery Walk was to share with the campus community the work of the Committee, including internal and external environmental scanning data; engage participants in discussion about the information and the process; and gather campus input on priorities for the College for the next five years and beyond.

Over 160 members of the College community participated, including 100 staff, 30+ faculty, and 30+ students. Steering committee members were available to answer questions and guide participants through an interactive experience with environmental scan data. Student Voice Committee (SVC) Chair Dominique Perry presented data and recommendations from the SVC report and spoke with participants about the main concerns that students are voicing. Following the Gallery Walk, the Steering Committee met to review the Gallery Walk input and the first working draft of the strategic plan. Themes that resonated with Gallery Walk participants included, among others, the College Core Values, student success, and well-being; the quality of faculty and instruction and student support; and the need for expanded focus on existing and emerging populations. Participant observations and input were shared with the Strategic Planning Steering Committee for consideration in the plan.



College Community Engagement Sessions

To encourage College and community stakeholder engagement, Dr. Trigger provided monthly updates during Cabinet meetings and Supervisor and Department Chair Communication Forums through June 2020; shared information on Communication Central and with affinity group and Senate leadership; and conducted presentation and discussion sessions with affinity groups, Senate, and students.

January 14, 2020	AACEWD Leadership Conference: Environmental Scan Presentation
January 23, 2020	Post-Convocation Open Forum
February 3, 2020	Faculty Association Presentation and Conversation
February 13, 2020	Support Staff Association Presentation and Conversation
February 20, 2020	ASA Presentation and Conversation
February 24, 2020	Senate Presentation and Conversation
March 5, 2020	Future Summit Gallery Walk

Student Voice Committee

Data was collected by an experimental sub-committee of the Strategic Planning Steering Committee known as the Student Voice Committee (SVC). SVC has a stance of activism and aims to collect uninfluenced critiques of the institution to analyze areas that can improve. Student leaders were recruited and trained to conduct informal interviews to collect the clearest picture of the student needs. An open forum and think tank event were held at the first SGA meeting for further assessment. Data was aggregated and evaluated by student leaders, to form a report presented to the Strategic Planning Committee on February 13, 2020.

The following information summarizes the report provided by the Student Voice Committee.

Purpose

To justly and accurately survey the student experience in order to beckon sensible and progressive institutional change.

Methodology

During our first planning meeting at the end of November, we crafted our plan for gathering information:

1. Conduct informal interviews with students and document concerns.
 - a. This process has changed as we learned more about the interview and data gathering process.
 - b. We are hoping to complete the process in the coming weeks and take at least 200 interviews
2. Input the information from the interviews into Excel spreadsheet to analyze the trends in the data.
 - a. Dr. Farahani helped guide some of the ways we organized and analyzed the data
 - b. So far, we analyzed the areas of improvement and grouped them into 14 rough (to be further defined later) areas the students bring up often (sports, advising, parking, facilities and institutional, classroom organization, mental health, advertising and communications, commute, ancillary services, finances, online presence, anxiety/stress, time management, Blackboard)
3. Hold round tables to discuss the findings, possible underlying problems, and solutions. (The first of which was held at the first SGA meeting of the semester on February 11.)
4. Circulate our report and allow for further feedback from the student body. (We will use the SGA@frederick.edu to take input from the student body.)
5. Bring all the findings to the Strategic Planning Committee.

We learned a great deal since first creating our plan, so we are continually updating the details of how we go about the information gathering, input and analysis. We hope to be finished with Step 1 and 2 in the coming months; and Step 3, 4, and 5 will be ongoing.

Findings

As previously mentioned, the interview and information gathering process is ongoing, and thus these findings are preliminary. At the date of this report, 60 interviews were processed from over 21 different degree paths, yielding 219 suggested improvement areas.

Bias

Dr. Farahani pointed out to us, that which the students we interviewed were made up of about 21% part-time students and 79% full-time students, per the Credit Student Profile Report for 2018, the actual student body makeup was 30.5% as full-time and 69.5% as part-time. This means that this report is not getting the full picture of the student body, and we will strive to get a better cross-section in the coming weeks.

Main Issue #1: Mental Health

There were 54 responses related to mental health including: attention issues; depression; anxiety; and stress.

During our open discussion round table, mental health was ranked fourth as ‘most important’ out of 10 issues presented, with school/life balance directly above it in third.

Main Issue #2: Advising

Advising was ranked on average, the most important area to improve during the round table and was in first or second place for 3 out of 5 participant groups in the ranking. It was also mentioned by one-third of the people interviewed as the most helpful service. Advising was only mentioned nine times as an area of improvement during the interviews; however, a larger more comprehensive advising system would help a few of the institutional problems such as lack of awareness of services. Some of the issues brought up were:

- Advisors not being knowledgeable about student’s degree plans, specific teachers and certain programs such as transfer credits
- The appointment system for advising being too confusing
- Not being able to schedule an appointment for months out

Main Issue #3: Classroom Organization and Professor Use of Blackboard

There were 45 responses about classroom organization in our interviews so far. These mentions range from not teaching on topic in class, to not posting on Blackboard. Teacher use of Blackboard was ranked as the second most important issue to students during the round table discussion. Some student complaints were:

- Professors post grades late or not at all
- Finding assignments, course syllabus, and due dates on Blackboard is hard
- Teachers do not set up Blackboard well
- Grading does not follow rubric provided

Honorable Mentions

- Students want better access to food
 - Most of the responses about the Cougar Grill seem to be that it is expensive and low quality
 - Some students report spending 12 hours a day on campus and would like better options for food
- Monroe Center is too removed from campus
 - There are traditional students we do not know about the Monroe campus
 - Monroe students report feeling isolated from the main campus
- The Nursing Program is an area that has been identified as needing more resources and support
 - Of the nursing students surveyed, there was a pattern of emerging needs that require attention

Preliminary Ideas

Continuity of Communications Plan

- While only a small fraction of student specifically mentioned communication related programs, many of the issues could be remediated by better communication. For example:
 - Educating students about the use of advising
 - Advertising the Center for Student Engagement
 - Ensuring students know about resources around Frederick such as the buses and free mental health care such as the Frederick Community Mental Health Association
- Take an inventory of all social media and who manages them
- CoCP or Continuity of Communications Plan
 - A continuity of communications plan is a written plan for how to best disseminate information based off the audience
 - Should start with a campaign to get students to join the FCC social media platforms to both test and improve the effectiveness of the plan

- Ensure FCC is utilizing all social media platforms to their fullest, including Snapchat, Instagram, Facebook, and Twitter.
- CoCP looks like –
 - Who needs to see this message? Everyone? Art building? Monroe?
 - What physical media needs to be created?
 - Create a version of the physical media for all platforms (e.g., Facebook, Instagram, Twitter, Snapchat, flier, info card, News Blast)
 - Have the contact information for everyone responsible for disseminating the information in one place organized by department
 - Include professors in the chain of communications. Not every student checks their email, but every student does talk to a professor.
- Creative communication methods like fliers directly on tables or in classrooms, asking student leaders to pass the word, or remind 101.
- Have a catalog of services offered that is aggressively disseminated.

Mental Health

- Hire counselors to do walk-in appointments in the Student Center. Walk-in appointments are the best way to make the barrier to care as low as possible.
- Give the advising staff the training to connect students with low cost therapy, medication management and insurance.
- Foster a relationship with the Frederick Community Mental Health to provide their resources to students, and to help them with their mission of creating a healthier Frederick (not to mention help our psychology students get internships and jobs)

Case Management for Advising

- Hire more advisors
- Assign students to advisors so that
 - Students can foster a relationship with their advisor
 - Advisors can research the degree plans and class of the students they are helping

Best Practices for Professor Organization

- Establish a “Best Practices Guide” for professors to follow for Blackboard use.
- Enforce guidelines for Blackboard such as dates to post grades, posting the syllabus, and posting due dates.

References

- ACRL Research Planning and Review Committee. (2018). 2018 top trends in academic libraries: A review of the trends and issues affecting academic libraries in higher education. *College & Research Libraries*, 79(6). Retrieved from <https://crln.acrl.org/index.php/crlnews/issue/view/1097>
- Alexander, B., Ashford-Rowe, K., Barajas-Murphy, N., Dobbin, G., Knott, J., McCormack, M., Pomerantz, J., Seilhamer, R., & Weber, N. (2019). *EDUCAUSE horizon report* (2019 Higher Education Edition). Louisville, CO: EDUCAUSE.
- American Association of Community Colleges. (2020). *Legislative agenda*. <https://www.aacc.nche.edu/advocacy/legislative-agenda/>
- Anderson, L. (2016, August 3). 27 is the new 18: Adult students on the rise [Web log post]. Retrieved from <https://ednote.ecs.org/27-is-the-new-18-adult-students-on-the-rise/>
- Ascione, L. (2019, January 24). 9 ways community colleges have embraced innovation. *eCampus News*. Retrieved from <https://www.ecampusnews.com/2019/01/24/9-ways-community-colleges-have-embraced-innovation/>
- Association of Governing Boards. (2019). *Top public policy issues for higher education: 2019-2020*. Washington, DC: AGB Press.
- Bransberger, P., & Michelau, D. K. (2016). *Knocking at the college door: Projections of high school Graduates* (9th Edition). Boulder, CO: Western Interstate Commission for Higher Education.
- Broadwater, L., Dance, S., & Wood, P. (2019, April 9). 2019 Maryland general assembly: Here's what happened with the key issues. *The Baltimore Sun*. Retrieved from <https://www.baltimoresun.com/politics/bs-md-session-issues-20190408-story.html>
- Butrymowicz, S. (2017, January 30). Most colleges enroll many students who aren't prepared for higher education. *The Hechinger Report*. Retrieved from <https://hechingerreport.org/colleges-enroll-students-arent-prepared-higher-education/>
- Chen, G. (2019, April 2). 7 trends in community colleges. *Community College Review*. Retrieved from <https://www.communitycollegereview.com/blog/7-trends-in-community-colleges>
- Chen, G. (2019, December 28). Employment up for community colleges graduates. *Community College Review*. Retrieved from <https://www.communitycollegereview.com/blog/employment-up-for-community-college-graduates>
- Community College Research Center. (n.d.). Developmental education and adult basic skills. *Teachers College, Columbia University*. Retrieved from <https://ccrc.tc.columbia.edu/Developmental-Education-and-Adult-Basic-Skills.html>

- David Cooperrider and Associates. (n.d.). *What is appreciative inquiry*.
<https://www.davidcooperrider.com/ai-process/>
- Ewell, P. & Wellman, J. (2007). *Enhancing student success in education: Summary report of the NPEC initiative and national symposium on postsecondary student success*. Washington, D.C.
- Hanover Research. (2020). *Trends in higher education*. Arlington, VA: Hanover Research.
- Hanover Research. (2019). *Trends in higher education*. Arlington, VA: Hanover Research.
- Hanover Research. (2018). *Trends in higher education*. Arlington, VA: Hanover Research.
- Higher Learning Commission. (2019). *2019 higher education trends*. Chicago, IL: HLC.
- Higher Learning Commission, & Lumina Foundation. (2019). *Defining student success data recommendations: A compendium of papers from HLC's defining student success data initiative*. Chicago, IL: HLC.
- Maryland Department of Labor (2019, November 19). Maryland adds 10,700 jobs, unemployment rate falls to 3.6 percent. <https://www.dllr.state.md.us/whatsnews/mlroct2019.shtml>
- Mathews, B., Metko, S., & Tomlin, P. (2018, May 7). Empowerment, experimentation, engagement: Embracing partnership models in libraries. *EDUCAUSE Review*. Retrieved from <https://er.educause.edu/articles/2018/5/empowerment-experimentation-engagement-embracing-partnership-models-in-libraries>
- National Center for Education Statistics. (2016). *Total fall enrollment in degree-granting postsecondary institutions, by attendance status, sex, and age: Selected years, 1970 through 2024* [Data table]. Retrieved from https://nces.ed.gov/programs/digest/d14/tables/dt14_303.40.asp?referrer=report
- Natow, R.S., Reddy, V., & Grant, M. (2017). How and why higher education institutions use technology in developmental education programming. *Center for the Analysis of Postsecondary Readiness*. Retrieved from <https://ccrc.tc.columbia.edu/media/k2/attachments/how-why-higher-education-institutions-use-technology-developmental-education-programming.pdf>
- Schwartz, N. (2019, April 18). 4 ways community colleges are tackling student success with fewer resources. *Education Dive*. Retrieved from <https://www.educationdive.com/news/4-ways-community-colleges-are-tackling-student-success-with-fewer-resources/552952/>
- Smith, A. A. (2018, June 21). No bottom yet in 2-year college enrollments. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/news/2018/06/21/community-college-enrollment-rates-expected-keep-falling>

Smith Jagers, S. (2019, October 30). The untapped potential of librarians in supporting guided pathways. Community College Research Center, Teachers College Columbia University. Retrieved from <https://ccrc.tc.columbia.edu/easyblog/librarians-supporting-guided-pathways.html>

Srivastava, S., & Cooperrider, D. (1990). *Appreciative management and leadership*. San Francisco: Jossey-Bass.

Watson, A. (2015, July 27). YouTube university: How millennials are gaining knowledge from videos [Web log post]. Retrieved from <https://www.elitedaily.com/news/technology/youtube-school/1113745>