Frederick Community College

Institutional Effectiveness Report

Fiscal Year 2017

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.

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EXECUTIVE SUMMARY

Institutional effectiveness is the ability of the College to excel in support of its mission. College planning and assessment can change each year, often in response to external requests from the Maryland Higher Education Commission (MHEC), the Maryland State Department of Education (MSDE), or the Middle States Commission on Higher Education (MSCHE). For the next few years, planning and assessment will continue to be driven more by the new MSCHE reporting requirements, MHEC compliance and ad hoc report requests, and our Board of Trustees (BOT) Annual Strategic Priorities, than a fixed set of procedures. The Institutional Effectiveness Team will guide some of this activity; however, other broader representative groups like the Strategic Advisory Team (SAT) and the President's Cabinet are giving strong support and leadership to planning and assessment, as well as in operationalizing the Annual Strategic Priorities.

The development of this report begins June 30th, 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, and assessment activities across the College that are formally 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 a summary of any significant in-house assessment requests that were completed for the requisite fiscal year (FY). This report is prepared each year by the Institutional Effectiveness (IE) Team in collaboration with the President, Senior Leaders, and many other members of the College community.

The focus of the FY 2017 IE Report is on presenting measures and outcomes that are standard state and federal metrics of IE, as well as other outcomes the College has accomplished that have not been covered in compliance reporting. There have been many significant activities that were planned in FY 2017 and executed in the beginning of FY 2018 that will be assessed in the FY 2018 IE Report. The following significant initiatives are highlights of FY 2017.

New Umbrella Degrees

FCC created a new degree structure to help students identify their academic interests more quickly and make earlier and better decisions about course selection. The new structure includes umbrella degree programs in Arts and Humanities, Social Sciences, and Science, Technology, Engineering, and Mathematics (STEM). These new umbrella degrees, with focused concentrations under each umbrella, will help students who have a general sense of their academic interests identify an appropriate major and complete their degree more efficiently. The new structure was effective starting in the fall 2017 semester.

Dedication of the Bess and Frank Gladhill Learning Commons

On June 25, FCC held a dedication ceremony for the newly named Bess and Frank Gladhill Learning Commons. The naming of the Learning Commons recognizes a gift from the Gladhill family that established the Bess and Frank Gladhill Scholars Fund. This fund will provide one-year scholarships, up to $6,400 each per year, for students with financial need. The scholarships can be used for tuition, fees, books, internships, instructional materials, childcare, or other student support.

Facilities Master Plan

In January of 2017, the Operations Team completed the five year update of the 2012-2022 FCC Facilities Master Plan and submitted it to MHEC. The plan was developed using a collaborative approach and effectively articulates a renovation plan that reflects the facility needs of the College to support critical replacement of aging infrastructure, provide for relocation and growth of programs, expand support services, and incrementally improve our College facilities.

Deferred Maintenance Plan

The Operations Team also developed a six-year (FY17 – FY22) $36M deferred maintenance plan. This plan addresses both current and backlogged needs (spread over a six year period) and estimates the level of adequate funding to maintain the College assets and reduce deferred maintenance. Maintenance, capital renewal building alterations, and furniture, fixtures, and equipment (FFE) replacements are planned and scheduled based on industry life cycle expectancy.

Major Renovations Completed at the Monroe Center

As part of the Facilities Master Plan, an extensive renovation of the Monroe Center was completed, resulting in updated classrooms and spaces for College programs that maximize hands-on training opportunities in the trades, healthcare, information technology, and hospitality/culinary/tourism. The updated space also includes the first technical Makerspace in the county. Renovations allowed the colocation of Frederick County Workforce Services (FCWS), giving community members and partner agencies a range of education, employment, and training-related services in one location.

FCC Partners with MSDE to Offer Online Courses at State Juvenile Services Center

FCC started a new partnership with the Maryland State Department of Education (MSDE) to offer online courses to eligible individuals at a Maryland juvenile services facility.

The program, "Building Bridges toward College Success," was started with students at the Victor Cullen Center in Sabillasville and offers them a pathway to further their education. FCC is the only community college in the state to have this partnership.

Grant to Provide IT and Cybersecurity Training

FCC was one of three community colleges in Maryland chosen to share a $5.6 million grant as part of the America's Promise Job-Driven grant program, an initiative of the U.S. Department of Labor Employment and Training Administration (DOLETA).

The grant has allowed FCC to offer intensive short-term training boot camps aimed at providing a pipeline of skilled IT and cybersecurity employees for statewide companies and helping both employers and employees thrive in the global economy.

FCC Named Military Friendly School

FCC was named a 2017 Military Friendly School for the second straight year by Victory Media, which connects veterans to educational and job opportunities.

The Military Friendly Schools designation is awarded to the top colleges, universities, and trade schools in the country that are doing the most to support military students and dedicate resources to ensure their success in the classroom and after graduation.

New Workshop Program for Entrepreneurial High School Students

In the spring of 2017, FCC started the Rising Entrepreneurs Workshop, a free workshop series offered to a group of high school students of color in their junior or senior year at Frederick and Thomas Johnson high schools. Each session was led by a local business leader who helped students develop a practical understanding of the tools and resources needed to launch a business. Upon completion, students were provided with a $500 academic scholarship to FCC.

FCC Wins Two State CTE Awards

In April, FCC was honored with two awards during the MSDE 2017 Career and Technology Education (CTE) Awards of Excellence ceremony. A partnership between FCC and Maryland State Police (MSP) was awarded Outstanding Business Partnership (Postsecondary) and the FCC Marketing Team was recognized with the award for the Outstanding CTE Marketing Campaign (Postsecondary) for business ads.

Business and Non-Profit Partners Honored at Annual President's Business Appreciation Awards

FCC President Elizabeth Burmaster recognized business and non-profit partners for their commitment, contributions, and support of the College mission and its students during the 2017 President's Business Appreciation Awards.

The 2017 winners were:

Business Partner of the Year – Mark Blacksten, M&T Bank
Non-Profit Partner of the Year – Maryland Legal Aid, Midwestern MD Office
Business Donor of the Year – The Plamondon Companies
Business Leader of the Year - Sherman Coleman, Frederick County Office of Economic Development

2017 INSTITUTIONAL EFFECTIVENESS REPORT

Middle States Commission on Higher Education Regional Accreditation (MSCHE)

Beginning this fiscal year, the College will follow a new formal schedule in conjunction with MSCHE to monitor and regularly confirm regional accreditation status. The new MSCHE Accreditation Standards will provide the framework for the systematic, formal, and sustainable practices needed to operate as an effective institution of higher education and to maintain accreditation status. The effectiveness of the College will continue to be evaluated through a peer review process that is facilitated by MSCHE on a cyclical basis.

MSCHE operated for several decades under the guidance of the *Characteristics of Excellence in Higher Education*, which had its last substantive revision in 2002. The document outlined twelve standards for accreditation and provided support to relate those standards to an institutional context. FCC used the process and guidance found in that document to guide the recent institutional self-study, which was concluded in June of 2016.

In the fall of 2014, seven new standards and guidelines for accreditation were approved by MSCHE. The new standards and guidelines were published in November 2015 in a document titled *Standards for Accreditation and Requirements of Affiliation.* Institutions will begin in FY 2018 a phased-in transition to an eight-year accreditation cycle from the current 10-year cycle. The last Periodic Review Reports will be submitted in June 2017. In the new cycle, FCC will not be required to do a Periodic Review. The current Annual Institutional Profile will be replaced by the Annual Institutional Update in the spring of 2018, and the first Mid-Point Peer Reviews will be conducted by MSCHE later that year. To date, the College has not received the due date for its Mid-Point Peer Review.

The new MSCHE eight-year cycle of review of accredited institutions begins with an in-depth institutional self-study, similar to the study FCC recently completed. The report will be reviewed by peer evaluators prior to their visit and the team will seek to confirm the contents of the report during an on-site evaluation visit. The self-study and on-site review will be used to assess institutional compliance with Commission standards and requirements of affiliation, verify compliance with accreditation-relevant federal regulations, and identify areas needing improvement. The review process will result in an accreditation decision in accordance with the Commission policy outlined in the *Accreditation Actions* publication.

Beginning spring 2018, FCC will submit annually an update of institutional data and other information requested by the Commission. In the fourth year following the self-study visit, the Commission will conduct an off-site peer-review at the mid-point of the cycle based on the cumulative information provided by the College through the Annual Institutional Updates. FCC will be provided a report from MSCHE on our performance with respect to student achievement and financial sustainability.

A recent MSCHE communication notified institutions that, "In support of continuous improvement, all institutions will carefully reflect on their evaluation team and self-identified recommendations to inform the development of their next self-study. No other updates are required and there is no process for submitting or accepting them." We are keeping an ongoing record of our progress on our recommendations and will be prepared to incorporate the progress report in the next self-study.

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 from the United States Department of Education for financial aid. 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.

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." The 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, the most recent IPEDS outcomes statistics comparing four Maryland peer institutions that are similar in size and location to FCC show that the College out performs its peer institutions in retention rate, graduation rate, and student-to-faculty ratios.

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 2016*
Frederick CC	**69%**	**50%**	**29%**	**33%**	**17%**	**19%**	**15**
Harford CC	67%	46%	28%	30%	17%	25%	19
Howard CC	70%	47%	18%	27%	16%	12%	14
CSM CC	62%	44%	21%	25%	12%	23%	18

1. Source: 2017 Integrated Postsecondary Education Data System (IPEDS)
2. Retention rate fall 2015 to fall 2016
3. The 3-year graduation rate cohort contains first-time, full time, degree-seeking students as of 2013. The 6-year graduation rate cohort contains first-time, full time, degree-seeking students as of 2008.
4. The 3-year transfer rate contains first-time, full time students enrolled in fall 2013.

The one area in which we seem to lag behind is our three-year transfer rate. The OPAIR staff analyzed this and found that this may not be a negative data point.

Tables 2 and 3 below are the lists of the top five Maryland community college rankings based on three-year graduation and transfer rates respectively. With regard to the question of whether a college can perform high in both graduation and transfer rates, the ranking data below show that colleges with high graduation ranking tend to have lower transfer ranking and those with high transfer ranking tend to rank low in graduation. These patterns suggest that the graduation/transfer rates of a college could be a function of whether a college emphasizes the completion of credentials, or on transfer programs.

Table 2. Top 5 Maryland Community Colleges Ranked by 3-year Graduation Rate

	Graduation	Transfer
Hagerstown CC	1	7
Carroll County CC	2	10
Frederick CC	3	9
Harford CC	4	5
Garrett College	5	6

Source: 2017 Integrated Postsecondary Education Data System (IPEDS)

While theoretically possible, it may not be easy in practice for a college to excel in both graduation and transfer. The relatively low three-year transfer rate of FCC students could be improved if we focus more on transfer programs and invest more resources into transfer support. However, this type of decision would need further study. Our recent work with guided pathways and umbrella transfer degrees have more focused efforts in support of transfer and may help us improve our three-year transfer rate.

Table 3. Top 5 Maryland Community Colleges Ranked by 3-Year Transfer Rate

	Transfer	Graduation
Wor-Wic CC	1	10
Garrett College	2	5
Chesapeake CC	3	11
Anne Arundel CC	4	6
Harford CC	5	9

Source: 2017 Integrated Postsecondary Education Data System (IPEDS)

Since both graduation and transfer rates are measures of college completion, the assessment of the performance outcome of a college should be based on the combined performance of graduation and transfer rates. Given that FCC has the highest four-year graduation/transfer rates among the 16 Maryland community colleges (see Figure 1 below) our relatively lower three-year transfer rate should not be viewed as an indication of poor performance.

Figure 1. Maryland Community College 4-Year Graduation/Transfer Rates
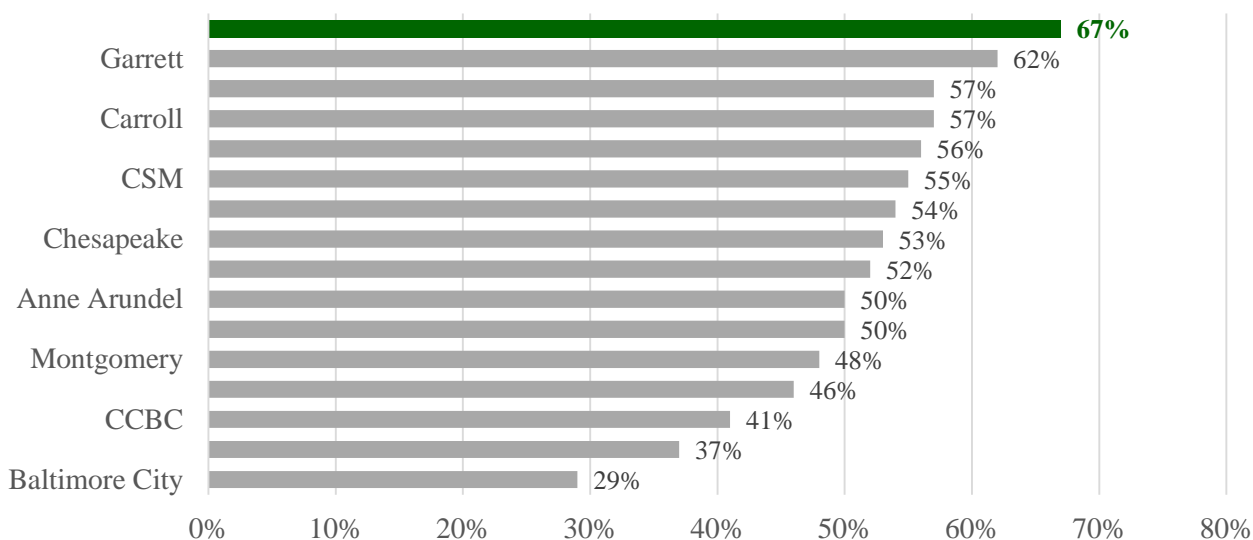
Source: MHEC Retention, Graduation, and Transfer Rates at Maryland Community Colleges September 2017 (2011 Cohort)

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 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 more timely 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 with the conditions of each report, many of the data sets are used in aggregate in the reports developed by the state agencies for reporting to the state legislature, the Governor of Maryland, or other federal agencies.

A report that is regularly used by the state and the College is the Performance Accountability Report (PAR). Every state institution of higher education in Maryland is required by the Maryland Education Code Annotated § 11-304 to prepare and submit to MHEC the PAR. 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 Maryland State Plan for Higher Education. MHEC has responsibility for approving the individual plans, as well as reviewing and presenting the reports, with recommendations, to the Governor and the General Assembly.

The FY 2017 report was approved by the BOT on September 13, 2017 and was submitted to MHEC on September 14, 2017. The PAR reported the status of 65 data elements based on five goals: Quality and Effectiveness, Access and Affordability, Diversity, Student-Centered Learning, Economic Growth and Vitality. Also, nine student characteristics were included. The purpose of the report was to show the progress of the indicators toward established benchmarks that were approved by the BOT.

The following were highlighted in the report. The College:

- Exceeded the benchmarks in several non-credit programs
- Increased credit unduplicated headcount
- Exceeded the benchmark in the number of students concurrently enrolled in both college-level and high school courses
- Maintained tuition and fees at 48% of the MD state public universities rates, meeting the benchmark
- Met the benchmarks on the successful-persister and the graduation/transfer rates after four

years among Hispanic and African American students
- Increased online enrollment in credit and non-credit students

The College continues to address the following indicators:

- Focusing on increasing racial/ethnic diversity among full-time nonwhite faculty and administrative and professional staff
- Increasing total credit and non-credit enrollment
- Increasing enrollment in Science, Technology, Engineering, and Mathematics (STEM) programs
- Increasing number of awards and graduates

The full 2017 Performance Accountability Report can be accessed by following **this link**.

Another report used to assess our effectiveness is an audit report 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, and they conduct an assessment of 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 as a result of 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 impact 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 2017 audit. The firm submitted the "Annual Financial Report to the Maryland Higher Education Commission from Frederick Community College" to MHEC on September 29, 2017. Representatives from SB & Company presented the report at the October 18, 2017 BOT meeting. There were no findings and the College was issued an unmodified opinion on the financial statements. Additionally, the Annual Financial Report to the Maryland Higher Education Commission (CC-4 Report) was issued with no exceptions.

At the institutional level, the Institutional Effectiveness Team supports data requests from the College community, as well as requests that are made through the community we serve. Marketing, Communications, and OPAIR staff provide data and reports that support each of our College Teams as they plan and make decisions related to their operations. Many of these requests are in support of program reviews, course level assessments, and grant reporting.

The College, through OPAIR, conducts many requested and required surveys, as well. OPAIR has recently completed survey projects for the Office of Admissions, the Office of Services for Students with Disabilities (SSD) and the Counseling and Advising (A&D) Office.

A paper survey developed by OPAIR, with the assistance of the Director of Admissions, was distributed to students at the conclusion of their admission appointments in spring 2017. There were 193 surveys completed. The purpose of the instrument was to determine who the students were, whether they were greeted by admissions staff promptly and courteously, the main reason for their visits, and whether their

experiences with Admissions were satisfactory. The survey also invited students to share their candid comments. The results provided a basic student visitor profile (i.e. new students who required assistance with the admissions process) in addition to affirming that staff made visitors feel welcome, that enough time was given for their appointments, and that admissions representatives were helpful.

The Director of Disability Services commissioned a targeted survey for the SSD. An electronic survey was deployed between May and July of 2017 and completed by 107 students. In addition to determining whether visitors to SSD were new or returning students, the questionnaire was used to ascertain how students learned of SSD's services, solicit opinions of a possible departmental name change, determine the frequency of counseling appointments needed, and whether constituents utilized any other academic support services provided by the College. The purpose of this survey was two-fold. It gathered information about the respondents, and it also served to inform them of additional services they may not have been aware of (e.g. Tutoring Services, Writing Center, STEM Center, etc.).

The Required Orientation, Advising and Registration (R.O.A.R.) initiative took place between April and August 2017. OPAIR, with input from the Director of Counseling and Advising, piloted an electronic post-session survey and received 681 unique responses. The questionnaire focused on three areas: the online orientation, the students' interactions with their advisors, and the functionality of the Registration Lab. Respondents were also asked to rate the quality of their experience with R.O.A.R. and to provide further comments. Results showed that the majority of the students were satisfied with their experiences with the online orientation and Registration Lab, however, the highest ratings were reserved for their advising appointments. Ninety-nine percent of the students deemed advisors knowledgeable about College programs and services while 100% of the respondents felt that the advisors were helpful in providing information and making recommendations. Additionally, 97% of the students rated the quality of their R.O.A.R. experience "very positive" or "extremely positive." This survey pilot provided the leadership of Counseling and Advising with practical information that can be used to make adjustments to the program using student feedback.

In addition to the internal and external research and assessment that was conducted by the College, two challenges were identified that the President determined would benefit from the professional lenses of outside consultants. The first challenge involved Dining Services. Dining Services is an auxiliary enterprise. For the last 10 years, Dining Services has been operating at a deficit. A business consultant was hired to conduct a comprehensive assessment of the operations of Dining Services, with support from the Vice President for Finance and Human Resources. The findings of the consultant led to the reorganization of Dining Services, which included the creation of a new Business Manager position to lead Dining Services. The College will assess the outcomes of the new structure over the next two years.

The second challenge involved Information Technology (IT), and in particular, network security. The President and the BOT commissioned two consulting firms to do a comprehensive assessment of our IT and network security that began in January 2017 and ended in June of 2017. One firm led the technical assessment and another firm led the Personally Identifiable Information (PII) assessment. In addition, the Interagency Internal Audit Authority from the County began an internal PII audit.

The recommendations from the consultants and the audit, coupled with the opportunity to fill key IT leadership vacancies, resulted in a significant reorganization of IT at FCC. The technical consulting firm worked with the College during the last months of their engagement to mitigate the highest IT risks and to provide interim leadership through the first stage of restructuring IT. The result was the elimination of the CTO and senior engineer positions, and the creation and hiring of a new Chief Information Officer (CIO) position that reports to the President as a Senior Leader. The new CIO transitioned the Executive

Director of Enterprise Applications position to Associate CIO, and created the Executive Director of Network Infrastructure & IT Security Officer position. The CIO has been tasked with following up on the IT consultants' recommendations and the PII internal audit, in concert with the development of a new five-year IT strategic plan and future IT reorganization.

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, and 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. Over the past year, the College completed nineteen total reviews of degrees, certificates, and letters of recognition with most of these programs in the Allied Health areas and having external accreditation requirements. One example of an effective program review can be seen in the College accounting program. During the review, the accounting program manager completed an in-depth analysis of the program. Two key initiatives identified by the program manager include developing Open Educational Resources (OER) for key entry-level accounting courses (ACCT 101 & 102) and developing articulation agreements with local institutions, including Mount St. Mary's and Hood, to help students advance their education after completing the A.A.S. degree. In FY 2018, the College plans to complete the reviews of an additional 28 programs.

Course Level Assessment

In addition to program review, the College also assesses its general education competencies at the course-level. Academic departments designate a high-enrollment general education course or courses that requires general education competencies to undergo a three-year cycle of assessment. These projects are identified during the first semester of the three-year cycle and faculty are required to select three of the general education competencies and one of the following competencies (critical thinking, quantitative/scientific reasoning, oral/written communication, and technological competence). These competencies are required to be assessed by MHEC and MSCHE.

The process begins with the development of an assessment plan, then proceeds to a pilot assessment collection, followed by three consecutive semesters of assessment collection, and the completion of a final course level assessment report. Currently, faculty are in the process of completing the fourth three-year cycle at the College. Table 4 below presents the outcomes assessed as well as their results:

Table 4. Academic Programs Assessment Plan Progress

	Allied Health and Wellness	Social Sciences	Arts & Humanities	Computing, Business, & Technology	Nursing	English	Math	Science
Oral/Written Communication	80%	-	75%	75%	-	75%	-	-
Critical Thinking	80%	-	-	75%	-	-	74%	74%
Quantitative Reasoning	-	-	-	-	-	-	67%	-
Technological Competence	-	-	-	-	-	-	68%	-
Scientific Reasoning	-	-	-	-	-	-	-	71%
Ethics	-	-	-	75%	-	-	-	-
Arts & Humanities	-	-	75%	-	-	-	-	-
Social Sciences	-	-	-	-	-	-	-	-
Cultural Competence	-	-	-	-	93%	75%	-	-
Health and Wellness	-	-	-	-	74%	-	-	-

The figures in Table 4 show the percentage of students demonstrating competency for each of the general education goals assessed. These figures demonstrate that overall students are very successful. However, the real benefit of these projects can be seen through the improvements made by faculty to instruction. One example exists in the Math Department where faculty assessed students' quantitative reasoning, critical thinking, and technological competence using a financial literacy project. During the first few semesters of data collection, students struggled with the technological competence component of the assignment. Through discussion and working with the Senior Researcher for Academic Affairs, the math faculty determined the need to integrate more technology instruction related to Microsoft Excel into the course in order to provide students with baseline knowledge needed to complete the formulas in the assignment. With this change, the math faculty have seen improvements in student learning.

Non-Academic Program Review

The new Middle States Accreditation Standards set the expectation that the College will systematically assess all the areas of its operations. The College has developed a framework and process for periodic, comprehensive 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 within which to identify needed improvements, and also provides an opportunity for each area to showcase successes. The process requires a self-study, an external evaluation, and an action plan that will support each senior leader to facilitate planning and continuous improvement.

Over the next five years, non-curricular programs at Frederick Community College will be completing self-study program reviews. To balance available resources and workload for the 33 non-curricular programs and OPAIR, a program review cycle was created so that no more than eight program areas will be up for review during a single fiscal year. In Year One of this cycle (2017), six program areas are completing a self-study review. These program areas are listed below and include status updates regarding progress toward completing the program review.

Admissions: The Admissions Office Director initiated the program review process by meeting with the Special Assistant to the President for Institutional Effectiveness and developing a plan for the review and data collection. The forthcoming review will capture information from 6,000 + walk-in students that the Admissions Office meets with yearly, and on whom data were not collected in the past. To further bolster the Admissions program review, OPAIR staff assisted in the development and distribution of a survey. The results from this survey have been collected, assessed, and included in the report narrative. The narrative report was submitted to an identified outside reviewer on November 1, 2017 for general feedback.

Athletics: Data collection for the Athletics program review is currently underway for fall 2017. The Director of Athletics from Westmoreland County Community College has agreed to serve as an external evaluator for the Athletics Department review.

Bookstore: The Bookstore completed its program review in the summer of 2017. This process involved collecting data over a six-year period, and highlighting impacts of trends in course material purchases and student enrollment on bookstore sales and revenues. The final step in the process was having an external reviewer assess the report. The reviewer, who serves as the Coordinator of Auxiliary Services at Carroll Community College, concurred that the decline of bookstore sales is a trend across higher education. For example, the FCC Bookstore revenues in FY 2017 were $2,443,127 - which represents a six-year decline of 22% from $3,144,537 in FY 2010. Online retailers and open educational resources (OERs) are citied as being central to the decline in book sales. However, the Bookstore's partnership with Missouri Book Systems (MBS) inventory management system, allowing the sale of books and general merchandise online, has been followed by a growth in web orders from 130 web orders for $22,000 in 2005 (under a different web inventory management system) to 900 web orders for $160,000 in FY 2016 through MBS.

As a result of the review, the Bookstore is poised to act on some of the recommendations suggested by the external reviewer; namely tracking sales as a function of student enrollment, and including online credit card processing as well as financial aid payment options for students making bookstore purchases.

Continuing Education and Workforce Development (CEWD):

Two Workforce Development programs completed a five-year program review. Business and Technology and Healthcare Careers submitted their final reviews in spring 2017. This is the first round of reviews completed in each of these program areas. The program review action items will be reviewed regularly as part of the program operation to determine which items can be moved forward. There will remain a focus on activities that will enhance student completion, community partnerships, and new program development.

*Workplace Skills and Curriculum/Workplace Credentials***:** The Business and Technology program implemented the *Accounting Career Training Program* as part of its Workplace Credentials in partnership with Frederick County Workforce Services (FCWS), and is exploring articulation of the program into Computing and Business and Technology. In addition, this program has been translating academic programs into Workforce Development programs supported by the *America's Promise Grant*. Building Trades and Vocational Training completed the course renumbering initiative, and updated syllabi were approved by the Curriculum Committee in FY17. This program area also updated its Continuing Education-to-credit articulation agreements and is waiting on final approval from the registrar office. Building Trades and Vocational Training incorporated the Career Coach software program into the curriculum of Intro to Building Trades (BLD101). Healthcare Careers redesigned and restructured prerequisite courses for non-credit cohort classes to include more work readiness skills.

Data collection and analysis is currently underway for English as a Second Language, Lifelong Learning, Kids on Campus, and Personal Enrichment.

Disability Services:

Disability Services program review was developed after meeting with members of the OPAIR team during the summer of 2017. For this review, a student survey was developed and administered during late spring and through summer (2017). Survey data will be used in the self-study report, a draft of

which was completed in October 2017. The survey questions seek information and attitudes on level of service, academic supports on campus other than Disability Services, and opinions about a department name change. In addition to these survey results, the report will also include:

- A summary of each disability population (category) served including trends/patterns observed and how these trends impact needs/resources
- Completed and upcoming training and outreach with faculty/staff
- Completed and upcoming community outreach efforts

A colleague from Hagerstown Community College has agreed to serve as the external evaluator. Once the narrative has been written, a visit and response will be arranged. This step in the process, schedules permitting, will be complete before the winter semester break in December 2017.

STATUS OF "FCC 2020"

As noted in the beginning of this report, "IE is the ability of the College to excel in support of its mission." Each year, the Board of Trustees sets Annual Strategic Priorities that provide direction for College operations in support of the College strategic plan "FCC 2020." Team Plans are developed around the Annual Strategic Priorities. All College employees develop with their direct supervisor their Employee Development Plans (EDP) in relation to their team plans. Resource allocation is based on connections to "FCC 2020" and the Annual Strategic Priorities. At the end of each fiscal year, the status of team plan objectives are reported to OPAIR by each Senior Leader to ensure the cycle of assessment is closed. This process ensures that the College is committed to Goal 4 of "FCC 2020," which requires the College to, "Prepare for the future through effective planning, resource development, and continuous institutional improvement that is aligned with the College mission."

FY 2017 marked the 2nd year of the five-year strategic plan. The following section is a summary of the accomplishments 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 period of 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 4 years. In this model, the developmental education status of the 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 the MHEC as part of the annual *Performance Accountability Report* since its inception in 2005.

As a measure of persistence, the percentage of first-time, fall-entering students with at least one area of developmental need (math and/or English) who completed all recommended developmental coursework within four years after entry is reviewed annually. The Degree Progress analysis has shown that when students complete their developmental requirements, they successfully either graduate or transfer. On average 63% of FCC students successfully complete their developmental requirements four years after entry. This rate at peer colleges is 44%. The Peer colleges are mid-size community colleges in the State of Maryland (Howard, Harford, and College of Southern Maryland). The percent of developmental completers for the 2009 cohort through the 2012 cohort is shown below in Table 5.

Table 5. Percent of Developmental Completers, by Four-Year Cohort, 2009-2012

	2009	2010	2011	2012	FCC Average	Peer Average
% Completers	62%	62%	62%	65%	63%	44%

On average, 88% of College-Ready students at FCC are considered by MHEC to be "successful persisters." Successful-persisters are defined as students in a four-year cohort who successfully graduated and/or transferred, completed 30 credit hours with GPA of at least 2.0, or are still enrolled at FCC. Among the four cohorts of students for which data are presented, Developmental Non-Completers have the lowest successful persister rate at 41%. Successful-persister rates for the 2009 cohort through the 2012 cohort are shown below in Table 6.

Table 6. Percent of Successful-Persisters by Four-Year Cohort, 2009-2012

	2009	2010	2011	2012	FCC Average	Peer Average
College-Ready Students	84%	88%	91%	88%	88%	86%
Developmental Completers	80%	78%	80%	82%	80%	87%
Developmental Non-Completers	39%	46%	46%	34%	41%	46%
All Students in Cohort	78%	79%	81%	80%	79%	74%

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 2015 students returning in fall 2016.The fall 2015 to fall 2016 retention rate for full-time students at FCC was 69%, 3rd highest among Maryland Community Colleges and well above the statewide retention rate for full-time students (62%). The retention rate of part-time students at FCC was 50% (tied for third highest alongside Anne Arundel Community College), eclipsing the statewide part-time student average retention rate of 45%. A full listing of full- and part-time student retention rates in all 16 Maryland community colleges, as well as the statewide average, is shown below in Table 7.

Table 7. Maryland Community College Full-Time and Part Time Student Retention Rates, Fall 2015 to Fall 2016

	Full Time	Part Time
Montgomery College	78%	57%
Howard Community College	70%	47%
Anne Arundel Community College	69%	50%
Frederick Community College	**69%**	**50%**
Harford Community College	67%	46%
Carroll Community College	67%	53%
Hagerstown Community College	65%	45%
Garrett College	64%	40%
Prince George's Community College	62%	45%
College of Southern Maryland	62%	44%
Cecil College	60%	35%
Allegany College of Maryland	56%	44%
Chesapeake College	53%	44%
The Community College of Baltimore County	53%	43%
Wor-Wic Community College	51%	48%
Baltimore City Community College	45%	29%
Statewide Average	**62%**	**45%**

College Completion

Graduation rate, the most common measure of completion, is the percentage of students who complete their program within a designated period of 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%).

FCC had the highest 150% graduation rate among peer colleges (Harford, Howard, and Colleges of Southern MD) and third among all Maryland Community Colleges. The 150% graduation rate for the fall 2013 cohort (that is, students who graduated or transferred by fall 2016) is shown below in Table 8.

Table 8. Maryland Community College 150% Graduation Rates, Fall 2013

	150% Grad. Rate
Hagerstown Community College	35%
Carroll Community College	32%
Frederick Community College	**29%**
Harford Community College*	28%
Garrett College	25%
Anne Arundel Community College	21%
College of Southern Maryland*	21%
Allegany College of Maryland	19%
Cecil College	19%
Howard Community College*	18%
Montgomery College	17%
Wor-Wic Community College	15%
Chesapeake College	14%
Baltimore City Community College	12%
The Community College of Baltimore County	10%
Prince George's Community College	9%
Statewide Average	**21%**

* Denotes FCC Peer Institutions

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 beginning at FCC. That percentage increased to 29% for the 2013 Cohort. The growing trend line of the FCC 150% graduation rate for the 2010 cohort through the 2013 cohort is shown below in Figure 2.

Figure 2. Frederick Community College 150% Graduation Rate, 2010-2013
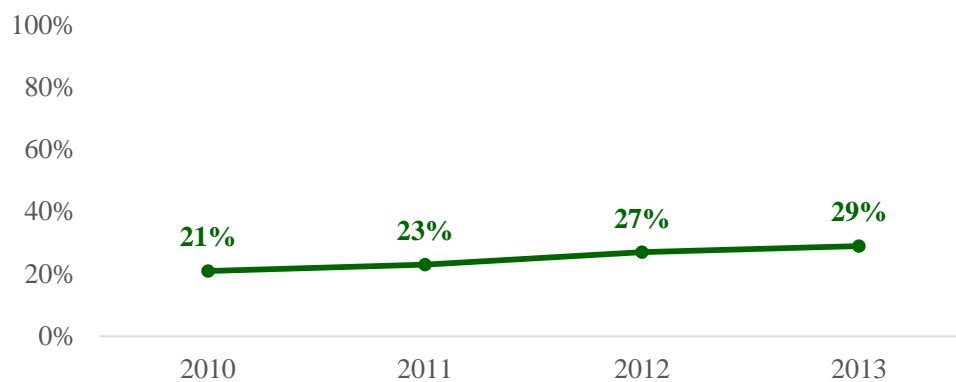
In addition to the 150% graduation rate as a measure of completion, FCC also evaluates the number of graduates by award types (degrees and certificates). Since Fiscal Year 2013, the total number of degrees and certificates earned by FCC students has increased 9%, from 1,050 degrees and certificates in FY 2013 to 1,142 in FY 2017. The number of earned degrees at FCC from Fiscal Year 2013 to Fiscal Year 2017, by type are shown below in Table 9.

Table 9. Number of Earned Associate Degrees (by Type) and Certificates among Credit-Bearing Students, Fiscal Year 2013 to Fiscal Year 2017

|	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	% Change 2013-17
Career Degrees	322	308	321	338	308	-4.0%
Transfer Degrees	562	539	576	643	569	+1.0%
Certificates	166	176	183	187	265	+60.0%
Total Awards:	*1,050*	*1,023*	*1,080*	*1,168*	*1,142*	*+9.0%*

The percentage of students who graduate and/or transfer to other institutions after their initial enrollment at FCC is another measure of completion for the students based on the Maryland Model. On average, 81% of the students identified as "College Ready" after taking a placement test, graduated four years after entry. This rate was 60% among students who had to take developmental courses before being eligible to take college level courses. The graduation-transfer rate of college-ready, developmental non-completers, and all students in the cohort is higher than the same averages at the three FCC peer institutions. The only exception is a slightly lower developmental completers graduation transfer rate (60%) compared with that of FCC peer institutions (62%). The FCC graduation/transfer rate for the 2009 through 2012 cohorts is shown below in Table 10.

Table 10. FCC Graduation/Transfer Rate by Four-Year Cohort, 2009-2012

	2009	2010	2011	2012	FCC Average	Peer Average
College-Ready Students	81%	80%	83%	79%	81%	71%
Developmental Completers	62%	58%	60%	62%	60%	62%
Dev. Non-Completers	30%	33%	40%	32%	34%	32%
All Students in Cohort:	*66%*	*65%*	*67%*	*66%*	*66%*	*55%*

FCC regularly collects data from the National Student Clearinghouse on students who have transferred to higher education institutions nationwide. Examination across semesters for the period of spring 2013 through spring 2017 showed that of 4,994 students, approximately 68% transferred to either a Maryland two-year or four-year college. Specifically, 58.1% (n =2,902) transferred to Maryland four-year institutions, 10.3% (n = 516) transferred to Maryland two-year institutions, 28.3% (n =1,413) transferred to out-of-state four-year institutions and 3.3% (n =163) transferred to out-of-state two-year institutions. Approximately 86% of FCC transfer students moved on to a four-year educational institution.

Figure 3. FCC Transfer Rate Spring 2013 to Spring 2017
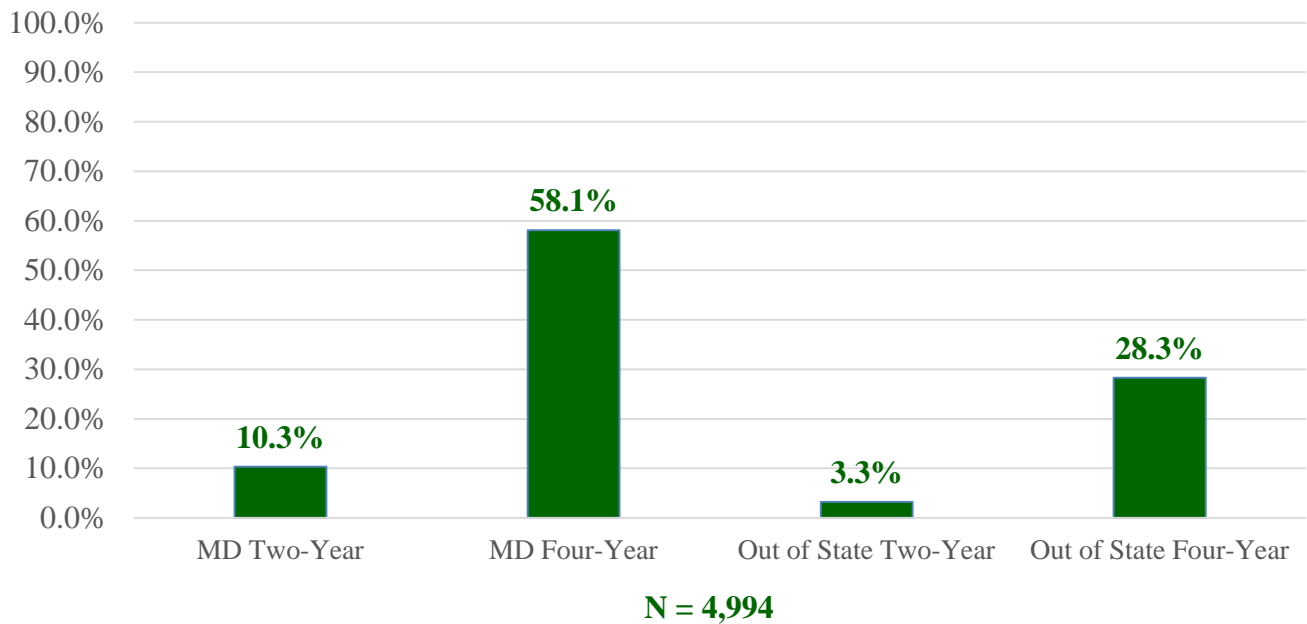
The FCC transfer rate for fall 2013 students who began their studies as full-time, first-time degree- or certificate-seeking students and transferred to another institution ranked third among the peer colleges and 10th among all Maryland community colleges. In order to better support transfer, the College changed its degree structure and developed four umbrella degrees under general studies: AA Arts & Humanities, AS Social Sciences, AS STEM, and AAS STEM Technology. The College has made a concerted effort to target articulation agreements with the top transfer institutions resulting in seven new articulation agreements with four-year universities in the state of Maryland: Goucher College; Hood College; Mount St. Mary; St. Mary's College of Maryland; University of Maryland, College Park; and University of Maryland, Baltimore County. A comparison of transfer rates among the fall 2013 cohorts at Maryland community colleges is shown below in Table 11.

Table 11. Maryland Community College Transfer Rate Fall 2013 Cohort

Maryland Community Colleges	Transfer Rate
Wor-Wic Community College	35%
Garrett College	32%
Chesapeake College	28%
Anne Arundel Community College	26%
Harford Community College*	25%
Montgomery College	24%
College of Southern Maryland*	23%
Hagerstown Community College	21%
Allegany College of Maryland	20%
Frederick Community College	**19%**
Carroll Community College	18%
The Community College of Baltimore County	18%
Baltimore City Community College	15%
Prince George's Community College	15%
Howard Community College*	12%
Cecil College	6%
Statewide Average	**21%**

*Denotes FCC peer institution

FCC tracks the wage growth of credit career program graduates. The College provides the list of graduates to the Jacob France Institute (JFI) at the University of Baltimore Merrick School of Business, where staff 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. On average, the median income of career program graduates increased 138% or $24,417 in FY 2016. Median income levels one year prior to graduation, and three years after graduation from Fiscal Year 2013 to Fiscal Year 2016 are shown below in Table 12.

Table 12. Median Income Levels Prior to and After Graduation, Fiscal Year 2013 to Fiscal Year 2016

	FY 2013	FY 2014	FY 2015	FY 2016
Median Income 1 yr. Prior to Graduation	$22,414	$17,951	$21,798	$17,703
Median Income 3 yrs. After Graduation	$45,080	$42,931	$44,824	$42,120

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

FCC was honored with two awards during the Maryland State Department of Education 2017 Career and Technology Education (CTE) Awards of Excellence ceremony. A partnership between FCC and Maryland State Police (MSP) was awarded Outstanding Business Partnership (Postsecondary) and the FCC Marketing Team was recognized with the award for the Outstanding CTE Marketing Campaign (Postsecondary) for its work with the Cybersecurity program.

The Maryland State Police program remains strong, and in fiscal year 2017 graduated 16 cadets. The Cybersecurity program was our fastest growing program in fiscal year 2017 and graduated 34 students.

The student-to-faculty ratio for credit-based courses is reported to MHEC and IPEDS annually as a measure of instructional effectiveness. Lower student to faculty ratios are associated with greater levels of support and attention related to student success. The student to faculty ratio in credit-based courses at FCC during Fiscal Year 2015 (the most recent year for which we have data) was lower than the statewide average (16:1) and lower than two of the three FCC peer institutions used as benchmarks. The FCC student to faculty for Fiscal Year 2015 is shown below in Table 13.

Table 13. Student to Faculty Ratio for Credit-Based Courses, Fiscal Year 2015

Maryland Community Colleges	Student: Faculty Ratio
Chesapeake College	19:1
Harford Community College*	19:1
College of Southern Maryland*	18:1
Anne Arundel Community College	17:1
Hagerstown Community College	17:1
Montgomery College	17:1
The Community College of Baltimore County	17:1
Prince George's Community College	16:1
Frederick Community College	**15:1**
Wor-Wic Community College	15:1
Allegany College of Maryland	14:1
Carroll Community College	14:1
Howard Community College*	14:1
Baltimore City Community College	13:1
Cecil College	13:1
Garrett College	13:1
Statewide Average	**16:1**

*Denotes FCC peer institution

Over time, the distribution of classes taught by full-time faculty and part-time (adjunct) faculty has become more even as classes taught by full-time faculty has increased eight percent since fall 2013 from 40% to 48%. A variety of strategies have been implemented by the College to increase the full-time faculty ratio and the positive trend is reflective of the outcomes of these efforts. A full picture of this trend is shown below in Figure 4.

Figure 4. Percent of Courses taught by Full-Time and Part-Time (Adjunct) Faculty, 2013-2017
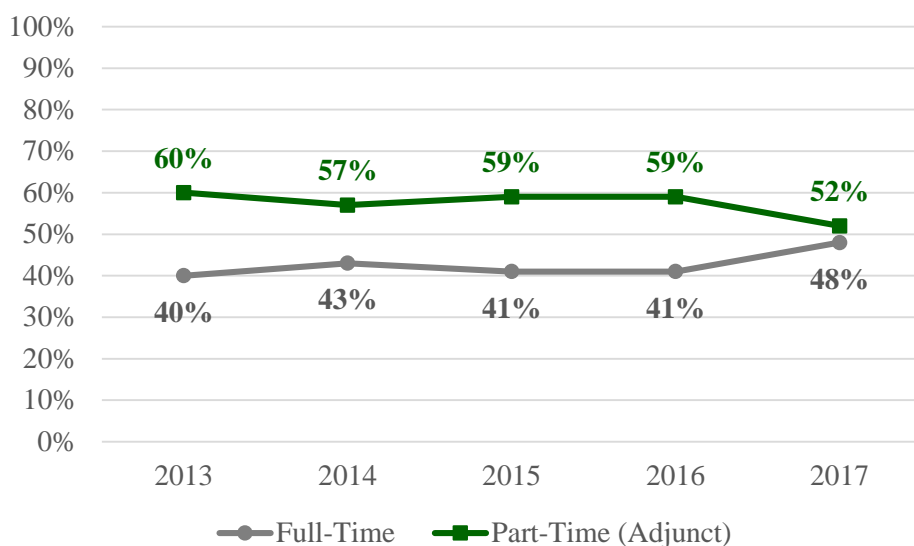
FCC has partnered with Frederick County Public Schools (FCPS) in establishing a dual enrollment program for high school students to earn college credit. High school teachers with FCPS who participate in the dual enrollment program are considered part-time, adjunct faculty at FCC. In fiscal year 2017, 4.7% of courses were taught by FCPS teachers in their corresponding high schools (See Table 14 below).

Table 14. Classes and Credit Hours Taught by Faculty Type, Fiscal Year 2017

Faculty Type	N Classes	% Courses	N Tot. Cr. Hrs.	% Tot. Cr. Hrs.
Full-Time	495	40.1%	23,723	44.6%
Adjunct	654	53.0%	25,628	48.2%
FCPS Teachers	58	4.7%	2,847	5.4%
Undefined[1]	26	2.1%	1,008	1.9%
Totals:	*1,233*	*100.0%*	*53,206*	*100.0%*

[1.] Undefined Faculty Type includes those teaching Independent Studies, Internships, and courses taught at Police Academy

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.

Over the last five years, FCC has adapted to the changing instructional delivery landscape by offering more courses via distributed learning – that is courses where 50% or more of the course content is hosted or delivered online. Distributed learning enrollments in credit courses have increased almost 34% between fiscal year 2013 and fiscal year 2017. Continuing education saw an even greater increase over the same period, more than quadrupling the number of distributed learning enrollments from 324 to 1,407, a 77% increase. Distributed learning enrollments by fiscal year for credit and continuing education are shown below in Table 15.

Table 15. Duplicated Enrollments in Distributed Learning, Fiscal Year 2013 to Fiscal Year 2017

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	% Change FY '13-'17
Credit	5,498	5,868	6,308	7,803	8,315	*+33.9%*
Continuing Ed.	324	396	1,121	897	1,407	*+77.0%*

Another growing instructional method across American college campuses is distance learning. In fiscal year 2017, over one-third (42%) of credit enrollments were in courses delivered through distance learning, or a hybrid of face-to-face and distance learning mix. This trend has been growing each year since fiscal year 2015 when 37% of FCC enrollments (10% distance only and 26% face to face and distance mixed) were in hybrid courses (see Table 16 below).

Table 16. Unduplicated Headcount by Instructional Delivery Type, Fiscal Year 2015 to Fiscal Year 2017

Instructional Delivery Type	FY 2015		FY 2016		FY 2017	
	N	%	N	%	N	%
Face-to-Face Only	5,373	63.2%	5,232	59.6%	5,289	58.8%
Distance Only	913	10.7%	1,104	12.6%	1,126	12.5%
Face to Face and Distance Mixed	2,211	26.0%	2,439	27.8%	2,579	28.7%
Total Students:	*8,497*	*100.0%*	*8,775*	*100.0%*	*8,994*	*100.0%*

Updating the course scheduling process has been a major focal point for Academic Affairs in fiscal year 2017. A priority of this update was to ensure greater access to all students who were enrolling in courses at FCC. The following measures were taken to achieve this end:

- Course scheduling protocols that render the schedule more responsive to student needs within limited space constraints, including adding sections of high-demand classes and developing regular course rotations for low-enrolled classes.
- Designed schedules to make it more likely that a class would run successfully when it was offered based on an observation that roughly 15% of students whose classes are cancelled never register for another course.
- Reduced cancelled sections by 42% between spring 2016 and spring 2017.

A more detailed description of course registrations, availability, and enrollments in Arts and Sciences is shown below in Table 17.

Table 17. Course Registrations, Availability, and Enrollments, Arts and Sciences, Fall 2015 - Spring 2017

	FA 2015	FA 2016	% Change	SP 2016	SP 2017	% Change
Enrollments	11,973	11,804	*-1.4%*	10,676	11,170	*4.6%*
Sections[1]	775	736	*-5.0%*	724	673	*-7.0%*
Average Class Size	15.4	16.0	*3.9%*	14.7	16.6	*12.9%*
Student Credit Hours	35,172	33,717	*-4.1%*	31,060	32,495	*4.6%*
Total Seats Available	16,265	15,001	*-7.8%*	14,769	14,204	*-3.8%*
Sections Taught by Adjuncts	481	430	*-10.6%*	427	378	*-11.5%*
% Sections Taught by Adjuncts	0.62	0.58	*-6.5%*	0.59	0.56	*-5.1%*
Credit Hrs. Taught by Adjuncts	1,462	1,293	*-11.6%*	1,327	1,146	*-13.6%*
Estimated Adjunct Costs	$1,158,138	$1,024,263	*-11.6%*	$1,021,196	$907,815	*-11.1%*
% Of Seats Filled	74%	79%	*6.8%*	72%	79%	*9.7%*
Class Enrollment < 10 Students	117	95	*-18.8%*	147	99	*-32.7%*
Class Enrollment 10-15 Students	247	232	*-6.1%*	220	175	*-20.5%*
Class Enrollment > 15 Students	411	409	*-0.5%*	355	399	*12.4%*
Cancelled Sections	85	110	*29.4%*	88	51	*-42.0%*

[1.] Includes labs and combined sections.

A report detailing Visiting Students at FCC was produced to further understand this unique population and design target marketing. Visiting Students are those students who are enrolled at other institutions, but take courses at FCC during semester or term breaks at their main institution. The report revealed in FY 2016-2017, 446 Visiting Students took advantage of learning opportunities at FCC. Naturally, the enrollment peaks in the summer, representing almost 15% and followed by 9% of January Term enrollment. The success rate of Visiting Students is 85% compared to 77% of the general student population. Furthermore, the Visiting Student web page was redesigned offering clear steps to enroll. The number of visiting students by semester between summer 2016 and spring 2017 is shown below in Table 18.

Table 18. Percent of Visiting Students Enrolling at FCC, Fiscal Year 2017

Semester	N Visiting	N General	% of Population
Summer 2016	312	2,116	14.7%
Fall 2016	36	6,252	0.6%
Jan Term 2017	44	480	9.2%
Spring 2017	54	5,865	0.9%
Totals:	*446*	*14,713*	*3.0%*

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

Over the last three fiscal years, the BOT has issued two resolutions related to the policies and procedures of the College. The first resolution, issued at the January 21, 2015 BOT meeting, directed the President to lead a rigorous process of review of all College policies and procedures, and "to expedite the development and adoption of new and/or revised policies and procedures." The second resolution, issued at the August 17, 2016 BOT meeting, directed the President to "continue to review and revise the remaining policies and procedures that have not yet been addressed; continue to repeal outdated policies and procedures, and develop and maintain a sustainable business process that ensures all policies and procedures are reviewed and updated on an annual basis."

In response to the first resolution, the President led the College through a rigorous and inclusive process of policy and procedure review. The review resulted in the revision and/or development of the current 43 BOT approved policies and related procedures that effectively guide College operations, and the repeal of over 150 of the then existing policies and procedures. In conjunction with this process, the College Employee Handbook with Full-Time and Adjunct Faculty Addendum and CEWD Adjunct Faculty Addendum was developed and approved by the BOT to support all of our employees as they navigate through their career journey at Frederick Community College.

In response to the second BOT resolution, the President continued to guide the policy and procedure development process. At the end of FY 2017, the President led a comprehensive review and revision of all the current BOT approved Policies and Procedures and the College Employee Handbook with Full-Time and Adjunct Faculty Addendum and CEWD Adjunct Faculty Addendum, which was completed by July 1, 2017. The College will continue to review all policies and procedures on an annual basis to ensure that they remain current and effective.

http://www.frederick.edu/jobs-hr/policies-and-procedures.aspx

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

The College has a planning process in place that moves from our mission, to a set of long-term strategic goals that are supported each year by Annual Strategic Priorities developed by the BOT that help the College focus energy and resources on activities that produce actionable outcomes in support of student success.

This report highlights many accomplishments that were achieved in FY 2017; however, in order to assess Goal 4 of "FCC 2020" for FY2017, a thread of SAT activity from FY 2015 to the present is described in the context of each of the italicized areas below. This thread shows evidence of effective planning, resource development and allocation, and continuous improvement that is in line with the College mission. It also shows how the SAT has evolved into a strong leadership group that facilitates actionable outcomes.

It is noted in the introduction of this report that:

> *For the next few years, planning and assessment will be driven more by MSCHE reporting requirements, MHEC compliance report requests, and our Annual Strategic Priorities than a fixed set of procedures. The Institutional Effectiveness Team will guide some of this activity; however, other broader representative groups like the Strategic Advisory Team (SAT) and the President's Cabinet are giving strong support to planning and assessment, as well as in operationalizing the Annual Strategic Priorities.*

One of the recommendations the Middle States Evaluation Team gave the College in March 2016 was:

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

In addition, a summary of planning at FCC is described earlier in section 6 of this report to introduce the Annual Strategic Priorities (ASPs). One of the first Annual Strategic Priorities in FY 2015, that was carried over in FY 2016 was:

> *Implement operational and best practices which enhance persistence, completion, and success with particular focus on adult learners and emerging populations.*

The SAT was in place and actively engaged when the Middle States Evaluation Team conducted the site visit in March of 2016. In moving forward from the MSCHE self-study, it has become clear to the College leadership that the SAT plays a significant role in operationalizing the ASPs, in resource allocation, in planning, and in enrollment management.

The SAT in 2014-2015 focused on "access," "persistence," and "retention." That year of the SAT was full of activity around the student intake process and a new marketing strategy to support access was designed and delivered with the tag line "New Beginnings."

The SAT group discovered through data analysis that the number of student withdrawals were high, and had been consistently high over the past five years. The group evaluated possible causes and immediately identified that the FCC Early Alert process was underutilized and functioning more as a recommendation to withdraw process to avoid a failing grade. With that knowledge, a new Student Success Alert process was designed by SAT members that provides early intervention and support for students. The result was that the assignment of W grades decreased from 10% of all grades to 7% of all grades in one year.

The group that developed the Student Success Alert process was led by several SAT members who continued to focus on retention and persistence in the second year of the SAT. In their research, the group found that financial problems were often the stressors that led to dropping out. Often the stressor was as small as bus fare, or an automobile repair. The SAT group worked with the President and the FCC Foundation to develop the Student Success Fund program. Seed funds to start the program came from a donation of $15,000 solicited by the President from the Loats Foundation, then the FCC Foundation was able to add an additional $27,000 from donors to support the program through the end of FY 2016. Last year the FCC Foundation raised $77,325.00 to support the program and $59,647.00 was allocated to students in FY 2017.

The program is currently well supported and students are able to apply for funds that can help them through an array of financial emergencies, which empowers persistence and retention.

A small committee was formed to address financial barriers for students who are parents. The Parents Lead program provides scholarships to parents in the pursuit of a college degree. The program provides specialized curriculum and advising services, as well as a scholarship to offset the cost of attendance while parents are enrolled in evening classes. It is a cohort-based program with a combination of online and on-campus evening classes, and can be completed in as few as five semesters. The scholarships will be funded by the FCC Foundation and the program will begin in spring of FY 2018.

The progression from the initial work of the SAT on the intake process, to the development of the Student Success Alerts, then to the creation of the Student Success Funds, which then led to the Parents Lead program exemplifies the sustainability and effectiveness of the SAT. The SAT works across the College Teams and provides a rich and productive environment to move ideas into action in the spirit of continuous improvement.

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

The College implemented the Required Orientation, Advising, and Registration (R.O.A.R.) program in fall of FY 2016. This four-pronged collaborative process involves multiple Learning Support teams including Counseling and Advising, Registration and Records, Admissions, Office of Adult Services, Veterans Center, Services for Students with Disabilities, and Multicultural Student Services. The program includes an online orientation, on-campus meeting with an advisor to help students develop their academic plan, and time in the registration lab where students learn how to enroll in classes. In FY 2017, 1,302 students participated in R.O.A.R. which was a 16% increase compared to FY 2016 (1,123).

At the conclusion of the R.O.A.R. orientation in FY 2017, 682 participants completed a survey that evaluated the process. The first three questions were related to the online orientation piece, which was the R.O.A.R. video. Students were required to watch this video prior to making an appointment to meet face-to-face with an advisor. The video covers general materials applicable to each new student advising session, leaving more time for personal one-on-one discussions later in the orientation. Students were satisfied with the experience as evidenced by the data. For example, 89% of the students rated the length of the online orientation as "just right;" 80% agreed that the online orientation was engaging and personable; and 71% reported that the online orientation prepared them for the advising session.

The next two survey questions were related to the one-on-one advisor discussion and asked students whether advisors were knowledgeable about College programs and services and helpful in making recommendations. Students who responded to the survey were satisfied with their experience as 99% agreed that the advisors were knowledgeable about the College and its programs and services. Again, 100% of the survey respondents reported that their lab advisors were helpful in providing information and making recommendations.

The last section of the survey was related to the experience in the Registration Lab (if they used it). After students met individually with an advisor, they went into the Registration Lab where they were shown how to log onto PeopleSoft, navigate to the Degree Plan (which satisfies the College and Career Readiness and College Completion Act of 2013 requirement), and register for the classes they selected with the help of an advisor. Almost all (96%) agreed the Registration Lab was convenient, 97% reported they knew how to access and navigate their Degree Plan in PeopleSoft, and 100% understood that they must complete a College math and English course within their first 24 credits. Overall, 97% rated the quality of their R.O.A.R. experience as positive. None of the survey respondents selected the option of "not at all positive" when evaluating the quality of their R.O.A.R. experience. Figure 5 below represents the data from the survey.

Figure 5. Student Attitudes on Quality of R.O.A.R. Experience
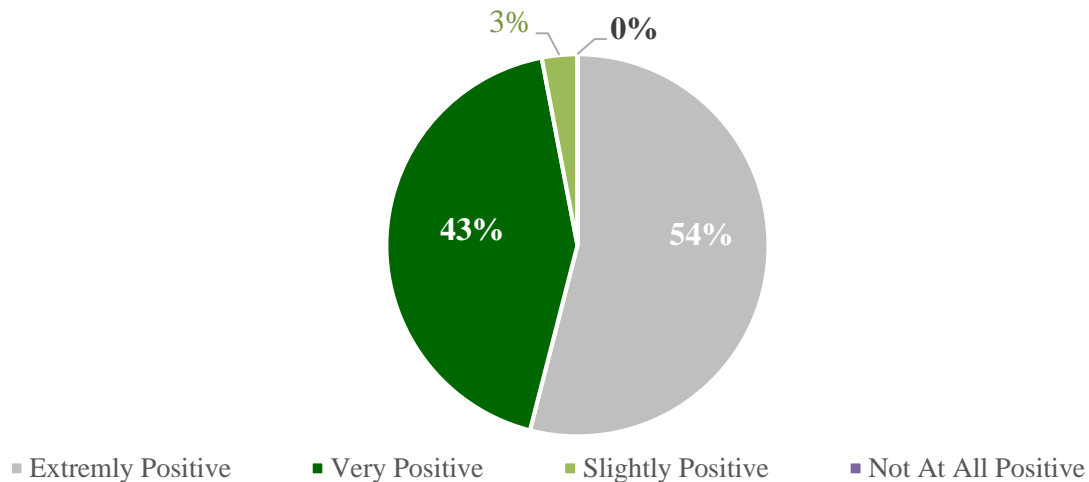
The Partnership to Achieving Student Success (PASS) program, created in 2011, provides support for recent high school graduates who test into one or more developmental course(s) at FCC. In its sixth year (FY 2017), the program had 43 participants out of 331 students eligible to participate. Students who participated in PASS were retained, that is remained enrolled at FCC as either a full- or part-time student from fall 2016 to spring 2017 at a higher rate (86%) than their non-PASS peers (69%). A higher percentage of PASS students received Pell Grants (40%) as compared to their non-PASS peers (23%), and these PASS-Pell-receiving students were also retained at a higher rate (82%) than the comparison non-PASS Pell recipients (72%). At the end of fall 2016 term, a higher percentage of PASS students were in "Good Academic Standing" (67%) than their non-PASS peers who qualified for the program, but did not participate in PASS (64%). Although the number of students in Good Academic Standing dropped for both PASS participants and their non-PASS peers in spring 2017, the percentage of PASS participants (51%) in Good Academic Standing was below that of their non-PASS peers (54%) on the same metric. Table 19 below provides detailed FY 2017 data related to the PASS program.

Table 19. Persistence, Pell Recipient, and Academic Standing of Students in the Partnership to Achieving Student Success (PASS) Program. Fiscal Year 2017

	FY 16-17 Persistence	Pell Recip.	Good Ac. Standing FA16	Good AC. Standing SP 17
PASS	86%	82%	67%	51%
Non-PASS	69%	72%	64%	54%

FCC was named a 2017 Military Friendly School for the second straight year by Victory Media, which connects veterans to educational and job opportunities.

The Military Friendly Schools designation is awarded to the top colleges, universities, and trade schools in the country that are doing the most to support military students and dedicate resources to ensure their success in the classroom and after graduation. The following is a brief profile of the veterans who attended FCC, and participated with Veteran Services at the College in FY 2017:

- 324 veterans received benefits from the Veteran's Administration (VA) for school use
- 33% of veterans are first generation college students
- 58% of veterans have a service-related disability
- 40% of veterans are students of color
- 68% of veterans are male
- 75% of veterans were placed in at least one developmental course

The average semester-to-semester retention rate of veteran students at FCC has been 59% for the past six semesters. Also, on average, 67% of the veteran students completed their developmental courses and were able to register for college level courses. An average 77% of veteran students successfully completed their college level courses (see Table 20 below).

Table 20. Retention, Developmental Course Completion, and Credit Course Completion by Veterans, 2014 to 2017

	FA 2014	SP 2015	FA 2015	SP 2016	FA 2016	SP 2017	Average
Retention	54%	66%	55%	69%	49%	63%	59%
Dev. Course Success	53%	68%	64%	70%	71%	75%	67%
Credit Course Success	75%	76%	77%	78%	74%	79%	77%

Nearly eight times as many veterans graduated from FCC in fiscal year 2017 (79 graduates) as compared to fiscal year 2011 (11 graduates). The number of graduates steadily increased from fiscal year 2011 through fiscal year 2013 and has since leveled off with between 74 and 79 veterans graduating since fiscal year 2014 (see Figure 6 below).

Figure 6. Number of FCC Graduates who are Veterans, 2011 to 2017
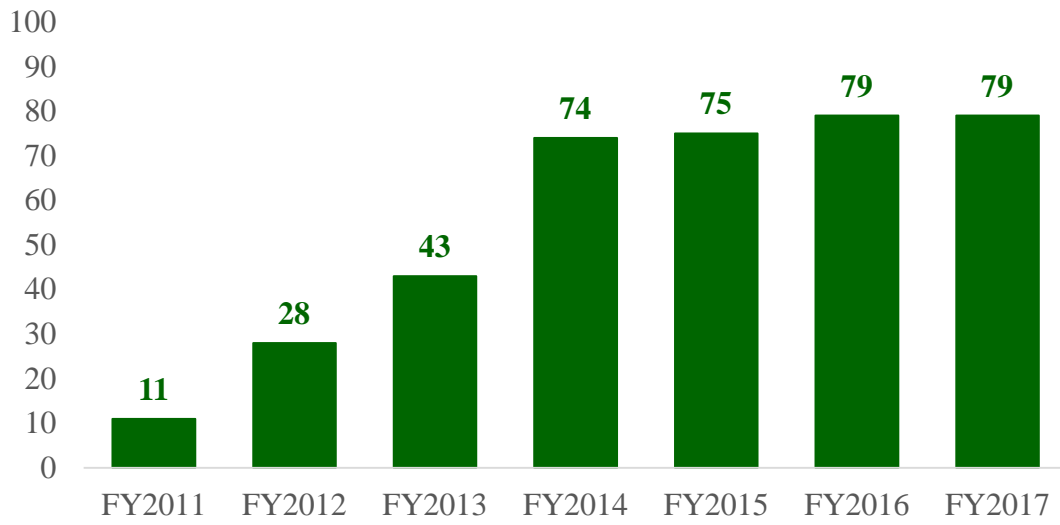
Goal 6 - Expand the leadership capacity of all employees through professional development to meet the challenges and opportunities for our College. (Standard VII)

Employee development opportunities across the College (faculty, staff, and administrators) were abundant during FY 2017. There was an effort to align professional development opportunities with the Employee Development Plan (EDP) goals based on employee responses to a survey administered in the summer (July/August) 2016.

There were 140 respondents to the survey, which addressed two main areas of employee development: attitudes toward understanding the importance of skill set necessary to be successful at one's job, and respondent-identified professional development events and activities. The results from the survey regarding attitudes toward understanding the importance of skill sets necessary to be successful at one's job are highlighted below in Table 21.

Table 21. Employee Attitudes on Importance of Skill Set Necessary to Complete One's Job

Job Skills	Importance
Use effective communication when interacting with others	99%
Actively contribute to team success	88%
Communicate effectively with students and other external stakeholders	87%
Use effective communication when receiving feedback	84%
Build or strengthen trusting relationships	84%
Make timely and effective decisions based on an understanding of relevant issues	78%
Understand how others' unique perspectives and inherent differences lead to a collaborative environment	75%
Perform well during periods of change	74%
Have an understanding of how my job affects the way the organization achieves its mission	74%
Use a decision-making process to decide on the best course of action	70%
Effectively handle dissatisfied internal or external customers	61%
Build a network of people whose expertise, advice, and coaching can help me be successful	59%
Provide constructive feedback	57%
Gain commitment from others to effectively implement their ideas	53%
Effectively handle potential and actual conflict situations	49%
Create partnerships to help meet organizational goals	48%

Among the five skills deemed most important (with over 80% of respondents considering it 'important'), was communication. Relationships to others, and team building were also among the skills respondents considered 'important.'

The importance of communication as a job skill was evident in respondents' preference for professional development opportunities. For example, over one-third of respondents (36%) reported having an interest in "how to use communication technologies." A full list of the professional development opportunities in which respondents expressed interest is displayed below in Table 22.

One of the FY 2017 professional development highlights was the first annual "Day of Human Understanding," which was held on Thursday, April 13, 2017. The event supported the continuing development of cultural competence for all members of the College community. A variety of workshops throughout the day addressed topics that included homelessness, disempowerment and finding agency, personal action plans in the context of social justice, and understanding rights under the Maryland Commission on Civil Rights.

Dr. Donna Hicks, author and creator of *Dignity: It's Essential Role in Resolving Conflict* offered a keynote address. Dr. Hicks spoke about creating cultures that foster innovation and dignified human

relationships. Dr. Hicks also held a facilitated "meet and greet" with students in order to provide them an opportunity to learn about the importance of cultural competence as an essential life skill (see Table 22 below).

Table 22. Employee Interest in Professional Development Opportunities

Potential Professional Development Opportunities	Interest
How to and when to apply College policies and procedures	42%
How to use communication technologies	36%
Managing and prioritizing multiple tasks	36%
PeopleSoft Campus Solutions	32%
How to use scheduling software	32%
Communication with others for whom English is a second language	32%
PeopleSoft Financials	30%
Communicating with students about the enrollment processes (applying, testing, registering, etc.)	29%
Emergency training	26%
How to use MS Outlook	22%
Writing effectively	22%
Teaching others to use workplace technologies (e.g. MS Outlook, PeopleSoft, etc.)	18%
Title IX reporting	12%
Other suggestion (please specify)	25%

Forty-five members of the Academic Affairs Team participated in the Academic Affairs Leadership Team Summit. Development topics at this three-day summit included, but were not limited to, team building and leadership development, change-management, supporting student success, persistence, and completion, and creative problem-solving to remove barriers to success.

There were 155 professional development opportunities for faculty in FY 2017. Three vacant seats were filled on the newly established Faculty Appointment and Promotion (FAP) committee by department chairs. This committee recommended 11 faculty members for continuous contract, four faculty members for promotion to Associate Professor, and four faculty members for promotion to Professor.

More than 50 % of the Learning Support employees participated in a professional development activity, including wellness trainings, employee development, webinars, conferences, and affinity group meetings.

Faculty and staff in Continuing Education and Workforce Development (CEWD) were involved in professional development activities developed through DiSC Assessment results, including presentations on empathic listening.

Though this is not an exhaustive account of professional development opportunities at FCC for FY 2017, the above highlights are an indication that professional development opportunities are beginning to align with College professional development needs.

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

The initial development of the Employee Handbook with Full-Time and Adjunct Faculty Addendum and CEWD Adjunct Faculty Addendum was in line with Goal 7 of "FCC 2020" and the MSCHE recommendations of the visiting team. The Finance and Human Resources Team has done an exemplary job in creating an effective guide for all FCC employees. The 2017-2018 FCC Employee Handbook with Full-Time and Adjunct Faculty Addendum and CEWD Adjunct Faculty Addendum is maintained by Human Resources and was reviewed and updated along with the College policies and procedures in June of 2017.

At the end of FY 2017, the President assessed her leadership teams' effectiveness and made the decision to eliminate the Presidents Collaborative Council (PCC) and to restructure the President's Cabinet to help guide decision making in FY 2018. The Employee Handbook with Full-Time and Adjunct Faculty Addendum and CEWD Adjunct Faculty Addendum was updated and describes the College governance structure well:

> A seven-member Board of Trustees governs Frederick Community College. Trustees are appointed to the Board by the Governor of the State of Maryland, with the advice and consent of the Maryland State Senate. Membership of the Board of Trustees and the schedule for open meetings are available on the College website by following this link.

> The Board of Trustees selects the College President who is the Chief Executive Officer of the College. The College organizational structure consists of seven teams: Academic Affairs, Continuing Education and Workforce Development, Finance and Human Resources, Information Technology, Institutional Effectiveness, Learning Support, and Operations. An organizational chart for the College is available on the College website. (*Prior to 2015, current and accurate organizational charts were not available. The College organizational charts were developed in 2015 and have since been maintained by the Human Resources Team. In conjunction with the maintenance of the organizational charts, a business process has been developed to systematically update the College staff directory. Both of these areas were problematic in the past for the College and now serve the College effectively.*)

> Each of the seven College teams has a supervisory and management structure which includes opportunities for participation in decision-making. Collaboration among the seven College teams is facilitated through the President's Leadership Teams.

> **Senior Leadership Team (SLT)**

> The SLT is comprised of the President, the Provost/Vice President (VP) for Academic Affairs, the VP for Finance and Human Resources, the VP for Learning Support, the VP for Continuing Education and Workforce Development, the Chief of Operations, the Chief Information Officer, and the Special Assistant to the President for Institutional Effectiveness. The SLT functions as the President's decision-making team. The SLT supports the President's work with the Board of Trustees (BOT) and the broader community. The SLT meets weekly.

> **President's Diversity Advisory Council (PDAC)**

> The PDAC provides College-wide coordination and direction on diversity, equity, and inclusion initiatives. The PDAC is chaired by the Director of Diversity, Equity, and Inclusion, and is comprised of a cross-section of faculty, administrators, and staff.

Cabinet

The FCC Cabinet is comprised of administrators, faculty, support personnel, affinity group chairs, students, and the convener of the Department Chairs. The Cabinet acts as a leadership and advisory council in implementing the mission, vision, and strategic plan of the College. The Cabinet is convened by the President for the purpose of direct communication and collaboration related to College governance by the BOT.

Supervisors and Department Chairs Forum

The Supervisors and Department Chairs Forum meets twice a month and is comprised of all FCC employees who have supervisory responsibility as part of their position description or who serve as a department chair in the Academic Affairs Team. The purpose of the forum is to broaden and support communication within the College community. Supervisors and department chairs are required to attend Supervisors and Department Chairs Forum. Administrative decisions are communicated at the forums to supervisors and department chairs, as well as information about important emerging issues that affect the College. The forum is also used for professional development related to the supervision of employees. The President and the SLT members prepare notes prior to the forums and the notes are distributed after all the presentations have been delivered. There is a question period at the end of the meeting to clarify any issues. Supervisors are required to meet face-to-face with their direct reports to communicate the information provided in the forum session. Department chairs are required to communicate the information provided in the forum session in their department meetings during the academic year. In addition, forum notes may be shared electronically.

Strategic Advisory Team (SAT)
The SAT is a volunteer, cross-functional team of workgroups open to all College employees. The purpose of the SAT is to support the implementation of the Board of Trustees' Annual Strategic Priorities. The SAT identifies and implements measurable outcomes to accomplish the Annual Strategic Priorities. The SAT chaired by the President meets the first week of each month. The workgroups meet once per week for the remainder of the month. Each workgroup is formed around one of the Annual Strategic Priorities.

Technology Advisory Committee (TAC)
The TAC is chaired by the Chief Information Officer. The TAC reviews and makes recommendations regarding technology to ensure alignment with the College mission, strategic plan, and the sustainable allocation of resources. The TAC identifies opportunities for information technology training and education as it relates to information technology security and technology best practices.

There are other College leadership teams that give faculty, staff, and student opportunities to participate in governance. Many of our community business and industry leaders serve on our Program Advisory Boards to help guide our career programs. These important teams are described very well in the FCC Employee Handbook with Full-Time and Adjunct Faculty Addendum and CEWD Adjunct Faculty Addendum, as well:

College Senate
The Senate is a College-wide representative body of elected members who serve as leaders in the development of College policies, procedures, and operational practice. The College Senate convenes numerous College-wide committees that serve the entire College community, including

the Curriculum, Election, General Education, Calendar, Student Affairs, and Student Discipline committees.

Faculty Association
The Faculty Association (FA) is comprised of full-time and part-time adjunct faculty and is an affinity group that facilitates the inclusion of faculty voice on a wide range of issues, including leadership and participation in the decision-making processes of the College. The FA provides a professional forum for collegial interaction among FCC faculty.

Support Personnel Association
The Support Personnel Association (SPA) is comprised of all full-time regular and part-time regular support staff at FCC. Part-time Variable Schedule (PTVS) employees are considered associate, non-voting members and may participate in all activities of SPA. The SPA is an affinity group that provides a means of participation by the support personnel in the decision-making processes of the College and encourages professional development among its members.

Administrative Staff Association
The Administrative Staff Association (ASA) is comprised of all full-time regular and part-time regular administrative staff outside of the Senior Leadership Team. The ASA is an affinity group that works to improve the effectiveness, quality, and cohesiveness of the College. The ASA fosters communication between the administrative staff and the College community and encourages professional development among its members.

Student Government Association
The Student Government Association (SGA) is comprised of all students who have paid the student activity fee. The SGA is organized by a five (5) member Executive Board that convenes bi-monthly meetings and collaborates to ensure student engagement and club participation. The SGA works with College administration in providing FCC students the opportunity to engage in College leadership and decision-making. The SGA provides a forum for the expression of student views on issues that affect them and to promote the development of leadership skills for all students.

Career Program Advisory Boards
Frederick Community College engages business and industry leaders and practitioners as advisors serving on career program advisory boards. The role of career program advisory boards is to provide current and future business/industry perspectives and insights to program sustainability and curricular development. At FCC, both credit and continuing education career programs utilize advisory boards.

Crisis Management Team (CMT)
The CMT is comprised of Senior Leaders and assigned faculty and administrators who have been trained to serve as leaders in emergency preparedness, crisis management, and continuity of operations. The CMT follows the Federal Emergency Management Agency Incident Command Structure best practices model. The CMT works with the College Security Team and designated employees who serve as floor coordinators, building coordinators, and evacuation area managers in executing the College Emergency Response Plan.

Employee Development Advisory Team (EDAT)
The 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. The EDAT is chaired by the Recruitment and Employee Development Manager. Development needs are identified on an ongoing basis and programs are provided throughout the year.

FCC POWER-Wellness Advisory Team
FCC POWER (Promoting Our Wellness, Energy, and Relaxation) Wellness Advisory Team is comprised of affinity group representatives and other volunteers who meet monthly to design and implement wellness programs for employees. FCC POWER is chaired by the Benefits and Wellness Program Manager. Wellness programs are offered throughout the year.

Learning Leadership Council (LLC)
The LLC is comprised of representatives from Academic Affairs, Continuing Education and Workforce Development, and Learning Support. The LLC is chaired by the Provost/Vice President for Academic Affairs and meets bi-monthly. The mission of the LLC is to coordinate instructional and student support functions.

Executive Leadership Learning Support (ELLS)
The ELLS is comprised of the Learning Support Associate Vice Presidents and representatives from Admissions, Financial Aid, Center for Student Engagement, Multicultural Student Services, Athletics, Counseling and Advising, Adult Services, Registration and Records, Services for Students with Disabilities, Veterans Services, Security, and Office of the Vice President for Learning Support. The ELLS is chaired by the Vice President for Learning Support. The mission of the ELLS is to coordinate all student services of the College.

Facilities Planning Advisory Committee (FPAC)
The FPAC is comprised of representatives from Facilities Planning, Plant Operations, Information Technology, Center for Student Engagement, Athletics, Continuing Education and Workforce Development, Academic Affairs, Services for Students with Disabilities, Security, and Emergency Preparedness. The FPAC is chaired by the Chief of Operations. The mission of the FPAC is to implement the College Facilities Master Plan, coordinate deferred maintenance priorities, and coordinate the Project Service Request (PSR) process.

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

The SAT Priority A for FY 2017 was to "Design guided pathways for degrees, certificates, continuing education, and workforce development that maximize student access, student support, and affordability." The process to develop the "**guided pathways**" model for students at FCC began by sending 30 faculty and staff members, students, and one parent to the Maryland Association of Community College (MACC) Completion Summit on December 2, 2016. The participants gained useful information to bring back to the College related to "guided pathways" from this summit.

The College developed four umbrella degrees, each with various areas of concentration within. The following umbrella degrees received the Board of Trustees and MHEC approval in FY 2017.

- **Arts & Humanities AA**: Art, Communications (Speech), English, Film & Video Production, Graphic Design, Music, Theatre
- **Social Sciences AA**: Addictions Counseling, Criminal Justice, Education, Film & Video Production, Graphic Design, Psychology, Sociology
- **STEM AS**: Biology, Chemistry, Engineering, Mathematics
- **STEM Technology AAS**: Audio Production Technology, Computer Aided Design Technology, Construction Management Technology, Cybersecurity, Data Science, Information Technology Specialist, Network Engineering, and Software Engineering

Curriculum plans were developed to provide students with guidance to complete their programs of study. The curriculum plans include a recommended semester schedule, and course sequencing to help students taking courses both part- and full-time to understand the optimal sequence of courses that will help them achieve completion. The Pre-Nursing degree was revised to a degree in Pre-Health Professions, with plans to build areas of concentration in other pre-professional health areas such as pre-surgical technology and pre-occupational therapy. Milestone courses were developed for different programs to help faculty members and program managers guide students to stay on track as they work toward completion.

The College has made a concerted effort to target articulations with the top transfer institutions to increase the number of students benefiting from each agreement. As a result, eight new articulation agreements with four-year universities in the state of Maryland were developed.

CEWD conducted a study and drafted an executive summary for the BOT that recommend to continue offering Certified Nursing Assistant (CNA) as a non-credit Workforce Development program. CEWD found that shifting to a credit model would not increase access or affordability and would not provide professional advantages in the workplace. As a non-credit program, access to financial support funds can be awarded through the FCC Foundation, the Office of Adult Services, or FCWS. As a follow-up to the recommendation to maintain CNA as a non-credit program, a plan to increase awareness of career pathways and options in Healthcare Careers was developed with the creation of a *Guide to Healthcare Programs*. The guide provides an "at a glance" visual of both long-term and short-term training options at FCC in both clinical and medical practice settings.

Several advancements were made through the evaluation and alignment of the pathways of both FCWS and FCPS. The CEWD team reviewed FCPS/Maryland Board of Education pathways and clusters, reviewed an articulation between FCPS and FCC, and then divided into subcommittees to concentrate on industry clusters that would best support student employment. Discussions were initiated with academic and Continuing Education program areas to clearly articulate education and employment-

based outcomes. Additional meetings were held with FCWS to present industry pathways, and two cohort training programs were introduced in response to demand, Basics of Diesel Mechanics and Accounting/QuickBooks.

CEWD outreach within FCPS resulted in robust relationships. Information sessions to students and their families at Frederick High School and Thomas Johnson High School, and on-site Levels of English Proficiency placement testing and advising to high school seniors at Frederick and Tuscarora High Schools were offered. ESL planned and facilitated an FCC campus visit by 27 Frederick County high school English language learners that included an interactive tour of important offices on the main campus, the Nursing Simulation Lab, Audiovisual/Television Lab, and the Learning Commons. The visit culminated in a meet and greet luncheon with department chairs, program managers, and the Program Manager for Arts and Sciences and was part of a yearlong outreach effort to better reach ESL students in FCPS.

Impact of FCC Workforce Education on the Frederick County Economy

In 2016, FCC participated with Economic Modeling Services Incorporated (EMSI) in a statewide economic impact study requested by MACC for all 16 community colleges in the state. FCC participates in this comprehensive statewide study every three years. The purpose of this study was to investigate the economic impact created by FCC on the business community and the benefits that the College generates in return on the investments made by its key stakeholder groups: students, taxpayers, and society. The results of this study demonstrate that FCC creates value from multiple perspectives. The College benefits local businesses by increasing consumer spending in the county, and moving a steady flow of qualified, trained workers into the workforce. It enriches the lives of students by raising their lifetime earnings, and helping them achieve their individual potential. It benefits state and local taxpayers through increased tax receipts across the state and a reduced demand for government-supported social services. Finally, it benefits society as a whole in Maryland by creating a more prosperous economy, and generating a variety of savings through the improved lifestyles of students. The 65-page report is available from the OPAIR staff and a summary is provided on the FCC public website. Figures 7 and 8 represent the data from the report.

Figure 7. Economic Impact of FCC on Frederick County

Figure 8. Economic Impact of FCC on Frederic County, Student, Taxpayer, and Social Perspectives

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

One area that has improved in effectiveness is the work of the Office of Institutional Advancement (OIA). The increased results of support from the community to the College is reflected below in Table 23.

Table 23. FCC Foundation Contributions and Endowment Net Asset Value at Year's End[1], Fiscal Year 2016 to Fiscal Year 2017

	FY16	FY17
Foundation Contributions	$736,108	$1,738,892
Endowment Net Asset Value (at YE)	$9,600,893	$10,502,871

[1]. 'Year's end' is on June 30th of the fiscal year.

The OIA Team has been very collaborative and worked hand in hand to support SAT subgroups and the Financial Aid Team to develop programs and scholarships that help students succeed, as reflected in Table 24 below.

Table 24 Scholarship Applications and Awards, FY 2017

Scholarship Type	Applications (Duplicated)	Awards	Amount Awarded
Building Trades	40	35	$16,852.50
Children's Center Grant	19	16	$8,168
Non-Credit Scholarships	138	125	$59,299
Summer Scholarship	141	96	$34,500
George Shields Foundation Music	76	51	$47,000
Student Success Funds	209	157	$59,647.45
AcademicWorks	4,878	847	$521,293.72
Totals:	*5,501*	*1,327*	*$746,760.67*

The OIA increased its visibility on-campus using flyers, post cards, an enhanced website, and the Financial Aid Office in communicating about scholarships. They worked closely with different areas of the College to increase access and affordability. In FY 2017, $746,760.67 in scholarships were awarded to students. The awards were disseminated to both credit and non-credit students.

On June 25, FCC held a dedication ceremony for the newly named Bess and Frank Gladhill Learning Commons. The naming of the Learning Commons recognized a gift from the Gladhills that established the Bess and Frank Gladhill Scholars Fund. This fund will provide one-year scholarships, up to $6,400 each per year, for students with financial need. The scholarships can be used for tuition, fees, books, internships, instructional materials, childcare, or other student support.

FCC was one of three community colleges in Maryland chosen to share in a $5.6 million grant as part of the America's Promise Job-Driven grant program, an initiative of the U.S. Department of Labor Employment and Training Administration (DOLETA). The grant has allowed FCC to offer intensive short-term training boot camps providing a pipeline of skilled IT and cybersecurity employees for local companies and helping both employers and employees thrive in the global economy.

On average over the last four fiscal years, Financial Aid awarded Pell grants to 20% of our students and 31% of students received other loans during the four fiscal year period. The Financial Aid Office expanded opportunities for students to receive federal financial aid across terms through the linking of Jan-term charges to spring semester and the application of remaining Pell Grant funds to summer term,

in which 14% of Jan-term (66 students) and 31% of summer term (212 students) received funds (see Table 25 below).

Table 25. Percent of Credit Students Receiving Financial Aid by Aid Type, Fiscal Year 2013 to Fiscal Year 2016

	FY 2013	FY 2014	FY 2015	FY 2016
Pell Grants	20.9%	19.5%	21.1%	18.4%
Loans, Scholarships, Need-Based Aid	22.7%	33.9%	34.2%	32.1%

	FY 2013	FY 2014	FY 2015	FY 2016
Financial aid recipients				
a. Credit students receiving Pell grants	20.9%	19.5%	**21.1%**	**18.4%**
b. Credit students receiving loans, scholarships and/or need-based financial aid	22.7%	33.9%	**34.2%**	**32.1%**

CONCLUSION

According to the recent MSCHE self-study report from June of 2016, FCC met, and in many cases, exceeded the 14 standards to maintain regional accreditation. The visiting team submitted a favorable report and left us with some recommendations, which the College has been addressing with due diligence. MHEC continues to be a supportive partner and according to statewide metrics the College is doing well. This report included federal and state data from cited sources to demonstrate the effectiveness of the College. The 2017 MHEC Data Book can be viewed in its entirety by following this link and IPEDS data can be reviewed by following this link.

Each team of the College is committed to continuous improvement, and every achievement noted in this report was accomplished through collaboration. The SAT and the College Teams have collaborated well and the outcomes they have delivered have been in support of student retention, persistence, and student success. Many of the efforts from FY 2017 have continued into FY 2018 and the College continues to support these initiatives. As noted above, the College, through the Foundation, has increased its commitment to Student Success Funds, and the new Parents Lead Program has been initiated. An important goal of the FY 2019 budget building process is to allocate operational funds to support the Cybersecurity Program, as the federal grant funding that helped build the program ends in FY 2019.

The IE Team thanks the many 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.