# Frederick Community College

# Institutional Effectiveness Report

## Fiscal Year 2019



## Our Mission:

*With teaching and learning as our primary focus, Frederick Community College (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.*

# Table of Contents

# EXECUTIVE SUMMARY

Institutional effectiveness is a collaborative process in which the College engages in sustained, evidence-based, and participatory assessment and evaluation to examine how effectively it is accomplishing the mission, goals, and objectives of the College strategic plan *FCC 2020,* and the desired outcomes of its programs and services. College planning and assessment change each year often in response to external requests from local, state, and federal agencies. Planning and assessment will continue to be affected by Middle States Commission on Higher Education (MSCHE) reporting requirements, Maryland Higher Education Commission (MHEC) compliance and ad hoc report requests, and the College Board of Trustees (BOT) Annual Strategic Priorities (ASPs).

The development of this report begins June 30, which marks the end of each fiscal year, and is submitted for information to the BOT at the November meeting. The report highlights planning, budgeting, evaluation, and assessment activities across the College that are measured, documented, and confirmed annually through several general processes: **Regional Accreditation, Federal and State Reporting, Academic Program Review, Course Level Assessment, Non-Academic Program Review, and assessment of the Goals in the College 5-year strategic plan,** *FCC 2020.* The report also includes examples of in-house assessment requests and reports that were completed for the requisite fiscal year. This report is prepared each year by the IE Team in collaboration with the President, Senior Leaders, and many other members of the College community.

The focus of the Fiscal Year (FY) 2019 IE Report is on presenting measures and outcomes that are standard state and federal metrics of IE, as well as, other qualitative outcomes the College accomplished from July 1, 2018 to June 30, 2019. Activities and outcomes that occur after July 1, 2019 will be reported in the 2020 Institutional Effectiveness Report.

## FISCAL YEAR 2019 INSTITUTIONAL EFFECTIVENESS REPORT

### Middle States Commission on Higher Education (MSCHE) Regional Accreditation

On April 15, 2019, FCC received notification from MSCHE related to completing the second Annual Institutional Update (AIU). The AIU is part of the new eight-year accreditation cycle and replaces the Institutional Profile the College previously submitted annually. The AIU is comprised of financial and student achievement data that is drawn from the most recent Integrated Postsecondary Education Data System (IPEDS), and some additional data submissions by the College. The data for the AIU is from FY 2018, which is the IPEDS data that was available in August of 2019. The College will complete the AIU for the next two years and in FY 2022, MSCHE will use the compiled AIU data to do the Mid-Point Peer Review (MPPR).

The MPPR is a peer review of the accumulated financial data and student achievement data submitted by the College through a series of AIUs. The Peer Evaluators will look at the AIU data and any additional information the College has submitted with that data, and they will look for any trends the data might reveal. The MPPR allows the Commission to confirm that the data do not raise concerns about the ability of the College to continue to meet the expectations of the MSCHE standards and requirements of affiliation. The Peer Evaluators will indicate that there appear to be no concerns related to the data reflected in the series of AIUs submitted by the College, or that there are concerns that merit institutional attention and annual updating in conjunction with the AIU; or that there appear to be serious concerns that merit further attention by the Commission. The MPPR is not a comprehensive evaluation and does not affect College accreditation. The purposes of the review are to provide useful feedback to the College about its data, and, if necessary, to request further information on specific areas or issues.

Frederick Community College (FCC) submitted the FY 2019 AIU on time on May 6, 2019.

**Federal and State Reporting**

The College submits raw data and detailed reports to several federal and state entities on a regular schedule. The federal submissions are required from all post-secondary institutions that receive funding for financial aid from the United States Department of Education. The state submissions are required by MHEC to operate as a public post-secondary institution in Maryland. All of the data and report submissions measure the effectiveness of the College in some way, and most of the results are made available to the public.

On the federal level, FCC submits data annually to the National Center for Educational Statistics (NCES) using the Integrated Postsecondary Education Data System (IPEDS). The NCES is "the primary federal entity for collecting and analyzing data related to education in the U.S. and other nations. NCES is located within the U.S. Department of Education and the Institute of Education Sciences. NCES fulfills a congressional mandate to collect, collate, analyze, and report complete statistics on the condition of American education; conduct and publish reports; and review and report on education activities internationally." NCES Resources are available to the public and are used in support of educational research, as well as to support student decision making in selecting an educational institution to attend.

Reflected in Table 1 below are the most recent IPEDS outcome statistics comparing four Maryland peer institutions that are similar in size to FCC. The results show that the College has the highest credit full-time retention rate and six-year full-time graduation rate. The College is on par with other retention, graduation, transfer rates, and student-to-faculty ratio measures.

*Table 1- Retention, Graduation, Transfer, and Student-Faculty Ratio-Frederick and Peer Community Colleges[1]*

| | Retention Rate[2] | | Graduation Rate[3] | | | Transfer Rate[4] | Student-to-Faculty Ratio |
|---|---|---|---|---|---|---|---|
| | *Full Time* | *Part Time* | *3-Year* | *6-Year, Full Time* | *6-Year, Part Time* | *3-Year* | *Fall 2018* |
| **Frederick CC** | **75%** | **47%** | **29%** | **37%** | **16%** | **23%** | **16** |
| Harford CC | 69% | 47% | 29% | 32% | 16% | 25% | 19 |
| Howard CC | 67% | 48% | 22% | 30% | 14% | 24% | 14 |
| CSM[5] | 65% | 51% | 29% | 26% | 12% | 20% | 18 |
| *Average* | *69%* | *48%* | *27%* | *31%* | *15%* | *23%* | *17* |

1. *Source: 2019 Integrated Postsecondary Education Data System (IPEDS)*
2. *Retention rate fall 2017 to fall 2018*
3. *The 3-year graduation rate cohort contains first time, full-time, degree-seeking students as of 2015. The 6-year graduation rate cohort contains first time, full-time, degree-seeking students as of 2010.*
4. *The three-year transfer rate contains first time, full time students enrolled in fall 2015.*
5. *College of Southern Maryland (CSM)*

Given that both graduation and transfer rates are measures of college completion, the assessment of the performance outcomes of a college should be based on the combined performance of graduation and transfer rates. This year FCC has the second highest four-year graduation/transfer rates among the 16 Maryland community colleges (see Figure 1 below). The effort the College has made to improve student completion has paid off and student success programs have been effective.

*Figure 1-Maryland Community College 4-Year Graduation/Transfer Rates (Credit)*



**4yr Graduation/Transfer**

| College | Rate |
|---|---|
| Garrett | 68.2% |
| Frederick | 66.7% |
| Harford | 61.5% |
| Carroll | 58.7% |
| Howard | 55.1% |
| Hagerstown | 54.6% |
| Allegany | 54.4% |
| CSM | 53.8% |
| Anne Arundel | 52.7% |
| Wor-Wic | 50.9% |
| Chesapeake | 48.2% |
| Montgomery | 48.2% |
| CCBC | 40.8% |
| Cecil | 37.4% |
| PGCC | 35.4% |
| Baltimore City | 33.0% |
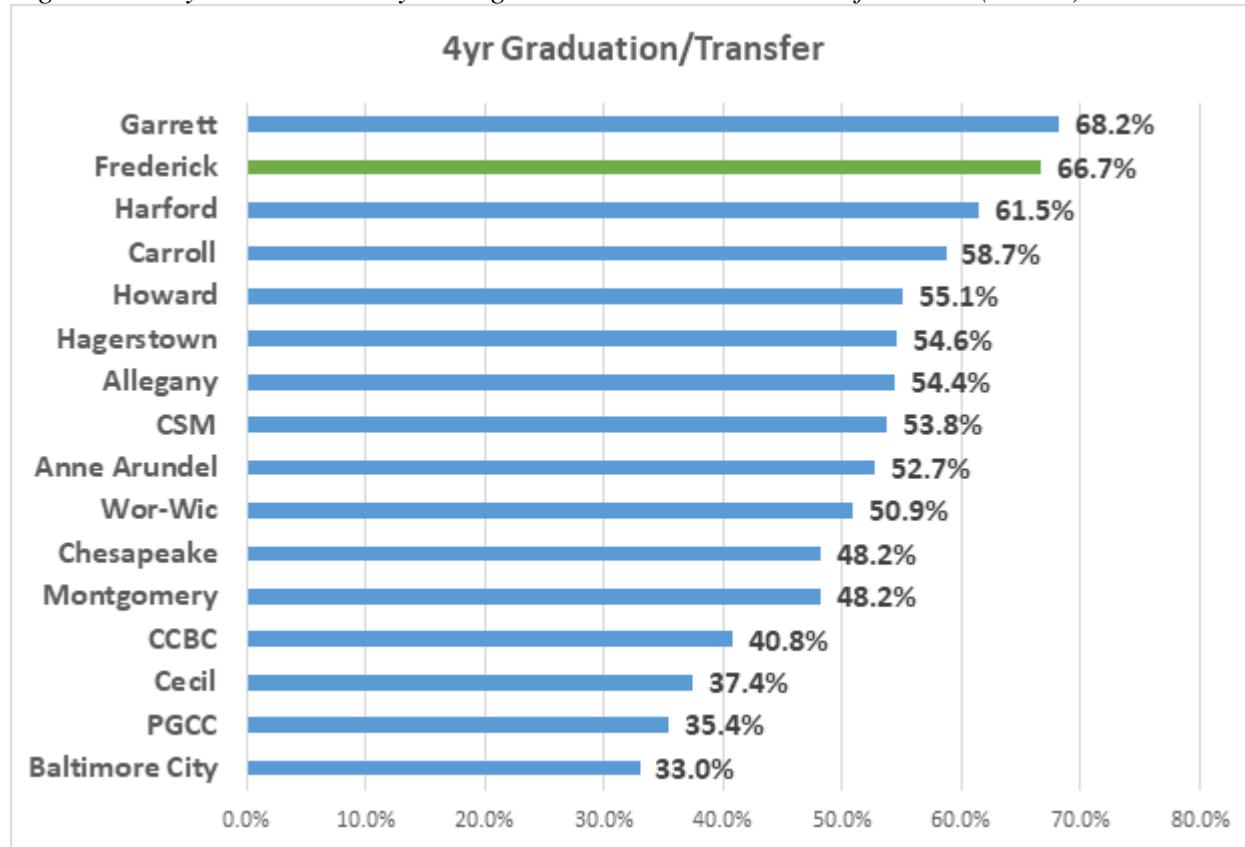
*Source: MHEC Retention, Graduation, and Transfer Rates at Maryland Community Colleges September 2019 (2013 Cohort)*

In addition to IPEDS, the College also regularly submits data to the National Student Clearinghouse (NSC). The NSC is a nonprofit and nongovernmental organization that supports educational reporting, data exchange, verification, and research services. The College uses the NSC to support our federal compliance reporting for financial aid to the U.S Department of Education through the Student Status Confirmation Reporting to the National Student Loan Data System. In addition, the College uses the NSC to get data for several state compliance reports.

The FCC Office of Planning, Assessment, and Institutional Research (OPAIR) submits the enrollment status of students and graduation data to the NSC. In the past, OPAIR forwarded enrollment submissions to the agency every six weeks; however, the College recently amended the transmission schedule to report on a monthly basis. The purpose for this change was to reduce the impact on financial aid recipients by capturing student withdrawals, late starts, and program changes on a timelier basis, in addition to maintaining accurate records for internal use. Graduation data is submitted in January, June, and September as a part of the NSC DegreeVerify program, which allows students, other institutions, and employers to obtain degree verifications directly from the agency.

On the state level, the College submits over 60 regularly scheduled compliance reports to MHEC, MSDE, and the Maryland Association of Community Colleges (MACC). The reports range in scope and most of the reports reflect the performance of the College in a specific area designated by each report. In addition to assessing College compliance designated by each report, many of the data sets are used in aggregate in reports developed by the state agencies for reporting to the state legislature, the Governor, or other federal agencies. Several of the larger compliance reports requested by MHEC are summarized below, with links to the full texts.

A *Diversity, Equity, and Inclusion (DEI) Strategic Plan* is required of each public institution of higher education by the Annotated Code of Maryland, Education Article § 11-406 (b) (1) (i).

Over this past year, the College engaged in a process of developing a new Diversity, Equity, and Inclusion (DEI) Strategic Plan for the next five years. This plan seeks to focus the DEI efforts during the next five years toward four primary goals determined to be realistic, necessary, and in alignment with our values and aspirations as a College community. The goals include:

1. Increase access and success for traditionally underrepresented students
2. Increase recruitment and retention of a diverse workforce
3. Prepare students for an increasingly diverse community, workforce, and world
4. Ensure a more welcoming and inclusive learning and workplace environment for students, faculty, staff, and visitors

Under each of these goals, there are specific, measurable, and realistic action items for the next five years. The participatory development process with students, faculty, staff, and community members helped the College community to reflect on how the College is living up to the values of diversity, equity, and inclusion, and where and how the College can be better. The plan was informed by those documented strengths and struggles, an internal environmental scan, a review of our regional peer institutions, as well as the empirically researched best practices in higher education, specifically at community colleges. The FCC *Diversity, Equity, and Inclusion Strategic Plan 2019-2024* builds on the strengths of the College and targets the highest impact changes that will strengthen FCC for all students, faculty, and staff. The Plan reemphasizes the institutional commitment to diversity, equity, and inclusion. The Timelines and Metrics of Success ensure that we continue to make progress toward creating a College culture of inclusion, which addresses our challenges and seizes opportunities for innovation.

Some of the planned action items include:

- Implementing specific targeted interventions to close the gaps in access and success for racial/ethnic minority students
- Evaluating our hiring practices to make sure we are hiring the best candidates from the most diverse backgrounds
- Enhancing employee development
- Strengthening employee retention efforts
- Preparing students to be successful in Frederick County and beyond

The plan was approved by the BOT and sent to MHEC in June of 2019. It can be found at the following link: Diversity Strategic Plan.

*The Diversity Strategic Plan Annual Report to MHEC* is an annual report required by the Annotated Code of Maryland, Education Article § 11-406 (c) (2).

In a memo dated February 27, 2019, MHEC advised public higher education institutions to submit a progress report on cultural diversity strategic plans in a narrative format by September 3, 2019. For the FY 2019 progress report, MHEC requested that the narrative describe the current Diversity Strategic

Plan, with a focus on the major goals, the progress made in achieving the goals, and areas that need improvement. They indicated that the report should highlight efforts the College has made to increase the numerical representation of traditionally underrepresented minority (URM) groups in terms of students, faculty, and staff and ways the College seeks to recruit and retain URM populations. The report should also describe efforts designed to create positive interactions and cultural awareness among students, faculty, and staff. In addition, MHEC requested a section on the College process for reporting hate-based crimes.

Listed below are a few of the significant diversity, equity, and inclusion achievements for FY 2019 that were noted in the report:

- The College implemented a College-wide protocol for hate-bias incidents and began officially tracking incidents in February 2019.
- The Academic Affairs, Continuing Education, and Workforce Development (AACEWD) Master Plan 2019-2024 emphasizes the development of cultural and global competencies in our faculty, staff, and students as essential for academic excellence.
- The College offered 20 opportunities, including the second Summer Institute for faculty, which focused on culturally responsive teaching.
- The President's Diversity Advisory Council (PDAC), a College-wide diversity, equity, and inclusion (DEI) leadership group, met monthly and focused on four main areas of leadership capacity building. These areas included reviewing the research on the value and meaning of DEI for higher education, building and benchmarking a climate of inclusion, understanding the institutional, local, and national laws, policies, and history that frame promising practices in the area of DEI.
- The College expanded the professional development offerings to faculty and staff around issues of equity, inclusion, and diversity including in-depth opportunities to engage all employees on difficult diversity topics. In FY 2019, 36 professional development sessions were offered and 450 people attended those sessions. Session topics ranged from building staff capacity to respond to the needs of specific student populations (veteran students, students who are parents, LGBTQIA+ students, and students with disabilities, among others), to building a globally engaged and globally conscious College, to interrupting bias in ourselves and others. DEI sessions balance building skills of interacting across social identity differences to increasing awareness and knowledge of different cultures, backgrounds, and experiences. Evaluations were consistently strong and indicated employee interest in more and longer sessions.

The Diversity Strategic Plan Annual Report to MHEC was presented to the BOT for approval at the August 21, 2019 meeting, and then sent to MHEC. The full report can be found at the following link: Diversity Strategic Plan Annual Report to MHEC.

***The Performance Accountability Report* (PAR)** is a report that is required of all public institutions of higher education by the Annotated Code of Maryland, Education Article § 11-304 to prepare and submit to MHEC each year by October 1.

According to MHEC, "the purpose of the Performance Accountability Report is to provide an annual opportunity for the State, MHEC, colleges and universities, and individual governing boards to review and evaluate institutions' efforts to fulfill their missions and advance the goals of the State." MHEC uses the PAR reports in aggregate to measure the collective efforts of all public higher education institutions toward achieving the goals of the *2017-2021 Maryland State Plan for Post-Secondary Education* (MSP). MHEC has responsibility for approving the individual plans, as well as reviewing and presenting the reports, with recommendations, to the MHEC Commission, the Governor, and the General Assembly.

The first required section of the PAR is titled "Mission" and is a brief summary of the College Mission statement. The next and largest section is titled "Institutional Assessment" This section is structured around the three goals of the MSP:

**Access**: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.
**Success**: Promote and implement practices and policies that will ensure student success.
**Innovation**: Foster innovation in all aspects of Maryland higher education to improve access and student success.

Colleges are asked to report on the progress that has been made in reaching five-year benchmarks around 34 performance indicators. MHEC provides the 34 performance indicators for the report and each college sets their own benchmarks. The FCC BOT approved the current benchmarks on September 21, 2016. The 2020 PAR report will be the last year for reporting the final status of the current benchmarks. The College will set new five-year benchmarks in spring 2020, after updated indicators are provided by MHEC.

The following were highlighted in the FY 2019 PAR. The College:

- Exceeded the benchmark for graduate satisfaction with educational goal achievement
- Exceeded the benchmarks for student performance at transfer institutions (cumulative GPA after first year of 2.0 or above and Mean GPA after the first year)
- Exceeded the benchmark in the number of students concurrently enrolled in both college level and high school courses
- Exceeded the benchmark for online enrollment of credit students
- Exceeded the benchmark for the number of graduates in Science, Technology, Engineering, and Mathematics (STEM) programs
- Exceeded the benchmarks for graduation-transfer rate after four (4) years for college ready students and students who completed their developmental requirements
- Maintained tuition and fees under the benchmark of 48% of the MD state public universities rates (47.1%)
- Exceeded the benchmark for the number of certificates awarded
- Exceeded the benchmarks in continuing education, workforce development, and contract training annual unduplicated headcount
- Exceeded the benchmarks for enrollment in continuing professional education leading to government or industry required certification or licensure, unduplicated headcount and annual course enrollments
- Exceeded the benchmark for employer satisfaction with contract training
- Exceeded the benchmark for enrollment in continuing education, community service, and lifelong learning courses

The College continues to focus on the following indicators:

- Increasing the racial/ethnic diversity among full-time faculty, administrator, and professional staff of color
- Increasing total annual credit enrollment
- Increasing enrollment in STEM programs
- Increasing the number of awards and graduates in transfer degrees
- Increasing market share of first time, full time freshman students
- Increasing the fall-to-fall retention rate of students
- Increasing the percentage of developmental completers after four (4) years

Data related to ten student characteristics were also a part of the report that did not include benchmarks. The most notable data in this section addressed: "*Wage growth of Occupational program graduates.*" The median income of the FCC students who responded to the Graduate Survey one year prior to graduation was $18,297 and moved to $44,000 three years after graduation, an increase of 145 percent.

Each year, MHEC requires a subsection to the PAR called the "Commission Assessment" to be included in the "Institutional Assessment" section of the PAR that addresses specific questions raised by the Commission. The questions are usually college specific and are related to the past year PAR report; however, this year MHEC gave all colleges the same prompt:

> *The Commission continues to focus its attention on equity gaps in college outcomes among minority college students and their white peers. A central topic of the 2019 Completion Summit MHEC held in April was on college completion and equity. One of the speakers, Dr. Nikki Edgecombe of the Community College Research Center (CCRC), discussed ways institutions can create more equitable and inclusive pathways for students to achieve their educational goals.*

> *The principles she posited include: 1) knowing your students, 2) understanding the obstacles to their success, 3) adopting and adapting responsive policies and practices, and 4) scaling and institutionalizing continuous improvement. In reference to this, she stated, "Targeted interventions are probably one of the more powerful vehicles we have for addressing gaps in attainment. They are not always popular, but universal interventions often times may lift all boats but maintain gaps..."*

> *For your institution, please describe: 1) one or more underlined targeted interventions and the population(s) served, 2) the identified obstacles the students might face, 3) the metrics used to evaluate the intervention(s) and 4) the evidence used to assess and adapt the intervention(s) to ensure its intended effects.*

The response to this prompt in the FY 2019 PAR noted the commitment the College has had in addressing the achievement gap. Examples include the ongoing work of the Office of Multicultural Student Services, including targeted scholarships, the FCC Foundation Student Success Funds, which provide relief to students in danger of dropping out of classes due to unanticipated emergencies, and a new federal NSF grant that supports access to STEM programs for underrepresented groups. The FY 2019 PAR provides data points that benchmark our status related to the achievement gap. Of note in the report was that in FY 2019, the College exceeded the benchmark for the graduation-transfer rate after four (4) years for Black/African American only, Asian only, and Hispanic/Latino students.

The FY 2019 report was approved by the BOT on September 18, 2019 and was submitted to MHEC on September 19, 2019. The report is available via the following link. PAR

The Maryland State Plan, the College AACEWD Master Plan, and the new FCC Diversity Strategic Plan all prioritize closing the achievement gap. For FY 2020, the College will continue to focus on assessing the achievement gap and closing it through targeted efforts.

***The Annual Financial Report to MHEC*** is another report used to assess the effectiveness of the College. The report is mandated by COMAR 13B.07.03.02. The report is an independent financial audit that must be conducted each year to assess the financial control environment and evaluate key fiscal processes within the College. During their assessment of the control environment, the auditors review the organizational structure, culture, and the policies and procedures of the College. They also assess how the College identifies, analyzes, and responds to risks. The auditors evaluate treasury, financial reporting, and the expenditure and revenue recognition processes. After they conduct tests and reviews of College processes, the audit firm provides an opinion on the financial statements regarding whether

they fairly present the financial position of the College. As part of the audit report, a management letter may be provided to report any recommendations that resulted from the audit. The auditing firm also provides information to the College and to the BOT regarding any recent accounting pronouncements from the Governmental Accounting Standards Board (GASB) that will affect the College in the current or future years. The report is presented to the BOT and forwarded to MHEC.

SB & Company, LLC was selected as the independent auditor through a competitive procurement process in 2015 for a two-year contract with the option for four additional one-year terms. Accordingly, the BOT appointed them for the FY 2019 audit. The Annual Financial Report to the Maryland Higher Education Commission from Frederick Community College was submitted to MHEC on October 1, 2019. Representatives from SB & Company presented the report at the October 23, 2019 BOT meeting. There were no findings and the College was issued an unmodified opinion on the financial statements.

**Institutional Research**

In addition to state and federal reporting, OPAIR responds to varied requests from constituents across the College. In FY 2019, OPAIR responded to over 38 internal research requests. OPAIR provided research support by developing numerous projects including wide-reaching surveys for the Center for Student Engagement, Counseling and Advising, and Dual Enrollment Services.

OPAIR and the Assistant Director and Director of Student Engagement worked together to create a post-event paper survey to gauge the effectiveness of the programming for the New Student and Parent Convocation. The surveys were distributed immediately after the convocation, administering one to the students, and the other to the parents and guardians in attendance. Seventy-eight parents and 294 students submitted completed surveys. Eighty-seven percent of the parents indicated that the timing of Convocation (the Friday prior to the start of classes) was convenient. They also felt that they had a clearer idea of what was expected of them and their students (94%), understood which services and resources are available at the College (96%), and that the information they received from the faculty/staff/student panel was helpful (96%). Most parents (77%) noted that they would be interested in attending additional parent information events. Student responses were, for the most part, positive but differed slightly from those of their parents and guardians. Seventy-one percent of the students felt that they had a better understanding of what was expected of them after participating in Convocation. They noted that they had a better understanding of College resources and services (81%), felt that the information they received from the faculty presentation was helpful (77%), and that the ROAR (Required Orientation, Advising, and Registration) was helpful (67%).

At the request of the Executive Director of Counseling and Advising, OPAIR designed a targeted survey to evaluate the ROAR program impact on incoming students. Respondents were directed to take the survey on dedicated computers within the Counseling and Advising suite. Two hundred and fifty-six surveys were completed. When asked how they would rate the online orientation offered; 93% of the students thought that the length was "just right"; 86% agreed that the orientation was engaging and personable; and 83% felt that they were prepared for their advising session. One hundred percent of the respondents found that their advisors were knowledgeable about the College and its programs and services and 99% noted that their advisors were helpful in providing information and making recommendations. With regard to the Counseling and Advising Registration Lab, 94% of the respondents indicated that they used it, with 96% stating that it was "extremely" or "very" convenient to them. Ninety-six percent of the students surveyed stated that they learned how to access their degree plans in PeopleSoft and all (100%) understood that they were to complete college-level Math and English courses within their first 24 credits. Ninety-eight percent of the respondents rated the quality of their ROAR experiences as "extremely" or "very" positive.

At the request of the Dual Enrollment Specialist, OPAIR created a survey to track the transferability of FCC credits earned by students while still attending high school. Seventy-two surveys were completed, with the largest segments of respondents having been from Tuscarora (15%) and Oakdale (14%). Forty-six percent of all students chose to attend Maryland colleges and universities for their post-secondary education. Of the sixty-one students who indicated they had gone on to pursue degrees, 82% chose public institutions. The largest segment (25%) went on to attend the University of Maryland, College Park. Ninety-one percent of the students asserted that all of their FCC credits transferred to their college or university and 94% stated that their dual enrollment coursework was accepted without incident. Candid comments at the end of the survey affirmed that the transfer experience was positive with students lauding the opportunity to earn college credits while still in high school.

**Academic Program Review**

The College assesses the effectiveness of its academic programs using a well-structured, five-year program review process. The process consists of:

- an analysis of program mission, goals, and objectives
- an assessment of the program according to internal and external data
- an assessment of the curriculum
- an assessment of student learning outcomes
- an assessment of program resources and viability
- a summary of key findings and recommendations, a review by two external reviewers
- the submission of a formal action plan

The action plan then serves as the foundation for improvements made to the program over the next four years. In FY 2019, The Academic Affairs, Continuing Education, and Workforce Development Team (AACEWD) completed 20 reviews of degrees, certificates, and letters of recognition, including Education, Paralegal, Hospitality, Culinary, Tourism, and Sign Language Interpretation. One example of an effective program review can be seen in the Early Childhood Education program. During the review, the Early Childhood Education program manager completed an in-depth analysis of the program. Two key initiatives identified by the program manager were increasing participation in the early childcare grant and determining strategies for increased enrollment and completion in the program, including but not limited to, reaching out to high schools, childcare centers, and family childcare providers for referrals. In FY 2020, the College plans to complete the reviews of an additional 23 programs.

**General Education Assessment**

The College assesses its general education competencies at the course-level. In FY 2019, the College rolled out a new general education process spanning a five-year cycle. The data in Figure 2 and Figure 3 represents competencies assessed in FY 2019. Overall, the institution collected around 15,000 student records. The average score for critical thinking and oral/written communication were between three (Competent) and four (Accomplished). The data demonstrate that students are very successful. However, the benefit of these assessment projects can be seen through the improvements identified by faculty to improve student learning. Moving forward, departments and committees have begun discussions around:

- Adjunct and full-time faculty meetings to ensure all faculty have a common understanding of student competencies
- Alignment of general education goals and courses
- Use of College-wide learning support to help improve student learning

In FY 2020, the College will continue the cycle by assessing wellness and quantitative reasoning.

*Figure 2-Communication Scores*
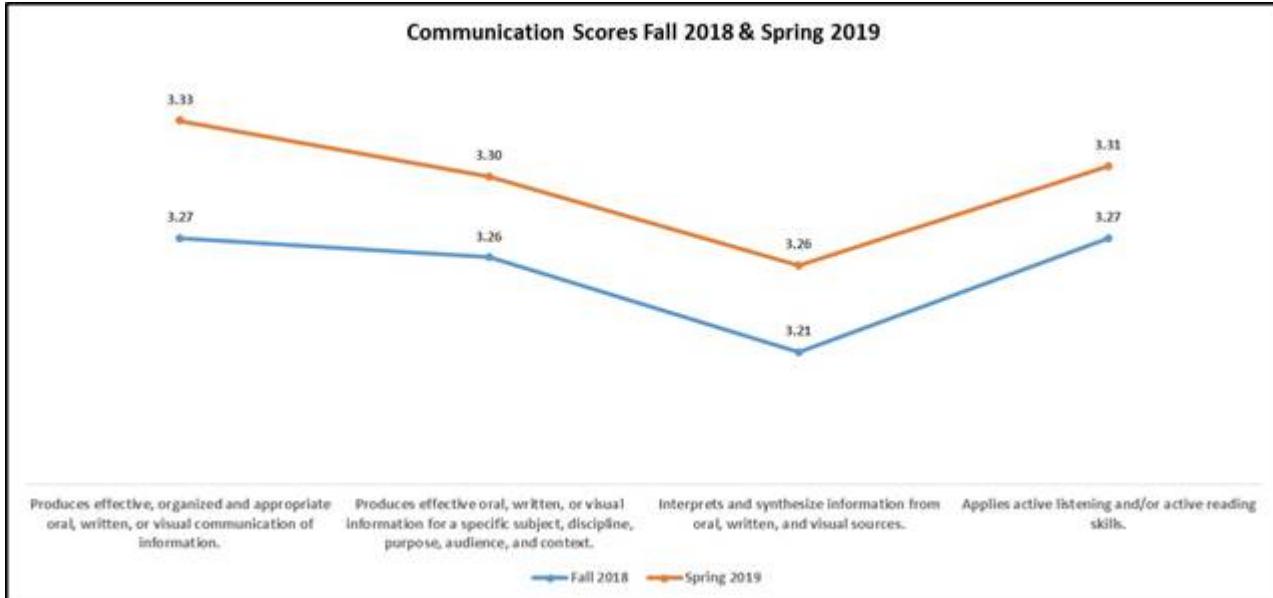


*Figure 3- Critical Thinking Scores*
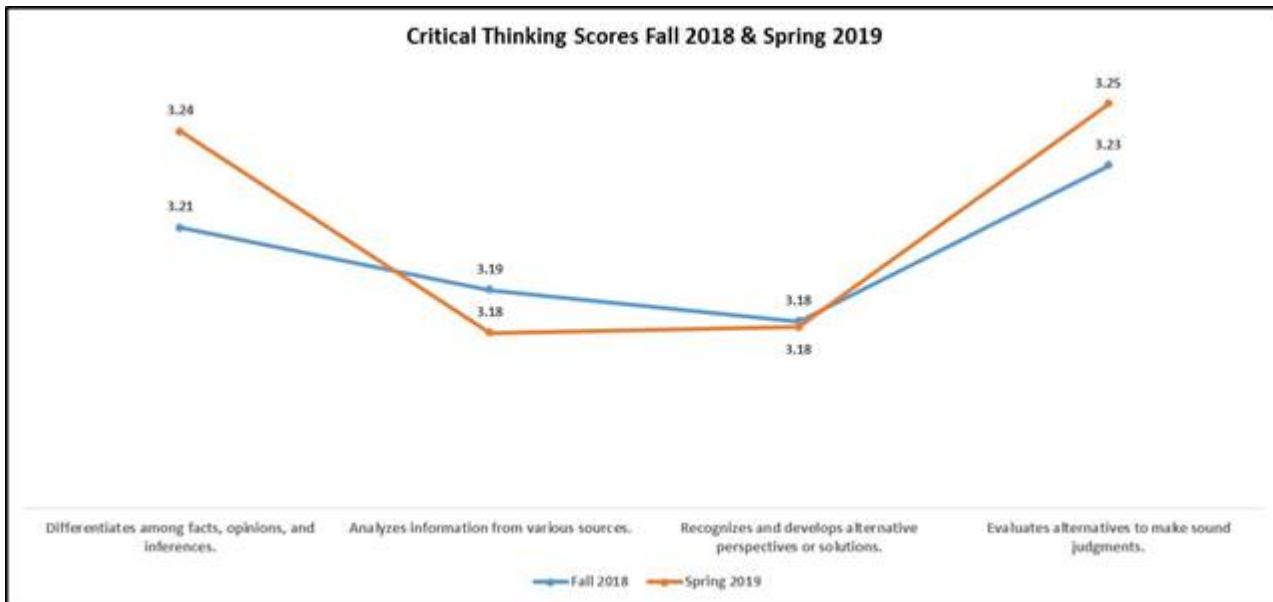


**Non-Academic Program Review**

Middle States Accreditation Standards require the systematic assessment of all College areas of operation, including academic and non-academic program assessment and review. The primary purpose of the periodic, comprehensive review is for each of the operational teams to self-reflect upon, evaluate, and improve the services provided by their area. The review process provides a framework involving a self-study within which to identify needed improvements, and provides an opportunity for each area to highlight successes. In addition, each review is subject to an external evaluation, and an action plan that will support program leaders to facilitate planning and continuous improvement.

Non-academic programs at FCC are completing self-study program reviews over a five-year cycle. To balance available resources and the workload for the 33 non-curricular programs and OPAIR, a program

review cycle has been created so that no more than eight program areas will be up for review during a single fiscal year. However, this process has so far required some fluidity, as staffing has changed within programs at the College.

In FY 2019, the following areas began program reviews and are, at present, in varying stages of completion. They include:

- Center for Student Engagement
- Facilities Planning
- Human Resources
- Counseling & Advising
- Multicultural Student Services
- Testing Center
- Disability Services
- Veteran & Military Services
- OPAIR

Over the spring and summer of 2019, the Senior Researcher for Institutional Effectiveness reached out to program managers of these areas together to review the program review process. Meetings with the directors of Multicultural Student Services and Veteran & Military Services were completed, and follow-ups with the rest are being scheduled. It is likely that the Testing Center review will need to be moved to a later year.

# STATUS OF *FCC 2020*

FY 2019 was the fourth year of the five-year strategic plan "*FCC 2020.*"

The following section is a summary and assessment of activities and outcomes of the College in relation to each of the goals that comprise *FCC 2020*.

**Goal 1 - Enhance student persistence, success, and completion through collaborative and effective support systems. (Standard IV)**

A three-prong approach focusing on persistence, success, and completion was used to assess the effectiveness of the student support systems at FCC.

*Persistence*

Persistence is a measure that follows a cohort of students within a defined time to assess the progress of the group. FCC monitors progress, persistence, and progression rates of the students based on the "Maryland Model of Community College Degree Progress," adopted by all 16 Maryland community colleges in 2005. This model is a framework for analyzing the progress of students toward degree completion, transfer rate, and continued enrollment at FCC after four years. In this model, the developmental education status of students is tracked, as well. Under the Degree Progress guidelines, a Maryland Community College monitors the status of cohort students who began in a fall semester and completed 18+ credits within the first two years after entry at FCC. These data are collected, monitored, and reported to MHEC as part of the annual PAR, which was described earlier in this report.

As a measure of persistence, the percentage of first time, fall-entering students with at least one area of developmental need (math, English, and/or reading), who completed all recommended developmental coursework within four years after entry, is reviewed annually. The Degree Progress analysis has shown that students who complete their developmental requirements often successfully graduate or transfer. The percent of developmental completers for the 2011 cohort through the 2014 cohort is shown below in Table 2.

*Table 2-Percent of Developmental Completers, by Four-Year Cohort, 2011-2014*

|  | 2011 | 2012 | 2013 | 2014 | FCC Avg. | Peer Avg. |
|---|---|---|---|---|---|---|
| % Completers | 62.0% | 64.9% | 66.0% | 61.4% | 63.6% | 51.2% |

On average, 63.6% of FCC students successfully complete their developmental requirements four years after entry. When compared with FCC peer colleges, that is, mid-sized community colleges in Maryland (Howard, Harford, and the College of Southern Maryland). FCC exceeded their average by 12.4 percentage points.

It is projected that shortly, the College will have higher developmental completers than the current rate due to the considerable reform in developmental math and English programming. As of fall 2017, developmental English courses have been condensed from a four-course sequence to a single class of either four or six credits, enabling students to move into college-level English in only one semester and for fewer credits. Developmental math, which was also a series of stand-alone developmental courses, has been significantly modified, as well. The majority of FCC students testing into developmental math now take one of three college level courses, while simultaneously being enrolled in a two-credit developmental math supplement.

Successful persisters are defined as students in a four-year cohort who graduated and/or transferred, completed 30 credit hours with a GPA of at least 2.0, or are still enrolled at FCC. Successful persister rates for the 2011 cohort through the 2014 cohort are shown below in Table 3.

*Table 3-Percent of Successful-Persisters by Four-Year Cohort, 2011-2014 Requested from the Maryland Community College Research Group*

|  | 2011 | 2012 | 2013 | 2014 | FCC Avg. | Peer Avg. |
|---|---|---|---|---|---|---|
| College-Ready Students | 90.8% | 87.8% | 88.6% | 87.3% | 88.6% | 85.8% |
| Developmental Completers | 79.8% | 82.2% | 81.3% | 81.2% | 81.1% | 83.1% |
| Developmental Non-Completers | 45.7% | 34.3% | 32.2% | 29.9% | 35.5% | 39.7% |
| All Students in Cohort | 80.7% | 79.8% | 80.1% | 76.5% | 79.3% | 76.3% |

On average, 88.6% of college-ready students at FCC fit the MHEC definition of "successful persisters." Not surprisingly, those students who fail to complete their developmental coursework (Developmental Non-Completers) have the lowest average successful persister rates across the four FCC cohorts (35.5%) and among the average across FCC peer institutions (39.7%). Again, FCC students were more successful than the average peer institutions for all students in the cohort and college-ready students than the peer colleges.

*Retention*

In addition to successful persisters, the student retention rate is tracked to measure the continuity of students at a specific institution. In accordance with IPEDS guidelines, community colleges track first time, degree seeking, and full- or part-time students who returned to the institutions to continue their studies the following fall. The latest available statewide data includes fall 2017 students returning in fall 2018. A full listing of full- and part-time student retention rates in all 16 Maryland community colleges, as well as the statewide average are shown in Table 4.

*Table 4-Maryland Community College Full-Time and Part-Time Student Retention Rates, Fall 2017 to Fall 2018 (Credit)*

| | Full-Time | Part-Time |
|---|---|---|
| Frederick Community College | 75% | 47% |
| Montgomery College | 75% | 52% |
| Carroll Community College | 74% | 56% |
| Anne Arundel Community College | 69% | 51% |
| *Harford Community College* | *69%* | *47%* |
| Hagerstown Community College | 67% | 42% |
| *Howard Community College* | *67%* | *48%* |
| *College of Southern Maryland* | *65%* | *51%* |
| Chesapeake College | 62% | 41% |
| Prince George's Community College | 60% | 48% |
| Allegany College of Maryland | 56% | 38% |
| Cecil College | 56% | 45% |
| Wor-Wic Community College | 51% | 44% |
| Garrett College | 50% | 50% |
| Community College of Baltimore County | 48% | 39% |
| Baltimore City Community College | 45% | 58% |
| **Statewide Average** | **62%** | **47%** |

FCC peer institutions in *italicized text*

FCC had the highest retention rate among Maryland community colleges for fall 2017 for new students who returned to the institution to continue their studies in fall 2018. The College was in fifth position last year. The retention rate of part-time students at FCC was 47%, which declined from 53% compared to last year, and was equal to the statewide part-time student average retention rate of 47%.

*College Completion*

Graduation rate, the most common measure of completion, is the percentage of students who complete their program within a designated time. In accordance with IPEDS guidelines, community colleges receiving Title IV funding must annually report their respective graduation rates. One common IPEDS measure is the 150% graduation rate, which is based on full-time, first time, degree-seeking students who started at the same time and finished three years later (three years to finish a two-year degree being the 150%). The 150% graduation rate for the fall 2014 cohort (that is, students who graduated or transferred by fall 2017) is shown below in Table 5.

*Table 5-Maryland Community College 150% Graduation Rates, Fall 2015 (Credit)*

| Institution Name | 150% Overall Graduation |
|---|---|
| Hagerstown Community College | 32% |
| Carroll Community College | 31% |
| *College of Southern Maryland* | *29%* |
| Frederick Community College | 29% |
| *Harford Community College* | *29%* |
| Garrett College | 28% |
| Chesapeake College | 25% |
| Allegany College of Maryland | 22% |
| *Howard Community College* | *22%* |
| Montgomery College | 22% |
| Anne Arundel Community College | 21% |
| Cecil College | 19% |
| Wor-Wic Community College | 16% |
| Community College of Baltimore County | 11% |
| Prince George's Community College | 11% |
| Baltimore City Community College | 10% |
| Statewide Average | 22% |

FCC peer institutions in *italicized text*

FCC had the highest 150% graduation rate among peer colleges and equal to two of its peers (College of Southern Maryland and Harford Community College) and third among all Maryland Community Colleges. FCC moved up from the fourth to the third highest graduation rate for students who began as full-time, first time degree- or certificate-seeking in fall 2015 compared to fall 2014. However, the rate declined two percent compared to the last year. Further, only six of the 16 Maryland community colleges boast a 150% graduation rate over 25%, and one-third of Maryland community colleges have 150% graduation rates below 20%. An examination of the 150% graduation rate for 2010 through 2015 cohorts at FCC is presented below in Figure 4.

*Figure 4-Frederick Community College 150% Graduation Rate, 2010-2015*
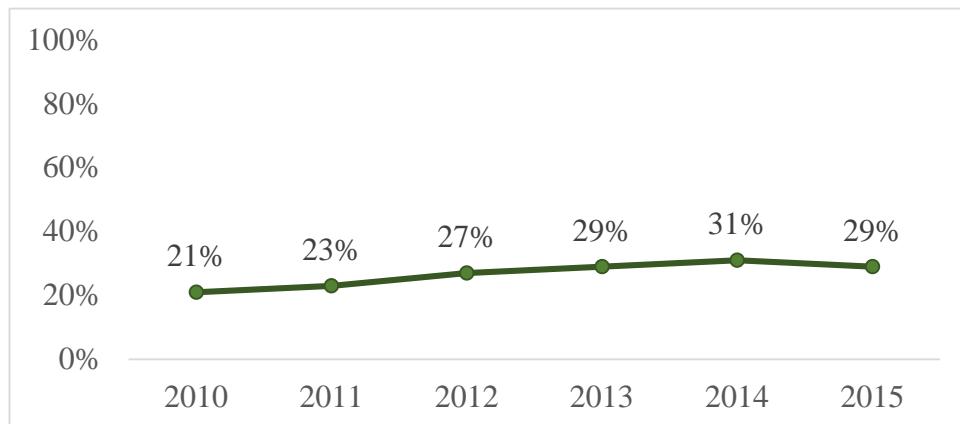


Over time, the FCC 150% graduation rate has increased steadily. For example, 21% of first time, full-time, degree-seeking students in the 2010 cohort graduated within three years of first enrolling at FCC.

This average has increased roughly two percentage points for each cohort since 2010 and declined again for the 2015 cohort to 29%.

In addition to the 150% graduation rate as a measure of completion, FCC also evaluates the number of graduates by award types (degrees and certificates). The number of earned degrees at FCC from FY 2015 to FY 2019 by type is shown below in Table 6.

*Table 6-Number of Earned Associate Degrees (by Type) and Certificates among Credit-Bearing Students, FY 2015 to FY 2019*

|  | FY 2015 | FY 2016 | FY 2017 | FY2018 | FY 2019 | % Change 2015-18 |
|---|---|---|---|---|---|---|
| Career Degrees | 190 | 203 | 193 | 213 | 197 | **-3.7%** |
| Transfer Degrees | 707 | 778 | 684 | 669 | 660 | **-6.6%** |
| Certificates | 183 | 187 | 265 | 230 | 197 | **-8.7%** |
| *Total Awards:* | *1,080* | *1,168* | *1,142* | *1,112* | *1,024* | *-5.2%* |

Since Fiscal Year 2015, the total number of degrees and certificates earned by FCC students has declined 5.2%, from 1,080 degrees and certificates in FY 2015 to 1,024 in FY 2019. The highest decline was for certificate graduates by 8.7% followed by transfer degrees by 6.6%.

The percentage of students who graduate and/or transfer to other institutions after their initial enrollment at FCC is another measure of completion for students based on the Maryland Model. Three distinct student categories are considered in this metric: "college-ready" students who earned satisfactory scores on a college placement test, "developmental completers" who required – and completed –one or more developmental remediation courses, and "developmental non-completers" who required remediation but did not complete their developmental coursework. FCC graduation/transfer rates for the 2011 through 2014 cohorts are shown below in Table 7.

*Table 7-FCC Graduation/Transfer Rate by Four-Year Cohort, 2011-2014 (Credit)*

|  | 2011 | 2012 | 2013 | 2014 | FCC Average | Peer Average |
|---|---|---|---|---|---|---|
| College-Ready Students | 83% | 79% | 83% | 82% | 82% | 72% |
| Developmental Completers | 60% | 62% | 60% | 62% | 61% | 59% |
| Developmental Non-Completers | 40% | 32% | 27% | 30% | 32% | 27% |
| *All Students in Cohort:* | *67%* | *66%* | *67%* | *65%* | *66%* | *58%* |

On average, 82% of "college ready" students graduated four years after entry, a full ten percentage points higher than this same metric among peer institutions. This rate was 61% among students who had to take developmental courses before being eligible to take college level courses. The average graduation/transfer rates across four student cohorts (2011-2014) at FCC among college-ready students, developmental completers, and developmental non-completers are (66%) higher than the average of these same metrics at the three FCC peer institutions (58%).

FCC regularly collects data from the National Student Clearinghouse on students who have transferred to higher education institutions nationwide. An examination across semesters for the period of fall 2014 through fall 2018 is shown below in Figure 5.

*Figure 5-FCC Transfer Rate Fall 2014 to Fall 2018 (Credit)*
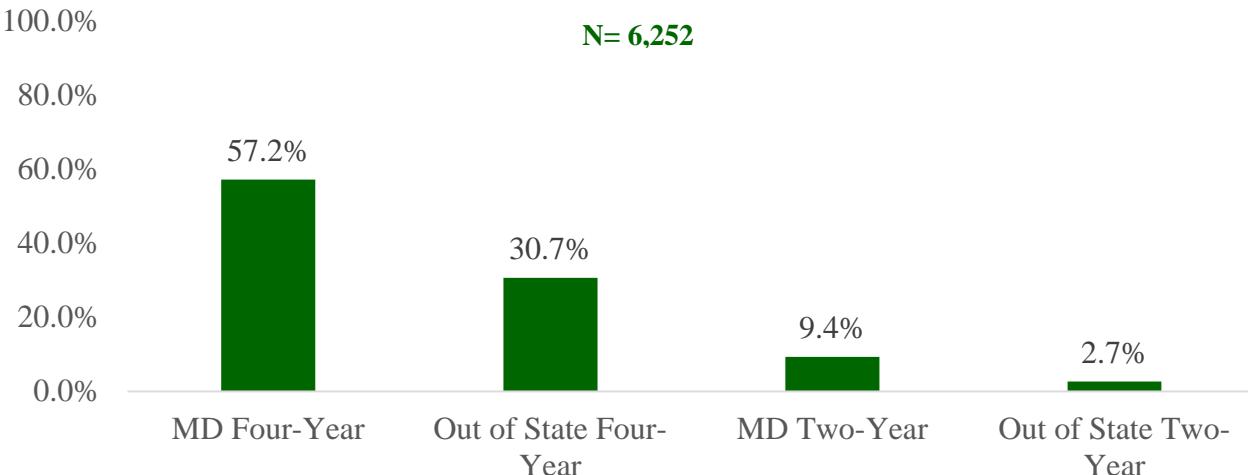


Of 6,252 students, approximately 66.6% transferred to a Maryland two or four-year college. Specifically, 57.2% (3,577 students) transferred to Maryland four-year institutions, 9.4% (587 students) transferred to Maryland two-year institutions, 30.7% (1,919 students) transferred to out-of-state four-year institutions and 2.7% (169 students) transferred to out-of-state two-year institutions. Overall, 87.9% of FCC transfer students moved on to a four-year educational institution.

The FCC transfer rate for fall 2014 cohort students who began their studies as full-time, first time degree- or certificate-seeking students and transferred to another institution shown below in Table 8.

*Table 8-Maryland Community College Transfer Rate Fall 2015 Cohort (Credit)*

|  | Transfer-out Rate |
|---|---|
| Garrett College | 34% |
| Chesapeake College | 32% |
| Anne Arundel Community College | 30% |
| Wor-Wic Community College | 27% |
| Baltimore City Community College | 27% |
| *Harford Community College* | *25%* |
| *Howard Community College* | *24%* |
| Frederick Community College | 23% |
| Cecil College | 23% |
| Hagerstown Community College | 22% |
| Carroll Community College | 22% |
| Allegany College of Maryland | 22% |
| Montgomery College | 22% |
| Prince George's Community College | 22% |
| *College of Southern Maryland* | *20%* |
| Community College of Baltimore County | 18% |
| Statewide Average | 25% |

FCC peer institutions in *italicized text*

FCC ranked third among the peer colleges and eighth among all Maryland community colleges.
To streamline the transfer process between the College and four-year institutions, as emphasized in the MSP, FCC has made a concerted effort to target articulation agreements with the top transfer

institutions. This effort resulted in 24 new articulation agreements with four-year universities in the state of Maryland: Frostburg State University (2), Hood College (1), Salisbury University (8), Stevenson University (8), University of Maryland, Baltimore County (3), and University of Maryland, College Park Shady Grove (2).

The College distributed the statewide "Graduate Follow-Up Survey" to 1,126 2018 graduates between April and August 2019. Of all the graduates, 195 students completed the survey. The completion rate has a six percent margin of error at 95-confidence level. Of the respondents, 52% reported they had transferred to a four-year college or university since graduating from FCC. Of these, 77% were full-time at their transfer institutions. The graduates were asked how well FCC prepared them for transfer. As presented in Figure 6 below, 84% responded very good (55%) and good (29%), while 12% reported fair followed by 4% poor or very poor.

*Figure 6-Graduate Follow-Up Survey FY 2018 Graduates (Credit), "How well did Frederick Community College prepare you for transfer to this four-year institution? Preparation was:"*
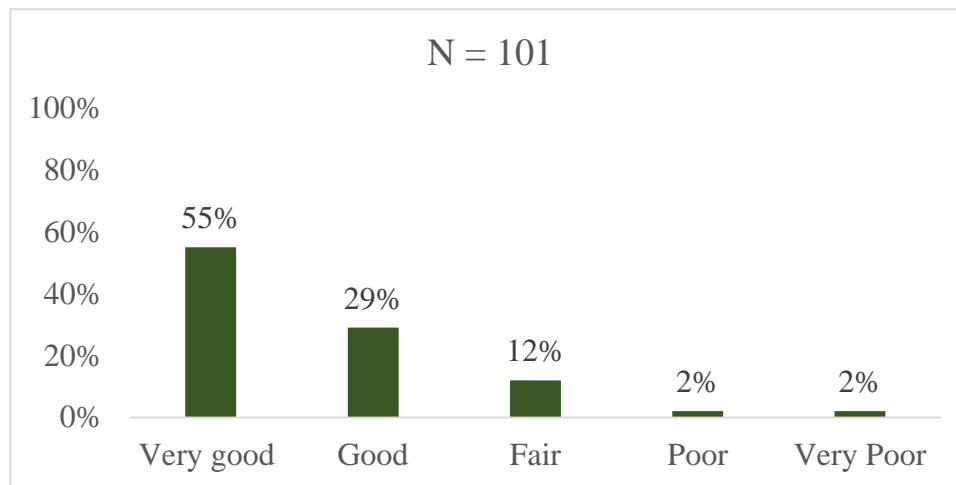


Outside of students graduating and/or transferring from the College, FCC also tracks the wage growth of credit, career program graduates as a student outcome measure. The College provides the list of graduates to the Jacob France Institute (JFI) at the University of Baltimore, Merrick School of Business, where staff members then match the list of graduates with the unemployment insurance earning records of federal, state, and local government agencies. The median income of graduates one year prior to graduation and three years after graduation is then reported back to FCC. Median income levels one year prior to graduation, and three years after graduation from the Fiscal Year 2014 to the Fiscal Year 2018 are shown below in Table 9.

*Table 9-Median Income Levels Before and After Graduation, FY2014 to FY 2018*

| Year | 1 Year Prior | 3 Years After | % Change |
|------|------|------|------|
| 2014 | $17,951 | $42,931 | *+139.2%* |
| 2015 | $21,798 | $44,824 | *+105.6%* |
| 2016 | $17,703 | $42,120 | *+137.9%* |
| 2017 | $16,653 | $43,624 | *+162.0%* |
| 2018 | $18,297 | $44,893 | *+145.4%* |

For the 2014 cohort, the FCC graduate income level was $17,951 one year prior to their graduation. By 2018, the gap between earnings one year prior to graduation to earnings three years after graduation had nearly increased $27,000.

In the Graduate Follow-Up survey, the graduates were asked to rate their employment preparation. Figure 7 shows that 86% of the graduates reported the employment preparation was very good or good. At the same time, 28% reported fair and 6% poor/very poor.

*Figure 7- Graduate Follow-Up Survey FY 2018 Graduates (Credit), "How well did Frederick Community College prepare you for employment?"*
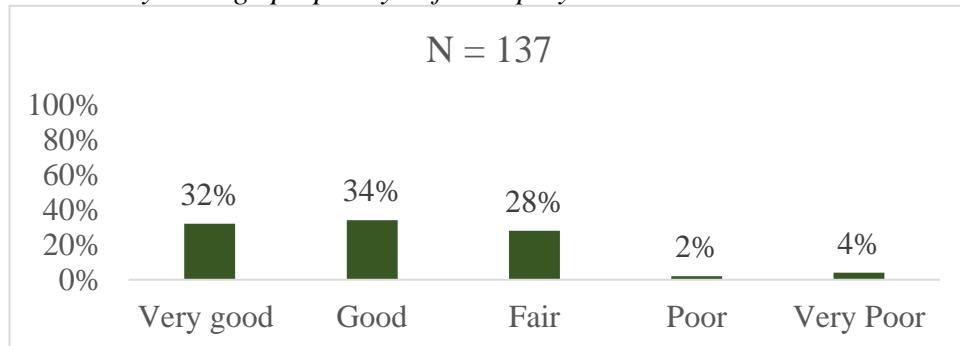


**Goal 2 - Promote excellence in the design, delivery, and support of student learning. (Standard III)**

The AACEWD Master Plan was published in 2019 as a guide for the next five years in implementing the goals and priorities set by the AACEWD team. The following description is from the Executive Summary of the Master Plan.

The Plan contains student success strategies, an assessment mechanism for current programs and practices, the roadmap for diversity, equity, and inclusion, and needed infrastructure changes to prepare for the future. Under the leadership of the Provost and Executive Vice President of Academic Affairs, Continuing Education, and Workforce Development, the team sought to create a plan to:

- Identify and strengthen effective curriculum development, program review, and assessment of AACEWD Team initiatives;
- Develop and gather benchmark data to gauge progress on the student lifecycle and guided pathways;
- Identify and champion other academic initiatives that drive planning and budgeting; and
- Coordinate and align the AACEWD Master Plan with *FCC 2020* (the College Strategic Plan), other College internal plans, the Maryland State Plan, and the Middle States Self-Study process.

The AACEWD Master Plan has four core themes.

Each theme contains multiple strategic priorities, desired outcomes, and action items/timelines necessary to respond to academic, workforce and community trends in an ever-changing and emerging world. The AACEWD Master Plan is available at this link.

A growing body of research examining the impacts of student to teacher/faculty ratio on student outcomes has produced mixed results. Yet the statistic still seems to be important to college administrators, parents, and students. Indeed, the student-to-faculty ratio for credit-based courses is reported to MHEC and IPEDS annually as a measure of instructional effectiveness. The student to faculty ratio in credit-based courses at FCC and High School Based Dual Enrollment (17:1) during fall 2018 (the most recent year for available data) was higher than the statewide average (16:1) and lower than two of the three FCC peer institutions. The FCC student to faculty ratio for fall 2018 is shown below in Table 10.

*Table 10- Student to Faculty Ratio for Credit-Based Courses, Fall 2018*

| Maryland Community Colleges | Student:Faculty Ratio |
|---|---|
| Allegany College of Maryland | 13 |
| Carroll Community College | 14 |
| Cecil College | 14 |
| *Howard Community College* | *14* |
| Baltimore City Community College | 15 |
| Prince George's Community College | 15 |
| Chesapeake College | 16 |
| Garrett College | 16 |
| The Community College of Baltimore County | 16 |
| Wor-Wic Community College | 16 |
| Anne Arundel Community College | 17 |
| **Frederick Community College** | **17** |
| Hagerstown Community College | 17 |
| Montgomery College | 17 |
| *College of Southern Maryland* | *18* |
| *Harford Community College* | *19* |
| **Statewide Average** | **16** |

FCC peer institutions in *italicized text*.

Over time, the gap in the distribution of classes taught by full-time faculty and part-time (adjunct) faculty has narrowed. The percent of total credit hours taught by full-time and part-time (adjunct) faculty is shown below in Figure 8.

*Figure 8-Percent of Credits taught by Full-Time and Part-Time (Adjunct) Faculty, 2015-2019, (excluding high school based dual enrollment courses)*
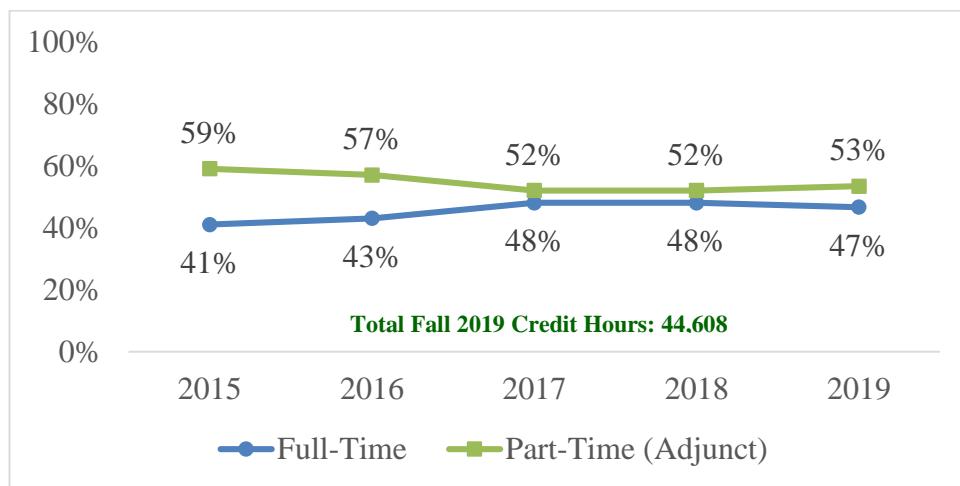


Of the 44,608 credit hours taught by either full-time or part-time faculty in fall 2019, 53% were taught by adjunct faculty. A six percent increase in the share of credits taught by full-time faculty occurred between fall 2015 and fall 2019 and remained at 47% in fall 2019.

In keeping with the trend across American higher education institutions, FCC has expanded instructional delivery methods to reach more students who may not be able to attend a 'face-to-face' class meeting in a 'brick-and-mortar' facility.

FCC has adapted to the changing instructional delivery landscape by offering more courses via distributed learning, which are courses where 50% or more of the course content is hosted or delivered online. Distributed learning enrollments by fiscal year for credit and continuing education are shown below for the past four years in Table 11.

*Table 11-Duplicated Enrollments in Distributed Learning, Fiscal Year 2015 to Fiscal Year 2018*

|  | FY 2015 | FY 2016 | FY 2017 | FY 2018 | % Change FY '15-'18 |
|---|---|---|---|---|---|
| Credit | 6,308 | 7,803 | 8,315 | 9,076 | **+43.9%** |
| Continuing Education | 1,121 | 897 | 1,407 | 456 | **-59.3%** |

Distributed learning enrollments in credit courses have increased 43.9% between the fiscal year 2015 and fiscal year 2018. In continuing education, distributed learning has varied from year to year. For example, a grant that funded more online MACEM course offerings was directly related to the 1,407 enrollments in fiscal year 2017; however, the total enrollments fell to 456 in fiscal year 2018. This marks a 59.3% decline in continuing education distributed learning enrollments since fiscal year 2015. Changes in online course registrations were due to the variable nature of contracts that allowed for spikes in the numbers in FY 2015 and 2017. In addition, programmatic changes in courses decreased the number of classes offered in an online format, and the decline of registrations in Ed2Go, the vendor for online classes in CEWD.

A more nuanced look at headcount by instructional delivery type is shown below in Table 12.

*Table 12-Unduplicated Headcount by Instructional Delivery Type, Fiscal Year 2016 to Fiscal Year 2019*

| | FY 2016 | | FY 2017 | | FY 2018 | | FY 2019 | |
|---|---|---|---|---|---|---|---|---|
| **Instructional Delivery Type** | **N** | **%** | **N** | **%** | **N** | **%** | **N** | **%** |
| Face-to-Face Only | 5,232 | 59.60% | 5,289 | 58.80% | 4,975 | 55.90% | 4,588 | 53.13% |
| Distance Only | 1,104 | 12.60% | 1,126 | 12.50% | 1,188 | 13.40% | 1,156 | 13.39% |
| Face to Face and Distance | 2,439 | 27.80% | 2,579 | 28.70% | 2,733 | 30.70% | 2,892 | 33.49% |
| ***Total Students:*** | ***8,775*** | ***100.0%*** | ***8,994*** | ***100.0%*** | ***8,896*** | ***100.0%*** | ***8,636*** | ***100.0%*** |

In fiscal year 2019, over half (53.13%) of credit students took courses through traditional 'face-to-face' instructional delivery. More students are taking their courses exclusively online, with 13.39% of the fiscal year 2019 headcount enrolled in "distance only" courses. Students taking courses online and through face to face instruction reached a high point in fiscal year 2019 (33.49%) with a six percent increase compared to FY 2016 indicating students are taking advantage of mixed instructional deliveries.

**Goal 3 - Ensure fair and ethical standards in all policies, practices, and procedures throughout the College Community. (Standard II)**

One of the FY 2019 Annual Strategic Priorities was to, *"Enhance Best Practices in Communications and Employee Relations."* Under that Priority, the BOT recommended that the College:

- Conduct a campus climate survey using the Personal Assessment of the College Environment (PACE) survey instrument
- Conduct a feasibility study of the merits, role, and specific functions of an ombudsman vs. a mediator in supporting effective communication
- Conduct an assessment of the College organizational and governance structure using an external reviewer recommended by the MSCHE

A second FY 2019 Annual Strategic Priority was to, "*Convene a College-wide Task Force that examines the process of decision-making at Frederick Community College and makes recommendations that lead to a governance process that is inclusive and participatory."* Under this Priority, the BOT recommended that the College:

- Appoint a College faculty member to be Chair of the Task Force
- The appointed Chair will work with the Affinity Group Chairs to develop a process for Task Force membership selection
- The Task Force will review the existing organizational structure, all Board-approved policies and procedures, and the Employee Handbook with Full-Time and Adjunct Faculty Addendum and CEWD Adjunct Faculty Addendum
- The Task Force will review the governance structures at other community colleges similar in size and scope to FCC
- The Task Force will submit a final report to the Board of Trustees at their May 15, 2019 meeting

The Personal Assessment of the College Environment (PACE) survey was administered by the National Initiative for Leadership & Institutional Effectiveness (NILIE) from January 30 to February 21, 2019. FCC received the results of the survey through a comprehensive PACE Report provided by NILIE on April 19, 2019. The full report was made available to College employees and the report continues to be used to inform the work and strategic planning of the College.

An SAT workgroup researched the role of an ombudsman, as well as other resources that would complement existing College policies and processes. The workgroup benchmarked similar institutions with ombudsman resources, reviewed applicable College policies and procedures, and researched external mediation firms. Recommendations from the workgroup were presented to the BOT through the Ombudsman Feasibility Study at the May 2019 meeting. The report was made available to FCC employees to be used to inform the work of the College. Recommendations included clarifying the employee relations role of HR, introducing peer mediation, leveraging external mediation services, and updating existing policies and procedures to clarify how complaints are handled. Relevant policies have been reviewed and revised and the College continues to use the report moving forward.

Dr. Roy Church, President Emeritus at Lorain County Community College, was selected and served as an external reviewer of the FCC governance and organizational structure. The review was conducted November 12-15, 2019. The College received Dr. Church's report on January 14, 2019. The report has been available for use by the College since January 15, 2019. The report has been informative and has been used to inform the work of the College to date, and will continue to do so moving forward.

The Task Force submitted a comprehensive report titled "Frederick Community College FCC Task Force Participatory Decision-Making and Governance Report May 1, 2019" and presented the findings to the BOT at their May 2019 meeting. The report utilized the External Review of the FCC Governance Model Report and the PACE results, as well as other data to make recommendations moving forward.

Each of the reports described above will continue to inform College initiatives, and they will be used as internal environmental scanning resources as the College begins its new strategic planning process this fall to develop the next five-year College strategic plan for 2020 through 2025.

A common theme that emerged in the External Review of the FCC Governance Model Report, the FCC Task Force on Participatory Decision-Making and Governance Report, and the PACE survey results was that the College needed to modify the process used to review and revise policies and procedures. Based on a review of the recommendations in the reports, it was recommended that for FY 2019 and FY 2020 the College Senate and the President's Cabinet would be more involved in the review of new and existing policies.

For the required annual review of all policies and procedures and the Employee Handbook with Faculty Addendum for FY 2019, a schedule was designed to complete the policy reviews by June 30, 2019. Committees were formed around each policy comprised of the main stakeholders (owners) of each policy, representation from the College Senate, and any interested employee volunteers. Reviewed policies were then submitted to the President's Cabinet for review, and to determine if any revisions to the policy were considered "substantive." Any revision to a policy that was considered "substantive" was then sent to the Affinity Groups and Senate for review and input via the Policy and Procedure Review Portal. The input was reviewed by the original stakeholder committee, who then developed a final draft to be reviewed again through the Portal. If any input from the review were not incorporated into a final draft, the Chair of the review committee would contact the appropriate Affinity Group Chair, or the Senate Chair to explain why the input was not incorporated. The final draft was then resubmitted to the President's Cabinet for review and then to the BOT for review and approval.

This process worked well and was very engaging. It was also very demanding; therefore, for FY 2020, a recommendation was made to create a policy review schedule that spanned the fiscal year that would achieve the BOT requirement that all policies be reviewed and if needed, revised by June 30 of each year. The recommendation was accepted and the process is currently working well.

Another recommendation related to policies and procedures that has been implemented in FY 2020 is that a committee has been tasked to develop a policy and procedures for creation/revision of policies and

procedures, and the Employee Handbook with Faculty Addendum. This work is currently in process through a workgroup of the SAT and is scheduled to be completed by May 2020.

**Goal 4 - Prepare for the future through effective planning, resource development, and continuous institutional improvement that is aligned with the College mission. (Standard VI)**

**Planning Overview**

FY 2019 was the fourth year of the five-year College Strategic Plan FCC 2020, which expires on June 30, 2020. In order to achieve the goals and objectives of *FCC 2020*, the BOT develops Annual Strategic Priorities (ASPs) that operationalize the goals and objectives of the five-year plan.

Each year, the ASPs have been given to the President, who has brought them to the seven teams through their senior leader to inform team planning. In addition, the President has brought the ASPs to the Strategic Advisory Team (SAT) where workgroups have been formed around each priority to support outcome-based activities that have contributed to achieving the objectives of each priority. Some overlap of team planning and SAT workgroup activity is common and reduces redundancy. For example, the Technology Advisory Committee (TAC) works as a College leadership group and as an SAT workgroup at the same time. The ASPs have been considered by each team as part of the budget development process and employees have used the ASPs to develop their Employee Development Plans (EDPs). The Employee Development Advisory Team (EDAT) has reviewed the EDPs each year to develop the annual College professional development programming.

There are other long range plans around critical functions of the College that continue to be developed that effectively support the College mission. The Facilities Master Plan, the Technology Strategic Plan, and the AACEWD Master Plan are important plans that focus on significant and complex investments of the College. The Facilities Master Plan guides the investments in the physical infrastructure of the College and the commitment to the quality of our working and learning environments. The Technology Strategic plan guides our technology investments in support of our technology assets, the network and data security, and the technology that supports operations and instruction. The AACEWD Master Plan guides and supports curricular development, program development, and teaching and learning, which is the primary mission of the College.

The team plans support *FCC 2020*, the ASPs, the Facilities Master Plan, Technology Strategic Plan, and the AACEWD Master Plan. FCC employees can use any of these plans to support the development of their EDPs.

In FY 2019, the College continued to utilize the TK-20 platform to receive updates on the SAT Workgroup Action Plans and the SLT Team Plans progress. All the status reports were compiled into a document titled, *The 2019 Status Report Team Plans and Annual Strategic Priorities* and this document was shared internally with the SLT and the SAT Workgroup Chairs on August 8, 2019 so that the data could be used to inform planning.

**Auxiliaries**

The Finance Team has been working on a specific objective related to Goal 4: *Increase the efficiency and effectiveness of services provided by the Auxiliaries that enable College Auxiliaries to meet financial goals.*

*Bookstore*-The College has adopted Open Educational Resources (OER) when possible as a way to improve the quality of instructional materials and to make them more cost effective for students. The Bookstore management has continued to monitor the impact on revenue of OER and has been part of departmental and individual instructor conversations regarding OER choices and transitions. Anticipated declines in revenue have been incorporated into the FY 2020 budget. As the use of OER continues to evolve, the Bookstore will continue to work with faculty on options and ways to support

providing materials as appropriate. In order to boost sales in other areas, the Bookstore has worked closely with College Marketing, and MBS, the bookstore website provider, to develop a modern, clean, and easy to use website that meets the expectations of consumers. The former bookstore website was outdated and last modified in June 2013. New photos of merchandise have been taken and incorporated into the site. The new and updated website was launched on July 1, 2019.

*The Children's Center* conducted a Parent Satisfaction Survey during the fall semester 2019. Sixty-five (65) families received the survey. Thirty-eight (38) families responded, which resulted in a 58% response rate. Overall, the response was very positive. Most (97%) of the respondents stated that they would recommend the Children's Center to a friend. The Center received a 100% satisfaction rate in the areas of cleanliness, sense of community/belonging, and tour/information provided prior to enrollment. The Center received 97% satisfaction with the playground/outdoor area, and 94% satisfaction with general safety/security. The Center received the lowest rating of 81% satisfaction in the area of communication. The Director of the Children's Center has responded to these concerns by implementing a variety of changes using the Tadpoles communication system at the Center. The teachers use the Tadpoles communication system to let parents know ahead of time if there will be a staff change in the classrooms, let parents see what their children are doing during the day, and provide photos/information regarding any incidents. The Director is also sending helpful hints about the Tadpoles communication system in the monthly newsletter to parents, such as how to send information to teachers or how to opt out of email notifications.

*Dining Services* implemented a new Point of Sale (POS) system in FY 2019. Reports and analytics from the new POS were used to identify areas for improvement. Product sales information was analyzed to determine which products to keep, discontinue, or expand upon for FY2020. The recipe module was developed within the POS to allow deeper analysis of food costs and automated reporting for price changes that exceed the Cost of Goods Sold threshold, so menu prices can adjust as needed. Prior to the implementation of the new POS system, there were two systems: one for inventory management and one for sales. By combining all functions into one POS system, operational costs have been reduced.

The efficacy of the new POS system, along with reorganization of staffing has led to a more favorable revenue position for Dining Services.

### *Goal* 5 - Enhance access, support, and opportunities that meet the needs of diverse and changing populations. (Standard II)

MHEC selected tuition and fees as a percent of the MD state public universities rates for the measure of accessibility at community colleges, see Table 13 below. The commitment of the College to affordability is evident in its tuition rate compared to its peer institutions. Tuition and fees for 30 credits at FCC was $4,456 in FY 2019. This calculates to be 47% of the average at the four-year public universities in Maryland, which was $9,462.

*Table 13-Tuition and Fees as a Percent of Tuition and Fees at Maryland Public Four-Year Institutions, FY 2016-2019*

|  | FY 2016 | FY 2017 | FY 2018 | FY 2019 | Average |
|---|---|---|---|---|---|
| College of Southern MD | 50% | 50% | 50% | 51% | 50% |
| Frederick | 47% | 47% | 47% | 47% | 47% |
| Harford | 47% | 49% | 49% | 49% | 49% |
| Howard | 52% | 52% | 52% | 52% | 52% |

**The Partnership to Achieving Student Success (PASS) program**, created in 2011, provides support for recent high school graduates who place into one or more developmental course(s) at FCC. In its eighth year, FY 2019, the program had 42 participants that were compared to 269 students who were eligible, but did not participate in the program. Students who participated in PASS remained enrolled at FCC as either a full or a part-time student from fall 2018 to fall 2019 at a higher rate (62.5%) than their non-PASS peers (53.3%). A higher percentage of PASS students received Pell Grants (28.6%) as compared to their non-PASS peers (20.1%). At the end of spring 2019 term, 75.6% of PASS students were in "Good Academic Standing", slightly below that of their non-PASS peers (79.9%). Achievement metrics for PASS program students is shown below in Table 14.

*Table 14-Persistence, Pell Recipient, and Academic Standing of Students in the Partnership to Achieving Student Success (PASS) Program, Fiscal Year 2019*

|  | PASS | Non-PASS |
|---|---|---|
| N Students | 42 | 269 |
| % Persisting Fall 2018 to Fall 2019 | 62.5% | 53.3% |
| % Receiving a Pell Grant | 28.6% | 20.1% |
| % In Good Academic Standing | 75.6% | 79.9% |

**The Veteran and Military Services (VMS) area** offers academic and support services for veterans, active duty personnel, National Guard and Reserve personnel, and their families. FCC participates in a variety of GI Bill® and military tuition payment options. VMS provides a respectful and inclusive system of supports to help veterans and military service members as they transition to life as a student. FCC works to help new students navigate the enrollment process to begin or continue toward education goals. Demographic and performance metrics of students working with the FCC Veteran & Military Services department are shown below in Table 15.

*Table 15-FCC Veterans Enrollment, Retention, Course Success, and Demographics, Fall and Spring Semesters 2016-2019*

| | FA 2016 | SP 2017 | FA 2017 | SP 2018 | FA 2018 | SP 2019 | Average |
|---|---|---|---|---|---|---|---|
| **Enrollment** | **200** | **196** | **205** | **199** | **235** | **227** | **210** |
| Retention | 49.00% | 62.70% | 51.60% | 57.80% | 51.60% | 68.50% | 56.87% |
| Developmental Success | 71.40% | 75.30% | 67.70% | 53.60% | 69.40% | 89.50% | 71.15% |
| Credit Course Success | 74.00% | 79.00% | 72.60% | 74.60% | 73.00% | 77.30% | 75.08% |
| % Male | 70.50% | 72.40% | 73.20% | 73.90% | 65.10% | 69.20% | 70.72% |
| % Minority | 38.00% | 34.70% | 45.40% | 42.20% | 43.40% | 46.30% | 41.67% |
| Avg. Units Taken | 10.5 | 10.9 | 11 | 10.8 | 11.4 | 9.2 | 10.6 |

Since the fall 2016 semester, on average, 210 students receiving veteran services have enrolled at FCC, over two-thirds of whom were male, and were either veterans or dependents of veterans. Fifty-six point eighty-seven percent of veteran students were retained after enrolling at FCC and completed almost 11 credits per semester. Academically, 71.15% of the veteran students completed their developmental courses with a passing grade and were able to register for college-level courses. Three-fourths of these students earned successful grades (D or higher) in the credit courses.

FCC supports the development of the regional workforce by:

- Being a required partner in the local plan as a function of Title II Adult Education and Literacy
- Holding two seats on the regional workforce development board
- Maintaining an updated list of programs and courses that can be accessed by targeted populations as defined in the Workforce Innovation and Opportunity Act of 2014

The Workforce Innovation and Opportunity Act (WIOA) was signed into law on July 22, 2014, and went into effect on July 1, 2015. The workforce system established under WIOA is integrated to help both businesses and jobseekers. WIOA envisions connecting businesses with job seekers, through meaningful partnerships among workforce, education, human services, and economic development entities to ensure optimum results and leveraging of resources. The law addresses the needs of job seekers by establishing a workforce system that helps them access employment, education, training, and support services to succeed in the labor market. Through the American Job Centers (AJCs), WIOA works to address employer needs by matching them to the skilled workers who need to compete in the global economy.

FCC has 39 courses and programs listed on the Eligible Training Provider List (ETPL) to allow access to federal training funds for residents who qualify for Individual Training Accounts (ITAs). ITAs are a funding source and are used as last-dollar training. The breadth and depth of the programs are a reflection of Health, Business, Technology & Science, Liberal Arts and Continuing Education and Workforce Development programs that directly relate to regional business needs. The College participation in this system provides a means of financial support that the Workforce Innovation and Opportunities Act allows for qualified residents.

While the College does not report on specific WIOA/ETPL/ITA funding, below is a list of the current reported programs where enrollment and outcomes for all students have submitted annually to the Maryland Department of Labor, Licensing, and Regulation. In 2019, 230 students were enrolled or listed as declared majors across the 40 WIOA eligible programs listed in Table 16 below.

*Table 16-Degrees, Programs and Courses 2019 WIOA Eligible Training Provider Activity*

| Program Name | Program Type |
|---|---|
| Accounting | AAS or AA |
| Accounting Basics Career Training | CEWD |
| Addictions Counseling | Career Certificate or LOR |
| Administrative Assistant Applications | CEWD |
| Administrative Assistant Fundamentals | CEWD |
| Architectural Computer Aided Design | AAS or AA |
| Architectural Computer Aided Design | Career Certificate or LOR |
| Biotechnology Certificate | Career Certificate or LOR |
| Building Trades Technology | Career Certificate or LOR |
| Business Management | AAS or AA |
| Business Management Certificate | Career Certificate or LOR |
| Certified Network Engineer | Career Certificate or LOR |
| Certified Nursing Assistant | CEWD |
| CompTIA A+ Exam Prep | CEWD |
| CompTIA Network+ Exam Prep | CEWD |
| CompTIA Security+ Exam Prep | CEWD |
| Computer Aided Design Operator | Career Certificate or LOR |
| Construction Mgmt. & Supervision Certif. | Career Certificate or LOR |
| Culinary Arts & Supervision | AAS or AA |
| Excel-Microsoft Office Specialist Expert Exam Prep | CEWD |
| Healthcare Information Technology-Certificate | Career Certificate or LOR |
| Healthcare Practice Management | Career Certificate or LOR |
| Hospitality Management Certificate | Career Certificate or LOR |
| Information Security & Assurance | Career Certificate or LOR |
| Information Technology | Career Certificate or LOR |
| Medical Assistant | Career Certificate or LOR |
| Medical Billing | CEWD |
| Microsoft Foundation Word & Excel 2016 Exam Prep | CEWD |
| Nursing | AAS or AA |
| Paralegal | AAS or AA |
| Personal Computer Support Specialist | Career Certificate or LOR |
| Pharmacy Technician | CEWD |
| Project Management | Career Certificate or LOR |
| QuickBooks Training with Certification Exam Prep | CEWD |
| Respiratory Care | AAS or AA |
| Sign Language Interpreter Preparatory Program | Career Certificate or LOR |
| Sterile Processing Tech Certification | CEWD |
| Surgical Technology Certificate | Career Certificate or LOR |
| Veterinary Assistant | CEWD |
| Word-Microsoft Office Specialist Expert Exam Prep | CEWD |

The FCC Adult Education Program continues to exceed state completion averages across all Educational Functioning Levels. The state annually provides the program with a completion rate goal by Educational Functioning Level (EFL), as well as total ABE and ESL goals. Students complete pre- and post-tests during their time in the Adult Education program, and completion at each level is based on score

increases and placement in the next EFL. The program exceeded state-assigned completion goals and retention rates in both ABE and ESL programming. Data for FY 2018 is provided below in Table 17

*Table 17-Adult Education Program Enrollment, Completion, and Retention, FY 2018*

| Educational Functioning Level | Total Number Projected to be Enrolled | Total Number Enrolled | Projected Percentage Completed | Percentage Achieving Measurable Skill | Rate of Retention |
|---|---|---|---|---|---|
| ABE Level 1 | 30 | 20 | 50% | 45% | 65% |
| ABE Level 2 | 50 | 57 | 58% | 37% | 61% |
| ABE Level 3 | 100 | 89 | 47% | 49% | 70% |
| ABE Level 4 | 160 | 172 | 25% | 36% | 63% |
| ABE Level 5 | 30 | 33 | 37% | 33% | 64% |
| ABE Level 6 | 20 | 10 | NA | 40% | 50% |
| **ABE TOTAL** | **390** | **381** | **43%** | **40%** | **62%** |
| ESL Level 1 | 70 | 32 | 56% | 63% | 75% |
| | | | | | |
| ESL Level 3 | 180 | 237 | 50% | 54% | 67% |
| ESL Level 4 | 180 | 235 | 41% | 52% | 70% |
| ESL Level 5 | 180 | 200 | 44% | 52% | 74% |
| ESL Level 6 | 100 | 83 | 23% | 33% | 63% |
| **ESL TOTAL** | **780** | **873** | **45%** | **54%** | **71%** |
| **GRAND TOTAL** | **1,170** | **1,254** | **44%** | **47%** | **67%** |

**Goal 6 - Expand the leadership capacity of all employees through professional development to meet the challenges and opportunities for our College. (Standard VII)**

Professional development is a critical support for all College employees and each employee, in consultation with their supervisor, completes and submits their Employee Development Plan (EDP) to HR by September 30 each year. HR reviews the EDPs and identifies any professional development trends in the plans and those trends are provided to the Employee Development Advisory Team (EDAT) to review as they design College level planning. EDAT is comprised of affinity group representatives and other volunteers who meet monthly to design and implement professional development programs that are offered broadly across the College. EDAT identifies development needs continuously and delivers programs throughout the year. The following workshops were delivered in FY 2019:

***Leading in Times of Change***, facilitated by Joe Raia with Glimmerglass Consulting & Training
April 10, 2019-Attendance 16 employees

In times of significant change and uncertainty, the opportunity for front-line and mid-level leaders to increase employee performance and engagement is at a peak. This session, based on a survey of senior executives, provided clear advice to front-line and mid-level leaders on how to improve their leadership effectiveness in these times. The workshop addressed key themes and selected recommendations, and discussed opportunities for leaders to enhance their effectiveness through the application of practical counsel offered by the experienced leaders. The session also allowed participants to reflect on their own approaches to change and to explore a change management model.

*What's Your Type? The Myers-Briggs Type Indicator*, facilitated by Kristi Yowell, AVP for HR at FCC

February 26, 2019-Attendance 14 employees

This workshop helped participants identify their own work style and sharpen interpersonal skills to heighten their personal job effectiveness. Participants learned how to work better with colleagues while remaining comfortable with themselves.

*Retirewise 4-part Series*, facilitated by MetLife

April 16, 23, 30, and May 3, 2019- Attendance 24 employees

*Retirewise* was a four-part financial wellness workshop for employees. This financial education program provided a wealth of information to participants that can be used to support each participant in achieving their financial goals.

*The Benefits of Capitalizing on Your Dependable Strengths*, facilitated by Anne Scholl-Fiedler

April 17, 2019- Attendance 3 employees

Participants learned how a dependable strength is different from any other strength and how a dependable strength can make an impact on their overall satisfaction and success in life.

**IT Professional Development**

Each year, the IT Team works with the EDAT to develop the Employee IT Training Needs Survey. Data collected from the survey is used to inform EDAT and IT of training opportunities. The data collected helped put together the training offerings of FY 2019.

- Forty-eight (48) IT training offerings were delivered to 261 attendees during fall 2018 and spring 2019 semesters. These sessions ran from mid-September to mid-May.
- Training topics provided to the College employees included classroom technologies; business intelligence reports; PeopleSoft data management; Microsoft Office 365 applications; Adobe Acrobat; Perceptive Content; Perfect Forms; and Cybersecurity.
  - Classroom technology sessions are primarily for faculty as walk-in sessions requiring no registration
  - All other training sessions have a registration record and are tracked in the a professional development calendar
- Required annual Cybersecurity training was implemented for all employees. The College continued the use of the SANS security training modules.

**Center for Teaching and Learning (CTL) Faculty Professional Development (Source: *CTL Annual Summary, FY 2019*)**

Through the CTL, the College provided adjunct and full-time faculty a responsive, innovative system of professional development focused on teaching and learning that reflects the characteristics and needs of students and faculty. The CTL collaborated with faculty and staff within AACEWD and across the College (e.g., Learning Support, Diversity, Equity, and Inclusion, Human Resources, and the Center for Student Engagement). In the community, staff worked closely with Frederick County Public Schools and Frederick County Public Libraries. Throughout the state, CTL participates in leadership initiatives related to full-time and adjunct faculty professional development and international travel for students.

The following are CTL programming that occurred during FY 2019 and are ongoing each year:

- *New Faculty Orientation (NFO)* is a yearlong series focused on introducing new full-time faculty and AACEWD administrators to best practices in teaching and learning, and the policies, procedures, and practices of the College. This program runs every year.
- *New Adjunct Faculty Orientation, Adjunct Faculty Professional Development Evenings, and For Adjuncts Only* are monthly theme-based gatherings that represent several of the on-going programs designed to support adjunct faculty. Programming specifically for adjunct faculty included two adjunct faculty professional development evenings in fall, one in spring, and monthly adjunct faculty sessions. The CTL processed over $12,500 in stipends to support adjunct faculty participation in professional development. The CTL also covered the registration fees for them to attend various state conferences. Figure 9 below reflects the attendance distribution of the 210 adjunct faculty who attended the three professional development evenings (two fall and one spring). These data indicate areas for growth in diversity of participation.

*Figure 9-Adjunct Faculty Evenings: Attendance*
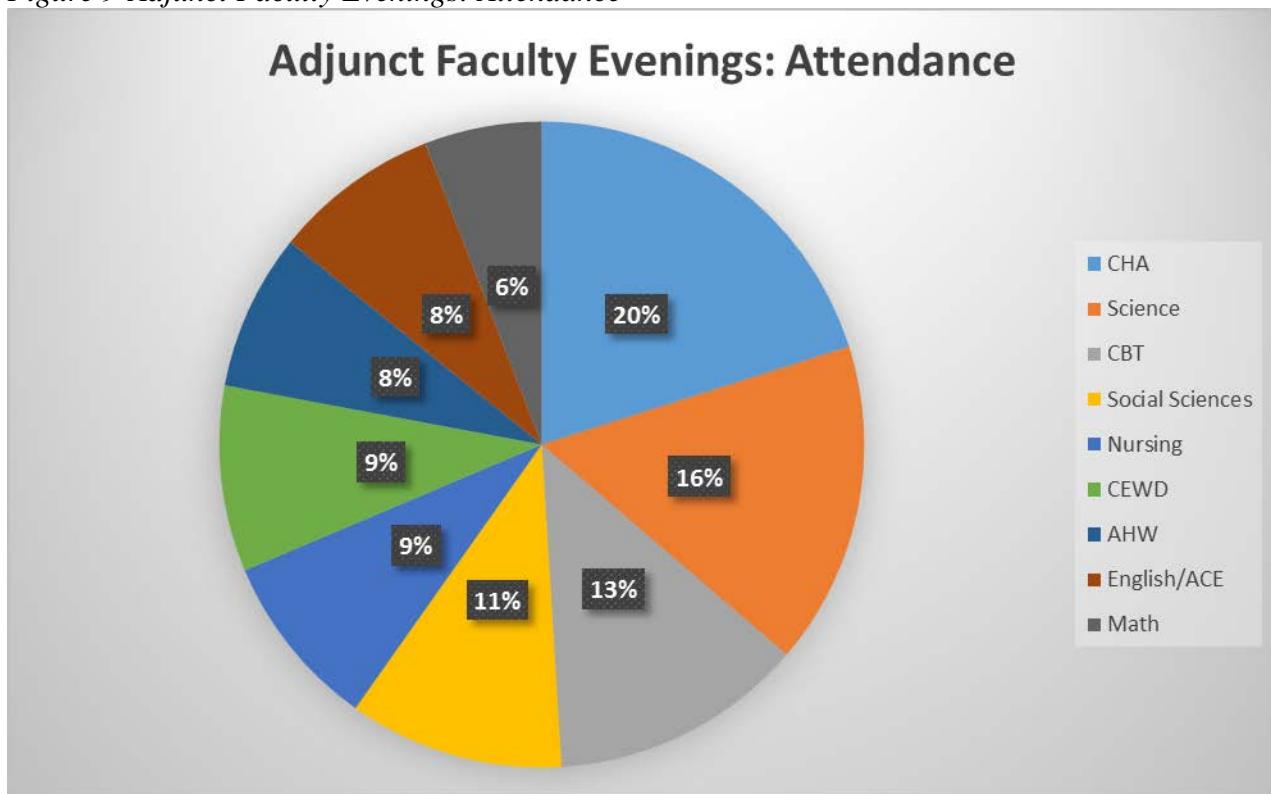


*Note: The legend for Figure 9 represents the departments in AACEWD. Abbreviations-Communications, Humanities, and Arts (CHA), Computing and Business Technology (CBT), Allied Health and Wellness (AHW), Continuing Education and Workforce Development (CEWD)*

- In addition, the Adjunct Faculty Experience Project was launched in FY 2019. This multi-year project analyzes adjunct faculty professional development, communication, resources, onboarding, and implements new processes that enhance the adjunct faculty experience. Year one focused on two areas: internal communications with adjunct faculty and the adjunct onboarding process. The CTL gathered information related to these areas through an internal communication survey and three adjunct faculty focus groups. The survey and focus groups revealed areas of uncertainty in communication and the adjunct faculty onboarding process. To clarify these areas of uncertainty, Academic Office Managers (AOMs) drafted an adjunct faculty onboarding checklist and presented the checklist to AACEWD leadership along with other recommendations from the survey. The

Chairs agreed to create a similar adjunct faculty checklist to use when orienting new adjunct faculty and the CTL has committed to revising and redesigning the New Adjunct Faculty Orientation.

- *Professional Development Services* provides teaching and learning resources and consultation, facilitates the approval of conference funding, houses the Alternative Credit Approval Team (ACAT), and supports the organization of the AACEWD Faculty and Leadership Retreats.

- *The CTL Faculty Scholars Program* supports the professional development needs of full-time and adjunct faculty by providing faculty experts the opportunity to create and deliver Teaching and Learning Hours. Scholars are featured subject matter experts (SME) who support the goals of Academic Affairs, Continuing Education, and Workforce Development via the Center for Teaching and Learning. This year's scholars included Dr. Susan McMaster: Open Education Resources Scholar; Professor Cynthia Baush: Adjunct Faculty Development Scholar; Dr. Andrea Dardello: Culturally Responsive Teaching Scholar; and Dr. Julie Shattuck: Hybrid Course Design. Dr. McMaster conducted an in-depth analysis of the current implementation of OER at FCC, national and state trends in OER development, and the resources and support necessary to sustain and scale OER at the College. Professor Baush focused on enhancing adjunct faculty development. For Adjuncts Only, the monthly adjunct support group met for six monthly thematic sessions; each session had 4-8 adjuncts in attendance. Dr. Dardello designed and taught the course, *Teaching with Dignity*, using the FCC cultural competence definition, the book *Dignity* by Donna Hicks, and the four principles of cultural competency: self-awareness, awareness of and acceptance of differences, conflict management, and adaptation of skills. Eight faculty completed the course. Dr. Shattuck taught *Teaching and Designing Hybrid Courses*, conducted research related to best practices in hybrid-course quality assurance, and made recommendations for reviewing hybrid courses.

- *Teaching & Learning Hours* are professional development sessions designed to inspire faculty to engage students' minds and support their success through active learning, innovation, and scholarship. CTL offered more than 160 "Teaching and Learning Hours" in FY19, see Table 18 below. Of these sessions, 20 were scheduled as part of AACEWD Professional Development Week, a programming initiative that focused attention on teaching and learning prior to the beginning of the fall semester. Multiple sessions were in collaboration with DEI, as well as HR, and the Center for Student Engagement

    Teaching & Learning Hours aligned with the following tracks:

    o **Culturally Responsive Teaching [CRT] and Cultural Competence Development:** This series focused on understanding how our cultural experiences shape our interpretations of the world and on expanding our cultural competence so that we may effectively teach, communicate, and interact with students, colleagues and others in and beyond the classroom. This series is offered in collaboration with the office of Diversity, Equity, and Inclusion (DEI).

    o **Scholarship of Teaching and Learning [SoTL] and Discipline-specific Professional Development:** The Scholarship of Teaching and Learning focused on best practices in instructional methodology within and across disciplines, student engagement, and faculty scholarship.

    o **Technology, Teaching, and Innovation [TTI]:** Designed for the instructional tech beginner, innovator, and all faculty in between, this track focused on using instructional technologies and design principles to create active learning experiences in virtual, hybrid, and face-to-face learning environments. Taught by both FCC faculty and experienced staff from Online Learning and Instructional Innovation (formerly Distributed Learning).

*Table 18-Teaching and Learning Hours Attendance*

| Teaching and Learning Hours Sessions/Series/Events | Culturally Responsive Teaching (CRT) | Scholarship of Teaching & Learning (SoTL) | Technology, Teaching, & Innovation (TTI) | Faculty Leadership & Academic Mgmt. (FLAM) |
|---|---|---|---|---|
| **Fall** | | | | |
| *Book of Unknown Americans -* Staff/Faculty | 36 | | | |
| Micro insults…Micro aggressions | 15 | | | |
| Supporting Undocumented/DACA Students | 56 | | | |
| DEI-related CTL Sessions (includes staff outside AACEWD) | 98 | | | |
| Faculty PD Week (no Gallery) | | 60 | | |
| Faculty Gallery Walk | | 100 | | |
| Faculty and Staff Writing Group | | 21 | | |
| Faculty in the Field | | 0 | | |
| NISOD Virtual Conference | | 10 | | |
| Misc. T & L Sessions | | 0 | | |
| Adjunct Faculty Monthly | | 14 | | |
| MCAPD (State Conference) | | 13 | | |
| BlackBoard Basics | | | 27 | |
| BlackBoard Advanced | | | 2 | |
| BlackBoard Test Out | | | 11 | |
| Open Labs | | | 5 | |
| Intro to ALLY | | | 40 | |
| Cert for Online Teaching (COTE) | | | 17 | |
| TK20 Assessment Training | | | | 9 |
| Faculty Appointment/Promotion | | | | 9 |
| Adjunct Night | | | | 191 |
| Dual Enrollment Boot Camp | | | | 27 |
| **Spring/Summer** | | | | |
| *Book of Unknown Americans -* Staff/Faculty | 8 | | | |
| Teaching with Dignity | 8 | | | |
| CRT in STEM Classrooms | 6 | | | |
| DEI-related CTL Sessions (includes staff outside AACEWD) | 150 | | | |
| CRT Conference at CCBC | 8 | | | |
| Faculty and Staff Writing Group | | 19 | | |
| Misc. T & L Sessions | | 0 | | |
| Adjunct Faculty Monthly | | 16 | | |
| AFFACCT (State Conference) | | 8 | | |

| Teaching and Learning Hours Sessions/Series/Events | Culturally Responsive Teaching (CRT) | Scholarship of Teaching & Learning (SoTL) | Technology, Teaching, & Innovation (TTI) | Faculty Leadership & Academic Mgmt. (FLAM) |
|---|---|---|---|---|
| MD STEM (State Conference) | | 11 | | |
| DEAM (State Conference) | | 6 | | |
| Dual Enrollment Spring Training | | 30 | | |
| BlackBoard Basics | | | 9 | |
| BlackBoard Advanced | | | 7 | |
| BlackBoard Test Out | | | 19 | |
| Open Labs | | | 12 | |
| Hybrid Course Design | | | 11 | |
| AACEWD Leadership Conference | | | | 60 |
| TK20 Assessment Training | | | | 11 |
| Faculty Appointment/Promotion | | | | 12 |
| Adjunct Night | | | | 12 |
| **Fall & Spring/Year-long** | | | | |
| Dept.-specific Training: Adjuncts (estimated for MA, Eng., CHA) | | | | 15 |
| Book of Unknown.../ Henriquez Frederick Reads - Staff/Faculty | 30 | | | |
| Global Learning Roundtables | 77 | | | |
| New Faculty Orientation (NFO) | | 5 | | |
| FLAM Summer Institute | | | | 11 |
| **Totals (1,322)** | **492** | **313** | **160** | **357** |

**Areas of Intentional Expansion and Development:** TK20 Assessment, CRT, Leadership, and *The Adjunct Faculty Experience* were the focus of FY19, as was Hybrid Design (see the Distributed Learning data under Goal 2 of this report). TK20 Software Training was offered independently and integrated into department meetings and adjunct faculty professional development evenings. Faculty teaching a general education course assessed critical thinking and communication using TK20 software. Next, faculty–focused DEI programming grew with the addition of Teaching with Dignity and Global Learning Roundtables. DEI expanded the Culturally Responsive Teaching Summer Institute to encompass global learning and had five participants. To support the growth of current, new, and emerging faculty leaders, CTL offered the FLAM Summer Institute; 10 faculty and one AOM completed the experience. Finally, CTL focused on the first year of a multi-year project – *The Adjunct Faculty Experience* – that focuses on communication, connection, and professional development for adjunct faculty.

**Leadership Development**

- *The Fourth Annual AACEWD Leadership Team Conference* took place in January 2019. More than 60 members of the Academic Affairs team participated (a 20% increase in attendance over FY18). Unlike previous years, this conference included leaders from CEWD as well as Academic Affairs, and provided the opportunity to bring the entire team together to focus on team-building, reorganization, and the AACEWD Master Plan. A portion of the three-day

conference was dedicated to sharing the results from the Adjunct Faculty Communication Survey that was conducted in the fall as part of the first year of the Adjunct Faculty Experience Project.

- *The Faculty Leadership and Academic Management Institute* was designed to develop the management and leadership skills of faculty and staff on the Academic Affairs, Continuing Education, and Workforce Development team. The Institute was hosted by the CTL, and included 35 hours of leadership development allocated over 25 different sessions. Session attendance totaled 1,322 faculty and staff (duplicated), which was a 47.7% growth over attendance during FY18. To support the growth of current/new/emerging faculty leaders (e.g., chairs, program managers, coordinators), CTL offered the FLAM Summer Institute, which included 15 hours of required sessions, at least six hours of sessions selected from the 15 optional sessions list, and nine hours of activities, readings, and a leadership plan/project. Topics spanned academic operations, business processes, enrollment management, the adjunct experience, academic support services, advising, professional development, learning management systems, and leadership. Ten faculty and one AOM completed the institute. Positive feedback and inquiries suggest that offering the institute again would be beneficial.

The growth in CTL attendance has been the result of the addition of professional development week and the GIFTS Gallery Walk, an increase in attendance at adjunct faculty evenings, and the ongoing growth in attendance at DEI sessions. Still, there are gaps in participation when looking at attendance across departments and disciplines. Highlights of attendance include 210 adjunct faculty at professional development evenings; 27 new dual enrollment instructors at DE Boot Camp; five faculty/administrators completing New Faculty Orientation; 100 participants at the GIFTS Gallery Walk; and 11 faculty completing the FLAM Summer Institute. See the below for data.

**Goal 7 - Clearly articulate a governance structure that is transparent and outlines roles, responsibilities, and accountability for decision-making. (Standard VII)**

The FCC Employee Handbook with Faculty Addendum provides a detailed description of the current governance structure. The Handbook can be accessed by following this [link](link).

In the **Goal 3** section of this report, two of the six FY 19 ASPs were summarized and a common theme related to policies and procedures was identified and addressed. The two ASPs referenced were:

- *"Enhance Best Practices in Communications and Employee Relations."*

- "*Convene a College-wide Task Force that examines the process of decision-making at Frederick Community College and makes recommendations that lead to a governance process that is inclusive and participatory*"

The outcomes of the first Priority were three reports: the External Review of the FCC Governance Model Report, the Ombudsman Feasibility Report, and the reports on the PACE survey results. The outcome of the second Priority was the FCC Task Force on Participatory Decision-Making and Governance Report.

**Goal 8 – Articulate career pathways for continuing education and credit students which enhance their ability to secure employment (Standard III)**

In 2019, FCC Board of Trustees identified maximizing opportunities for student success by creating new pathways in academic, continuing education, and workforce development programs. Desired outcomes included creating pathways from continuing education and workforce training that connect with FCC career (A.A.S.) and/or transfer (A.A. or A.S.) degrees, and certificate programs. Over the course of the year, a workgroup achieved the following items:

- Increased course articulation agreements from CEWD to Credit from seven to 15 through Prior Learning Assessment (PLA)
- Updated and created procedural and informational documents, including a reference document, to assist program staff with future implementation of continuing education-to-credit articulations
- Identified the need to create bridge classes for students not eligible for Adult Education grant-funded programming but in need of transition into the workplace or further study at FCC
- Supported the assignment of correct prerequisite courses (critical links between non-credit and credit programs) by prioritizing the creation of a prerequisite guide and adding a prerequisite audit to the periodic program review process
- Identified the need to transform the English as a Second Language (ESL) course sequence to align more closely with the successful Developmental English program updates
- Identified the need to co-list CEWD Healthcare Career courses that lead to a credential to provide credit-training options for students in the Pre-Health professions pathway

## Goal 9 – Increase access, affordability, and student goal completion. (Standard IV)

The Office of Institutional Advancement focused on building strong relationships within the Frederick community. These efforts paid off with an increase of more than 28% in total gifts over the prior fiscal year, along with eight new scholarships. Engagement activities included:

- *FCC Visit Day*: A day in which staff, students and volunteers visited community and business leaders to inform them of the benefits of an FCC education, and ask for financial support.
- *#GivingTuesday*: This international day of online giving raised funds for the FCC Student Success Fund.
- *Frederick City Day in Annapolis, MD*: Members of the College community traveled to Annapolis with Frederick City Economic Development staff and met with local Maryland legislators to communicate the importance of an FCC education.
- *Donor Scholar event:* This annual event connects donors with their scholarship recipients. Sue Ann Yingling received the Eagle Award recognizing her generous scholarship support.
- *The Sixth Annual FCC Athletics Hall of Fame:* This event celebrated the induction of eight new inductees bringing the total number to 49.
- *The 24th Annual FCC Scholarship Golf Tournament:* This fundraiser raised close to $50,000 for student success and student-athlete scholarships.

The increased support from the community to the College is reflected below in Table 19.

*Table 19-FCC Foundation Contributions and Endowment Net Asset Value at Year's End[1], Fiscal Year 2016 to Fiscal Year 2018*

|  | FY 2016 | FY 2017 | FY 2018 | FY 2019 |
|---|---|---|---|---|
| Foundation Contributions | $736,108 | $1,738,892 | $585,974 | $722,561 |
| Endowment Net Asset Value (at YE)[1] | $9,600,893 | $10,502,871 | $11,132,020 | $11,643,549 |

[1.] 'YE' = Year's End, which occurs on June 30 of the fiscal year.

The OIA & FCC Foundation Team has continued to collaborate and support SAT workgroups and the Financial Aid Team to develop new scholarships and programs to help students succeed. A total of $924,424 was awarded to students in FY2019, including six new scholarships created the prior year. The newest program, Parents Lead, a cohort-style hybrid program, began in Spring FY2018 with ten students. Childcare scholarships are provided to parents participating in the Parents Lead program. Twenty-two students participated in FY2019. A summary of scholarships awarded is presented in Table 20 below.

*Table 20-Scholarship Applications and Awards, FY 2019 Ending 6/30/19*

| Scholarship | % of Total | Scholarship Award |
|---|---|---|
| Credit Scholarships | 62% | 573,714.72 |
| Continuing Education and Workforce Dev. | 13% | 116,978.50 |
| Music | 5% | 47,042.00 |
| Summer Scholarships (Credit only) | 3% | 27,694.71 |
| PASS Developmental Program | 3% | 29,500.00 |
| Athletic Scholarships | 5% | 44,783.00 |
| Student Success Fund | 3% | 29,109.07 |
| Parents Lead Childcare Stipends | 6% | 55,602.00 |
| **Total Foundation Scholarship Expense** | **100%** | **924,424.00** |

**Grants**

**Maryland State Department of Education (MSDE) $25,544**

A $25,544.00 grant was received from the MSDE. The Mid-Atlantic Center for Emergency Management & Public Safety (MACEM&PS) is the Maryland Postsecondary Affiliate for the Career and Technology Education (CTE) Program in Homeland Security and Emergency Preparedness (HSEP). It provides curriculum review and revision services. In addition, MACEM&PS serves Maryland high school teachers of the HSEP program. Industries connect through the Homeland Security and Emergency Preparedness Advisory Committee. Connections to industry are also realized through the academic programs in public safety, sponsorship of the statewide Maryland Registered Emergency Management Specialist Apprenticeship program, and the professional connections of staff to federal and state public safety agencies.

**Maryland Open Source Textbook (MOST) $2,500**

The MOST grant was awarded as a Scale OER for $2,500. The term of this project is from May 2019 through June 2020. The grant targets projects with a vision, plan, and commitment to develop an open educational resources (OER) pathway. The goals of the OER Mini-Grant program are to impact student success through OER adoption in high enrollment courses, OER scaling projects that lead to the development of OER pathways, and OER creation in high-need areas. The MACEM&PS will adopt open educational resources (OER) in Foundations of Emergency Management; Emergency Management Coordination; Leadership and Management; Planning and Response; Emergency Management Mitigation; and Recovery and Assessment. The MACEM&PS plans to scale the existing OERs with the National Preparedness Resource Library and other open sources. Then the six core courses will frame a Certificate Program and Associate Degree Departmental Requirements with a no-materials cost qualification. The result will be student access to the OER materials prior to the first date of their enrolled courses and throughout the session using original source links provided within the course. The proposed federally produced materials available to students will be compliant with accessibility standards of the Americans with Disabilities Act and Section 508 of the Rehabilitation Act (Web Content Accessibility Guidelines). The MOST Grant will enable faculty to meet the needs of students by invigorating course content as well as increasing student access, affordability, and quality opportunities.

**National Science Foundation (NSF) S-STEM Scholars Grant $637,097**

FCC was the recipient of an NSF S-STEM Scholars grant. The five-year grant, totaling $637,097 will provide a scholarship of up to $6,500 for three cohorts of 10 low-income STEM students. When

combined with Pell and other aid scholarship funds, the STEM Scholar funds are intended to cover up to $13,000 toward the cost of tuition. Students will receive a faculty mentor, participate in STEM related cohort activities, and enroll in a series of one credit seminars designed to help them identify STEM related careers and the skills needed to be successful in STEM fields.

**The Carl & Norma Miller Children's Center** received the following grants to support the Children's Center:

- A grant from Child Care Means Parents in School (CCAMPIS) was awarded to the College beginning October 1, 2018 in an amount of $164,360 for a four-year period-United States Department of Education
- Technology and Textbook Grant ($4,030) Maryland State Department of Education (MSDE)
- Child Care Quality Grant ($2,466.63) to be used to purchase toys and other supplies (MSDE)
- Accreditation Assistant Grant for $650 to pay for the National Association for the Education of Young Children (NAEYC) annual accreditation fee (MSDE)

**Financial Aid**

On average over the last five fiscal years, the Financial Aid Office awarded Federal Pell grants to 17.3% of our students. During the period from FY14 – FY 18, 31% of our students received some type of financial aid, see Table 21 below. This total includes grants, scholarships, and loans. This percentage is calculated based on the total unduplicated headcount each fiscal year. It is important to note that the total unduplicated headcount number includes students who are dual enrollment students. This group of students is not eligible for Pell Grants and most other financial aid programs. Financial aid outreach is important for our students. The financial aid office participates each year in a number of outreach activities and has collaborated with The Community Foundation of Frederick County to provide events at Frederick County high schools, and on the main campus to assist students in the completion of the FAFSA.

*Table 21-Financial Aid Recipients by Percent of Total, Credit Students*

|  | FY 2015 | FY 2016 | FY 2017 | FY 2018 | FY 2019 |
|---|---|---|---|---|---|
| Pell Grants | 21.4% | 18.4% | 16.2% | 15.8% | 15.0% |
| Loans, Scholarships, and/or Need-Based Financial Aid | 34.2% | 32.1% | 29.5% | 28.8% | N/A |

# CONCLUSION

FCC is committed to continuous improvement and every achievement noted in this report was accomplished through broad collaboration. The IE Team thanks the President, the members of the College Community for their support in producing this report, and the Board of Trustees for the significant role that they play in all of our efforts to improve the institutional effectiveness of the College.