Frederick Community College

Institutional Effectiveness Report

Fiscal Year 2018

Our Mission:

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

Table of Contents

EXECUTIVE SUMMARY

Institutional effectiveness is the capacity the College has developed to support its mission and the extent to which it has met the goals and objectives of the strategic plan *FCC 2020*. College planning and assessment change each year, often in response to external requests from local, state, and federal agencies. For the next few years, planning and assessment will continue to be driven by the new Middle States Commission on Higher *Education* (MSCHE) reporting requirements, Maryland Higher Education Commission (MHEC) compliance and ad hoc report requests, and the College Board of Trustees (BOT) Annual Strategic Priorities (ASPs).

The development of this report begins June 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 examples of in-house assessment requests and reports 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 2018 IE Report is on presenting measures and outcomes that are standard state and federal metrics of IE, as well as other outcomes the College accomplished from July 1, 2017 to June 30, 2018. Activities and outcomes that occur after July 1, 2018 will be reported in the 2019 Institutional Effectiveness Report.

2018 INSTITUTIONAL EFFECTIVENESS REPORT

Middle States Commission on Higher Education Regional Accreditation (MSCHE)

On April 3rd, 2018, FCC received the first of many communications from MSCHE related to completing the first Annual Institutional Update (AIU). The AIU is part of the new eight-year accreditation cycle and replaces the Institutional Profile the College used to submit annually. The AIU is comprised of financial and student achievement data that is drawn from the most recent IPEDS and some additional data submissions by the College. The data for the initial AIU is from FY 2017, which is the IPEDS data that was available in August of 2018. The College will complete the AIU for the next three years and in FY 2022, MSCHE will use the compiled AIU data to do the Mid-Point Peer Review (MPPR)

The MPPR is a peer review of the accumulated financial data and student achievement data submitted by the College through a series of Annual Institutional Updates. The Peer Evaluators will look at the AIU data and any additional information the College has submitted with that data, and they will look for any trends the data might reveal. The MPPR allows the Commission to confirm that the data do not raise concerns about the ability of the College to continue to meet the expectations of the Commission's standards and requirements of affiliation. The Peer Evaluators will indicate that there appear to be no concerns related to the data reflected in the series of AIUs submitted by the College, or that there are concerns that merit institutional attention and annual updating in conjunction with the AIU; or that there appear to be serious concerns that merit further attention by the Commission. The MPPR is not a comprehensive evaluation and will not result in reaffirmation of accreditation. The purposes of the

review are to provide useful feedback to the College about its data, and, if necessary, to request further information on specific areas or issues.

FCC submitted its initial AIU on time on September 28, 2018, well before the extended due date of October 12, 2018.

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." (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 to FCC show that the College is on par for credit full-time (FT) retention, three-year transfer rate, student-to-faculty ratio, and outperforms its peer institutions for the part-time (PT) retention and all of the graduation measures.

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

	Retention Rate[2]		Graduation Rate[3]			Transfer Rate[4]	Student-to-Faculty Ratio
	FT	PT	3-Year	6-Yr FT	6-Yr, PT	3-Year	Fall 2017
Frederick CC	**67%**	**53%**	**31%**	**36%**	**15%**	**22%**	**17**
Harford CC	67%	53%	29%	32%	15%	25%	19
Howard CC	69%	48%	19%	31%	14%	19%	14
CSM[5]	64%	41%	28%	25%	11%	22%	18
Peer Average	*67%*	*49%*	*27%*	*31%*	*14%*	*22%*	*17*

1. Source: 2018 *Integrated Postsecondary Education Data System (IPEDS)*
2. Retention rate fall 2016 to fall 2017
3. The 3-year graduation rate cohort contains first-time, full time, degree-seeking students as of 2014. The 6-year graduation rate cohort contains first-time, full time, degree-seeking students as of 2009.
4. The 3-year transfer rate contains first-time, full time students enrolled in fall 2014.
5. College of Southern Maryland (CSM)

Given that 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. This year again FCC has the highest four-year graduation/transfer rates among the 16 Maryland community colleges (see Figure 1 below). The efforts the College has made to improve

student completion has paid off and student success programs have been effective.

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

College	Rate
Frederick	65.9%
Garrett	61.6%
CSM	61.6%
Harford	59.3%
Allegany	55.7%
Chesapeake	55.4%
Carroll	55.3%
Anne Arundel	53.3%
Hagerstown	52.6%
Howard	52.5%
Wor-Wic	46.7%
Cecil	45.7%
Montgomery	45.6%
Baltimore City	40.8%
CCBC	40.7%
PGCC	36.8%
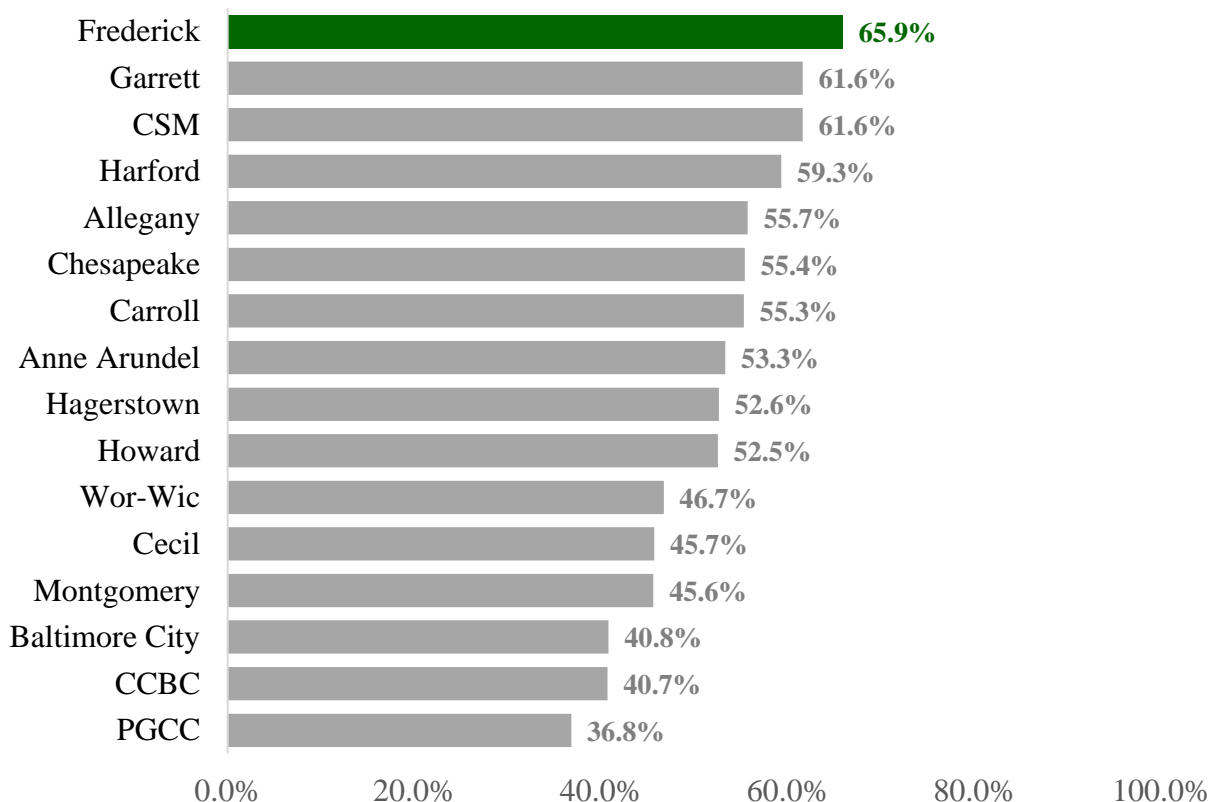
Source: MHEC Retention, Graduation, and Transfer Rates at Maryland Community Colleges September 2018 (2012 Cohort)

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 timelier basis, in addition to maintaining accurate records for internal use. Graduation data is submitted in January, June, and September as a part of the NSC DegreeVerify program, which allows students, other institutions, and employers to obtain degree verifications directly from the agency.

On the state level, the College submits over 60 regularly scheduled compliance reports to MHEC, MSDE, and the Maryland Association of Community Colleges (MACC). The reports range in scope and most of the reports reflect the performance of the College in a specific area designated by each report. In

addition to assessing College compliance designated by each report, many of the data sets are used in aggregate in reports developed by the state agencies for reporting to the state legislature, the Governor, or other federal agencies. Several of the larger compliance reports requested by MHEC are summarized below, with links to the full texts.

The Diversity Strategic Plan Annual Report to MHEC (Cultural Diversity Plan), was presented to the BOT for approval at the August 15, 2018 meeting, and then sent to MHEC. The *Cultural Diversity Plan* is required by the Annotated Code of Maryland Education Article § 11-406 (2013). In a memo dated March 15, 2018, MHEC advised public higher education institutions to submit an annual progress report on cultural diversity plans in a narrative format by September 1, 2018. MHEC requested that the following be discussed in the narrative: the diversity plan: its major goals, progress, and areas for improvement; efforts to increase the numerical representation of traditionally underrepresented minority (URM) groups in terms of students, faculty, and staff and ways the College seeks to recruit and retain URM populations ; efforts designed to create positive interactions and cultural awareness among students, faculty and staff ; any other initiatives that are central to the cultural diversity plan. In addition, MHEC requested a section on the College process for reporting hate-based crimes. The full report can be found at the following link: *Cultural Diversity Plan*

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 Post-Secondary Education. MHEC has responsibility for approving the individual plans, as well as reviewing and presenting the reports, with recommendations, to the MHEC Commission, the Governor, and the General Assembly.

The FY 2018 report was approved by the BOT on September 12, 2018 and was submitted to MHEC on September 13, 2018. The PAR reported the status of 68 data elements based on five goals: Quality and Effectiveness, Access and Affordability, Diversity, Student-Centered Learning, Economic Growth and Vitality. Also, eleven student characteristics were included. The purpose of the report was to show the progress of the indicators toward five-year benchmarks that were approved by the BOT on September 21, 2016.

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 graduation/transfer rates after four years among Asian and African American students
- Exceeded online enrollment in credit and non-credit students
- Exceeded the benchmark of number of graduates in STEM Programs

- Increased number of developmental completers after four years and exceeded the benchmark
- Exceeded the benchmark of fall-to-fall retention rate for the Pell grant recipients
- Reached the benchmark for racial/ethnic diversity among full-time administrative and professional staff
- Exceeded the benchmarks of credit and non-credit of nonwhite students and it is more than the diversity of Frederick County
- Exceeded the benchmark of number certificate awarded

The College continues to address the following indicators:

- Focusing on increasing racial/ethnic diversity among full-time nonwhite faculty
- 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 2018 Performance Accountability Report can be accessed by following this link. PAR

Another report used to assess the effectiveness of the College 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. They also 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 2018 audit. The *Annual Financial Report to the Maryland Higher Education Commission from Frederick Community College* was submitted to MHEC on October 5, 2018. Representatives from SB & Company presented the report at the October 17, 2018 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.

Institutional Research

In addition to state and federal requests, OPAIR also responds to a significant number of internal research and data requests. The requests vary widely, however, many are in support of program review, or support of grant proposals. In FY 2018, OPAIR developed and deployed numerous ad hoc survey projects for all areas of the College including surveys for Information Technology (IT), the College Bookstore, and Enrollment Services.

OPAIR and the IT Training Coordinator collaborated to create an online survey for FCC staff members to assess their level of ability related to commonly used software, the importance of specific technology

skills as they relate to their work, and which additional technology areas were of interest to them. Respondents were also invited to provide suggestions as to how the IT area could better support individual and organizational success. To ensure maximum participation, the instrument was launched in September 2017 after faculty returned for the fall semester. One hundred and forty-seven surveys were completed. Results showed that navigation of Windows 10, use of Outlook mailbox and calendar features, and Word features and customizations were rated "very important" or "important" to the majority of users, most of whom considered themselves "skilled" or "competent." The survey also revealed that the Time and Labor module in PeopleSoft is routinely accessed 75% of all users. Respondents expressed the most interest in Outlook, Word, and Excel productivity, as well as Adobe Basics.

In preparation for the fall 2018 semester, the College Bookstore commissioned a brief market research survey to gauge customer preferences and needs, and gather basic customer demographics. Deployed in May 2018, students accessed the instrument via a link posted on College social media sites (Facebook and Twitter), and via a weekly news blast from the Office of Student Engagement. This effort garnered 184 responses. The survey revealed that most students (82%) purchased materials required for their courses, with the majority (86%) doing so via the campus bookstore. The top three factors that influenced where students made their purchases were price, confidence in obtaining the correct books for their courses, and the ability to purchase used books. More than half (53%) of respondents preferred to use printed books only. When asked which devices they used to access course materials (e.g. digital books, access codes, etc.), the majority of students (85%) indicated that they used laptop computers. Many bookstore customers were second year (or greater) students (68%), intended to transfer to a four-year institution (43%), and attended classes full-time (53%).

At the request of the Vice President for Learning Support, OPAIR created a comprehensive intake process survey that was distributed via an invitation to students' *myFCC* accounts. The survey was conducted between February and April 2018. It received 945 unique responses. Students answered questions rating their experiences with admissions and registration, counseling and advising, financial aid (if applicable), and the physical features of College facilities. Information about students' academic goals was also collected. Fifty-three percent of all respondents were enrolled at the College to complete an AA degree. Half of the students polled indicated that they enrolled in classes online and of those, 95% stated that the ease in which they were able to do so was "very easy" or "fairly easy." Those who registered in person most frequently did so via Counseling and Advising (47%) and the Welcome Center (33%). Based on their experiences, 93% of students surveyed "agreed" or "strongly agreed" that "the admissions process was easy" to navigate, "FCC staff was friendly and knowledgeable," and that they were "treated with respect and courtesy." In addition, student answers revealed which offices they visited most often within and outside of Jefferson Hall and the approximate time they met with staff members. Seventy-seven percent of respondents indicated that they met with Admissions staff for 10 to 30 minutes. Ninety-five percent of students answered affirmatively that they were given enough time during all interactions with College staff. When students were asked to rate their overall experience with the FCC enrollment process at the end of the survey, 87% of all respondents answered that their experiences were "good" or "very good."

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. In FY 2018, the College completed 17 reviews of degrees, certificates, and letters of recognition, with most of these programs in the Arts & Humanities areas. One example of an effective program review can be seen in the College film and video program. During the review, the film and video production program manager completed an in-depth analysis of the program. Two key initiatives identified by the program manager include exploring new avenues such as grants to help increase the budget for software, hardware, and equipment and updating the program goals, objective, learning outcomes, and mission statement to be more representative of the film and video production program after the recent separation of the digital media design degree. In FY 2018, the College plans to complete the reviews of an additional 30 programs.

General Education Assessment

The College also assesses its general education competencies at the course-level. In FY 2018, Academic programs completed a three-year cycle of assessment of general education competencies in a high-enrollment, general education course, (or courses). These projects were identified during the first semester of the three-year cycle, and faculty were required to assess one of the general education competencies, and one of the following competencies: critical thinking, quantitative/scientific reasoning, oral/written communication, and technological competence, which are required to be assessed by MHEC and MSCHE. In fall 2017, the departments completed their final assessment data collection, and in spring 2018 the faculty completed a final assessment report.

After completing multiple, three-year cycles of assessment, and based on feedback from the MSCHE accreditation site visit, the College is expanding its future general education assessment efforts. The new assessment process will be completed using a five-year structure that mirrors the successful program review process of the College. With the full implementation of TK20, the College assessment software, all general education courses will be assessing critical thinking and oral/written communication in fall 2018 and spring 2019. Table 2 below presents data related to course level assessment.

Table 2. Academic Programs Assessment Plan Progress

	Allied Health & Wellness	Social Sci.	Arts & Humanities	Comp., Bus., & Tech.	Nursing	Eng.	Math	Sci.
Oral/Written Communication	86%	-	89%	92%	-	68%	-	-
Critical Thinking	87%	-	-	93%	-	-	82%	68%
Quantitative Reasoning	-	-	-	-	-	-	73%	-
Technological Competence	-	-	-	-	-	-	63%	-
Scientific Reasoning	-	-	-	-	-	-	-	71%
Ethics	-	-	-	93%	-	-	-	-
Arts & Humanities	-	-	78%	-	-	-	-	-
Social Sciences	-	-	-	-	-	-	-	-
Cultural Competence	-	-	-	-	87%	68%	-	-
Health and Wellness	-	-	-	-	52%	-	-	-

The data in Table 2 show the percentage of students demonstrating competency for each of the general education goals assessed. These data demonstrate that overall, students are very successful. However, the benefit of these assessment projects can be seen through the improvements made by faculty to instruction. One example exists in the Communication, Humanities, and Arts (CHA) Department where faculty assessed student arts & humanities, critical thinking, and oral/written communication competence using an artwork analysis presentation. During the first few semesters of data collection, students struggled with the arts & humanities competence component of the assignment. The art faculty members identified that students struggled in remembering and integrating art terminology into their presentations. With this information, the faculty worked together to develop a worksheet of art terminology they are able to provide and review with students. After this was implemented, the art faculty saw improvements in student learning.

Non-Academic Program Review

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

Non-academic programs at FCC are completing self-study program reviews over a five-year cycle. To balance available resources and the workload for the 33 non-curricular programs and OPAIR, a program review cycle has been created so that no more than eight program areas will be up for review during a single fiscal year. However, this process has so far required some fluidity, as staffing has changed within programs at the College. In year one of this cycle (FY 2018), four program areas were scheduled to complete self-study reviews. These program areas are listed below and include status updates regarding progress toward completing the program review.

Admissions: The Admissions Office completed the program review process and submitted their final

report in the spring of 2018. The 38-page report captured 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 were assessed and included in the report narrative. The narrative report also includes a positive external review from Admissions staff at Hagerstown Community College.

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.

Ten program areas are slated for review in FY 2019 include:

- Center for Student Engagement
- Facilities Planning
- Human Resources
- Counseling and Advising
- Multicultural Student Services
- Testing Center
- Financial Aid
- Veterans Services
- The Office for Planning, Assessment, and Institutional Research (OPAIR)
- Disability Services

Over the summer of 2018, the Senior Researcher for Institutional Effectiveness gathered program managers of these areas together to review the program review process. Currently, one-on-one meetings between the Senior Researcher and individual program managers are underway to discuss the nuances of completing each review.

STATUS OF *FCC 2020*

FY 2018 marked the 3rd year of the five-year strategic plan and was unique in that MHEC released the new Maryland State Plan for Postsecondary Education: Increasing Student Success with Less Debt 2017-2021 (MSP). The Annotated Code of Maryland Education Articles §§ 11-302 and 303 requires all public colleges and universities to review their mission statements and submit their BOT approved mission statements in a report to the Maryland Higher Education Commission (MHEC) for review every four years immediately following the release of a new state plan. At the July 28, 2018 BOT retreat, the Trustees participated in a rigorous review of the FCC Mission Statement. As part of the process, the

Trustees provided valuable feedback related to the mission statement that will be reviewed as the College begins the process of crafting a new College strategic plan in FY 2020. The BOT affirmed the current FCC Mission Statement at the July retreat.

The 2018 MHEC Mission Statement Review Report is a comprehensive review of the College mission, goals, and objectives, and how they support the MSP. The report includes summary and assessment data, as well as plans for future programs. The report was presented at the September 12. 2018 BOT meeting. The full report can be found at the following link: Mission Statement Review Report

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

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

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

Persistence

Persistence is a measure that follows a cohort of students within a defined 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 students is tracked, as well. Under the Degree Progress guidelines, a Maryland Community College monitors the status of cohort students who began in a fall semester, and completed 18+ credits within the first two years after entry at FCC. These data are collected, monitored, and reported to MHEC as part of the annual Performance Accountability Report (PAR), which was described earlier in this 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, English, and/or reading), who completed all recommended developmental coursework within four years after entry, is reviewed annually. The Degree Progress analysis has shown that students who complete their developmental requirements often successfully graduate or transfer. The percent of developmental completers for the 2009 cohort through the 2013 cohort is shown below in Table 3.

Table 3. Percent of Developmental Completers, by Four-Year Cohort, 2009-2013

	2009	2010	2011	2012	2013	FCC Avg.	Peer Avg.
% Completers	61.7%	61.6%	62.0%	64.9%	66.0%	63.2%	50.5%

On average 63.2% of FCC students successfully complete their developmental requirements four years after entry. When compared with FCC peer colleges, that is, mid-sized community colleges in Maryland (Howard, Harford, and the College of Southern Maryland). FCC exceeded their average by nearly 13 percentage points.

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. Successful-persister rates for the 2009 cohort through the 2013 cohort are shown below in Table 4.

Table 4. Percent of Successful-Persisters by Four-Year Cohort, 2009-2013 Requested from MCCRG

	2009	2010	2011	2012	2013	FCC Avg.	Peer Avg.
College-Ready Students	84.4%	87.8%	90.8%	87.8%	88.6%	87.9%	85.6%
Developmental Completers	80.1%	77.7%	79.8%	82.2%	81.3%	80.2%	82.9%
Developmental Non-Completers	39.4%	45.5%	45.7%	34.3%	32.2%	39.4%	41.0%
All Students in Cohort	77.5%	79.2%	80.7%	79.8%	80.1%	79.5%	76.1%

On average, 87.9% of college-ready students at FCC fit the MHEC definition of "successful persisters." Not surprisingly, those students who fail to complete their developmental coursework (Developmental Non-Completers) have the lowest average successful persister rates across the five FCC cohorts (39.4%) and among the average across FCC peer institutions (41.0%).

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 2016 students returning in fall 2017. A full listing of full- and part-time student retention rates in all 16 Maryland community colleges, as well as the statewide average are shown in Table 5.

Table 5. Maryland Community College Full-Time and Part-Time Student Retention Rates, Fall 2016 to Fall 2017 (Credit)

	Full-Time	Part-Time
Montgomery College	75%	55%
Anne Arundel Community College	72%	53%
Carroll Community College	70%	52%
Howard Community College	*69%*	*48%*
Harford Community College	*67%*	*53%*
Frederick Community College	**67%**	**53%**
College of Southern Maryland	*64%*	*41%*
Garrett College	62%	43%
Chesapeake College	61%	36%
Hagerstown Community College	59%	50%
Allegany College of Maryland	58%	31%
Prince George's Community College	56%	44%
Cecil College	55%	33%
The Community College of Baltimore County	48%	40%
Wor-Wic Community College	46%	45%
Baltimore City Community College	46%	33%
Statewide Average	**61%**	**44%**

FCC peer institutions are in *italicized text*

The fall 2016 to fall 2017 retention rate for full-time students at FCC was 67%, 5th highest among Maryland community colleges and above the statewide retention rate for full-time students (61%). The retention rate of part-time students at FCC was 53% (tied for second highest alongside Montgomery College, Anne Arundel Community College and Harford Community College), eclipsing the statewide

part-time student average retention rate of 44%.

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%). The 150% graduation rate for the fall 2014 cohort (that is, students who graduated or transferred by fall 2017) is shown below in Table 6.

Table 6. Maryland Community College 150% Graduation Rates, Fall 2014 (Credit)

	150% Grad. Rate
Hagerstown Community College	37%
Carroll Community College	34%
Garrett College	32%
Frederick Community College	**31%**
Harford Community College	*29%*
College of Southern Maryland	*28%*
Montgomery College	23%
Allegany College of Maryland	22%
Cecil College	21%
Anne Arundel Community College	20%
Wor-Wic Community College	20%
Howard Community College	*19%*
Chesapeake College	18%
Baltimore City Community College	13%
The Community College of Baltimore County	12%
Prince George's Community College	9%
Statewide Average	**23%**

FCC peer institutions in *italicized text*

FCC had the highest 150% graduation rate among peer colleges and fourth among all Maryland Community Colleges. Further, only six of the sixteen Maryland community colleges boast a 150% graduation rate over 25%, and roughly one-third of Maryland community colleges have 150% graduation rates below 20%. An examination of the 150% graduation rate for the 2010 through 2014 cohorts at FCC is presented below in Figure 2.

Figure 2. Frederick Community College 150% Graduation Rate, 2010-2014
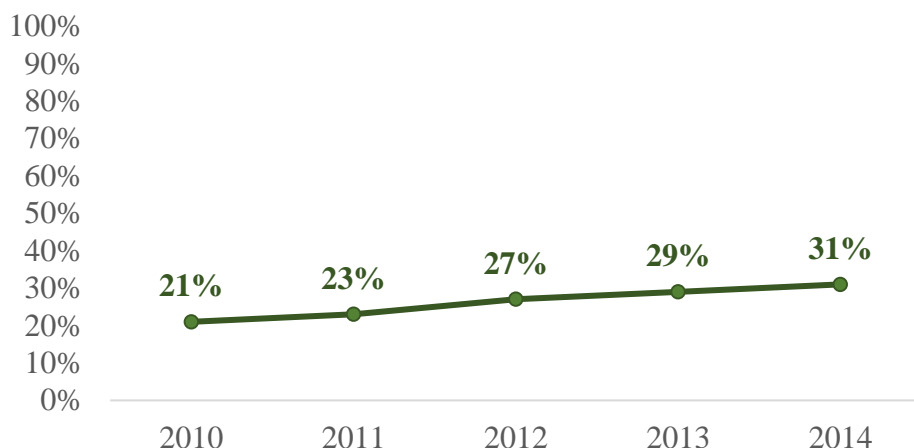
Over time, the FCC 150% graduation rate has increased steadily. For example, 21% of first-time, full-time, degree-seeking students in the 2010 cohort graduated within three years of first enrolling at FCC. This average has increased roughly two percentage points for each cohort since 2010, rising to 31% for the 2014 cohort.

In addition to the 150% graduation rate as a measure of completion, FCC also evaluates the number of graduates by award types (degrees and certificates). The number of earned degrees at FCC from FY 2014 to FY 2018, by type are shown below in Table 7.

Table 7. Number of Earned Associate Degrees (by Type) and Certificates among Credit-Bearing Students, Fiscal Year 2014 to Fiscal Year 2018

	FY 2014	FY 2015	FY 2016	FY 2017	FY2018	% Change 2014-17
Career Degrees	180	190	203	193	213	**+18.3%**
Transfer Degrees	667	707	778	684	669	**+0.3%**
Certificates	176	183	187	265	230	**+30.7%**
Total Awards:	*1,023*	*1,080*	*1,168*	*1,142*	*1,112*	*+8.7%*

Since Fiscal Year 2014, the total number of degrees and certificates earned by FCC students has increased 8.7%, from 1,023 degrees and certificates in FY 2014 to 1,112 in FY 2018.

The percentage of students who graduate and/or transfer to other institutions after their initial enrollment at FCC is another measure of completion for students based on the Maryland Model. Three distinct student categories are considered in this metric: "college-ready" students who earned satisfactory scores on a college placement test, "developmental completers" who required – and completed –one or more developmental remediation courses, and "developmental non-completers" who required remediation but did not complete their developmental coursework. FCC graduation/transfer rates for the 2010 through 2013 cohorts are shown below in Table 8.

Table 8. FCC Graduation/Transfer Rate by Four-Year Cohort, 2010-2013 (Credit)

	2010	2011	2012	2013	FCC Average	Peer Average
College-Ready Students	80%	83%	79%	81%	81%	71%
Developmental Completers	58%	60%	62%	60%	60%	57%
Developmental Non-Completers	33%	40%	32%	33%	35%	28%
All Students in Cohort:	*65%*	*67%*	*66%*	*66%*	*66%*	*57%*

On average, 81% of "college ready" students graduated four years after entry, a full ten percentage points higher than this same metric among peer institutions. This rate was 60% among students who had to take developmental courses before being eligible to take college level courses. The average graduation/transfer rates across four student cohorts (2010-2013) at FCC among college-ready students, developmental completers, and developmental non-completers are higher than the average of these same metrics at the three FCC peer institutions.

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 2014 through spring 2018 is shown below in Figure 3.

Figure 3. FCC Transfer Rate Spring 2013 to Spring 2017 (Credit)
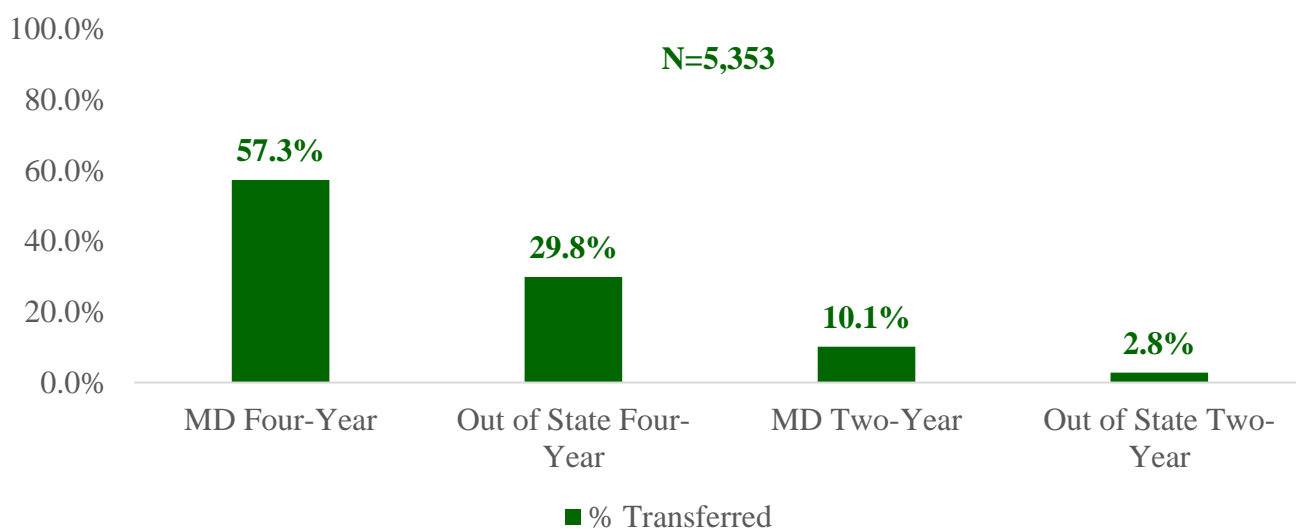
Of 5,353 students, approximately 67.4% transferred to either a Maryland two-year or four-year college. Specifically, 57.3% (3,066 students) transferred to Maryland four-year institutions, 10.1% (542 students) transferred to Maryland two-year institutions, 29.8% (1,597 students) transferred to out-of-state four-year institutions and 2.8% (148 students) transferred to out-of-state two-year institutions. Overall, 87.1% of FCC transfer students moved on to a four-year educational institution.

The FCC transfer rate for fall 2014 cohort students who began their studies as full-time, first-time degree- or certificate-seeking students and transferred to another institution shown below in Table 9.

Table 9. Maryland Community College Transfer Rate Fall 2014 Cohort (Credit)

Maryland Community Colleges	Transfer Rate
Garrett College	31%
Chesapeake College	30%
Anne Arundel Community College	27%
Wor-Wic Community College	27%
Allegany College of Maryland	26%
Harford Community College	*25%*
Montgomery College	23%
College of Southern Maryland	*22%*
Frederick Community College	**22%**
Hagerstown Community College	22%
Baltimore City Community College	21%
Prince George's Community College	20%
Howard Community College	*19%*
Carroll Community College	16%
The Community College of Baltimore County	16%
Cecil College	12%
Statewide Average	**22%**

FCC peer institutions in *italicized text*

FCC ranked second among the peer colleges and 7th 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. In an effort to streamline the transfer process between the College and four-year institutions, FCC has made a concerted effort to target articulation agreements with the top transfer institutions, resulting in fourteen new articulation agreements with five universities in the state of Maryland: L'Academie de Cuisine, Mount St. Mary's University, Salisbury University, Stevenson University, and the University of Maryland-Baltimore College.

Outside of students graduating and/or transferring from the College, FCC also tracks the wage growth of credit career program graduates as a student outcome measure. The College provides the list of graduates to the Jacob France Institute (JFI) at the University of Baltimore Merrick School of Business, where staff then match the list of graduates with the unemployment insurance earning records of federal, state, and local government agencies. The median income of graduates one year prior to graduation and three years after graduation is then reported back to FCC. Median income levels one year prior to graduation, and three years after graduation from Fiscal Year 2013 to Fiscal Year 2017 are shown below in Table 10.

Table 10. Median Income Levels Prior to and After Graduation, Fiscal Year 2013 to Fiscal Year 2017

Year	1 Year Prior	3 Years After	% Change
2013	$22,414	$45,080	*+101.1%*
2014	$17,951	$42,931	*+139.2%*
2015	$21,798	$44,824	*+105.6%*
2016	$17,703	$42,120	*+137.9%*
2017	$16,653	$43,624	*+162.0%*

In 2013, FCC graduate income level was double what they were earning one year prior to their graduation. By 2017, the gap between earnings one year prior to graduation and earnings three years after graduation had nearly tripled. Indeed, the average FCC student who was earning just under $17,000 one year prior to their FCC graduation was earning nearly three times that amount ($43,624) – a 162% increase in earnings – within three years of graduating.

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

The Academic Affairs, Continuing Education, and Workforce Development team developed a five-year Academic Master Plan (AMP) this past year through a collaborative process involving input from 125 participants. The AMP consists of four themes: educational excellence, academic support and infrastructure, academic affairs faculty/staff development and leadership, and modernization and impact. These four themes have corresponding goals and objectives linked to the goals of the Maryland State Plan and to the Middle States Standards for Accreditation. The AMP has criteria for academic program review, curriculum development, and course and program assessment, with benchmarks to gauge the FCC student lifecycle and guided pathways progress. The AMP is linked to the College IT Strategic Plan, the Facilities Master Plan, and the annual budgeting process.

With "teaching and learning" at the forefront of the College mission statement, an examination of the classroom environment as a measure of effectiveness provides insight into how student learning is taking place. In this section, faculty aspects such as student to faculty ratio, the share of courses taught by full-time faculty as compared to part-time faculty are presented as are total enrollments in credit and continuing education courses. Classroom facilities characteristics such as average class size, the share of classes on campus as compared to online, and what share of courses are taught by adjunct instructors (and at what cost) are also discussed in this section.

A growing body of research examining the impacts of student to teacher/faculty ratio on student outcomes has produced mixed results. Yet the statistic still seems to be important to college administrators, parents, and students. Indeed, the student-to-faculty ratio for credit-based courses is reported to MHEC and IPEDS annually as a measure of instructional effectiveness. The student to faculty ratio in credit-based courses at FCC during fall 2017 (the most recent year for which we have data) was higher than the statewide average (17:1) and lower than two of the three FCC peer institutions used as benchmarks. The FCC student to faculty for fall 2017 is shown below in Table 11.

Table 11. Student to Faculty Ratio for Credit-Based Courses, Fall 2017

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

FCC peer institutions in *italicized text*.

Over time, the gap in distribution of classes taught by full-time faculty and part-time (adjunct) faculty has narrowed. The percent of total credit hours taught by full-time and part-time (adjunct) faculty is shown below in Figure 4.

Figure 4. Percent of Credits taught by Full-Time and Part-Time (Adjunct) Faculty, 2014-2018, (excluding high school based dual enrollment courses)
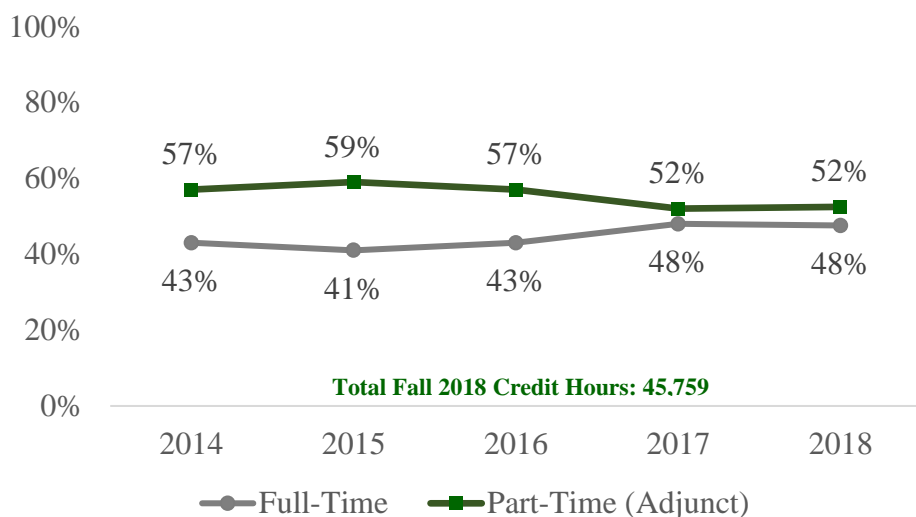
Of the 45,759 credit hours taught by either full- or part-time faculty in fall 2018, 52% were taught by adjunct faculty. This 5 percent drop, and subsequent 5 percent gain in the share of credits taught by full-time faculty, occurred between fall 2014 and fall 2017, and remained at 52% in fall 2018.

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 by fiscal year for credit and continuing education are shown below in Table 12.

Table 12. Duplicated Enrollments in Distributed Learning, Fiscal Year 2014 to Fiscal Year 2018

	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	% Change FY '13-'18
Credit	5,868	6,308	7,803	8,315	9,076	**+54.7%**
Continuing Education	396	1,121	897	1,407	456	**+15.2%**

Distributed learning enrollments in credit courses have increased almost 54.7% between fiscal year 2014 and fiscal year 2018. In continuing education, distributed learning has varied from year to year. For example, a grant that funded more online MACEM course offerings was directly related to the 1,407 enrollments in fiscal year 2017; however, the total enrollments fell to 456 in fiscal year 2018. This still marks a 15.2% increase in continuing education distributed learning enrollments since fiscal year 2014.

A more nuanced look at headcount by instructional delivery type is shown below in Table 13.

Table 13. Unduplicated Headcount by Instructional Delivery Type, Fiscal Year 2015 to Fiscal Year 2017

	FY 2015		FY 2016		FY 2017		FY 2018	
Instructional Delivery Type	N	%	N	%	N	%	N	%
Face-to-Face Only	5,373	63.2%	5,232	59.6%	5,289	58.8%	4,975	55.9%
Distance Only	913	10.7%	1,104	12.6%	1,126	12.5%	1,188	13.4%
Face to Face and Distance	2,211	26.0%	2,439	27.8%	2,579	28.7%	2,733	30.7%
Total Students:	*8,497*	*100.0%*	*8,775*	*100.0%*	*8,994*	*100.0%*	*8,896*	*100.0%*

In fiscal year 2018, over half (55.9%) of credit students took courses through traditional 'face-to-face' instructional delivery. More students are taking their courses exclusively online, with 13.4% of the fiscal year 2018 headcount enrolled in "distance only" courses. Students taking courses exclusively online and through hybrid instructional delivery (face to face and distance) reached a high point in fiscal year 2018 (44.1%) as compared to fiscal years 2015 through 2017.

Updating the course scheduling process has been a major focal point for Academic Affairs since fiscal year 2017. A priority of this update was to ensure greater access to all students who were enrolling in courses at FCC. Goals associated with these changes to the scheduling process include:

- Course scheduling more attuned to student needs within limited space constraints
- Adding sections of high-demand classes
- 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
- Reduced cancelled course sections.

A more detailed description of course enrollments, availability, and cancelled course sections in Arts

and Sciences is shown below in Table 14.

Table 14. Course Registrations, Availability, and Enrollments, Arts and Sciences, Fall 2016 - Spring 2018 (Credit)

	FY 17	FY 18	% Change
Enrollments	22,168	22,296	*+0.6%*
Sections[1]	1,409	1,356	*-3.8%*
Average Class Size	16	16	*0.0%*
Student Credit Hours	64,062	66,512	*+3.8%*
Total Seats Available	29,152	28,901	*-0.9%*
Cancelled Sections	162	106	*-34.6%*

[1.] Includes labs and combined sections.

The effort to change course scheduling in Arts and Sciences resulted in enrollment growth, despite fewer course sections and fewer available seats. Yet, the total number of credit hours enrolled increased by nearly 4 percent all while maintaining the average class size. Most notable is the 34.6% reduction in cancelled sections from 162 in FY 2017 to 106 FY 2018.

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

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, 2018. The College will continue to review all policies and procedures on an annual basis to ensure that they remain current and effective. The College policies and procedures and the Employee Handbook with addendums can be reviewed at the following link: Policies and Procedures

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 the mission, to a set of long-term strategic goals and objectives. Each year, the BOT develops the ASPs at their July retreat that provide direction for College operations in support of the College strategic plan *FCC 2020*. Team Plans are developed around *FCC 2020* and the ASPs. All College employees develop, in consultation with their direct supervisor, their Employee Development Plans (EDPs). The EDPs are based on the ASPs and the employee's respective team plan. Resource allocations are based on connections to *FCC 2020* and the ASPs. At the end of each fiscal year, the status of team plan objectives is reported to OPAIR by each Senior Leader to ensure the cycle of assessment is closed.

In FY 2018, the College utilized TK-20 platform to receive updates on the SAT and Unit Plans. All the status reports were compiled in to 167-page document titled *The 2018 Status Report Team Plans and Annual Strategic Priorities* and was shared with the SLT in September 2018.

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

The Partnership to Achieving Student Success (PASS) program, created in 2011, provides support for recent high school graduates who place into one or more developmental course(s) at FCC. In its seventh

year, FY 2018, the program had 36 participants that were compared to 132 students eligible but did not participate in the program. Students who participated in PASS remained enrolled at FCC as either a full- or part-time student from fall 2017 to fall 2018 at a higher rate (69.4%) than their non-PASS peers (65.2%). A higher percentage of PASS students received Pell Grants (47.2%) as compared to their non-PASS peers (36.4%). At the end of spring 2018 term, 55.6% of PASS students were in "Good Academic Standing", slightly below that of their non-PASS peers (59.8%). Achievement metrics for PASS program students is shown below in Table 15.

Table 15. Persistence, Pell Recipient, and Academic Standing of Students in the Partnership to Achieving Student Success (PASS) Program. Fiscal Year 2018

	PASS	Non-PASS
N Students	36	132
% Persisting Fall 2017 to Fall 2018	69.4%	65.2%
% Receiving a Pell Grant	47.2%	63.4%
% In Good Academic Standing	55.6%	59.8%

FCC was named a 2018 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 in Veteran Services at the College in FY 2018:

- 324 veterans received benefits from the Veteran's Administration (VA) for school use in FY 2018.
- 58% of veterans have a service-related disability

In the spring 2018 semester:
- 38.2% of veterans were first generation college students
- 42.2% of veterans were students of color
- 73.9% of veterans were male
- 23.2% of veterans were placed in at least one developmental course

Demographic and performance metrics of students working with the FCC Veterans Services department are shown below in Table 16.

Table 16. FCC Veterans Enrollment, Retention, Course Success, and Demographics, Fall and Spring Semesters 2015-2018

	FA 2015	SP 2016	FA 2016	SP 2017	FA 2017	SP 2018	Average
Enrollment	**216**	**201**	**200**	**196**	**205**	**199**	**204**
Retention	54.8%	69.0%	49.0%	62.7%	51.6%	57.8%	57.4%
Developmental Success	63.5%	70.5%	71.4%	75.3%	67.7%	53.6%	67.0%
Credit Course Success	77.0%	78.1%	74.0%	79.0%	72.6%	74.6%	75.9%
% Male	67.6%	68.2%	70.5%	72.4%	73.2%	73.9%	70.9%
% Minority	42.6%	38.8%	38.0%	34.7%	45.4%	42.2%	40.3%
Avg. Units Taken	10.9	10.4	10.5	10.9	11.0	10.8	10.8

Since the fall 2015 semester, on average, 200 students receiving veteran services have enrolled at FCC, over two-thirds of whom were male, and were either veterans or dependents of veterans. On average, roughly 57% of veteran students were retained after enrolling at FCC and completed about 11 credits per semester. Academically, 67.0% of the veteran students completed their developmental courses with a passing grade and were able to register for college-level courses. Three-fourths of these students earned successful grades (D or higher) in the credit courses. A breakdown of veterans' student graduation trends is shown below in Figure 5.

Figure 5. Number of FCC Graduates who are Veterans, 2015 to 2018
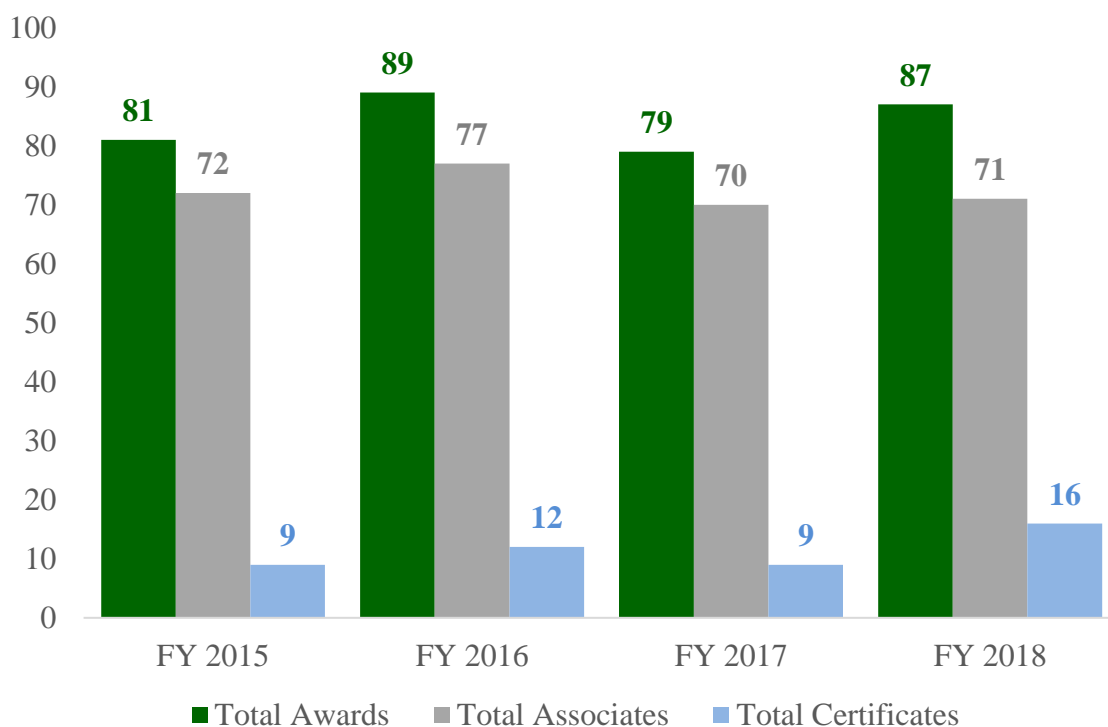
The number of graduates receiving support from the FCC Veterans Services Program has varied from fiscal year 2015 to fiscal year 2018. During this period, the total number of credentials earned (Associate degrees and/or certificates) has hovered between 81 (FY 2015) and 87 (FY 2018).

Frederick Community College supports the development of the regional workforce by

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

The Workforce Innovation and Opportunity Act (WIOA) was signed into law on July 22, 2014, and went into effect July 1, 2015. The workforce system established under WIOA is integrated to help both businesses and jobseekers. WIOA envisions connecting businesses with job seekers, through meaningful partnerships among workforce, education, human services, and economic development entities to ensure optimum results and leveraging of resources. The law addresses the needs of job seekers through establishing a workforce system that helps them access employment, education, training and support

services to succeed in the labor market. Through the American Job Centers (AJCs), WIOA works to address employer needs by matching them to the skilled workers they need to compete in the global economy.

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

While the College does not report on specific WIOA/ETPL/ITA funding, below is a list of the current reported programs where enrollment and outcomes for all students are submitted annually to the Maryland Department of Labor, Licensing and Regulation. In 2018, 195 students were enrolled or listed as declared majors across the 39 WIOA eligible programs listed in Table 17 below.

Table 17. Degrees, Programs and Courses 2018 WIOA Eligible Training Provider Activity

Program Name	Program Type
Accounting	AAS or AA
Accounting Basics Career Training	CEWD
Addictions Counseling	Career Certificate or LOR
Administrative Assistant Applications	CEWD
Administrative Assistant Fundamentals	CEWD
Architectural Computer Aided Design	AAS or AA
Architectural Computer Aided Design	Career Certificate or LOR
Bioprocessing Technology Certificate	Career Certificate or LOR
Building Trades Technology	Career Certificate or LOR
Business Management	AAS or AA
Business Management Certificate	Career Certificate or LOR
Certified Network Engineer	Career Certificate or LOR
CERTIFIED NURSING ASSISTANT	CEWD
CompTIA A+ Exam Prep	CEWD
CompTIA Network+ Exam Prep	CEWD
CompTIA Security+ Exam Prep	CEWD
Computer Aided Design Operator	Career Certificate or LOR
Construction Mgmnt & Supervision Certif.	Career Certificate or LOR
Culinary Arts & Supervision	AAS or AA
Excel-Microsoft Office Specialist Expert Exam Prep	CEWD
Healthcare Information Technology-Certificate	Career Certificate or LOR
Healthcare Practice Management	Career Certificate or LOR
Hospitality Management Certificate	Career Certificate or LOR
Information Security & Assurance	Career Certificate or LOR
Information Technology	Career Certificate or LOR
Medical Assistant	Career Certificate or LOR
Medical Billing	CEWD
Medical Billing and Coding	CEWD
Microsoft Foundation Word & Excel 2016 Exam Prep	CEWD
Paralegal	AAS or AA
Personal Computer Support Specialist	Career Certificate or LOR
Pharmacy Technician	CEWD
PMP and CAPM Certification Exam Prep	CEWD
Project Management	Career Certificate or LOR
QuickBooks Training with Certification Exam Prep	CEWD
Scrum Master Certified (SMC) Exam Prep	CEWD
Sign Language Interpreter Preparatory Program	Career Certificate or LOR
Sterile Processing Tech Certification	CEWD
Surgical Technology Certificate	Career Certificate or LOR
Veterinary Assistant	CEWD
Word-Microsoft Office Specialist Expert Exam Prep	CEWD

The FCC Adult Education Program continues to exceed state completion averages across all Educational Functioning Levels. The state annually provides the program with a completion rate goal by Educational Functioning Level (EFL), as well as total ABE and ESL goal. Students complete pre- and post- tests during their time in the Adult Education program, and completion at each level is based on score increases and placement in the next EFL. The program exceeded state assigned completion goals and retention rate in both ABE and ESL programming. Data for FY 2018 is provided below in Table 18

Table 18. Adult Education Program Enrollment, Completion, and Retention, FY 2018

Level	N Projected Enrollment	N Total Enrolled	Projected % Completed	% Achieving Measurable Skill	Retention Rate
ABE Level 1	30	20	50%	45.0%	65%
ABE Level 2	50	57	58%	36.8%	61%
ABE Level 3	100	89	47%	49.4%	70%
ABE Level 4	160	172	25%	36.6%	63%
ABE Level 5	30	33	37%	33.3%	64%
ABE Level 6	20	10	NA	40.0%	50%
ABE Total	390	**381**	38%	**39.9%**	64%
ESL Level 1	70	32	56%	62.5%	75%
ESL Level 2	70	86	56%	70.9%	78%
ESL Level 3	180	237	50%	54.0%	67%
ESL Level 4	180	235	41%	51.5%	70%
ESL Level 5	180	200	44%	51.5%	74%
ESL Level 6	100	83	23%	32.5%	63%
ESL Total	780	**873**	44%	**52.7%**	70%
Grand Totals	**1,170**	**1,254**	**42%**	**48.8%**	**68%**

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

Professional development (PD) opportunities have been aligned with the Employee Development Plan (EDP) goals since 2016. Below, in Table 19, are examples of the PD activities that took place during the FY 2018, and was conducted by the Center for Teaching and Learning.

Table 19. Teaching and Learning Hours Attendance

Teaching and Learning Hours Sessions/Series/Events	Culturally Responsive Teaching (CRT)	Scholarship of Teaching & Learning (SoTL)	Technology, Teaching, & Innovation (TTI)	Faculty Leadership & Academic Mgmt (FLAM)
Fall				
Purple Hibiscus --- Staff/Faculty	54			
DEI-related CTL Sessions (includes staff outside AA)	83			
Teaching Naked Certificates		4		
Honors Methods		16		
Misc. T & L Sessions		14		
BlackBoard Basics			18	
BlackBoard Advanced			10	
BlackBoard Test Out			7	
Faculty Appointment and Promotion				11
Adjunct Night				191
Adjunct Faculty Monthly		17		
MCAPD (State Conference/Adjuncts)		14		
Dual Enrollment Bootcamp Orientation				26
Spring/Summer				
Hillbilly Elegy --- Staff/Faculty	36			
DEI-related CTL Sessions (includes staff outside AA)	71			
Global/Cultural Comp Summer Institute	8			
Honors Methods		10		
Misc. T & L Sessions		31		
BlackBoard Basics			15	
BlackBoard Advanced			9	
BlackBoard Test Out			7	
Cert for Online Teaching (COTE)			10	
Introduction to OER & OER Grant Workshops			44	
Hybrid Course Design			26	
Adjunct Night				19
Adjunct Faculty Monthly		23		
TK20		28		
AFFACCT (State Conference)		19		
MD STEM (State Conference)		16		
DEAM (State Conference)		1		
Dual Enrollment Spring Training		24		
Fall & Spring/Year-long				
Dept-specific Training: Adjuncts (estimated for MA, Eng, CHA)		30		
New Faculty Orientation (NFO)		8 completed		
Totals (896)	142	255	146	247

Adjunct Faculty Professional Development: Programming included two adjunct faculty professional development evenings in fall, one in spring, monthly adjunct faculty sessions, and targeted training related to TK20 training. CTL processed nearly $25,000 in stipends in support of adjunct participation in professional development, over $2,000 more than in FY17. The first chart below reflects the attendance distribution at the three adjunct faculty professional development evenings. AHW and Nursing adjunct faculty comprised 20% of the attendance, a growth in attendance. The absence of building trades (BLDT) and emergency management (EM) adjunct faculty reflects a possible attendance recording error but is likely related to the separation of AA and CEWD events. The second chart reflects the attendee distribution at monthly adjunct faculty sessions facilitated by Faculty Scholar Cynthia Baush. These data indicate areas for growth in the diversity of participation.

In 2017-2018, the College expanded professional development offerings to faculty and staff around issues of equity, inclusion, and diversity including over 15 in-depth opportunities to engage all employees on difficult diversity topics including a summer intensive institute for faculty focused on culturally responsive teaching:

- Understanding and Interrupting Unconscious Bias
- Religious Identity in The Workplace
- Facilitating Difficult Conversations Across Difference 101 & 102
- Ableism 101: Supporting People with Disabilities
- Hot Button Triggers in Difficult Conversations (offered 2 times)
- The Language of Diversity and Inclusion
- Supporting Multilingual Students in the Classroom
- Supporting Trans* and Gender Non-Conforming Students
- Culturally Responsive and Informed Pedagogy
- Basic Inclusion in the Classroom for Students with Disabilities
- Handling Difficult Conversations in the Emergency Management Classroom
- Thriving at Work: Self & Community Care
- (Re)Claiming & (Re)Building Confidence
- Gender! 101
- What it means to THRIVE in a Diverse Community
- Diversity, Equity, and Inclusion at FCC
- Interrupting Hate: Bias Awareness, Reporting, and Response

Each year, the IT team works with the Employee Development Advisory Team (EDAT) to develop the Employee IT Training Needs Survey. Data collected from the survey were used to inform EDAT and IT training opportunities. The data was used and more than 50 training opportunities for employees were offered in FY 2018.

- Revamped the IT new employee orientation and negotiated a time extension from 15 minutes to a full hour to include education about acceptable use of technology and cyber security awareness that includes securing the College PII.
- Identified computer applications Subject Matter Experts (SME) on College used technologies. SMEs are College employees we've recruited for sharing their knowledge with

fellow employees. This approach has saved the College from spending extra funds on outsourced training. The training included: Microsoft Office 365 applications (Outlook, Word, Excel, Access, and Power Point), these sessions are sponsored by EDAT.

- Conducted Twenty-six training sessions in the following areas: cybersecurity awareness, classroom technologies, Blackboard Collaborate, PeopleSoft CS, PeopleSoft Business Intelligence, ImageNow, Perfect Forms and Adobe Forms.
- Created an IT training calendar, a training evaluation survey, and enabled the professional development calendar for training registration and scheduling.
- Conducted an intense cybersecurity awareness face to face campaign on campus, the campaign mostly focused on e-mail security, social engineering and securing Personally Identifiable Information (PII).
- Contracted with the SANS organization for annual employee cybersecurity training for fiscal year ending 2019. As of November 2018 the Information Technology Team and Senior Leaders have completed training with this new provider. Training will be opened in February of 2019 and will include full and part-time employees.

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

The Employee Handbook with Full-Time and Adjunct Faculty Addendum and CEWD Adjunct Faculty Addendum articulates the College governance structure.

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, 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/Executive Vice President for Academic Affairs, Continuing Education, and Workforce Development, the VP for Finance, the VP for Learning Support, the Chief of Operations, the Chief Information Officer, the VP for Human Resources, and the Special Assistant to the President for Institutional Effectiveness. The SLT

28

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)

In 2018, the Academic Affairs Unit continued on guided pathways initiative started in 2017. Also, the College focused on a new SAT approved by the Board as "Establish career and technical pathways for high school students to FCC certificates and industry credentials that lead to employment."

- Finalized criteria for academic program review, curriculum development, and AMP assessment; established benchmarks to gauge the FCC student lifecycle and guided pathways progress.
- Identified data benchmarks which include the percent of graduate satisfaction with educational goal achievement, the percent of fall to fall retention, and the graduate-transfer rate after four-years to gauge progress on the Academic Affairs student lifecycle and guided pathways initiatives.
- Worked with FCPS and Frederick High School Lynx program to identify three career pathways (Hospitality, Culinary, and Tourism, CNA/GNA, and Sterile Processing) to focus on for a pilot process in fall 2019 and identified additional career pathways for county-wide offerings and received support and approval for the program from the FCPS Superintendent, Dr. Theresa Alban. Some Marketing materials were developed for the career pathways to promote the programs.

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 20.

Table 20. FCC Foundation Contributions and Endowment Net Asset Value at Year's End1, Fiscal Year 2016 to Fiscal Year 2018

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

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

The OIA Team has continued to collaborate and support SAT subgroups and the Financial Aid Team to develop new programs and scholarships to help students succeed. A total of $754,171 was disbursed to students based on different scholarships. In Academic Works, 12 new scholarships were awarded from funds set up between FY2017 and FY2018. These awards totaled $51,891 and supported approximately 100 students. A general summary of scholarship applications and awards is presented in Table 21 below.

Table 21. Scholarship Applications and Awards, FY 2018

Scholarship Type	N Applications	Amt. Awarded
*Academic Works	826	$526,083
Continuing Ed. And WF Dev.	130	$65,739
George Shields Music	68	$44,483
Summer Scholarships (Current FCC Students Only)	75	$39,000
PASS Program	75	$24,000
Athletic Scholarships	45	$22,850
Student Success Funds	49	$16,008
Parents Lead	10	$16,008
	1,278	*$754,171*

FCC was the recipient of two grants, one that will help the College create a new Physical Therapist Assistant (PTA) A.A.S. degree program and another to provide childcare assistance to students who are parents. A $150,000 CTE Innovation grant from the Maryland State Department of Education (MSDE) will cover all startup costs for the new PTA program at FCC, including supplies, materials, equipment,

the hiring of a consultant to vet current curriculum, and costs associated with the accreditation process. The grant will enable FCC and Frederick County Public Schools (FCPS) to create a pathway for physical therapy education. FCPS, which received its own CTE Innovation Grant, will start a physical health rehabilitation specialty within its allied health academy of health professions. That program will align with the FCC Physical Therapist Assistant associate degree program to help students continue along their academic path. As the large elderly and veteran population in Frederick County continues to grow, the demand for PTAs is increasing. According to the Bureau of Labor Statistics, employment of PTAs is expected to grow by 31 percent from 2016 to 2026. Applications will be accepted in fall 2019 with a cohort proposed to start in spring 2020. FCC will offer a spring and fall cohort each year.

On average over the last five fiscal years, Financial Aid awarded Pell grants to 19% of our students and 30% of students received scholarships, need-based aid, or other loans. The College introduced a new Financial Aid Checklist to increase student financial awareness. Developed using PeopleSoft, the Financial Aid Checklist is a real-time, online mechanism for students to view their financial aid status, with notations as to which documents are needed to complete their financial aid file. Table 22 reporting percent of credit students received financial aid by type.

Table 22. Percent of Credit Students Receiving Financial Aid by Aid Type, Fiscal Year 2013 to Fiscal Year 2017

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
Pell Grants	20.9%	19.5%	21.1%	18.4%	16.2%
Loans, Scholarships, Need-Based Aid	22.7%	33.9%	34.2%	32.1%	29.5%

In addition, the Hospitality, Culinary and Tourism Institute (HCTI) hosted fundraising event to raise scholarship funds for HCTI students, which resulted in $9,000 in scholarship funds. The HCTI held its first cooking competition to raise funds for HCTI scholarship and awarded three HCTI students $2,000 in scholarship funds.

CONCLUSION

The College is committed to continuous improvement and every achievement noted in this report was accomplished through collaboration. 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.