



Institutional Effectiveness Report

Fiscal Year 2021



Our Mission:

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

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EXECUTIVE SUMMARY

Institutional Effectiveness (IE) is a collaborative process in which Frederick Community College (“FCC” or “the College”) engages in sustained, evidence-based, and participatory assessment and evaluation to examine how effectively it is accomplishing the mission, goals, and objectives of the College strategic plan, and the desired outcomes of its programs and services. It centers on a simple question, “How do we know that what we do in support of the College mission, goals, and objectives is achieving our intended outcomes?” This broad question serves as the foundation for the annual IE Report, which covers the Fiscal Year (FY) from July 1, 2020 to June 30, 2021. The 2021 IE Report is the fifth report since 2017.

The development of the IE Report usually begins in September and is submitted for information to the FCC Board of Trustees (BOT) at the January meeting, and then posted on the College website for public consumption. The College provides this report publicly as a means of transparency in the overall results of activities contained in the report, identifying what is working and areas for improvement. The College makes available to the public the three prior IE reports on the College website ([IE Reports](#)). The IE Report is prepared each year by the IE Team in collaboration with the President, Senior Leaders, and many other members of the College community. The Report summarizes the work of the College over the past FY.

On February 1, 2021, after seven years at FCC and 45 years in public education, Elizabeth Burmaster announced in her President’s Newsletter that her retirement date would be July 31, 2021. In the time between February 1 and July 31, 2021, “Libby”, as she likes to be called, made it clear that becoming a full-time grandmother to her seven grandsons would be her next vocation. Libby and her husband John live in Illinois now and are fulfilling their grandparent duties with joy and gratitude.

President Burmaster was appointed by the BOT as the 10th president of FCC in May of 2014 and began her tenure as president on August 18, 2014. A Frederick News Post [article](#) from May 6, 2014 reported that for Libby, “being chosen to lead FCC would mean a homecoming for the Frederick native who took courses at the College [sic] before graduating from Gov. Thomas Johnson High School.” Being a native of Frederick was near and dear to President Burmaster’s heart and she began many of her articles and speeches noting that she grew up on 14th Street, just down the road from FCC. She had maintained relationships in the area and that helped in her transition to FCC from Nicolet College in Wisconsin, and in her years of service to the College and the community.

President Burmaster accomplished much during her 7-year service as president of FCC. She left the College in strong fiscal and operational shape when she departed. She also navigated FCC through several challenges, the most notable being the global COVID-19 pandemic. Her President’s Newsletters, past IE Reports, Maryland Higher Education Commission (MHEC) Performance Accountability Reports, MHEC Cultural Diversity Reports, the monthly BOT minutes, and the Frederick News Post, as well as many other *ad hoc* reports have captured and archived a long list of her leadership activities.

In their April 2021 meeting, the BOT announced that Dr. Thomas H. Powell would serve as Interim President of FCC from August 1, 2021 through June 31, 2022 while a national search is conducted to select a new president to move the College forward. As noted in an April 21, 2021 Communication Central announcement: Dr. Thomas Powell is well known in Frederick County as President Emeritus of Mount St. Mary’s University where he served from 2003 through 2015 and as President of St. John’s Catholic Preparatory School from 2015. Effective July of 2021, he will be President Emeritus of St. John’s. Previously he served as President of Glenville State College in West Virginia, during which time Glenville State augmented and extended its academic program with a local community college.

Dr. Powell has also previously served as an Associate Professor of Special Education and Director of the Connecticut Center for Excellence on Disabilities at the University of Connecticut, and Dean and Professor of Education at Winthrop University in South Carolina. He is the author of four books, six book chapters, and 32 academic journal articles.

Because Dr. Powell started after the scope of this IE Report (FY 2021), the FY 2022 IE Report will intentionally focus on events, activities and accomplishments that will have occurred during his one-year tenure as president.

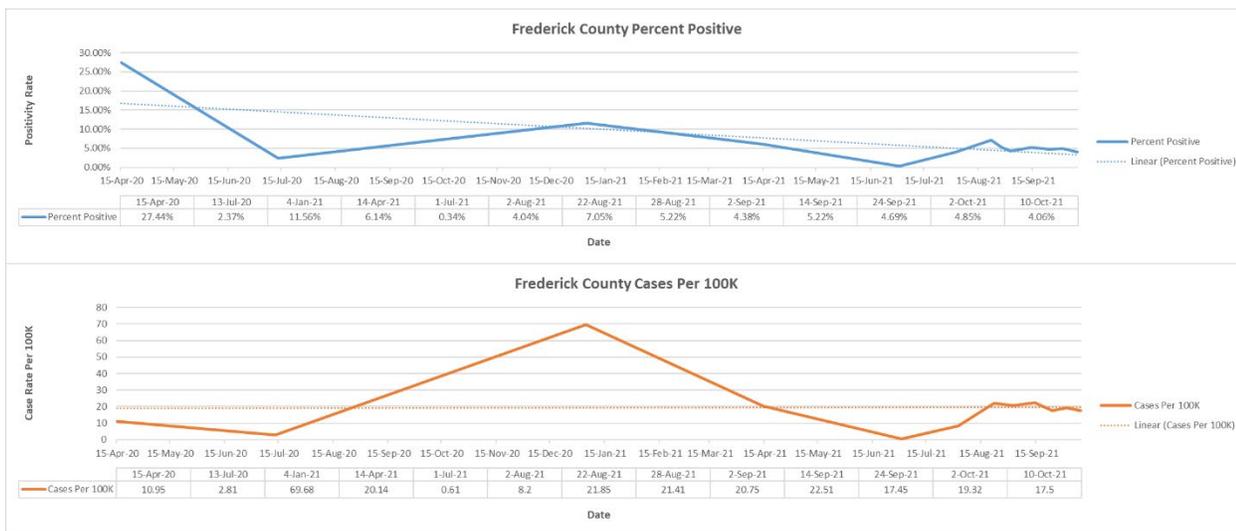
FISCAL YEAR 2021 INSTITUTIONAL EFFECTIVENESS REPORT

The FY 2021 IE Report presents measures and outcomes that are standard state and federal metrics of IE and other qualitative outcomes the College accomplished from July 1, 2020 to June 30, 2021. Activities and outcomes that occur after July 1, 2021 will be reported in the 2022 IE Report. During FY 2021, Maryland was under a state-of-emergency as a result of the ongoing COVID-19 pandemic. FCC continued to operate under the four-stage plan titled the *Frederick Community College Roadmap to Resilience and Recovery (3R Plan)*. The *3R Plan* is a gradual, safe path forward for FCC based on Governor Larry Hogan’s *Maryland Strong: Roadmap to Recovery* and recommendations from the Frederick County Health Department. The *3R Plan* does not function as a calendar, or a set of fixed dates, but as a four-stage guide for instruction and operations to maximize the safety of our College community. Depending on the status of COVID-19 in the county and state, the College can move forward or backward to an appropriate stage of the *3R Plan*. Thus, the plan is implemented with an intentional flexibility to ensure that the campus maintains a safe, effective, and educationally sound environment.

Throughout FY 2021, the College followed the guidance of the Frederick County Health Department (FCHD) and executive orders from Governor Hogan. Officials from the College met virtually on a regular schedule with FCHD leadership and the leaders from county postsecondary institutions to discuss issues related to the pandemic and to get recommendations from the Director of the FCHD, Dr. Barbara Brookmyer. These regular meetings were very helpful in moving our institutions through the pandemic guided by best practices. The group openly shared information and were updated on data related to the progression of the pandemic. In support of our public partnership with FCHD, the College made the FCC Athletics Center available to them to administer COVID-19 vaccinations. From February 3, 2021 to May 21, 2021, FCHD administered 43,065 vaccines in the College gym.

Given the roller coaster nature of data on COVID-19 transmission during FY 2021, as shown in Figure 1 below, the College has been cautious in its decision making related to operations and instruction. For much of FY 2021, most buildings on the main campus were closed and were only opened as required for the limited face-to-face instruction that took place. There were limited onsite student support services and the bookstore used a drive-up system for picking up books. No events took place in the JBK Theater, and the Cougar Grille and the Childrens Center were closed.

Figure 1-Frederick County Positivity and Case Rate Graphs



Source: [Frederick County Health Department](#)

FCC was operating in Stage 1 of the *3R Plan* on July 1, 2020, which was predominately remote operations and instruction. On July 1, 2020, the Frederick County Percent Positive Rate (7-Day Average) was 3.05% and the state was 4.48%. The Case Rate per 100,000 (7-Day Moving Average) on that day was 3.74 for the county and 6.10 for the state.

The Frederick County COVID-19 statistics had leveled off from July to September 2020, so the College moved to Stage 2 of the *3R Plan* on September 21, 2020. Stage 2 was very similar to Stage 1 in that operations and instruction remained mostly remote; however, Stage 2 allowed for a slight increase in face-to-face instruction and operations. At the end of October of 2020, the case rates and positivity rates began to spike due to the onset of the Delta Variant. By January of 2021, midway between the start and end dates of this report, the Frederick County Percent Positive Rate (7-Day Average) hit a high of 10.5% and the Case Rate per 100,000 (7-Day Moving Average) moved to a high of 78.16 per 100,000 for the county.

The Frederick County COVID-19 statistics slowly declined through February and March of 2021, and after a moderate spike in April of 2021, the positivity rates and the case rates began a favorable decline. On June 30, 2021, the Frederick County Percent Positive Rate (7-Day Average) was 0.34% and the Case Rate per 100,000 (7-Day Moving Average) on that day was 0.61% for the county. The College began to slowly open some services on a limited schedule. The coffee shop, Smooth Joes, and the Bookstore opened on June 3, 2021. The College moved to Stage 3 of the *3R Plan* on June 7, 2021, which increased the number of face-to-face classes offered and brought more employees back to the College for student facing operations.

On June 15, Governor Hogan announced that Maryland emergency mandates and restrictions would end on July 1, 2021. Based on this announcement, team transition plans were activated to return employees from telework to 100% staffing on the Main Campus and the Monroe Center by August 2, 2021. The College moved into a modified version of Stage 4 of the *3R Plan*. The modified Stage 4 continues to require that everyone wear masks in indoor spaces, except for employees who are alone within their individual offices. The College developed a "[COVID-19 Return to Campus](#)" web page to support the College community to transition back to College premises.

Between July 1, 2020 and June 30, 2021, FCC offered courses in three educationally appropriate formats during Stages 1 & 2 that were designed to accommodate continuity of learning during the pandemic. The first format was the traditional asynchronous online course offerings that we had been offering prior to the pandemic. The courses offered in this format were increased. The second format was a new synchronous online course format called "Structured Remote" courses. Structured Remote courses met online during regularly scheduled sessions via platforms like Blackboard Collaborate or Zoom and were introduced to create a virtual approximation of the traditional face-to-face experience.

"Hybrid Remote" course offerings were created that provided for limited access to College facilities when course content required a campus presence. These hybrid sessions were initially utilized for classes in health professions, the arts, communication, hospitality, and building trades. While the availability of face-to-face courses was initially highly constrained, increased access was made available over time as health and safety protocols allowed. For example, starting in July 2020, a limited number of classes in the Health Science programs that could not effectively be offered virtually returned to face-to-face instruction for all laboratory and simulation activities. In these courses, students worked in small groups to comply with the social distancing requirements of the College. Additional personal protective equipment (PPE) was used to allow for close contact in a safe manner.

The number of simulation experiences was increased to adjust for the reduced availability of clinical internship site with our clinical partners due to the pandemic. This addition of face-to-face and virtual

simulation options facilitated on-time graduation of our Health Science students. Lecture classes were held utilizing the Hybrid Remote or Structured Remote formats. In the Hybrid Remote format, face-to-face instruction was provided for up to 9 students at a time, while others attended remotely by viewing a live stream. Students were rotated to allow all students some face-to-face lecture experience.

For all three formats offered, faculty held virtual tutoring sessions, recorded all lectures and included captions, and held additional review sessions to assist students with this transition in learning formats. All remote classes were recorded to accommodate students when health, financial, or personal complications due to the pandemic made it difficult to attend. In addition, a detailed [Faculty Guide](#) was developed to help faculty make the transition to the new learning formats and to provide them with additional resources to function in a virtual teaching environment. Similarly, an augmented [Student Guide](#) was developed to provide students with virtual resources and aid in their transition to a virtual learning environment.

Ensemble and performance events in the visual and performing arts continued remotely. Virtual gallery spaces were created to replace on campus displays. Some performances were recorded remotely, while others were filmed on stage with appropriate safety measures without a crowd. All captured performances were made available online via a new [Virtual Art & Performance Gallery](#) webpage. In science subjects, faculty created innovative online laboratory experiences using a combination of online resources and faculty-developed video demonstrations of laboratory activities.

Continuing Education and Workforce Development (CEWD) courses in Healthcare, IT, Real Estate, Construction Trades, and Culinary returned in modified face-to-face format using a Hybrid Report (HYR) format beginning July 2020. This return was primarily in lab-based instruction where remote learning was not sufficient for student success. Community Education courses met primarily in a Structured Remote format with some traditional face-to-face time scheduled as needed, or required, with limited capacity to adhere to the social distancing procedures of Stages 1 & 2. Adult Education courses continued to meet in a Structured Remote format throughout FY 2021.

The impact to enrollment across CEWD was distinctly seen in our Adult Education grant courses and in Community Education. In Adult Ed, enrollment declined by (36%) as compared to FY 2020. Community Education Youth Programs, the Institute for Learning in Retirement, and other lifelong learning courses saw the steepest decline in enrollment (-54%) given low interest from adjuncts and students in engaging with online learning formats. In addition, the cancellation of the Youth Camp in the summer of 2020 showed a significant decrease in the number of classes offered (-73%) as compared to summer 2019 and the modified course offering in the summer of 2021 (-69% from FY 2019). The most stable area of CEWD was our workforce training.

Non-credit, short-term training programs saw a smaller decline than other areas in enrollment in FY 2021 from FY 2020 (-13%). While limited caps and online learning formats played a part in lower enrollment, the influx of tuition supports from the Governor's Emergency Education Relief (GEER) Fund, specifically GEER I and GEER II provided opportunities for financial support to students impacted financially by COVID. The College awarded over \$90,000 in tuition support to students in FY 2021 from these funds. The credit areas overseen by CEWD (ESOL, Trades, Construction Management, CAD, Culinary, and Hospitality) experienced declines in FY 2021 (-23% on average) due to a lack of student interest in engaging with online learning formats, and the decrease in enrollment regarding lab capacities and COVID-19 concerns. See figures 2 and 3 below:

Figure 2-Continuing Education Course Enrollments

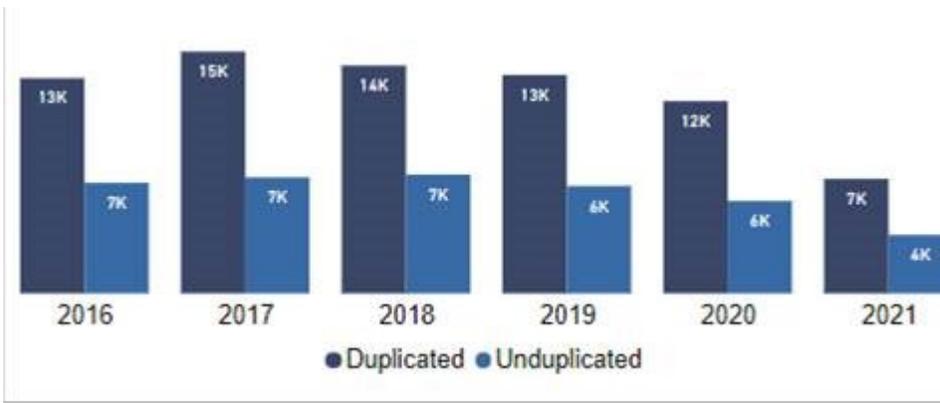
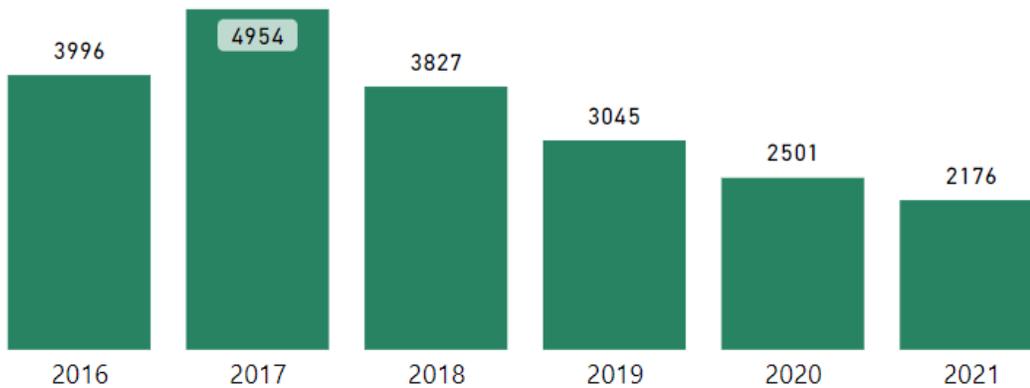


Figure 3-Continuing Education Workforce Training

Total Enrollment Fiscal Year Comparison



FCC rapidly expanded student services while pivoting to emergency remote operations during Stages 1-3. Many of the expanded services addressed the needs of students disproportionately impacted by the pandemic by providing access to meals, safe spaces, laptops, and emergency broadband connections. Serving and supporting students through an educational equity lens, FCC provided a comprehensive set of out-of-class student services that fostered student success.

Behavioral Health and Wellness offered counseling and made connections to support students' mental, social, and financial health. The College made a concerted effort to ensure that it was engaging with students throughout the pandemic. Multiple opportunities were offered virtually through live and recorded sessions, which allowed students to engage in discussions and be connected to community resources. Examples of engagement opportunities included the New Student Orientation, Convocation, Student Government Association, student club meetings, awards and recognition ceremonies, health and wellness workshops and activities, live guest speaker events, and community, co-curricular, and cultural engagement programs. A weekly newsletter was sent to students to provide important information about remote and in-person operations and available resources to support student success. Where needed, students could also access remote Interpreting Services for classes, meetings, or programs or request the coordination or renewal of accommodations virtually through Disability Access Services.

Technology was leveraged to assist with continuity of services and continued internal operations via virtual appointments, information sessions, workshops, events, and meetings (examples: Zoom, Skype, Microsoft Teams). Virtual tours and information sessions were made available to students via the College website. Appointment scheduling with all of the Learning Support offices was offered through the College website, email request, or phone. New technologies were also introduced on campus for

students including an online orientation platform (Go2Orientation), and virtual career communities.

Middle States Commission on Higher Education (MSCHE) Regional Accreditation

According to the [Council of Regional Accrediting Commissions](#),

Accreditation is a process of external review used by the higher education community to assure quality and spur ongoing improvement. Accrediting commissions are private, nonprofit organizations whose members are the colleges and universities themselves. The commissions and visiting teams are made up of volunteers, and one of every seven commissioners is a representative of the public.

Regional accreditation has a long history and has served the U.S. higher education system for more than 100 years. It relies on the rigorous process of peer review, not governmental monitoring, to define and evaluate whether institutions meet high standards. Self-regulation preserves the autonomy and diversity of higher education, two unique characteristics of our higher education system that contribute to its quality.

The U.S. Department of Education identifies [nine functions of accreditation](#):

- Verifying that an institution or program meets established standards;
- Assisting prospective students in identifying acceptable institutions;
- Assisting institutions in determining the acceptability of transfer credits;
- Helping to identify institutions and programs for the investment of public and private funds;
- Protecting an institution against harmful internal and external pressure;
- Creating goals for self-improvement of weaker programs and stimulating a general raising of standards among educational institutions;
- Involving the faculty and staff comprehensively in institutional evaluation and planning;
- Establishing criteria for professional certification and licensure and for upgrading courses offering such preparation; and
- Providing one of several considerations used as a basis for determining eligibility for Federal assistance.

Colleges choose to be members of institutional accrediting organizations and pay annual dues. These accrediting agencies require recognition as institutional accrediting organization by the United States Department of Education. Six of the accrediting organizations currently recognized by the Department of Education were formerly referred to as “regional” accrediting commissions; however, in 2020, the U.S. Department of Education removed the “regional” designation and now allows all seven accrediting organizations to operate outside of their former service regions and are designated “institutional” accrediting commissions.

FCC is accredited by the Middle States Commission on Higher Education ([MSCHE or the Commission](#)). The College received its initial accreditation in 1971 and was reaccredited every ten years thereafter. The College accreditation was reaffirmed on June 23, 2016. In 2017, a new accreditation process and timeline was implemented. The accreditation timeline was moved from every ten years to every eight years. The process was streamlined, as well, and now has three major components.

The first component is the Annual Institutional Update (AIU), which replaced the Institutional Profile. The AIU is comprised of financial and student achievement data that is drawn from the most recent Integrated Postsecondary Education Data System (IPEDS) and some additional data from the College. The College has submitted four AIUs to MSCHE to date. The AIU notification is sent to colleges in May of each year. The AIU portal opened this year on July 12, 2021 and FCC submitted the FY 2021 AIU on time on August 18, 2021.

The second major component of the new accreditation process is the Mid-Point Peer Review (MPPR), which replaced the cumbersome and high stakes Periodic Review Report (PRR). Unlike the PRR, the College does not take part in the creation of the MPPR. MSCHE uses the compiled AIU data to do the MPPR for the College. The MPPR is a peer review of the accumulated financial data and student achievement data submitted by the College through a five-year series of AIUs. The MPPR for FCC will be done sometime in 2022. Peer Evaluators will look at the AIU data and any additional information the College has submitted with that data to identify any trends the data might reveal.

The MPPR allows the Commission to confirm that the data do not raise concerns about the ability of the College to continue to meet the expectations of the MSCHE Standards and Requirements of Affiliation. The Peer Evaluators will indicate one of the following:

- There appear to be no concerns related to the data reflected in the series of AIUs submitted by the College
- There are concerns that merit institutional attention and annual updating in conjunction with the AIU
- There appear to be serious concerns that merit further attention by the MSCHE

The MPPR is not a comprehensive evaluation and does not affect College accreditation. The purpose of the review is to provide useful feedback to the College about its data, and, if necessary, to request further information on specific areas or issues.

The third major component of the revised accreditation process is the institutional self-study and the MSCHE visiting team site visit. This is the same process and standards that were used in the previous accreditation process. Since our most recent accreditation review took place in 2016 our next review will occur in FY 2025.

[Link to Frederick Community College MSCHE webpage](#)

Federal and State Reporting

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

On the federal level, FCC submits data annually to the [National Center for Education Statistics](#) (NCES) using the [Integrated Postsecondary Education 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 and to support student decision making in selecting an educational institution to attend.

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

The FCC Office of Planning, Assessment, and Institutional Research (OPAIR) submits the enrollment

status of students and graduation data to the NSC. In the past, OPAIR forwarded enrollment submissions to the agency every six weeks; however, the College recently amended the transmission schedule to report monthly. 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 Degree Verify 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, the [Maryland State Department of Education](#), and the [Maryland Association of Community Colleges](#). 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.

The Performance Accountability Report (PAR) is a report that is required of all public institutions of higher education by the Annotated Code of Maryland, Education Article §11-304 to prepare and submit to MHEC each year by October 1. According to MHEC, “the purpose of the Performance Accountability Report is to provide an annual opportunity for the State, MHEC, colleges and universities, and individual governing boards to review and evaluate institutional efforts to fulfill their missions and advance the goals of the State.” The *2021 Performance Accountability Report* for FCC was reviewed and approved by the BOT in their September 22, 2021 meeting and sent to MHEC prior to the October 1, 2021 due date.

MHEC uses the PAR reports in aggregate to measure the collective efforts of all public higher education institutions toward achieving the goals of the [2021-2025 Maryland State Plan for Higher Education](#) (MSP). MHEC has responsibility for approving the individual plans and reviewing and presenting the reports with recommendations to the MHEC, the Governor, and the General Assembly. The 2021 PAR is archived on the FCC public website under the “Maryland Higher Education Commission (MHEC)” tab [via this link](#).

The Annual Financial Report to MHEC is another report used to assess the effectiveness of the College. The report is mandated by the Code of Maryland (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 the financial review, the auditors focus on risk, controls, and account misstatement. The audit focuses on the controls in place to monitor high risk transactions—such as cash, the application of key accounting policies, and the possibility of errors in the financial statements due to account misstatements. After the auditors conduct tests and reviews of College processes, the audit firm provides an opinion on the financial statements regarding whether the statements fairly present the financial position of the College. As part of the audit report, a management letter may be provided to report any recommendations that resulted from the audit. The auditing firm also provides information to the College and to the BOT regarding any recent accounting pronouncements from the Governmental Accounting Standards Board (GASB) that will affect the College in the current or future years. The Annual Financial Report to the Maryland Higher Education Commission from FCC was submitted to MHEC on October 1, 2021. Representatives from SB & Company presented the report at the October 20, 2021 BOT meeting. There were no findings, and the College was issued an unmodified opinion on the financial statements.

FCC Cultural Diversity Report-Annual Progress Report to MHEC

In accordance with §11-406 of the Education Article of the Annotated Code of Maryland, the governing body of each Maryland public college and university is required to develop and implement a strategic

plan for programs of cultural diversity. The bill took effect on July 1, 2008. Education Article §11-406 defines cultural diversity as the “inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education.” The [FCC Diversity, Equity, & Inclusion Strategic Plan 2019-2024](#) was approved by the FCC BOT on June 19, 2019. According to §11-406, the governing board of each public institution must submit a progress report regarding the implementation of the plan to MHEC by September 1 of each year. The 2021 report was approved at the August Board of Trustees Meeting and was sent to MHEC prior to the September 1, 2021 due date. The Maryland Higher Education Commission MHEC 2021 Cultural Diversity report for FCC can be found on the FCC public website under the “Maryland Higher Education Commission (MHEC)” tab at this [Link](#).

Institutional Research

In addition to state and federal reporting, OPAIR responded to varied, *ad hoc* requests from constituents across the College. These requests originate throughout the year via an online form that then leads to a consultation between OPAIR and the requesting department. Parameters are devised in these consultation sessions so that OPAIR can assist the department in identifying and gathering the necessary data needed for the request. OPAIR responds on average to over 50 individual internal research requests per year.

The following is an example of a departmental research request:

 Office of Planning, Assessment, and Institutional Research Request	
1. Job Number:	IE159
Today's Date	07-21-2020
Requested By:	XXXXXX
Your Title	XXXXXXXXXX
Department:	Learning Support
Your Email	XXXX@XXXXXXXXXX.edu
Your Phone Number	XXXX
Please select the area in which your research is most applicable.	External request from state or federal regulatory agencies
Please describe the project in detail.	<p>I am gathering data as part of a grant through the JED Foundation. I need the following information by July 31, 2020.</p> <p><i>iii. Number of degree-seeking students enrolled at your school (both undergraduate and graduate students, if applicable)</i></p> <p><i>iv. Percentage of in-state v. out-of-state/international students (if public institution)</i></p> <p><i>v. Average annual tuition rate (by</i></p>

undergraduate/graduate, and in-/out-of-state, if applicable)
vi. Average freshman retention rate (or overall retention rate)
vii. Graduation rate

Please describe how this project supports FCC 2020, Annual Strategic Priorities, or your Team Plan.

The grant is related to a behavioral and mental health initiative

Proposed Completion Date 07-30-2020

This request provided useful data to secure a grant from the JED Foundation for FY 2022. The FCC JED Foundation activities are reported below under Strategic Goal II-Objective 3 of this report.

OPAIR also provides additional research support by developing and distributing numerous survey projects that included:

- Accreditation surveys for Early Childcare Education, Hospitality, Culinary, and Tourism Institute (HCTI), and The Nursing Program
- Program assessments for Multicultural Student Services, the Parents Lead initiative, and Child Care Access Means Parents in School (CCAMPS) for the Childrens Center
- College program reviews American Sign Language (ASL) and ASL Interpreting, Adult Services Project Forward Step, and the Allied Health Academy
- Post-event evaluations for the College Transfer Fair and New Student and Parent/Guardian Convocation

The following is a sample research request from FY 2021 requesting a survey for Strategic Advisory Team (SAT) Group G:

Office of Planning, Assessment, and Institutional Research Request

1. Job Number:	IE174
Today's Date	01-19-2021
Requested By:	XXXXXXXXXXXXXXXXXX
Your Title	XXXXXXXXXXXXXXXXXX
Department:	XXXXXXXXXXXX
Your Email	XXXXXXXXXX
Your Phone Number	XXXXXXXXXX

Please select the area in which your research is most applicable.	Survey Design and Administration
Is this an update to a previous project undertaken by the department?	No
Please describe the project in detail.	I am leading a SAT subgroup (part of workgroup G) that is working on assessing and maximizing our social media efforts. We would like to create a survey to get student input on our social media pages and how we can improve, what types of things they want us to share info on, etc.
Please describe how this project supports FCC Forward: Strategic Plan 2020-2025, Annual Strategic Priorities, or your Team Plan.	It supports SAT priority G workgroup. A subgroup of that group is tasked with "assessing and maximizing College social media"
Proposed Completion Date	02-02-2021

The chair of the Sub-Group of SAT Group G reported that the survey helped to inform some structural changes of the College social media platforms, planning for the use of social media, and the survey influenced content development. Note that the request was for a student survey; however, after consultation the survey was extended to all members of the College community. The Sub-Group reported the following outcomes to the BOT at their May 2021 meeting:

- Created new *Social Media Guidelines* for all faculty and staff who manage College social media accounts
- Created a photo library available on OneDrive containing high quality images of students, programs, and campus shots for faculty and staff members to use on College social media pages and other places where appropriate
- Created a collection of digital images to use in social media posts to enhance visuals and messaging
- Reviewed and analyzed all current College social media pages to ensure each page is up to date and active and removed any that were not
- Held a focus group with students to garner input on College social media pages and how we can improve
- Created and deployed an online survey to gather feedback on College social media pages that was open to all members of the College community
- Made plans to hold social media professional development sessions starting in the fall for interested faculty and staff members

OPAIR also assisted the College by compiling data related to the COVID-19 pandemic and surveyed faculty and students to determine their concerns and challenges, proficiency with remote learning technologies, and engagement with social media.

Academic Assessment, General Education, and Program Review

Course level assessment, Academic Program Review, and General Education assessment were completed during FY 2021 according to designated cycles. All data for College-wide assessment activities were collected at the course level and aligned with the General Education process and/or Academic Program Review. Faculty assessed students' scientific reasoning during the fall 2020 and spring 2021 semesters. Faculty submitted assessment data in the fall semester, analyzed the data, and then made improvements to impact learning prior to reassessing in the spring semester. Academic Program Review completed a five-year cycle by finalizing 16 reviews. Academic program managers were asked to reflect on the recent history of their program, trends according to both internal and external data, assessment of student learning, program resources, support and viability, and determine key findings and recommendations for the future. The College continued to provide faculty with professional development and resources to help them optimize their assessment in the new learning formats. Additionally, as data were assessed, they were compared to past results to determine if the current learning formats had any impact on the validity or reliability of assessment collection.

Non-Academic Program Review

Because of the need for the College to focus on critical operations and instruction during the pandemic, Non-Academic Program review has been limited and will fully resume during the fall 2021 and spring 2022 semesters.

STATUS OF FCC FORWARD 2021-2025

An important function of the IE Report is to assess the College strategic plan. The report has been published and [posted](#) on the College website since FY 2014 and can be found on the FCC public website under the "Institutional Effectiveness" tab at this [Link](#). FY 2021 marked the first year of the [Strategic Plan 2020-2025: FCC Forward](#). The following section is a summary and assessment of activities and outcomes of the College in relation to each of the goals and objectives that comprised *FCC Forward* in FY 2021. Each of the goals includes a direct link to Standards required by MSCHE within brackets, demonstrating the interconnectivity between the strategic plan and MSCHE standards for accreditation.

Goal I: Model educational excellence by designing and delivering student learning experiences, pathways, and programs that increase student access, success, and completion. [MSCHE Standards III and V]

One of the BOT Annual Strategic Priorities (ASPs) for FY 2021 was to "Utilize data and evidence-based practices to align planning, budgeting, and resource allocation, inform decision-making, and support continuous improvement." As a result, the Strategic Advisory Team (SAT) Sub-Group G developed six key performance indicators (KPIs) for general Academic Affairs, Continuing Education, and Workforce Development (AACEWD) operations. Sub-group G:

- Defined how each KPI would be measured
- Identified the source of the data for each KPI
- Identified those who would create data reports
- Established a timeline for data reports
- Identified those accountable for the KPI
- Identified those who would be responsible for reviewing data
- Established intervention planning (Appendix 1)

OPAIR collaborated with ACEWD and developed multiple dashboards to empower stakeholders to have access to the most up-to-date data and the ability to filter the data. These dashboards became the sources of data for the development of templates populated with institutional and departmental data that have enabled the Deans, Department Chairs, and Programs Managers to compare their programs within their departments and across the College. These dashboards are increasingly playing a critical role in departmental and programmatic level analysis around equity gaps, and the development of five-year strategic plans to close any gaps within each department.

Currently, all FCC degree programs have pathways that lay out the semester-by-semester sequence order that students should take their classes, including the recommendation of specific electives or general education classes when appropriate. Transfer programs have pathways for the three to five top institutions where students transfer to post-FCC. The College aligns these student pathway choices with the requirements of the institution(s) that students could transfer to. Each pathway also has milestone courses taken within the first three semesters to identify critical skills and abilities at these checkpoints. FCC advisors can use the milestone query to identify when students are failing to reach milestones and engage in student outreach to determine appropriate responses. This ensures that the College is monitoring student progress, identifying individual gaps, and addressing any programmatic or curricular gaps throughout the year.

a. Ensure that students develop the skills, awareness, and knowledge needed to achieve their academic, professional, and/or personal goals

Developmental Pathways: The College developmental math and English pathways have undergone considerable reform. This initiative directly affects minority and first-generation students at FCC. The College data and national trends indicate that these groups are often disproportionately impacted by taking developmental education because of the increased time to degree completion and overall cost of additional, required developmental coursework. In fall 2017, the developmental English courses were condensed from a four-course sequence to a single class of either four or six credits, enabling students to move into college-level English in only one semester and with fewer required credits. This provided the same level of support to the students, while also reducing the length of time over a student’s program that they spend in developmental courses. This was accompanied by a review of College pre- and co-requisites to expand the number of courses students can take while completing developmental English.

As of FY 2021, developmental math as a series of stand-alone developmental courses has almost been eliminated. The overwhelming majority of FCC students testing into developmental math now take one of three college-level math courses, while simultaneously enrolled in a two-credit developmental supplement. These linked courses provide the support for students who need developmental math.

The Dean of Liberal Arts, along with the math, and English departments Chairs, have been closely reviewing data and comparing student success rates before and after developmental reform to be sure students are succeeding in their courses. The results of these efforts are being evaluated at the conclusion of this report period and will be expanded upon the IE Report for FY 2022.

Student Retention Rates: The student retention rate is tracked to measure the rate at which students return to study at FCC from one academic year to another. 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 2018 students returning in fall 2019. A comparison of full- and part-time credit student retention rates in all 16 Maryland community colleges, as well as the statewide average are shown in Table 1.

Table 1-Maryland Community College First-time Full-Time and Part-Time Degree-Seeking Student Retention Rates, Fall 2018 to Fall 2019 (Credit)

Institution Name	Full-Time	Part-Time
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Montgomery College	75%	55%
Carroll Community College	72%	46%
<i>Harford Community College</i>	70%	47%
Anne Arundel Community College	69%	53%
<i>Howard Community College</i>	69%	47%
Frederick Community College	66%	52%
<i>College of Southern Maryland</i>	65%	46%
Garrett College	65%	37%
Prince George's Community College	64%	52%
Allegany College of Maryland	60%	39%
Hagerstown Community College	59%	49%
Cecil College	57%	41%
Chesapeake College	52%	52%
Community College of Baltimore County	51%	39%
Wor-Wic Community College	48%	40%
Baltimore City Community College	46%	24%
Statewide Average	62%	45%

This is the latest data available for all community colleges at the time of publication.

Source: IPEDS 2020-2021

FCC peer institutions are in italicized text

The College compares its effectiveness and student success with three community colleges in Maryland that are medium-size colleges based on their full-time equivalent (FTE) enrollment. These colleges are Harford, Howard, and College of Southern Maryland, which provides a comparison to other similarly sized colleges. The comparisons in this document are labeled as “FCC peer institutions.” FCC ranked sixth in the retention rate among Maryland community colleges for new full-time students who returned to the institution to continue their studies from fall 2018 to fall 2019. FCC’s full-time student retention rate (66%) is lower than Harford (70%) and Howard (69%) and higher than all three peer institutions for part-time students (52% vs. 47%) for the period above.

The same data reported for fall 2017 to fall 2018 data was 75% and 47% for full-time and part-time respectively. The fall 2018 to fall 2019 data was 66% and 52% full-time and part-time respectively. The data showed that after two consecutive years of FCC achieving the highest retention rate in the state, FCC was no longer the highest for the period above. However, it is noted that the retention rate of part-time students at FCC was 52%, which was the third highest, and significantly higher than the statewide part-time student average retention rate of 45%.

Graduation Rates: Graduation rates, the most common measure of completion, is the percentage of students who complete their program within a designated timeframe. Following 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 enrolled in for-credit courses who started at the same time and finished three years later (three years to finish a two-year degree being the 150% of the time required to complete their degree). The 150% graduation rate for the fall 2017 cohort (that is, students who graduated or transferred by fall 2020) is shown below in Table 2.

Table 2-Maryland Community College 150% Graduation Rates, Fall 2017 (Credit)

Institution Name	150% Overall Graduation Rate
Carroll Community College	39%
Hagerstown Community College	35%
Frederick Community College	33%
<i>Harford Community College</i>	31%
<i>College of Southern Maryland</i>	29%
Chesapeake College	28%
Montgomery College	28%
Allegany College of Maryland	27%
Anne Arundel Community College	27%
Garrett College	27%
<i>Howard Community College</i>	26%
Cecil College	23%
Wor-Wic Community College	19%
Baltimore City Community College	18%
Prince George's Community College	16%
Community College of Baltimore County	14%
Statewide Average	26%

FCC peer institutions are in italicized text

This is the latest data available for all community college.

Source: IPEDS 2020-2021

FCC had the third highest 150% graduation rate among all Maryland Community Colleges at 33%, which was higher than the statewide average.

In FY 2021, the College had several initiatives to improve the *success (retention, graduation, and persistence) rates* of students. To support and sustain student success, the Math Department created a new Success Outreach and Retention (SOAR) coordinator position.

The College will increase persistence, retention, and graduation rates based on the following initiatives that were planned in FY 2021 and have been put in place in FY 2022. Specifically, the College has identified several employment positions that are important to the success of students to include: following:

- An Associate Vice President (AVP) for Student Success (started July 6, 2021)
- Admissions, Transition Specialist (Started August 16, 2021)
- Success, Outreach & Retention (SOAR) Coordinator Math
- Success, Outreach & Retention (SOAR) Coordinator English – HEERF, one year
- Success, Outreach & Retention (SOAR) Coordinator CHA – HEERF, ½ time, one year
- Success, Outreach & Retention (SOAR) Coordinator CHA – HEERF SS+E ½ time one year

The positions above have or will be filled over the coming year so that FCC can continue supporting student success.

The College also enhanced its operations and processes to help students successfully reach their goals. The following are a few examples adopted in FY 2021.

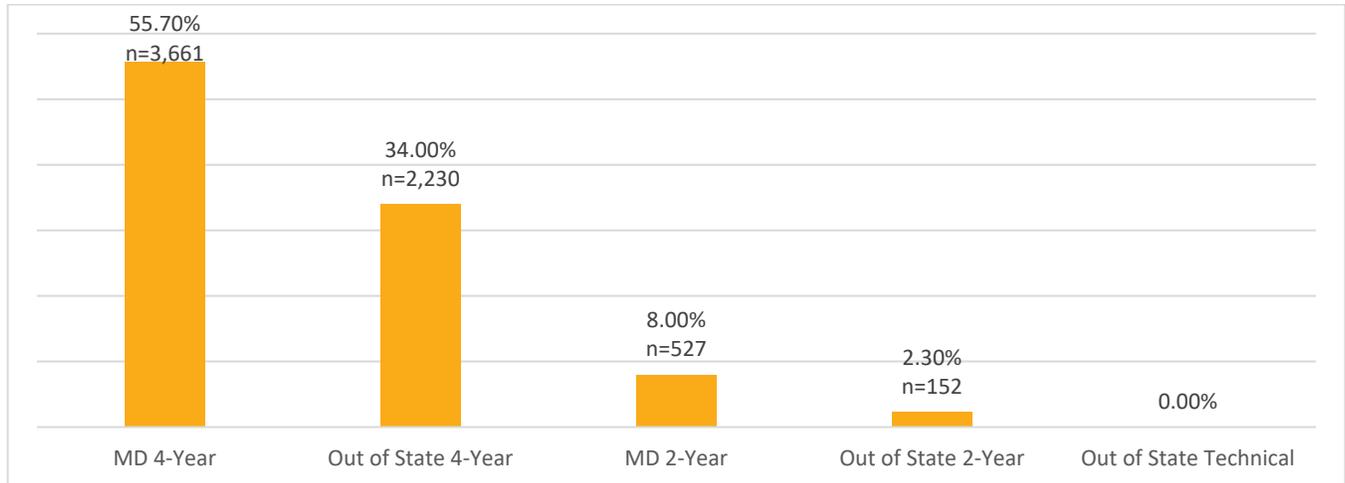
- Career and Academic Planning Services (CAPS) - Case Management model with academic advisors assigned to program clusters, working with students from registration to degree completion

- Student Success Cluster and the AVP for Student Success developed a short-term plan to bolster the registration of current FCC students consistent with important student retention principles
- Registration & Records - Analysis and outreach to students eligible to graduate, encouraging completion of degree and application to graduate
- Registration & Records - Outreach to students who did not complete their degree at FCC but transferred in pursuit of a bachelor’s degree, encouraging the reverse transfer of credits back to FCC to receive their Associate Degree
- Financial Aid (FA) - FA used the *professional judgement authority* granted by the U.S. Department of Education to Financial Aid officials to review requests for HEERF Emergency Financial Relief Funds from students
- Dean of Students - Behavioral Health & Wellness, a new department, was established to ensure the health and wellness of students and keeping students enrolled

Transferring Students: FCC regularly collects data from the NCES on students who have transferred to higher education institutions nationwide. With NCES, FCC can monitor students who transfer from FCC to another college or university. This provides a further set of data on what students do when they move on from the College.

An examination across semesters for the period of fall 2016 through fall 2020 showed that 6,570 students transferred to either a Maryland (63.7%; n=4,188) or an out-of-state institution (36.3%; n= 2,382). Specifically, 55.7% (n =3,661) transferred to Maryland four-year institutions, 8.0% (n = 527) transferred to Maryland two-year institutions, 34.0% (n =2,230) transferred to out-of-state four-year institutions, 2.3% (n =152) transferred to out-of-state two-year institutions, and no students transferred to out of state technical colleges/schools (see Figure 4).

Figure 4-FCC Transfer Rate Spring 2016 to Fall 2020 (Credit)



This [link](#) has a table that shows the number of students who transferred to two and four-year institutions. **University of Maryland College Park, Towson University, University of Maryland Global Campus (UMGC), Hood College, and University of Maryland Baltimore County** attracted the most FCC transfer students. The FCC transfer rate for the fall 2017 cohort students who began their studies as full-time, first-time, degree- or certificate-seeking students and transferred to another institution is shown below in Table 3.

Table 3-Maryland Community College Transfer Rate Fall 2017 Cohort (Credit)

	Transfer-out Rate
Garrett College	33%

Wor-Wic Community College	29%
Chesapeake College	29%
Community College of Baltimore County	27%
Allegany College of Maryland	25%
<i>Harford Community College</i>	24%
<i>Howard Community College</i>	24%
Anne Arundel Community College	23%
Prince George's Community College	21%
Frederick Community College	21%
Montgomery College	20%
Hagerstown Community College	20%
<i>College of Southern Maryland</i>	19%
Carroll Community College	17%
Cecil College	15%
Statewide Average	23%

FCC peer institutions are in italicized text

This is the latest data available for all community colleges.

Source: IPEDS 2020-2021

FCC ranked third among its peer colleges and tenth among all Maryland Community Colleges.

b. Strengthen faculty and staff technology skills, cultural competence, instructional effectiveness, leadership, and innovation

The following are reported by departments with the specific responsibility of providing professional development to faculty and staff.

Center for Teaching and Learning Faculty Professional Development

Through the Center for Teaching and Learning (CTL), the College provided adjunct and full-time faculty a responsive, innovative system of professional development focused on teaching and learning that reflects the characteristics and needs of students and faculty. The CTL collaborated with faculty and staff within AACEWD and across the College (e.g., Learning Support, Diversity, Equity and Inclusion, Human Resources, and the Center for Student Engagement). For high school based dual enrollment faculty and staff worked closely with Frederick County Public Schools (FCPS).

The following are CTL programs that occurred during FY 2021 and are ongoing each year:

- ***New Faculty Orientation (NFO)*** is a year-long series focused on introducing new full-time faculty and AACEWD administrators to best practices in teaching and learning, and the policies, procedures, and practices of the College.
- ***New Adjunct Faculty Orientation, Adjunct Faculty Professional Development Evenings, and For Adjuncts Only*** are monthly theme-based gatherings that represent several of the ongoing programs designed to support adjunct faculty. Programming specifically for adjunct faculty included two adjunct faculty professional development evenings in fall, and one in spring, and monthly adjunct faculty sessions. CTL processed over \$8,665 in stipends for adjunct faculty participation in professional development and covered registration fees for them to attend various state conferences (e.g., MCAPD, AFACCT, DEAM).
- ***Professional Development Services*** provides teaching and learning resources and consultation, facilitates the approval of conference funding, houses the Alternative Credit Approval Team (ACAT), and supports the organization of the AACEWD Faculty and Leadership Retreats.

- ***The CTL Faculty Scholars Program*** supports the professional development needs of full-time and adjunct faculty by providing faculty experts the opportunity to create and deliver Teaching and Learning Hours. Scholars are featured subject matter experts (SMEs) who support the goals of ACEWD via the CTL. The total number of scholars was reduced during the pandemic to only include Professor Cynthia Baush, Adjunct Faculty Development Scholar. For Adjuncts Only, the monthly adjunct support group met for six monthly thematic sessions; each session had four to ten adjuncts in attendance.
- ***Teaching & Learning Hours*** are professional development sessions designed to inspire faculty to engage students' minds and support their success through active learning, innovation, and scholarship. CTL offered more than 100 "Teaching and Learning Hours" in FY 2021. Of these sessions, 62 were scheduled as part of ACEWD Professional Development Week, a programming initiative that focused attention on teaching and learning prior to the beginning of the fall semester. Multiple sessions were in collaboration with the Office of Diversity, Equity, and Inclusion (DEI), as well as Human Resources (HR), and Information Technology.

Teaching & Learning Hours aligned with the following tracks:

- ***Culturally Responsive Teaching (CRT) and Cultural Competence Development:*** This series focused on understanding how our cultural experiences shape our interpretations of the world and on expanding our cultural competence so that we may effectively teach, communicate, and interact with students, colleagues, and others in and beyond the classroom. This series is offered in collaboration with DEI.
- ***Scholarship of Teaching and Learning (SoTL) and Discipline-specific Professional Development:*** The Scholarship of Teaching and Learning is a research and practice-based approach whereby faculty share the findings of their teaching practices with other faculty. The SoTL sessions at FCC focused on best practices in instructional methodology within and across disciplines, student engagement, and faculty scholarship.
- ***Technology, Teaching, and Innovation (TTI):*** Designed for the instructional tech beginner, intermediate, and all faculty in between, this track focused on using instructional technologies and design principles to create active learning experiences in virtual, hybrid, and face-to-face learning environments. Taught by both FCC faculty and experienced staff from Online Learning and Instructional Innovation (formerly Distributed Learning).

Many of the areas of intentional expansion and development related to professional development during FY 2021 were aimed at addressing major societal factors affecting faculty and students. With the College navigating a global pandemic, professional development activities primarily focused on supporting instruction in new learning formats. For example, multiple sessions around the use and application of closed captioning were offered during the fall and spring as faculty navigated integrating Universal Design for Learning principles into structured remote instruction. Additionally, because instruction was provided online, all professional development activities were adjusted to a remote format. The CTL started a new initiative of recording and archiving sessions so that faculty and staff could have access to the recordings outside of the session dates and times. Finally, CTL also worked to address social unrest that impacted our society. Specifically, an antiracism guide was created for faculty to integrate antiracism pedagogical techniques into their instruction. Additionally, in coordination with DEI, an Expanded Culturally Responsive Teaching Summer Institute was held with the specific goal of providing faculty with the skills to address opportunity gaps among student groups.

Online Learning and Instructional Innovation (OLII), as well as the overarching CTL, went through leadership transitions that impacted the complete due diligence review of the Learning Management System (LMS). OLII focused their work during this time on helping faculty transition to remote instruction and updated the current LMS, Blackboard, from locally managed hosting to cloud-based hosting called Software-at-a-Service (SAAS) operations that drastically improved the system reliability, storage requirements, and costs for the department.

In addition, AACEWD, in collaboration with Learning Support, expanded and strengthened the use of existing and new technology solutions (e.g., the student success alert, online tutorials and tutoring, online student course evaluations, and advising tools) in support of student success in Online, Hybrid, Structured Remote, and In-Person courses. The Learning Centers developed an FCC-based online tutoring program by leveraging Zoom to conduct appointments and LibWizard to build asynchronous study skills workshops that were available on-demand as students needed them. Additionally, the Learning Centers strengthened Learning Center-Blackboard integration to increase awareness of and access to services, secured HEERF grant funding to expand access to ThinkingStorm Online Tutoring during remote operations, and updated a Blackboard student tutorial to enhance students’ utilization of Blackboard. OLII upgraded the College course Evaluation Kit (to version 2021) to augment the capabilities of course evaluation and updated the Instructional Technology solutions for faculty development that enhances faculty technical skills.

The pandemic presented a wide variety of challenges across the College, one of which affected professional development for staff. Due to the financial constraints on the College, and the restrictions that were part of the state of emergency, the Employee Development Advisory Team (EDAT) professional development funds were cut from the FY 2021 budget. While the Search Committee Chair/Unconscious Bias Training took place, a majority of typical sessions were unable to take place. FY 2022 will be bringing back a partial budget for EDAT, so it is expected that offerings will steadily increase as we progress through the current fiscal year, FY 2022. See Table 4 below:

Table 4-Professional Development Offered by the Human Resources Department, 2020-2021

Sessions Offered	Facilitator	Attendance
Search Committee Chair /Unconscious Bias Training	Dr. Beth Douthirt Cohen & Daniel West	57

c. Cultivate and strengthen programs and partnerships that support the educational, workforce, and economic development needs of Frederick County, and regional and national partners, with a focus on high-demand career, technical, and transfer programs

One of the AACEWD objectives in FY 2021 was to *educate relevant stakeholders and develop appropriate materials highlighting new opportunities in non-credit/credit transitions*. The CEWD team worked in coordination with other key stakeholders around the College to compile a record of all current continuing education (CE) to credit pathways and compiled them on a [website](#).

The CEWD team also worked collaboratively with Health Sciences to propose a CE to Credit pathway for non-credit completers to transition into accredited programs and support information and outreach campaigns. Furthermore, the curriculum committee approved credit course articulation for CE healthcare course completers. Specifically, articulations were created for the Certified Nursing Assistant (CNA), Phlebotomy Technician, Sterile Processing, and Dental Assisting/Oral Radiography programs. Articulation agreements are currently awaiting Registrar approval and CE to credit pathways are being discussed by MHEC.

Over the past year, AACEWD has established new workforce partnerships through Registered

Apprenticeships in coordination with the Maryland Department of Labor. The two Registered Apprenticeships include Accounting Technician and Biological Technician. FCC has established a partnership with Dynamic Auto for one apprenticeship position and a partnership with Texcell (one apprenticeship position), VaLogic (one apprenticeship position), and Kite Pharma (two apprenticeship positions). These are important partnerships that address important workforce needs in Frederick County. These apprenticeships provide full-time employment for students with the workforce partner, on-the-job training, as well as full tuition and the cost of books leading to a degree in the related field of study at FCC. Marketing efforts have taken place over the past year through lectures, meetings, webinars, as well as marketing fliers to both encourage employer partnerships and to attract students to apprenticeship opportunities. FCC has also provided mentor training and train the mentor training to support this programming.

Figure 5-Sample Apprenticeship Flier



The College explored industry sector needs for credit-bearing certificate and degree programs and utilized Frederick County Workforce Services target industry data, Economic Development "GO" report, and employer feedback to prompt research for and development of a non-credit Logistics & Production Technology program. Equipment was procured via the Relief Act grant funding, GEER I grant funding, and MSDE Innovation Funds. The first courses in the program, PRD 101 Foundations of Logistics & Production and PRD 121 Certified Logistics Technician, are being offered in fall 2021. Three Manufacturing Technology courses PRD 141 Fundamentals of Electricity and Fluid Power, PRD 142 Fundamentals of Mechanical Systems, and PRD 143 Fundamentals of Sensors, PLCs, and Robotics will be offered in spring or fall 2022.

Another strategic priority of AACEWD was to develop and implement workforce preparation programming for young adults with disabilities. In FY 2021, participants were identified from FCC and FCPS and the committee explored the programming opportunities connected to the Thrive program. An initiative, Success Sample Classes Week was held between June 28 and July 1, 2021. Eight students, participated each day in an Art class to gain College experience.

The Mid-Atlantic Center for Emergency Management & Public Safety (MACEM&PS) continued to provide leadership in academics and professional services for a national audience in FY 2021. The current year enrollment for the academic programs is 783 students. For more than 20 years, the MACEM&PS has provided college credit reviews for the Federal Emergency Management Agency

(FEMA) Independent Study courses taken by public safety providers across the country. This process, provided under contract, grew into the Emergency Management Associate in Applied Science degree. In the past year, more than 1,600 individuals across the nation earned college credits through this process.

A similar process provides credit for select courses from the Center for Domestic Preparedness in Anniston, Alabama. The MACEM&PS is currently providing national training on behalf of FEMA in a third, three-year training initiative. The current program will train more than 1,650 students. Faculty and staff also serve on national working committees for the FEMA Higher Education Program. Currently, the MACEM&PS is developing a self-study course through a cooperative agreement for the Naval Postgraduate School Center for Homeland Defense and Security.

MACEM&PS is entering its ninth year as the postsecondary affiliate for the Maryland State Department of Education, Career and Technical Education, Homeland Security, and Emergency Preparedness program. The curriculum developed at FCC by the MACEM&PS is utilized statewide by 16 local school systems, serving more than 3,750 high school students. In addition, the MACEM&PS provides professional development for program teachers and supports the statewide advisory committee. The MACEM&PS serves as the statewide sponsor for the Emergency Management Specialist Registered Apprenticeship program of the Maryland Department of Labor. Those activities bring MACEM&PS into relationships with public and private employers across the state as we work to develop host employers and prospective apprentices. MACEM&PS provides contract services and support to the Maryland Department of Emergency Management, including statewide risk assessment, graphics design, training program development, program advocacy, and staffing. The MACEM&PS also provides coursework for the Maryland State Police (MSP) Academy, which offers MSP candidates the opportunity to complete an Associate of Applied Science in Police Science. There were 21 graduates in FY 2021. As an extended educational effort, MACEM&PS will be providing technical writing programs at various levels to MSP personnel.

MACEM&PS faculty and staff actively participate in providing presentations and whitepapers through various national and statewide organizations including the Congressional Fire Service Institute, the FEMA Emergency Management Higher Education Symposium, the International Association of Emergency Managers, the Emergency Management Higher Education Network, the Association of Faculties for Advancement of Community College Teaching, the Maryland Domestic Terrorism Task Force, the Maryland Consortium for Adjunct Faculty Professional Development, and other organizations. Through these outreach activities, MACEM&PS directly interacted with more than 1,500 public safety and higher education individuals, and indirectly enhanced the knowledge of countless others.

d. Eliminate the achievement and opportunity gaps for underrepresented students and emerging populations

In FY 2021, the College continued to focus on closing the equity gap based on ASPs to “Implement racial equity interventions to close existing gaps in access and success for Black/African American and Latino/a/x students.” Between September 2020 and May of 2021, a cross-College team devoted many hours to decide on a [framework](#) and proposed 16 Key Performance Indicators (KPI) with benchmarks for credit and continuing education. The benchmarks included three racial equity benchmarks used by the State of Maryland that will allow the College to know if institutional barriers to access and success have been addressed. The College strives to close the equity gap and when the statistically significant gaps in these benchmarks are closed by 2027, racial equity in access and success for students will have been achieved. The process of a holistic action plan to address the achievement gap for students of color at FCC has resulted in a positive rate of success for Black/African American and Latinx students, as evidenced in the success improvement reported in Table 5 below. However, the equity gap still exists.

One of the KPIs for closing the equity gap is the successful-persister rates of Black/African American, Asian, and Latinx compared to all students in the cohort.

Table 5-Percent of Successful-Persisters by Race/Ethnicity, Four-Year Cohort, 2013-2016

	2013	2014	2015	2016	FCC Avg.	Peer Avg.
White	80.2%	75.3%	77.0%	82.9%	78.9%	79.3%
Black/African American	70.9%	70.3%	67.6%	74.2%	70.8%	67.6%
Asian	75.0%	69.7%	78.4%	71.2%	73.6%	80.7%
Latinx	76.3%	73.2%	77.7%	79.4%	76.7%	73.9%
All Students in the Cohort	78.5%	74.0%	75.8%	80.4%	77.2%	76.6%

Peer averages are calculated based on the rates for mid-sized community colleges in Maryland (FCC, Howard, Harford, and the College of Southern Maryland)

Source: PAR 2021

The average successful-persister rate after four years for the 2013-2016 cohort of Black/African-American students was 71%. This rate was six percent lower than the average for all students (77%), and lowest among the four racial/ethnic groups reported for this indicator and three percent higher than the peer average (68%). The average Latinx student cohort successful-persister rate of 77% was the same as the average for all FCC students and peer colleges (77%). Based on the past cohort average, Asian students achieved a 74% successful-persister rate, which was three percent lower than all the students in the FCC cohort (77%) and seven percent lower than the peer colleges (81%). The successful-persistence average rates for two (Black/African American and Latinx) out of four ethnic/racial groups were higher than the peer averages and the same rate for all students in the cohort.

As Table 6 shows, the FCC average graduation transfer rate for the 2013-2016 cohorts of all students in the cohort was 69% and was eight percent higher than the peer average. Hispanic student graduation rates were 64% and were five percent lower than the rate for all students in the cohort, Black/African American students (60%) were nine percent lower than all students in the cohort, and Asian students (70%) were one percent higher than all students in the cohorts, and white students (72%) were three percent higher than the average of all students. The graduation-transfer rates of Black/African American and Hispanic/Latinx students have shown steady growth over the past four cohorts and the average graduation-transfer rates for all student groups and all in the cohort were higher than the peer averages.

Table 6-Percent of Graduation-transfer rate after four years by Race/Ethnicity, Four-Year Cohort, 2013-2016

	FY 2013	FY 2014	FY 2015	FY 2016	FCC Avg.	Peer Avg.
White	72.7%	70.1%	70.7%	72.4%	71.5%	64.1%
Black/African American	59.0%	59.5%	59.5%	62.1%	60.0%	51.2%
Asian	71.2%	69.7%	74.5%	66.1%	70.4%	50.0%
Hispanic/Latinx	63.4%	61.8%	61.2%	69.5%	64.0%	55.6%
All Students in the Cohort	70.1%	67.5%	67.9%	70.0%	68.9%	60.7%

CEWD also focused on analyzing enrollment data by race/ethnicity and compared demographic data for Frederick County to identify opportunities and strategies to increase racial/ethnic diversity in their programs. As a result, CEWD engaged in an equity benchmarking project and considered several KPIs. The following KPIs in Table 7 are two outcome-based indicators that will be followed closely moving forward.

Table 7-Percent of Adult Education Students Achievement, 2017-2020

Percentage of adult education students achieved at least one ABE educational functioning level	FY 2017	FY 2018	FY 2019	FY 2020	Average FY 2017-2020
a. Black/African-American	18.8%	31.2%	20.5%	23.6%	24%
b. Latinx	27.8%	29.1%	20.8%	34.5%	28%
c. White	23.4%	26.5%	26.1%	20.7%	24%
d. All Students in the cohort	22.9%	30.2%	22.0%	26.6%	25%
Percentage of adult education students achieved at least one ESL educational functioning level	FY 2017	FY 2018	FY 2019	FY 2020	Average FY 2017-2020
a. Black/African-American	59.0%	65.4%	49.1%	37.9%	53%
b. Latinx	43.8%	50.9%	43.7%	30.0%	42%
c. White	53.6%	54.3%	43.2%	31.8%	46%
d. All Students in the cohort	45.2%	53.0%	43.9%	30.8%	43%

Latinx students (28%) had the highest average percentage of adult education students who achieved at least one ABE educational functioning level. There were minimal differences among other student racial/ethnic student groups. Black/African American students (53%) had the highest average percentage of adult education students who achieved at least one ESL educational functioning level compared to all students in the group, nine percent higher than Latinx students (42%), seven percent higher than white students (46%).

e. Increase student success in and access to online and hybrid learning by expanding programming, improving success rates, ensuring quality design and delivery, and providing instructional, technical, and student support services

As indicated in the beginning of this report, FCC had to pivot to all-remote instruction and operations in response to the COVID-19 state of emergency. As the College has progressed through the pandemic, restrictions eased enough to offer limited physical access to classrooms, labs, and some College services. The following are three initiatives that helped FCC through the pandemic that we plan to continue in the future.

The first COVID-related initiative that the College plans to continue is the course delivery formats introduced earlier in this report that were developed in response to the pandemic. The Provost/Executive Vice President of Academic Affairs, Continuing Education, and Workforce Development (Provost) pulled members of his team together in the latter part of the spring 2021 semester to evaluate how the College has traditionally delivered courses, and how courses could best be delivered as we moved through the pandemic. Before the pandemic, in-person courses represented almost 80% of our schedule, with online and hybrid representing about 20% of courses. The Provost's team developed a clearly defined set of course formats that were piloted in the summer 2020 session and fully launched for the fall 2020 semester. As indicated above, while both online and hybrid course options have been offered at FCC in the past, the new course formats being delivered today are modified versions of previous offerings. The following are descriptions of the current learning formats used by the College:

- Online Courses (ONL) are offered asynchronously entirely online and do not meet at a specific time. Students enrolled in an online course are required to meet all expected deadlines and expectations outlined by the instructor in the course syllabus and can complete work at their own pace.
- Structured Remote Courses (SR), while still entirely online, have specific class times associated with them. Instructors may use some of that time to have real-time, virtual sessions via a virtual

meeting platform such as Microsoft Teams or Zoom. These sessions may include live virtual sessions, group discussions, asynchronous content, office hours, or other class activities planned at scheduled times. The frequency of those sessions vary from course-to-course and all sessions are recorded and made available to students unable to attend. Students can watch session videos later with no penalty. When meeting in person, students are expected to observe the health and safety protocols that are regularly reviewed and posted by the College.

- Hybrid Remote Courses (HYR) are offered primarily online, but with required periodic in-person sessions at the main campus or the Monroe Center. Courses are held at scheduled class times. Virtual sessions are recorded and made available to students unable to attend. Students can watch these videos later with no penalty.
- In-Person Courses are offered in their entirety in a physical space on the main campus, at the Monroe Center, or in a location off-campus appropriate to the course objectives. Students are expected to attend all class sessions in person and observe the health and safety protocols that are regularly reviewed and posted by the College.

The formats have worked so well over the past year that the College will continue to offer courses using these formats in the future. Table 8 shows that:

- Online credit enrollment increased 36% (5,764 to 7,820) from FY 2017 to FY 2020 and hybrid courses increased 34% (2,551 to 3,430) for the same period.
- Online Continuing Education and Workforce Development enrollment increased 9% (485 to 528) from FY 2019 to FY 2020. This rate declined 62% (1,407 to 528) from FY 2017 to FY 2020 due to the variable nature of contracts that allowed for spikes in the numbers in 2017. Hybrid course enrollment increased 46% (39 to 57) from FY 2017 to FY 2020.

Table 8-Annual enrollment in online/hybrid courses, FY 2017-2021

	FY2017	FY2018	FY2019	FY2020	FY2021
a. Credit, online	5,764	6,056	6,522	7,820	15,103
b. Continuing education, online	1,407	456	485	528	4,747
c. Credit, hybrid	2,551	3,020	3,406	3,430	4,765
d. Continuing education, hybrid	39	28	47	57	480

Figure six and seven below provide a graphic representation of this growth in online and hybrid offerings over time,

Figure 6-For-Credit Online and Hybrid Course Offerings FY 2017 to FY 2021

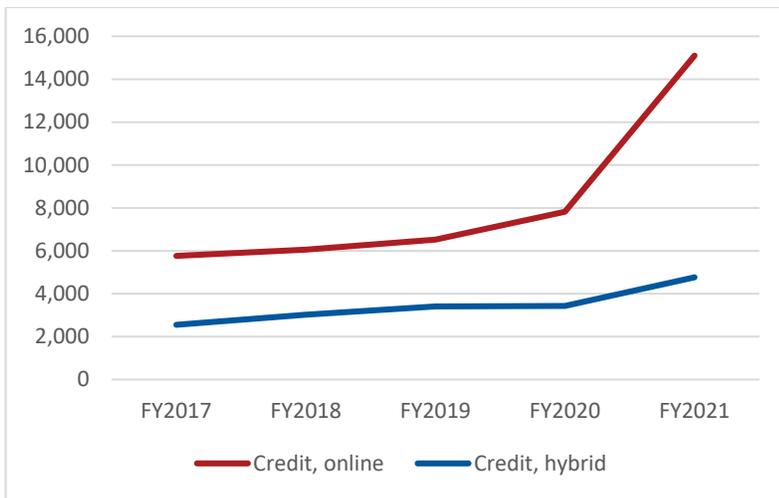


Figure 7-Continuing Education Online and Hybrid Course Offerings FY 2017 to FY 2021

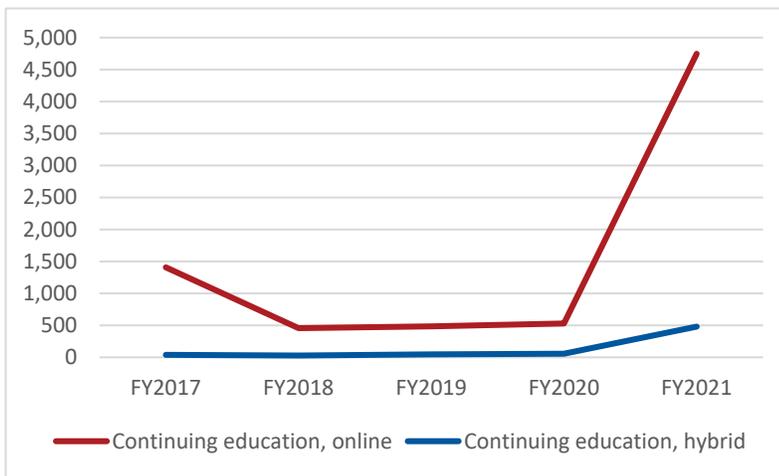


Table 9 shows that face-to-face courses had the highest average success rates (79%) for the fall 2018-spring 2021 followed by hybrid (78%), online (73%), and Structure Remote (72%) courses.

Table 9-Percent of Credit Course Success Rate (Grades of C or Better) by Instructional Delivery

	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	FCC Avg.
Online	66%	69%	70%	76%	74%	77%	73%
Hybrid	77%	79%	74%	76%	81%	82%	78%
Structure Remote	N/A	N/A	N/A	N/A	72%	72%	72%
Face-to-Face	78%	79%	78%	80%	82%	85%	79%

The College provided a strong support system for the success of students during an unprecedented year of social unrest and a national pandemic through expanded outreach from the College Learning Centers into gateway courses, the first credit-bearing college-level course in a program of study. Learning Centers, which are comprised of the Tutoring and Writing Center, and the STEM Learning Center, provide academic support to students. Learning Centers made a quick transition to remote services due to the COVID-19 pandemic. With that in mind, the work of the centers focused on providing the best student support during unprecedented times. This involved scheduling tutoring sessions through Zoom

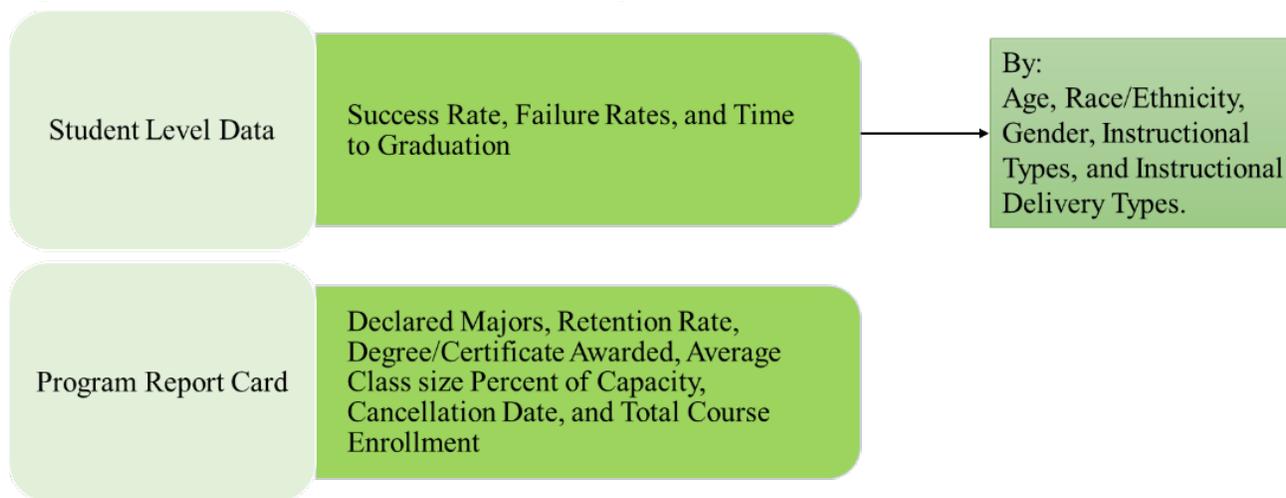
for the first time, as well as balancing resource needs to support ThinkingStorm, the College 24/7 online tutoring platform. The centers will advance these initiatives as we move out of the pandemic.

f. Enhance educational affordability, access, and success through innovative and high impact practices.

A noticeable progress made in FY 2021 in high-impact practices has been the *Racial Equity* initiative. All credit departments and programs reviewed student success and access through a racial equity lens and developed goals and interventions to improve success and access. Departments and programs have met to review institutional, departmental, and program-level data around student success and are in the process of developing goals to address equity gaps. Intervention planning will begin in the spring of 2022. For this process, the dashboards designed by the ACEWD and the new ones designed by OPAIR were made accessible to all employees. The dashboards were specifically designed for the Deans, Department Chairs, and Program Managers and other stakeholders to empower them with the ability to compare the status of the students in their interested areas and determine where success rates may be low or where racial equity gaps exist in order to develop planning for improvement. This model was created based on the work of SAT D and SAT G. SAT D developed the model with two key performance indicator levels (micro and macro) serving as the foundation of the process of dashboard development. In response to requests from the Deans, OPAIR created a template with institutional and departmental data (macro-level data). The Program Managers are now preparing micro-level outcome data to compare the data for their program to institutional and other departmental data. Also, another SAT D recommendation was that each indicator and its benchmarks be assigned to a responsible staff member (Program Managers) to assure the accomplishment of the task. Also, accountable staff (Deans and Department Chairs) have been identified for following up and providing resources for the task to be accomplished.

The templates capture data presented in *Figure 8*:

Figure 8-Access and Success Data for Racial Equity, Fall 2021



Data dashboards were developed and made available to faculty and staff for easy access to student data around success and access. This now allows administrators, Chairs, Program Managers, and other stakeholders to easily obtain data about student success and access and monitor changes in response to curricular programming, formats, and other changes to educational offerings. The dashboards are available to College employees on the IE Team Communication Central site and on the FCC Communication Central on the intranet.

g. Increase student cultural and global competence through innovation and alignment of curricular and co-curricular programming

In FY 2021, the College identified 16 *Culturally Responsive Teaching Scholars* across every academic area of the College including credit, continuing education, workforce development programs, online learning, and the library. These Scholars are now receiving a year of professional development and are supporting faculty and staff in their areas in being more culturally conscious, responsive, and relevant. The Scholars will commit to a Summer Institute and ongoing professional development during fall 2021 and spring 2022. These Scholars will, in conjunction with the DEI and the CTL, support their departments in strengthening equitable teaching practices as well as culturally conscious and responsive curriculum throughout the College.

Over 800 faculty, staff, and students participated in professional and personal development sessions focused on diversity, equity, and inclusion over the past year. In addition, 120 faculty and administrators attended a three-day leadership conference in January of 2021 to support the development of equity-minded leadership, titled *Leading for Racial Equity*. Sessions were facilitated by faculty and staff as well as external experts Rev. Dr. Jamie Washington, Dr. Denise Rollins, and Dr. Carlton Green.

FCC provides opportunities for students, faculty, and staff to become more globally connected by experiencing diverse cultures while earning college credit. This also helps community members understand each other better and thus strengthens relationships across different backgrounds and cultures. The Global Learning Committee (GLC) is leading this charge. During FY 2021, there were approximately 10 sessions to help faculty and staff think about how they could better engage the world in their classrooms. The GLC facilitates the development of on- and off-campus global experiences known as [Global Learning Initiatives](#) that help students, faculty, and staff gain the knowledge and skills necessary to become responsible, successful citizens, in a globally connected world.

The GLC presented two virtual International Education Week events in FY 2021. On Wednesday, November 18, 2020, the committee hosted a student panel with four students from Jamaica's School of Visual Arts, Edna Manley College in Kingston, Jamaica, and four FCC students. Students engaged in discussions on the effects of COVID in their everyday lives and educational experiences, shared stories, and voiced how they felt we can collectively build a healthy global community. There were approximately thirty-five people present for the program.

On Thursday, November 19, 2020, Ivy Chevers, a martial art film enthusiast, hosted *Be Water*, a virtual session on martial art films through the lens of visual art, music, theater, dance, and gender. There were approximately 12 people present for the program. Ivy presented the same program later in November for Stephanie Curran's Cultural Studies Asia course with approximately 15 students in attendance.

On February 25, 2021, the GLC hosted a Black History Month virtual event: A Conversation Between Students from FCC and the Edna Manley School for the Visual and Performing Arts, Kingston, Jamaica. Approximately thirty-five people attended the program.

In April of 2021, during Mental Health Month, the GLC hosted a series of Global Coffee Chats for two weeks with guest speakers in South Africa, Ghana, Japan, and Jamaica. Through the coffee chats, attendees gained global perspectives about education, healthcare, community care, and self-care during the pandemic in different countries. Between 15 to 25 people attended each program.

h. Provide quality academic support programs, resources, and services that meet teaching and learning needs in all learning environments

The College supported the success of students during an unprecedented year of social unrest and a national pandemic through expanded outreach from the College Learning Centers into gateway courses.

A gateway course is the first credit-bearing college-level course in a program of study. Learning Centers, which are comprised of the Tutoring and Writing Center, and the STEM Learning Center, provided academic support to students. Learning Centers made a quick transition to remote services due to the COVID-19 pandemic. With that in mind, the work of the centers focused on providing the best student support under challenging conditions. This involved scheduling tutoring sessions through Zoom for the first time, as well as balancing resource needs to support ThinkingStorm, the College 24/7 online tutoring platform. The centers will advance these initiatives as we move out of the pandemic.

The College has implemented a student-centered, career pathways navigation model to provide a continuum of education, guidance, and assistance leading to college access and ongoing support for students. Departments have streamlined how they engage and onboard new and current students.

- There are themed virtual admissions information sessions to help students understand college vocabulary, navigate the enrollment process, and become familiar with the support services available at the College.
- There are new technologies including the Online Orientation platform (Go2Orientation), and virtual Career Communities implemented that allow students to engage in career exploration, goal setting, preparation for placement testing, student activities, financial aid literacy, and other topics that support success and retention.
- There has been improved wording, navigation, and content on the College website, a newly admitted student landing page, and student-centric communications that help students take the right steps to stay in school. Targeted and direct messaging about applying for scholarships and grants for qualified students, completing the Free Application for Federal Student Aid (FAFSA[®]), accepting a loan and paying bills, meeting enrollment deadlines, navigating late registration, changing courses, and understanding the withdrawal process and deadlines have all been included.
- There are now four Success Outreach and Retention (SOAR) coordinators in place in each of the content areas including Math, English, Communications/Humanities/Art (CHA), and Social Science and Education (SS+E). The SOAR coordinator roles were planned for and developed in FY 2021 to respond to Student Success Alerts, conduct outreach, and triage student needs to ensure the connection with appropriate resources.
- Through the integration of data from multiple systems and touch points developed in FY 2021, the College is now maximizing insight from powerful analytics and newly created enrollment dashboards to improve student communication and align support services, programs, engagement, and operations.

i. Ensure that the design and use of the learning management system effectively supports student learning and instruction in all learning environments

The design and effective use of Blackboard, the College LMS, helped FCC maintain the integrity of its educational programs, provided enhanced accessibility in multiple formats to students, and enabled faculty to effectively and efficiently develop courses, deliver instruction in a student-centered environment, engage students, and assess students. In addition, the LMS has been used at FCC to support traditional face-to-face instruction, Hybrid, Structured Remote, and Online Only environments. OLII has provided training in various modalities, such as walk-in or online training for instructors using Blackboard in their courses. OLII provided a Blackboard Tutorial link in every course for students to navigate and learn about their course.

In January 2021, OLII added “Tutoring” as a top-level Blackboard tab to provide more robust learning support to students in the remote learning environment. Library and tutoring staff have stated that faculty and students have shared they are benefiting from and value this new resource.

Goal II: Support the student learning experience through data-informed enrollment management,

responsive programming, and efficient systems. [MSCHE Standard IV]

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

See Goal I-Objectives a., d., e., f., g., h., and i. for data related to this objective.

b. Forge new and strengthen existing enrollment in programming that engages students across their lifespan

In FY 2021, the College planned for and developed a student-centered, career pathways navigation model supported by a software platform called EAB Navigate that will provide a continuum of education, guidance, and assistance leading to college access and ongoing support for students. EAB Navigate was purchased in FY 2021 and will “go live” in FY 2022. In addition, departments have streamlined how they engage and onboard new and current students.

(See Goal I Objective h. for additional support for this objective. Also, see Goal III-Objective c.)

c. Expand resources that support student well-being

A resource guide titled [*You Can Help A Student*](#) was identified as a resource that should be created by the end of FY 2021. The guide was created and posted/distributed at the start of the fall 2021 semester and it provides strategies for faculty and staff to assist distressed students. This guide highlights how to recognize, respond, and refer students appropriately.

FCC hired a Behavioral Health and Wellness Counselor in FY 2021 who continues to be available to support students through short-term counseling, crisis intervention, and referrals to various campus and community supports. The Counselor is available to meet with students both face-to-face and remotely.

JED Campus is a program that is supported by the [*Jed Foundation*](#) that helps colleges and universities develop and strengthen their approaches to supporting student mental health and preventing suicide, which is the second leading cause of death for teens and young adults across the nation. The work of the FCC JED Campus Advisory Team continues. After assessing our current systems, programs, and policies that support student mental health and emotional well-being in FY 2021, the work of the team has moved to build upon existing systems and programs. The above guide is one example of work developed by this team.

Disability Access Services: The Office of Disability Services (DAS) continued outreach to College and local community members to ensure that students with mental health diagnoses were aware that they may be eligible for accommodations and services under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act and amendments. This is done through training and professional development opportunities, as well as through our long-standing relationships with FCPS and community partners.

During fall 2021, DAS created a self-care space in the DAS suite that was available during September and October to students and employees. This calm space included special lighting, instrumental music, and opportunities for reflection. The space was created to celebrate and recognize Disability History and Awareness Month (October) and to encourage our community members to engage in time for self-care and meditation. Individuals were able to schedule the room by appointment or visit during open house sessions that were advertised to students and employees.

Disabilities Specialists in DAS worked closely with the Behavioral Health and Wellness Counselor to refer students and provide seamless supports to students in and out of the learning environment. Table 19 below shows students who reached out to the DAS for receiving support and services in fall 2021.

Table 19-Students with Disabilities, Fall 2021

Disabilities	Number of Students
Hard of Hearing	4
Deaf	25
Low Vision	6
Blind	1
Deaf/Blind	0
Mobility /Orthopedic	3
Chronic Medical Disability	29
Traumatic Brain Injury	4
Speech/ Lang Disability	2
Learning Disability	48
ADHD	79
Autism Spectrum Disorder	42
Psychological Disability	45
Intellectual Disability	0
Other	0
Total	288

d. Effectively steward students from enrollment through completion by improving student communication and aligning support services, programs, engagement, and operations

In recognition of the “Student Life Cycle” (pre-enrollment through retention, student engagement, and graduation), the College is developed programming in FY 2021 that supports the following eight stages:

1. **Engagement:** Activity with potential, current, and past students that occurs throughout the entire student experience.
2. **Recruitment:** Active recruitment of students.
3. **Application/Admission:** Time when a student has decided to apply to FCC.
4. **Orientation/Enrollment:** This step includes the administrative, academic, and extra-curricular activities in which a student is involved during their first term of college.
5. **Studentship:** Student engagement activities that transform students intellectually and personally and allow them to emerge as engaged citizen scholars.
 - o Academic: Academic programming in and outside of the classroom, such as lectures, tutorials, study, and other elements to enhance the intellectual experience of the students.
 - o Student Life: Activities and experiences involved on the social and logistical side of being a student. These include both co-curricular activities and on-campus student life.
 - o Civic engagement: Covers activities that enhance the student’s standing as a citizen at both FCC and in the broader community of Frederick County.
6. **Graduation:** The ceremonial highpoint of college life at FCC.
7. **Career Preparation:** Includes the activities that engage students in thinking about, gaining experience in, and preparing for their post-study careers.
8. **Alumni:** Involvement in activities that build loyalty to FCC while at the College and post-study activities as alumni.

e. Eliminate the achievement and opportunity gaps with targeted support programs, tools,

and resources

The Partnership to Achieving Student Success (PASS) program is one of the target efforts at FCC to help students in transitioning from high school to FCC. To be eligible for the PASS program in FY 2021, a student must have been a first-time degree- or certificate-seeking student, placed into at least one developmental education course, and identified as a member of a minority population.

Enrollment at a community college is anything but linear. The likelihood that a student enrolls as a first-time, degree-seeking student in a fall semester, attends again in the spring semester, and then returns the following fall semester is uncommon. Therefore, we measure “fall to spring” and “fall to fall retention” by noting which students who attended in the fall returned the following spring (or the following fall in the case of fall-to-fall retention). A breakdown of PASS participant enrollment by semester is shown below in Table 11.

Table 11-PASS Participant and PASS-eligible Retention Rates, Fall 2020-Fall 2021.

	Enrollment			Persistence	
	<i>Fall 2020</i>	<i>Spring 2021</i>	<i>Fall 2021</i>	<i>Fall to Spring</i>	<i>Fall to Fall</i>
PASS	23	21	20	91.3%	87.0%
PASS-eligible	77	53	31	68.8%	40.3%
All FCC Students	5,756	3,752	2,275	65.2%	39.5%

In the fall 2020 semester, 23 PASS Participants enrolled in classes at FCC as compared to 77 PASS-eligible students. Of the 23 PASS participants enrolled in the fall 2020 semester, 21 (91.3%) returned in the spring 2021 semester. The vast majority (87.0%) of the original 23 of the fall 2020 PASS cohort returned one year later in fall 2021. The PASS fall-to-spring retention rates were noticeably higher than the PASS-eligible cohort (68.8%) and all FCC students for fall-to-spring retention rate (65.2%). This trend was similar for the fall-to-fall retention rates where the 87% of the PASS cohort from the fall 2020 semester that returned in fall 2021 was higher than the PASS-eligible cohort (40.3%) and FCC campus-wide fall-to-fall retention rate (39.5%).

Across the two semesters in FY 2021, (fall 2020 and spring 2021), PASS participants enrolled in 46 courses at FCC. A breakdown of performance in these courses is shown below in Table 12, alongside the performance from PASS-eligible peers.

Table 12-PASS Participant Grade Distribution Totals, Fall 2020-Spring 2021

	PASS	PASS-Eligible
<i>N Courses</i>	46	125
Grade Earned		
A	47.0%	24.8%
AU	0.7%	0.0%
B	20.6%	22.4%
C	9.2%	16.8%
D	3.4%	3.2%
F	11.1%	23.2%
W	7.9%	9.6%
<i>Successful</i>	80.8%	67.2%
<i>Not Successful</i>	19.2%	32.8%

Of the 46 courses PASS participants took from fall 2020 to spring 2021, 80.8% of these courses resulted in a “successful” passing grade of A, AU (audit), B, C, or D. Conversely, 19.2% of courses taken by PASS Participants resulted in a failing grade (F) or a withdrawal (W). PASS participants bested their PASS-eligible peers who earned successful grades in 84 of the 125 courses (67.2%) courses taken at

FCC during this same period. Likewise, PASS-eligible peers were more likely to earn a failing grade or withdraw from their courses (32.8%) compared to PASS participants.

f. Implement advising models, staffing structures, and technical systems that align with college and career pathways

The Career and Academic Planning Services (CAPS) office implemented a case management/assigned advisor model in May 2020. This model was implemented to provide proactive assistance and support to students after they enroll until they meet their desired academic goal. All credit-seeking students are assigned to an Academic Advisor that is determined by the student's major. Academic advisors provide weekly and monthly outreach and check-ins with their assigned students. Academic advisors regularly encourage their students to enroll and register for courses early, as well as assist students with reviewing their degree plan and following their guided pathway. From July 2020 to June 2021, academic advisors had made over 11,161 advising contacts with students that discussed academic planning and academic support through virtual, email, phone, and face-to-face meetings to assist them with their advising needs. During this same time, there have been six special initiatives that have centered on reaching out to students who were not attending classes, connecting students to financial resources to assist them with paying for courses, and assisting students with enrolling in next semester courses. These special initiatives and case management models have set the foundation to providing the support necessary to assist the College in meeting its enrollment and student success goals for the next several years.

The AACEWD also focused on faculty-advising training based on the recommendation of the 2020-2021 SAT initiative and created a new faculty-mentoring model. The model integrated faculty advising into the case management approach adopted by Learning Support which provides all students with an advisor. This structure allows both the case manager and advisor to collaborate where appropriate and each focus on their strengths. Of note is the increased emphasis on faculty advising around transfer opportunities for students, anchored in the creation, maintenance, and expansion of transfer pathways. All transfer pathways are included in each program website to inform students what courses to take for transferring to a specific college or university. The program managers and chairs were given advising training by the Counseling and Advising Department.

Additionally, to support and align with the new faculty advising model, the leadership of the Science Department was reorganized. Previously several faculty members were provided release time as course coordinators with a primary focus on course preparation and communication with adjunct faculty. Across all science programs, student advising from the faculty perspective fell predominantly to the Science Department Chair. The team has reorganized and supplemented the release time for faculty to create program managers who will have the responsibility for course development and communication with adjuncts. Additionally, these program managers participate in the faculty advising model and collaborate with Counseling and Academic Planning Services (CAPS) to provide advising to students from a position of content expertise. In the restructure, the AACEWD has included faculty advising to the pre-health students interested in FCC health programming, a group of students who previously had minimal faculty advisement. This program manager will be positioned to interface with the health science program managers to improve student transitions from the Science prerequisites to entry into the selective admissions health programs.

Goal III: Lead the College with excellence, transparency, and accountability. [MSCHE Standards II, VII, VI]

a. Enact participatory decision-making that clearly delineates roles, responsibilities, communication processes, and timelines

In FY 2018, the College received strong concerns from the employee affinity groups related to governance and decision making. To address concerns, the BOT directed the College to retain an outside

consultant, Dr. Roy Church, to conduct a comprehensive review of governance and decision making. The College received Dr. Church's final report on January 14, 2019. The "Church Report" was informative and has been used to support the work of the College to date, and will continue to do so moving forward.

In FY 2019, the BOT directed the College to, "*Enhance Best Practices in Communications and Employee Relations.*" In addition, they asked to, "*Convene a College-wide Task Force that examines the process of decision-making at Frederick Community College and makes recommendations that lead to a governance process that is inclusive and participatory.*"

In response, the College conducted the Personal Assessment of the College Environment ([PACE](#)) survey in FY 2019. The survey was administered by the National Initiative for Leadership & Institutional Effectiveness (NILIE). The mean score, on a Likert scale of 5, related to the Student Focus items in the survey for FCC (4.159) was higher than NILIE NORM (4.048) and mean score for medium 2-year (4.068) colleges.

Next, the College created an internal task force to review governance and decision making. The findings of the task force were presented to the BOT at their May 2019 meeting. The College continues to address the recommendations and concerns put forward in these three important reports.

In response to recommendations that crossed each of the reports, a committee was formed that worked with the College Senate through FY 2021 to develop the [Policy and Procedures on the Creation and Administration of College Policies and Procedures](#). The policy was approved by the BOT on January 20, 2021 and was used in the annual review of all policies and procedures completed by June 30, 2021. The policy details the roles, responsibilities, communication process, and timeline of policy review and development. It also enhances the role of the President's Cabinet and the Senate.

The College is currently in a national search for a new President and will continue to address governance and decision making under the leadership of the new President when hired.

b. Utilize data and evidence-based practices to align planning, budgeting, and resource allocation, inform decision-making, and support continuous improvement

The FY 2020 IE described the planning and budget preparation process for FY 2021 in the following way:

Frederick Community College was significantly impacted by the COVID-19 pandemic in the areas of planning and budgeting. The pandemic arrived in full force in Maryland in late February (2020) and it is significant to note that during the timeline described above, the College was in the process of developing the FY 2021 budget. Based on the data available at the time, the College projected a significant reduction in auxiliary, tuition, and fee revenue for FY 2021. The initial College response in March 2020, and the 3R Plan, shut down all auxiliary functions except the College Bookstore up to Stage 4.

The state announced in May of 2020 that there would be a reduction of a proposed increase of \$1,900,000 in state aid for FY 2021. The President had anticipated this reduction and removed it from the revenue line in developing the 2021 budget. However, given the financial uncertainty related to COVID-19, community colleges throughout the state recognized that Maryland state aid through the John Cade funding formula could be reduced through a Budget Reconciliation and Financing Act (BRFA) at any time throughout the fiscal year.

As the spring 2020 semester ended, the early enrollment numbers for summer 2020 and fall 2020 were showing a 30% decline from last year (2019) on the same day. Based on the data the President had at that time, she brought her leadership team together and made some very tough

choices. The FY 2021 budget was built with a 30% decline in tuition and fee revenue due to a projected decline in enrollment for the fall 2020 semester and an anticipation of no increase in state aid. The budget also included a \$1,000,000 furlough for all benefitted and auxiliary employees that would only be used as a last resort. The final FY 2021 budget that was approved by the Board of Trustees and the County was a decrease of \$3,478,722 or -6.20% from the FY 2020 budget.

The College took the following actions moving into FY 2021:

- Froze vacant positions
- Reduced departmental budgets by 30%, including administrative, academic, and student support departments
- Closed food services, childcare programs, and reduced bookstore operations
- Furloughed staff in the College food service and child care programs due to their closure
- Replaced only essential positions as they became vacant throughout the year

As indicated above, the College had budgeted for a 30% decline in tuition revenue for FY 2021. Enrollment tracked much better than predicted, see Figures 9 and 10 below.

Figure 9-Fall 2020 Enrollment Trend

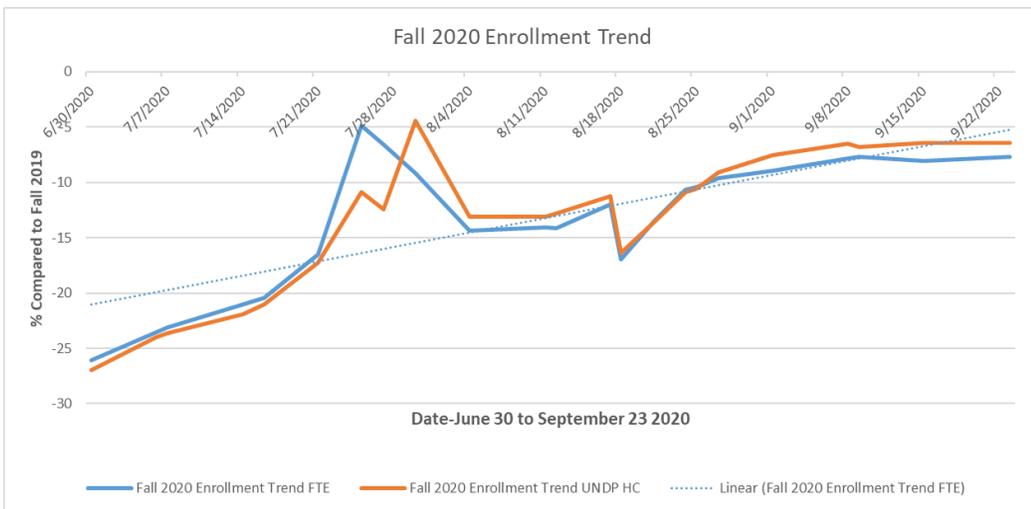
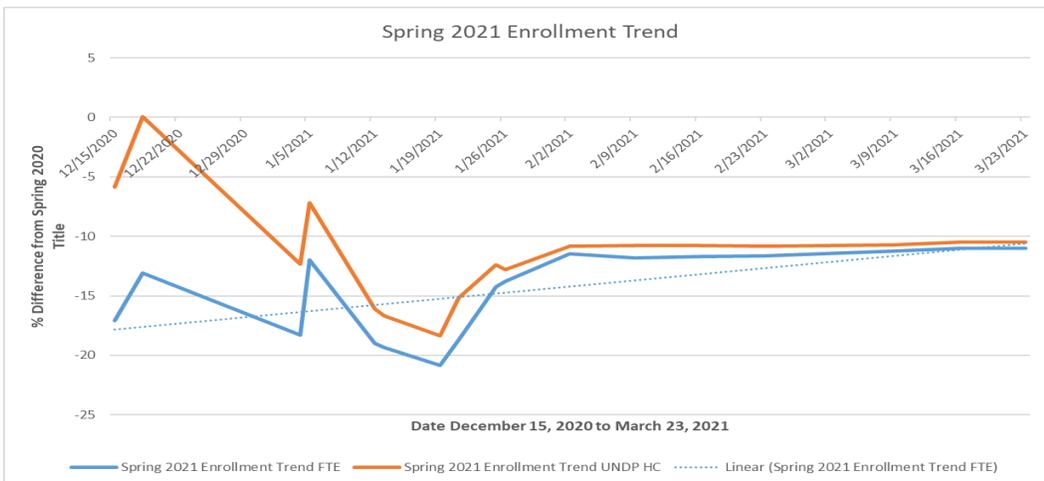


Figure 10-Spring 2021 Enrollment Trend



The College was encouraged by the summer 2020 enrollment numbers as they built to a 3% increase in FTE over summer 2019. The enrollment declines in the fall 2020 and spring 2021 were larger; however, they still gave more relief. The enrollment numbers for the main census dates of each semester are in Table 13 below:

Table 13-FY 2021 Credit Enrollment Report

FY 2021 Credit Enrollment Report					
Spring 2021, Fall 2020, and Summer 2020 FTE (Census Date)					
Term	FTE	Previous Term	FTE	FTE Difference	FTE Percentage Change
Spring 2021	1,389	Spring 2019	1,570	-181	-12.0%
Fall 2020	1,554	Fall 2019	1,679	-125	-7.0%
Summer 2020	308	Summer 2020	298	9	3.0%
Spring 2021, Fall 2020, and Summer 2020 Unduplicated Headcount (Census Date)					
Term	FTE	Previous Term	FTE	FTE Difference	FTE Percentage Change
Spring 2021	5,251	Spring 2019	5,857	-616	-10.5%
Fall 2020	5,756	Fall 2019	6,129	-373	-6.1%
Summer 2020	1,882	Summer 2020	1,921	-39	-2.0%

The College experienced a minor year-end decline in tuition revenue of -1.3% as compared to FY 2020. In addition, the College experienced some negative fiscal impact due to the continued COVID-19 related losses in College auxiliary operations; however, those losses were more than offset by significant increases in state and federal grant funding, and other revenue sources. Although there were some furloughs in food services and childcare programs, there was no need for the \$1,000,000 furlough that had been built into the budget, and there was no mid-year reduction in state aid through a BRFA by Governor Hogan in FY 2021. The College ended FY 2021 in a healthy fiscal position.

The significant increase in federal grant funding came from three legislative packages passed by the US Congress during the COVID-19 pandemic that were intended to give economic relief to many sectors of the United States. The first bill, signed by President Trump on March 27, 2020, was a large legislative bill, H.R. 748, also referred to as the Coronavirus Aid, Relief, and Economic Security (CARES) Act. The CARES Act provided federal funds for relief from the impact of COVID-19 for colleges and universities through a subsection titled the *Higher Education Emergency Relief Fund* (HEERF I). HEERF I provided FCC with two funding programs, one for direct-aid to students (FCC \$925,945) and one for institutional support (FCC \$925,945). The purpose of the funds was to prevent, prepare for, and respond to COVID-19. The guidance for the use of HEERF I institutional support funds from the US Department of Education was vague and many institutions, including FCC, were initially conservative in using HEERF funds. The HEERF I program has been included in this report because the College began allocating these funds at the end of FY 2020, and significantly allocating funds in the beginning months of FY 2021.

On December 27, 2020, President Trump signed into law the second COVID relief package through H.R. 133, the Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (CRRSAA), which had as a subsection the Higher Education Emergency Relief Fund II (HEERF II). HEERF II funds were distributed as a supplement to the HEERF I allocation to the College. HEERF II continued the two funding programs with \$925,945 to be used for direct-aid to students and \$3,221,746 for institutional support. The College used HEERF II funds for institutional costs to defray expenses associated with coronavirus, including lost revenue, reimbursement for expenses already incurred, technology costs

associated with the transition to distance education, faculty and staff training, reasonable direct administrative costs, sanitation, PPE, and other expenses associated with the general health and safety of the College environment related to the pandemic. In addition, the HEERF II funds were used for student support needs related to the impact of COVID-19 and to improve online student support services.

The third COVID relief legislation was signed into law by President Biden on March 11, 2021. H.R. 1319, the American Rescue Plan Act of 2021 included a subsection called the Higher Education Emergency Relief Fund III (HEERF III). The College received \$7,434,305 in HEERF III funds, \$3,779,323 for direct-aid to students, and \$3,654,982 for institutional support. Two requirements were part of the third relief legislation. The first requirement was to implement evidence-based practices to monitor and suppress COVID-19 in accordance with public health guidelines. The second requirement was to conduct direct outreach to financial aid applicants about opportunities to receive aid. The guidance for the use of HEERF II institutional support funds was clarified and broadened. There was a focus in the final months of FY 2021 on using HEERF III funds to support investment in improving the capacity of the College to operate and provide instruction remotely. These funds continued to be available in FY 2022 and the College continues to use these funds to defray expenses associated with coronavirus, including lost revenue, student services, reasonable direct administrative costs, reimbursement for expenses already incurred, faculty and staff training, sanitation, PPE, and other expenses associated with the general health and safety of the College environment related to the pandemic.

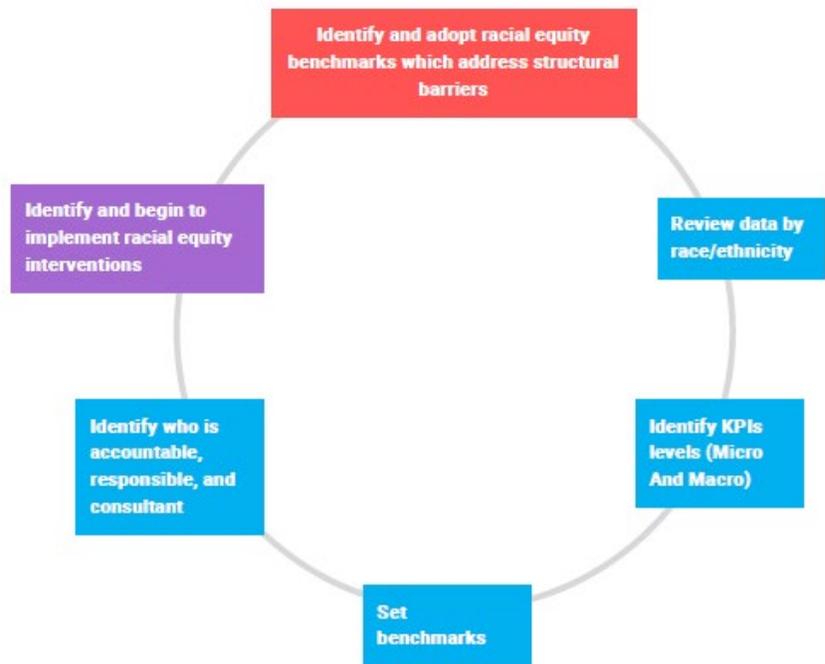
c. Infuse diversity, equity, and inclusion goals throughout academic, support, administrative, and team plans

The College diversity, equity, and inclusion goals are grounded in the College Diversity, Equity, and Inclusion Strategic Plan which focuses on four main goals of the College: 1) strengthening access and success for our marginalized and minority student populations; 2) diversifying the employee population to reflect the diversity of our students and community; 3) preparing all our students to engage across differences in their homes, communities, and the workforce; and 4) building an inclusively excellent, welcoming College campus. This plan is embedded in our Academic Affairs Master Plan, reflected in the College strategic plan, the College mission, and will be reflected in the upcoming Student Affairs, IT, and Facilities planning as well. The College also has a specific College-wide and Board approved Institutional Racial Equity Plan that focuses on high impact practices to address racial equity needs and gaps, data collection and benchmarking to assess our progress, as well as specific ways the College will make racial equity an institution-wide principle, and part of the fabric of our institution.

In FY 2021, the BOT directed the College to create a specific College-wide and Board approved *Institutional Racial Equity Plan*. The plan was developed and is captured in Figure 11 below. The plan focuses on high impact practices to address racial equity needs and gaps, data collection, and benchmarking to assess our progress, as well as specific ways the College will make racial equity an institution-wide principle and part of the fabric of our institution.

Figure 11-*Institutional Racial Equity Plan*

FY 21 Process to Close Racial Equity Gap



d. Ensure transparency in employment practices

The COVID-19 pandemic required FCC to adjust in significant ways over the FY 2021 period. The decision that the College would predominately operate and offer remote instruction was announced to the College community on March 12, 2020. The COVID-19 website was launched on March 16, 2020 and continues to be updated to date. The *3R Plan* was developed concurrently with the development of the COVID-19 website and was communicated on May 21, 2020. The *3R Plan* has been housed on both the main College website and Communication Central, and that too, continues to be updated. The details of how the College initially reacted to the pandemic in FY 2020 are well documented in the [2020 IE Report](#).

As indicated earlier in this report, the College operated mostly remotely in FY 2021 beginning the fiscal year in Stage 1 and ending in Stage 2 of the *3R Plan*. College leadership was unanimous in its support of constant, clear, and systematic communication with the College community, the Frederick community, and our public partners. For our employees, communication occurred on multiple levels, using multiple platforms, and has required an incredible amount of collaboration and support, and considerable resources. Communication was, and continues to be, the glue that held us all together to effectively support our mission.

The College was driven into remote operations and instruction as the most effective way to ensure the health and safety of our community. Faculty, staff, and students worked together as best they could as infrastructure and processes were developed, assessed, and revised to support remote operations and instruction. In spite of a few bumps along the way, and a significant amount of COVID-19 related grant funding, the College has been able to continuously improve its ability to conduct instruction and operations remotely.

As the data related to COVID-19 improved in June and July of 2020, the College began to have conversations around how it would transition back to what was referred to as “the new normal.” Most conversations gravitated to discussions around telework, and the state had passed a bill in support of telework, HB 73-*State and Local Government and Public Institutions of Higher Education – Teleworking*. Prior to the pandemic, FCC had developed high quality distance and hybrid course

offerings, which were very helpful in the transition to remote instruction; however, it did not have a Telework Policy for employees. The new law and the experience many employees had working remotely prompted the formation of a committee chaired by the Vice President of Human Resources to begin drafting a policy and procedures related to teleworking. The work of the committee continued well into FY 2022 and the policy will be covered in detail in the FY 2022 IE Report.

e. Increase the recruitment and retention of a diverse workforce

The College continues to make deliberate efforts to be intentional in its work of threading diversity, equity, and inclusion into the fabric of the culture of the College and all its activities, and making FCC a place where racial and ethnically minority students, faculty, and staff thrive.

Improvements have been, and continue to be made, concerning recruiting racially diverse faculty and staff. The following FCC interventions are supported by literature and research around diversifying hiring. These include an emphasis on 1) recruiting a diverse applicant pool with a consistent process 2) requiring annual Search Chair training on how to reduce implicit bias in searches and implicit bias training for all committee members 3) assigning diverse representation to search committees and, 4) writing interview questions which communicate our institutional commitment to diversity and how diversity, equity, and inclusion are central to all work at the College. Human Resources reviews racial diversity beginning with applicants from the initial pool through first-round screening to ensure the minimum requirements do not adversely impact applicants. Before Search Committees do an initial screening of candidates, HR reviews the pool for a goal of 19% racial/ethnic minority representation. If the goal has not been met, the Senior Leader for the area needs to approve that the search can still move forward without further recruitment to diversify the applicant pool. In FY 2021, the College conducted 90 searches and only five of those searches did not meet the 19% threshold for diverse applicant pool by the best consideration date. All five searches had their best consideration dates extended, at which point Human Resources continued recruitment. At the end of the new extended date, three of those remaining five searches met the 19% goal. The remaining two searches have not yet met their new best consideration date, so their outcome cannot yet be determined. In summary, 97% of the College’s searches had an applicant pool that was racially diverse at 19% or higher. In FY 2022, we will continue to review the diversity of the applicant pool.

The College closely monitors the progress of diversity in full-time faculty, administrators, and professional staff as part of the PAR report. As table 14 shows, the College is working to increase faculty, full-time administrative, and professional staff of color to 23% by fall 2025.

Table 14-Percent of Minority (Nonwhite) Full-Time Faculty, Administrative, and Support Staff, Fall 2017-2021

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Benchmark Fall 2025
Percent Minorities (Nonwhite) of Full-Time Faculty	18.6%	17.1%	16.8%	17.1%	18.4%	23.0%
Percent Minorities (Nonwhite) of Full-Time Administrative and Support Staff	21.0%	18.0%	15.8%	20.0%	20.0%	23.0%

f. Provide training and resources that develop employee job-specific and technology skills, cultural competence, team development, and leadership

The COVID-19 pandemic produced a wide variety of negative effects across campus, one of which was the impact on professional development described in more detail elsewhere in this report. Due to financial constraints on the College, the Employee Development Advisory Team (EDAT) professional development funds were cut from the FY 2021 budget. While the Search Committee Chair Unconscious

Bias Training took place virtually, a majority of the regularly offered sessions were unable to take place. FY 2022 will be bringing back a partial budget for EDAT, so it is expected that offerings will steadily increase as we progress through the current fiscal year. Table 15 captures the professional development offered in FY 2021, but would normally capture a longer list of sessions.

Table 15-Professional Development Offered by the Human Resources Department, 2020-2021

Sessions Offered	Facilitator	Organization	Attendance
Search Committee Chair / Unconscious Bias Training	Dr. Beth Douthirt Cohen & Daniel West	FCC	57

g. Provide effective technology solutions, systems, and interfaces that support learning, instruction, communication, and College operations

In FY 2021, one of the BOT priorities was to “Collaborate with students, faculty, and staff to support instructional technologies during the College COVID-19 pandemic response.” The SAT A adopted the Desired Outcome of “Define and support evolving software, hardware, and training needs for students, faculty, and staff as the College continues remote and alternate modes of instruction.” The following were delivered to students and staff:

TRAINING

- Delivered Essentials for Teaching and Designing Online and Hybrid Courses to 120 faculty during Summer 2020 to prepare them for remote instruction
- Trained 25 faculty for a Spring 2021 pilot of hybrid flex technology in the classrooms
- Developed fully online, self-paced alternatives to live, virtual Blackboard training
- Developed written guides and videos to support faculty transition to online instruction
- Revised and enhanced the online Blackboard student tutorial
- Provided workshops specific to pandemic related issues such as eye health and Zoom-fatigue
- Delivered Office 365 and Microsoft Teams training

SUPPORT

- Deployed Chromebooks to students
- Provisioned loaner laptops to faculty
- Developed Continuity of Teaching and Learning-Remote Teaching Guide resources
- Enabled online and virtual alternatives to on campus services and events (online tutoring/academic coaching, live and remote proctoring services, and continuing education events)
- Disability History and Awareness month event
- Student Engagement events such as the New Student and Parent Convocation
- Created a virtual presence in Blackboard for tutoring services and the Library
- Launched a student help line assist@frederick.edu

ADDITIONS & ENHANCEMENTS

- Opened and staffed a computer lab for students
- Provided on-campus printing for students
- Configured 15 classrooms for hybrid flex technology
- Implemented Help Desk remote phone system for support calls

- Expanded Wi-Fi coverage to the student parking lot
- Improved registration data transfer times allowing students quicker access to college resources
- Integrated Office 365 (OneNote, OneDrive, and Teams Meetings) apps into Blackboard
- Doubled storage capacity in Blackboard
- Implemented Zoom campus-wide and provided ongoing support
- Implemented Zoom Webinar
- Increased cloud recording capacity
- Created Zoom best practices guide and tutorial for faculty who have students with accommodations
- Offered Collaborate training in multiple formats in addition to online Microsoft Teams training

h. Strengthen the safety and security of both individuals and data in physical and virtual environments

The Board directed SAT C to “*Create a safer and healthier workplace during the COVID-19 pandemic.*” SAT C established five Desired Outcomes in responding to this priority:

1. Modify College Operations per the FCC Roadmap to Resilience and Recovery

- Alter practices of cleaning and disinfecting high-touch surfaces.
- Require the use of face coverings for all staff, employees, students, and visitors.
- Rearrange learning spaces to comply with physical distancing guidelines including room for student flow or use-designated seating when furniture is permanent.
- Specify single entrance into buildings.
- Indicate directional flow and physical distancing with visual cues on floor & walls.
- Post signage in bathrooms to encourage personal hygiene and physical distancing.
- Provide staff and student resources and support remotely.
- Develop contact-tracing and reporting procedures for a COVID-19 exposure to staff, students, or visitors on campus.

2. Update the Environmental Health & Safety (EHS) Plan

- EHS plan has been developed to ensure compliance with all state and federal regulatory bodies which oversee higher education.
- Revised Exposure Control Plan for employees (part of College Safety & Industrial Hygiene plans).
- Updated documents, to include Chemical Hygiene Plan and updated Occupational Safety and Health Administration (OSHA) links.

3. Enhance the Staff Safety Training Program

- A training matrix/spreadsheet has been developed to track departmental training. This identifies required and optional training for specific areas, and can serve as a guide to build into the onboarding process for new employees. The matrix allows for compliance of tracking respective trainings.
- Recommended training opportunities for all faculty and staff will be posted on Communication Central each month.

4. Convene and utilize the College Safety and Crisis Management Team (CSCMT) for employee engagement in safety, security, and emergency preparedness

- “Safety teams” were developed within designated areas
- Hazard/risk assessments were conducted to address potential concerns
- Teams reported safety issues (via a checklist) and submitted a corrective action plan

- All assessments and corrective action plans were documented on an Excel spreadsheet

i. Expand environmental sustainability goals and practices

The number one goal for FY 2021 was to continue operations and instruction in ways that supported student success and ensured the health and safety of our College community. The College had to modify operations guided by the FCC *3R Plan*. Plant staff had to alter practices of cleaning and disinfecting high-touch surfaces. Occupancy limits were placed on learning spaces and spaces were rearranged to comply with physical distancing guidelines and sufficient space for student flow. Outside of learning spaces, where designated seating was permanent, modifications were made for social distancing, or to prevent use, if distancing was not possible. Single entrances into buildings were specified and signs were developed to support *3R plan* requirements. In hallways, visual cues on floors & walls were put in place to control directional flow and physical distancing. Signs in bathrooms were posted to encourage personal hygiene and physical distancing. For the few employees that were required or occasionally approved to be on College premises during FY 2021, a check in calendar was created and maintained so that Operations would know what spaces to sanitize, and Security was aware of who was on campus on any given day.

Outside of creating a safe learning environment during the pandemic, the College evaluated and subsequently made changes to the recycling of trash. In renovated spaces, recycling bins were placed in offices. In hallways and common spaces, dual recycling and general trash bins were strategically placed throughout the main campus and the Monroe Center.

Figure 12-*Example of Dual Recycling and General Trash Bins*



There were several other environmentally sustainable efforts initiated in FY 2021: Examples include:

- The Operations team made the decision to move the College fleet to mainly electric vehicles as gas powered vehicles are replaced when possible. In May 2021, Plant Operations purchased a Pickman Classic electric low speed truck.
- Plant Operations piloted using a natural, vinegar-based weed killer during FY 2021. The results were good and FCC will continue using the natural formula moving forward.
- Plant Operations replaced the lights in the Parking Garage with energy saving LED lights.
- The renovation of Building E met Leed Silver standards and the design for the renovation of Building L will meet Leed Silver standards.

Goal IV: Ensure the fiscal stability and sustainability of the College. [MSCHE Standards II, VII,

VI]

In FY 2021, the SAT B was formed to work on the strategic priority to “*Ensure the fiscal stability of the College and mitigate the financial impact of the COVID-19 pandemic.*” The Finance Team completed a template for monthly financial reports, developed a cost of instruction model for academic programs, and identified data points readily available in the PeopleSoft systems. Data points that were not available were identified and recommendations were made for calculations to include or to be entered into the system in the future.

a. Align fiscal resources with emerging, ongoing, and annual strategic priorities

Through proper due diligence and oversight, the College has been able to allocate financial resources to emerging priorities, such as:

- Responding to ongoing COVID 19 vaccination efforts.
- Allocating funds to support diversity, equity, and inclusion initiatives.
- Expanding internet access to support students both on and off campus.

b. Strengthen enrollment management to ensure maximum access to courses and efficient use of facilities and resources

A thorough review of student enrollment management was undertaken to determine the most efficient use of facilities and resources. One of the first initiatives to be actualized was acquiring EAB Navigate (“Navigate”). Navigate is a student success management system that assists students in picking a major, building a course schedule to accomplish their goals, registering for classes, finding resources on campus, and communicating with their advisor. Navigate will be implemented in FY 2022.

c. Pursue grants and alternative sources of revenue to provide funding for program growth and emerging priorities

External Grants

Table 16 shows that FCC received 16 new grant awards and increased funding for two existing awards during the period July 1, 2020 – June 30, 2021. New funding received during FY 2021 totaled \$13,996,979 which was 200% higher than the prior fiscal year, FY 2020. FY 2021 grants included supplemental funding for two previously awarded grants from the U.S. Department of Education through HEERF and two Innovation Fund awards from the Maryland State Department of Education.

Table 16-Grants and Sponsored Projects Summary, July 1, 2020 – June 30, 2021

Funding Source: U.S. Department of Education, passed through Maryland Department of Education
Grant Program: Perkins Postsecondary – Maryland Career and Technology Education (CTE) Grant
Award Amount: \$74,573
Grant Period: 7/1/20 – 8/30/21
Purpose of Funds/Description: Awarded annually, Perkins funding supports Career and Technical Education (CTE) programs identified in the FCC Perkins Local Plan. In FY 2021, a grant of \$74,573 enabled program improvements in the following areas: Hospitality, Culinary, and Tourism Institute; Respiratory Care; Information Technology, Construction Management and Building Trades. The grant also supports a CTE program exploration, recruitment, an enrollment marketing campaign, as well as targeted student support through the offices of Adult Services and Multicultural Student Services.

Funding Source: U.S. Department of Education, passed through Maryland Department of Education
Grant Program: Career and Tech Ed (CTE) Program in Homeland Security and Emergency Preparedness
Award Amount: \$46,187
Grant Period: 7/1/20 – 6/30/21
Purpose of Funds/Description: For the eighth consecutive year, the Mid-Atlantic Center for Emergency Management & Public Safety (MACEM&PS) received funding to serve as the Maryland Postsecondary Affiliate for the Career and Technology Education (CTE) Program in Homeland Security and Emergency Preparedness (HSEP). In FY 2021, a grant of \$46,187 was awarded to support activities including course review, development of detailed lesson plans, turnkey online course packages, and model articulation agreements; and support for the Geographic Information Systems program, including a one-day workshop for teachers.

Funding Source: U.S. Department of Education, passed through Maryland Department of Education
Grant Program: Child Care Career and Professional Development Fund
Award Amount: \$59,381
Grant Period: 7/1/20 – 6/30/21
Purpose of Funds/Description: In FY 2021, FCC received an award of \$59,381 through the Child Care Career and Professional Development Fund program, which helps students who work in licensed childcare pursue and complete degrees in Early Childhood Development A.A.S., Early Childhood Education A.A.T., and Elementary Education A.A.T. FY 2021 was the fourteenth consecutive year FCC participated in this program and the grant funds were used to cover the cost of tuition, fees, and books for participating students.

Funding Source: U.S. Department of Education, passed through Maryland Department of Education
Grant Program: Child Care Career and Professional Development Fund – Electronic Learning Devices
Award Amount: \$11,846
Grant Period: 7/1/20 – 6/30/21
Purpose of Funds/Description: In FY 2021, FCC received a one-time supplemental award of \$11,846 to support the transition to online learning necessitated by the COVID-19 pandemic. Funds were used to purchase laptops for the grant program coordinator and 11 students.

Funding Source: Maryland Judiciary, Administrative Office of the Courts
Grant Program: Access to Justice
Award Amount: \$6,625
Grant Period: 7/1/20 – 8/30/21
Purpose of Funds/Description: A grant from the Maryland Judiciary was used to support

FCC's Access to Justice Limited Scope Representation Project which paired attorneys with Access to Justice Letter of Recognition program students to serve persons without counsel and enhance their ability to handle legal matters on their own in Frederick County.

Funding Source: Maryland Department of Education

Grant Program: Innovation Grant (Round 1)

Award Amount: \$72,670

Grant Period: 11/1/20 – 6/30/21

Purpose of Funds/Description: In FY 2021, FCC received an Innovation Grant award of \$72,670 to support two innovative projects: development of an Automotive Technician degree program to serve the occupation of Automotive Service Technicians and Mechanics, and a digital credential (badging) program to help learners share skills that employees deem are in-demand and relevant in conjunction with FCC's apprenticeship, credit, and continuing education programming.

Funding Source: Maryland Department of Education

Grant Program: Innovation Grant (Round 2)

Award Amount: \$88,627

Grant Period: 3/1/21 – 9/30/21

Purpose of Funds/Description: In FY 2021, FCC received a second Innovation Grant award of \$88,627 to support development of a noncredit Logistics & Production Technology program to prepare individuals for entry-level jobs in the Production (Manufacturing) Technology, Biotechnology, and Logistics (Supply Chain) industries.

Funding Source: U.S. Department of Education and State of Maryland, passed through Maryland Department of Labor

Grant Program: Consolidated Adult Education and Family Literacy Services Program

Award Amount: \$914,512

Grant Period: 7/1/20 – 6/30/21

Purpose of Funds/Description: Through the Consolidated Adult Education and Family Literacy Services program, Maryland Department of Labor allocates federal and state funding to support local programs in adult basic and secondary education, English language acquisition, and civics education. In FY 2021, FCC received a grant of \$914,512 to provide these programs in Frederick County. This was the 11th consecutive year FCC received an award under the Consolidated Adult Education and Family Literacy Services program.

Funding Source: National Science Foundation; **Prime Recipient:** Mount St. Mary's University

Grant Program: Scholarships in Science, Technology, Engineering, and Mathematics (S-STEM)

Subaward Amount: \$44,011

Grant Period: 10/1/21 – 9/30/25
Purpose of Funds/Description: In FY 2021, FCC was awarded a five-year subgrant from Mount St. Mary’s University (MSMU) to partner on its National Science Foundation-funded project, “C3STEM: Community Colleges Collaborating in STEM.” The main goal of this project is to support low-income, high-achieving transfer students toward graduation and job placement in STEM.

Funding Source: National Science Foundation; Prime Recipient: Hood College
Grant Program: Scholarships in Science, Technology, Engineering, and Mathematics (S-STEM)
Subaward Amount: \$2,402
Grant Period: 6/1/21 – 5/31/23
Purpose of Funds/Description: FCC was awarded a two-year subgrant from Hood College to support its National Science Foundation-funded program called “Interdisciplinary STEM Education and Mentoring for Transitioning to STEM Success.” Through this program FCC is contributing to the project by identifying strong STEM majors for transfer to Hood College and assisting with recruitment and STEM event planning.

Funding Source: National Science Foundation; Prime Recipient: Ouachita Baptist University
Grant Program: Cell Biology Education Consortium Implementation Voucher
Subaward Amount: \$3,000
Grant Period: 8/31/20 – 12/31/21
Purpose of Funds/Description: With implementation voucher funding, FCC purchased supplies to incorporate the cancer CURE cell block into the Frederick Community College Biotechnology Curriculum. Incorporating the cell blocks as course-based research experiences gave students an opportunity to analyze and modify their experiments.

Funding Source: U.S. Department of Education
Grant Program: Higher Education Emergency Relief Fund – Emergency Financial Aid Grants to Students
Award Amount (cumulative): \$5,631,213
Grant Period: 4/25/20 – 6/7/22
Purpose of Funds/Description: FCC was granted an initial award of \$925,945 from the U.S. Department of Education under the Higher Education Emergency Relief Fund in FY 2020. In FY 2021, this award was supplemented with an additional \$4,705,268 made possible through the Coronavirus Response and Relief Supplemental Appropriations Act and the American Rescue Plan Act. This funding is being used to provide emergency financial aid grants to students.

Funding Source: U.S. Department of Education

Grant Program: Institutional Portion of the Higher Education Emergency Relief Fund
Award Amount (cumulative): \$7,802,673
Grant Period: 6/2/20 – 6/8/22
Purpose of Funds/Description: FCC was granted an initial award of \$925,945 from the U.S. Department of Education under the Higher Education Emergency Relief Fund in FY 2020. In FY 2021, this award was supplemented with an additional \$6,876,728 made possible through the Coronavirus Response and Relief Supplemental Appropriations Act and the American Rescue Plan Act. This funding is being used to provide emergency financial aid grants to students and defray costs associated with the coronavirus pandemic.
Funding Source: U.S. Department of Education, passed through Maryland Department of Education and administered by Maryland Higher Education Commission

Funding Source: U.S. Department of Education, passed through Maryland Department of Education and administered by Maryland Higher Education Commission
Grant Program: Governor’s Emergency Education Relief Fund
Award Amount: \$399,162
Grant Period: 7/1/20 – 12/30/21
Purpose of Funds/Description: FCC received an award of \$399,162 through the Governor’s Emergency Education Relief (GEER) Fund to support workforce development and continuing professional education leading to government or industry-required certification or licensure, with a focus on serving individuals impacted by the coronavirus pandemic through loss of employment.

Funding Source: U.S. Department of Education, passed through Maryland Department of Education and administered by Maryland Higher Education Commission
Grant Program: Governor’s Emergency Education Relief Fund II
Award Amount: \$295,380
Grant Period: 3/1/21 – 3/30/23
Purpose of Funds/Description: FCC received an award of \$399,162 through the Governor’s Emergency Education Relief (GEER) II Fund to provide education in workforce development and continuing professional education leading to an industry recognized certificate, certification, or licensure.

Funding Source: Maryland Higher Education Commission
Grant Program: RELIEF ACT, 2021 Recovery Now Fund
Award Amount: \$383,107
Grant Period: 3/12/21 – 6/30/21
Purpose of Funds/Description: In FY 2021, FCC received an award of \$383,107 through the Recovery Now Fund to expand existing and develop new in-demand workforce development training and educational programs and market the programs to students and community members who are recently unemployed or want to improve their job skills to reenter the

workplace. This funding was used to purchase equipment and supplies for the Logistics and Production Technology, Automotive Technology, and Biotechnology programs.

Funding Source: Northeast Beef Promotion Initiative
Grant Program: Beef in the Classroom
Award Amount: \$500
Grant Period: 11/1/20 – 6/30/21
Purpose of Funds/Description: Culinary instructors used this grant funding to purchase beef that was used to provide instruction to students in several classes. Tenderloin was part of the fabrication lesson in Culinary II and flank steak was used to teach marinating and against the grain slicing in Restaurant Production and Service. Ground beef was used in several appetizers for Garde Manger buffet projects.

Funding Source: Maryland Higher Education Commission; Prime Recipient: Frostburg State University
Grant Program: Nurse Support Program II
Award Amount: \$3,000
Grant Period: 7/1/20 – 6/30/21
FCC was one of several partner institutions to receive a stipend from Frostburg State University for its support of the Associate to Bachelor's (ATB) Nursing Program. In this dual-enrollment program, selected FCC nursing students are chosen to complete both the ADN and BSN degrees at the two-year and four-year university simultaneously. FCC used the institutional stipend of \$3,000 to support ATB activities including retention and progression efforts.

Sponsor: National College Transition Network
Program: College Success for Single Mothers
Funding: \$10,000
Grant Period: 7/1/20 – 12/31/22
Description: In FY 2020, FCC was selected to participate in the College Success for Single Mothers project. With support and guidance from the project facilitator, the National College Transition Network, FCC established a Task Force that is working to identify the needs of single mother students and develop an action plan to develop key practices and services to address their needs. FCC receives a \$10,000 institutional stipend for participating in the project.

Institutional Advancement & FCC Foundation, Inc.

The FCC Foundation, Inc. ("Foundation") focuses on building strong relationships and partnerships with individuals, organizations and foundations within the Frederick Community for financial support for student scholarships and programs. Highlights in FY 2021 included:

- Student Success Fund grants were awarded to students for financial assistance to prevent them from dropping out of school as a result of an emergency or unexpected crisis. Students could request up to \$1,500 per year for use on rent, utilities, medical bills, school supplies, childcare, etc. They were also granted \$25-\$50 for food or transportation needs once per semester. A total of \$21,795 was awarded to students in FY 2021.
- Five new scholarships were established based on donors' interests. These scholarships supported students majoring in music, hospitality, culinary, and tourism, general studies, single parents, and STEM programs for children.
- The Parents Lead Program is an on-going program designed for working parents with financial needs. The program awarded a total of \$22,455.00 to FCC students who were working parents in their pursuit of an associate degree in FY 2021. The program provides a specialized curriculum and advising services as well as scholarships for childcare needs.

FCC Foundation Grants Awarded in FY

2021:

- **Ausherman Family Foundation**-Building Trades scholarships and student success funds
- **Delaplaine Foundation**- Parents Lead program childcare scholarships
- **George Shields Foundation**- Music program support and student scholarships
- **G. Frank Thomas Foundation**- General student scholarships
- **Loats Foundation**- Scholarships for orphans; students from single parent families
- **M&T Bank**- Scholarships for business students participating in the Business Plan contest
- **Women's Giving Circle**- Scholarship grants for Parents Lead, Project Forward Step and Allied Health Academy students
- **United Way Unity Campaign**- Scholarships for Parents Lead program participants

As indicated in Table 17 below, the FCC Foundation is in a strong fiscal position to support our students' success:

Table 17-FCC Foundation Contributions and Endowment Net Asset Value at Year's End¹, Fiscal Year 2018 to Fiscal Year 2021

	FY 2018	FY 2019	FY 2020	FY 2021
Foundation Contributions	\$585,974	\$722,561	\$1,052,567	\$845,390
Endowment Net Asset Value (at YE) ¹	\$11,132,020	\$11,643,549	\$16,316,898	\$19,980,675

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

The Office of Institutional Advancement (OIA) & FCC Foundation team continue to collaborate and support SAT workgroups and the Financial Aid team to develop new scholarships and programs to help students succeed. A total of \$845,390 was awarded to students in FY 2021, including five new scholarships. A summary of the total scholarships awards by program is presented in Table 18 below.

Table 18-FCC Foundation Scholarship Awards July 1, 2020-June 30, 2021.

FY 2021 Scholarships	% of Total	Non-Credit	Credit	Totals
Credit Scholarships	71.02%	\$0.00	\$724,833.44	\$724,833.44
Athletic Scholarships	6.61%	\$0.00	\$67,471.84	\$67,471.84
Summer Scholarships	5.11%	\$0.00	\$52,190.44	\$52,190.44

Music	4.95%	\$40,756.00	\$9,750.00	\$50,506.00
Building Trades	3.27%	\$8,000.00	\$25,398.67	\$33,398.67
Parents Lead	2.20%	\$0.00	\$22,455.00	\$22,455.00
Student Success	2.14%	\$0.00	\$21,795.01	\$21,795.01
PASS	1.81%	\$0.00	\$18,500.00	\$18,500.00
Project Forward Step	1.34%	\$0.00	\$13,635.57	\$13,635.57
Non-Credit/CEWD	0.78%	\$8,000.00	\$0.00	\$8,000.00
Allied Health	0.76%	\$7,799.95	\$0.00	\$7,799.95
Children's Center Grant	The Children's Center was not open during the pandemic. No funds were awarded in FY 2021			
FY 2021 Total Foundation Scholarship Expense	100.00%	\$64,555.95	\$956,029.97	\$1,020,585.92

d. Optimize business practices that enhance College operations

The Finance team has completed working with IT to generate templates for monthly financial reports. The Finance team completed testing of the templates and began using them to produce the March 2021 Board reports. The College owns the suite of PeopleSoft products including HR and Finance. Over the course of the next year, both Finance and HR will integrate all modules of the software and integrate the data sharing between the two divisions. This process will provide a level of accuracy and ease of data flow to the College operations.

Working with Finance, SAT Group B developed a cost of instruction model for academic programs. The group identified data points readily available in the PeopleSoft systems and data points that were not available were identified and recommendations made for calculations to include and/or entered into the system in the future. The model was created by compiling data from numerous areas of the College, the FCC Budget book, and through consensus building during multiple discussions with PeopleSoft specialist, admissions specialists, department chairs, and deans. The model uses revenue and expense data by program that are available in PeopleSoft. The group recommended that Finance work with department chairs, program managers, and other areas to update budgets in order to more accurately capture credit program revenue and expenses within PeopleSoft. The new cost of instruction model will be integrated into the cost analysis within Academic Program Review, with implementation into the process beginning in FY22.

SAT Group B also assessed the business models of all three auxiliary enterprises, Dining Services, the Bookstore, and the Childrens Center, and conducted numerous idea-generating and methodology conversations. The group generated business model ideas for the three auxiliary areas exploring hiring processes, labor management, opportunities for community partnerships, student and staff advisory groups, marketing initiatives and outreach, and buy ahead programs. Strategies identified were incorporated into the FY 22 budget. The locker pick-up model developed for the Bookstore purchases during the pandemic worked so well that the College plans to retain that process moving forward.

CONCLUSION

FCC's mission is:

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

This report represents efforts in FY 2021 to work toward achievement of the mission. This is a cyclical process whereby the institution identifies goals and objectives, plans for success, evaluates its work using evidence-based approaches, engages in self-reflection and ideation, and works toward improvement based upon its findings. This IE Report demonstrates the significant work that has occurred over the past year, but also areas for growth and improvement.

FY 2021 provided FCC with many opportunities for growth and expansion. While the global pandemic dominated much of the reporting period, the students, faculty, staff, Board of Trustees, and stakeholders of FCC demonstrated significant resilience. FCC has great work ahead for FY 2022, which among other things will see the installation of a new president, continued improvement in learning services and educational quality, more robust use of institutional data, and improved service to its students.

While the Office of Planning, Assessment, and Institutional Research publishes this report, it was the result of the work of many individuals across the College community. The efforts portrayed in this report demonstrate the commitment of FCC to continuous institutional improvement to better support its students and the wider community. The IE Team thanks Interim President Powell, the Board of Trustees, and all individuals and teams who contributed to the writing of this report. The Board of Trustees is acknowledged for the significant role that they play in all our efforts to improve the institutional effectiveness of the College.

APPENDIX

Appendix 1: AACEWD Key Performance Indicators (KPIs)

KPIs AACEWD	Measures	Data Sources	Who Generates Prepares/Data Reports	Frequency/ Timing of Data Report	Who is Accountable/Responsible
Course Success	<p>Credit: Grade of C or better (filter by semester, format, session, Major/non-major, demographics – examine with and without DE) Non-credit: CC, AC, SC, SA (filter for demographics, session, semester)</p>	<p>PS Query: FCC_IR_GRADE_DETAIL but accessible from Grade Distribution Dashboard CEWD Dashboard</p>	<p>Update to Grade Dashboard completed ready to be deployed: PMs pull data from dashboard</p>	<p>Term/ Fall Spring Fiscal year CEWD</p>	<p>Accountable: AACEWD - AVP/ED Student success AVP OLII Director Responsible: PMs, Chairs</p>
Enrollment	<p>Duplicated enrollment by each semester & fiscal year (Filter for course, program, format, session) Unduplicated (filter for demographics) Classes with caps: % capacity</p>	<p>State Report: Annual Enrollment Report/EIS (freeze date) CEWD Dashboard Program report card Enrollment/max capacity</p>	<p>OPAIR- Semester Dashboard in development- Unduplicated Or report from OPAIR Separate files of duplicated enrollment OPAIR Program report card % cap- Asst. Dean Assess/ Art. CEWD has program capacity report- PS – Report run under FCC customization area CEWD Dashboard- update: Dup/Unduplicated</p>	<p>Term/ Fall Spring Annual fall</p>	<p>Accountable: AACEWD - AVP/ED Student success AVP Enrollment Services AVP Dir. of CAPs Responsible: PMs, Chairs</p>

			Asst. Dean Asses/ Art.		
Retention (modified)	Fall to Spring, Spring to Fall, Fall to Fall (FT/PT students who were enrolled and re-enrolled and did not transfer, grad FCC or HS; excludes students taking courses of interest) (filter by format, program, demographics)	Modify retention FCC file modifications to remove transfers/grads HS grads: Retention Totals	OPAIR To provide report or modify / create retention dashboard	Term/ Fall Spring Annual fall	Accountable: AACEWD - AVP/ED Student success AVP Enrollment Services AVP Dir. of CAPs Responsible: SOAR Coordinator, Retention specialist, PM, Chairs Learning Centers. Targeted support directors
Time Towards Degree/Certificate Completion (modified)	Credit: Time to graduation or certificate completion (FT/PT students who first time enrolled at FCC include students with transfer credits) Non-credit: Time to certificate completion (filter by major/plan, demographics)	IPEDS With modifications to add students with transfer credits and PT	OPAIR to generate report Dashboard in development NWCS report Workforce training completers report: Asst. Dir. CEWD Operations	Annual	Accountable: AACEWD - AVP/ED Student success AVP Enrollment Services AVP Dir. of CAPs Assistant Dean Liberal Arts (milestone) Responsible: PMs, Chairs, SOAR coordinator, Retention specialist, CAPs
Percent Minority (non-white) FT Adjunct Faculty	Percent of non-white FT faculty Percent of non-white PT faculty (filter by department) Provided for CE faculty as well	EDS- Employee Data System	DATA from HR – Dept. level HR Generalist	Annual report	Accountable: HR, Dir of DEI Responsible: PM, Chairs, AVP/ED, SLT – anyone who hires

<p>Persistence/ (Modified) or Cohort Persistence</p>	<p>Credit: Fall, first time attempted 18 credits after 2 years; Cohort Persistence = All students (PT/FT), Fall first time includes students with transfer credits enrolled after 2 years) (filter by has race /ethnicity/gender)</p> <p>Non-credit: Workforce training completers</p>	<p>PS Report: Modified</p>	<p>OPAIR report</p>	<p>Annual report</p>	<p>Accountable: AACEWD - AVP/ED Student success AVP Enrollment Services AVP Dir. of CAPs</p> <p>Responsible: PMs, Chair, SOAR coordinator, Retention specialist, CAPs</p>
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