Frederick Community College

BOARD OF TRUSTEES
Regular Monthly Meeting

September 16, 2026 – 4:30 p.m.
Conference Center (E126AB)

Zoom Option:
https://frederick-edu.zoom.us/j/89089009135?pwd=qQbifFapji5nwatq7Mm5BSA7qNJioL.1
Call-in Option:
Phone Number: 301-715-8592 | Webinar ID: 890 8900 9135 | Passcode: 860113

I. **Call to Order**

II. **Declaration of Conflict of Interest**

III. **Board & CEO Comments**

IV. **Public Comment**
Public comment at Board meetings is limited to addressing items on that meeting's agenda. Public comment is limited to a maximum of five (5) speakers, three (3) minutes per person. The order of speakers will be on a first-come, first-served basis. Individuals are required to complete the sign-in sheet prior to the opening of the meeting.

V. **Consent Agenda**

A. August 19, 2026 Regular Meeting Minutes **(Enclosure 1)**

VI. **Required Approvals Agenda**

A. Approval of the 2026 Performance Accountability Report **(Enclosure 2)**

B. Approval of Award to Wolf Bus Lines for College Transportation Services **(Enclosure 3)**

C. Approval of Sole Source Procurement from Institute for the Future **(Enclosure 4)**

D. Approval of Award to Hilb Group for Benefit Broker Services **(Enclosure 5)**

E. Approval of Piggyback Contract with STORAGELogic of Maryland, Inc. **(Enclosure 6)**

VII. **Information/Discussion Items**

A. Fiscal Year-to-Date Unaudited Draft Financial Report through the Quarter Ending June 30, 2026 **(Enclosure 7)**

B. Policy Review

1. Revisions to EL-3 Communication and Support to the Board **(Enclosure 8)**
2. Revisions to GP-6 Board Linkage with Other Organizations **(Enclosure 9)**
3. Revisions to GP-7 Board Planning Cycle and Agenda Control **(Enclosure 10)**
4. Draft GP-14.2 Policy Review Committee **(Enclosure 11)**

VIII. Action Items

A. Policy Approvals

1. Revisions to E-1 Ends **(Enclosure 12)**
2. GP-14 Board Committee Principles **(Enclosure 13)**
3. GP-14.1 Ownership Linkage Committee **(Enclosure 14)**

B. Monitoring CEO Performance

1. Acceptance: E-1 Ends (1.0) Monitoring Report **(Enclosure 15)**

IX. Meeting Content Review (Enclosure 16)

Consideration of areas for meeting content improvement: This item on the agenda provides the Board the opportunity to give the Board Chair and the President feedback on the quality of the content provided during this Board Meeting. We would appreciate receiving suggestions wherein you would like to see changes made to future Board meetings.

X. Adjournment

NEXT MEETING: **Wednesday – October 14, 2026**

- ***4:30 p.m. – Regular Monthly FCC Board Meeting***

Under the ADA and Section 504, Frederick Community College (FCC) makes every effort to accommodate individuals with disabilities for College-sponsored events and programs. For FCC employees needing accommodations, including interpreting, please email humanresources@frederick.edu. For students and others with accommodation needs or questions, please call 301-846-2408, or to request sign language interpreter services, please email Interpreting@frederick.edu. Sign language interpreters will not be automatically provided for College-sponsored events without a request for services. Requests must be made at least five workdays before a scheduled event to guarantee accommodations.

Frederick Community College

Enclosure 1
September 2026

Minutes for August 19, 2026 Regular Meeting

Context: The August 19, 2026 minutes are being presented to the Board for approval via the Consent Agenda. Minutes of the proceedings of every Board meeting shall be prepared by the College President (or the President's designee) with all motions accurately and completely recorded, noting the names of those who make motions, the nature of the motion, and those who vote 'yea' and 'nay.' The minutes of the prior Board Meeting will be provided to and considered by the Board as part of the subsequent Board Meeting materials.

Board Policy Reference: Bylaws of the Board of Trustees of Frederick Community College

Background: The Board of Trustees held a regular meeting on August 19, 2026.

Attachment: Minutes of the August 19, 2026 regular meeting

BOARD OF TRUSTEES
FREDERICK COMMUNITY COLLEGE

August 19, 2026
Regular Meeting

The Board of Trustees of Frederick Community College met in **regular session** on Wednesday, August 19, 2026 in the Conference Center (E126AB). A virtual option to participate was provided. Participating in person were: Trustees Dr. William Reid, Chair; Dr. Carmen R. Hernandez, Vice Chair; Jan H. Gardner; Carolyn Kimberlin; Theodore Luck; and Tracey McPherson. Trustee Stephen G. Slater arrived late to the meeting. Also attending in person were President Dr. Annesa Payne Cheek, Secretary/Treasurer of the Board; Janice Spiegel, Special Projects Manager/Budget Office Frederick County Government; and Adam Konstas, PK Law, College legal counsel.

CALL TO ORDER

The meeting was called to order by Chair Reid at 4:30 p.m.

DECLARATION OF CONFLICT OF INTEREST

There were no conflicts of interest expressed by Trustees.

BOARD & CEO COMMENTS

Chair Reid and Trustee Gardner reflected on Fall Convocation.

PUBLIC COMMENT

There were no comments.

CONSENT AGENDA

On a motion made by Trustee Luck, the Board approved the following items 6-0-1, as presented, with Trustee Slater absent:

- June 10, 2026 regular meeting minutes
- July 14, 2026 special meeting minutes
- July 15, 2026 board retreat minutes
- July 16, 2026 board retreat minutes

REQUIRED APPROVALS AGENDA

On a motion made by Vice Chair Hernandez, the Board approved the following items 6-0-1, as presented, with Trustee Slater absent:

- FY 2026 Cultural Diversity Plan Annual Progress Report
- Piggyback Contract Renewal with Frederick County for Interpreting Services for the Deaf and Hard-of-Hearing
- Contract Extension with Blackboard, Inc. for Licensing of Learning Management Software and Related Services
- Piggyback Contract with Skyline, Inc. for the Purchase of Network Switches and Related Services
- Sole Source Payment to Oracle, Inc. per the Contract for Database and Cloud-Related Services
- Piggyback Contract Renewal with Astute for Oracle Cloud Infrastructure Services
- Sole Source Procurement for Watermark Faculty Success Module

INFORMATION/DISCUSSION ITEMS

July Board Retreat Debrief – The Board reviewed the retreat action plan and reflected positively on the July retreat. Chair Reid noted that the next retreat date will need to be identified and that discussion topics for the retreat will be developed. It was also clarified that proposed updates to EL-3 Communication and Support to the Board and GP-7 Board Planning Cycle and Agenda Control are scheduled for review in September.

POLICY REVIEW:

Revisions to E-1 Ends – The Board reviewed revisions developed from the July retreat and discussed a proposed revision to add "Section 2.1.1. Learners have access to financial support." The revised E-1 Ends will be considered for approval at the September Board meeting.

Draft GP-14 Board Committee Principles – The Board reviewed the draft policy and additional revisions proposed by Chair Reid. There was discussion regarding the use and authority of Board committees under Policy Governance®, potential redundancy within the draft, and a suggestion to further discuss committee work at a future Board retreat. The policy will be considered for approval at the September Board meeting.

Draft GP-14.1 Ownership Linkage Committee – The Board reviewed the draft policy and additional revisions proposed by Chair Reid. A revision was also proposed to remove the "by September" deadline for the ownership linkage plan. The policy will be considered for approval at the September Board meeting.

Trustee Slater arrived at 5:04 p.m.

MONITORING BOARD PERFORMANCE:

Policy Survey Results for GP-9 Investment in Governance – Chair Reid reported on the results of this survey. There was discussion regarding the Board's responsibility to establish its annual governance budget. Beginning with FY 2028, a proposed governance budget will be presented in October for Board input, reviewed again in November, and incorporated into the College operating budget process.

Policy Survey Results for BCD-0 Global Board Delegation Statement – Chair Reid reported on the results of this survey. It was noted that proposed policy refinements addressing requests for information and clarification will be presented at the September Board meeting.

ACTION ITEMS

Approval of Monitoring and Policy Review Schedule – The Board reviewed the schedule reflecting a multi-year cycle for Board policy review and revised timing for Ends monitoring.

On a motion made by Trustee Luck, the Board unanimously approved the Monitoring and Policy Review Schedule, as presented.

MONITORING CEO PERFORMANCE:

Acceptance of EL-0 General Executive Constraint Monitoring Report – President Cheek presented the annual monitoring report and reported full compliance.

On a motion made by Vice Chair Hernandez, the Board unanimously found evidence of compliance with a reasonable interpretation of the policy for EL-0 General Executive Constraint.

Acceptance of EL-3 Communication & Support to the Board Monitoring Report – President Cheek presented the annual monitoring report and reported full compliance.

On a motion made by Trustee McPherson, the Board unanimously found evidence of compliance with a reasonable interpretation of the policy for EL-3 Communication & Support to the Board.

<u>Acceptance of EL-5 Organization Culture Monitoring Report</u> – President Cheek presented the annual monitoring report and reported full compliance.

On a motion made by Vice Chair Hernandez, the Board unanimously found evidence of compliance with a reasonable interpretation of the policy for EL-5 Organization Culture.

<u>Acceptance of EL-11 Compensation and Benefits Monitoring Report</u> – President Cheek presented the annual monitoring report and reported full compliance.

On a motion made by Trustee Luck, the Board unanimously found evidence of compliance with a reasonable interpretation of the policy for EL-11 Compensation and Benefits.

<u>MEETING CONTENT REVIEW</u>

Trustees reflected positively on the level of participation and governance-focused discussion, particularly regarding the Ends and GP-14 Board Committee Principles. It was also noted that the monitoring reports summarized during the meeting are supported by more detailed written reports reviewed by the Board.

<u>CLOSED SESSION</u>

At 5:24 p.m., the motion was made by Vice Chair Hernandez to convene in closed session and unanimously approved by the Board. This action was taken in accordance with Maryland's Open Meetings Act, Section 3-305(b)(1) to discuss (i) the appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of an appointee, employee, or official over whom this public body has jurisdiction; or (ii) any other personnel matter that affects one or more specific individuals; Section 3-305(b)(7) to consult with counsel to obtain legal advice; Section 3-305(b)(9) to conduct collective bargaining negotiations or consider matters that relate to the negotiations; and Section 3-305(b)(13) to comply with a specific constitutional, statutory, or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter.

The Board convened in closed session in the Conference Center (E126AB) on June 10, 2026. Attending in person were: Trustees Dr. William Reid, Chair; Dr. Carmen R. Hernandez, Vice Chair; Jan H. Gardner; Theodore Luck; Carolyn Kimberlin; Tracey McPherson; and Stephen Slater. Also attending in person were President Dr. Annesa Payne Cheek, Secretary/Treasurer of the Board; Avis Boyd, Chief of Staff to the President; Dr. Bridgette Cofield, Vice President for Talent and Culture; Dr. Anne Davis, Provost and Vice President of Teaching, Learning, and Student Success; Scott McVicker, Chief Financial Officer and Vice President for Administration; Pamela Murphy, Labor Relations Specialist; Adam Konstas, PK Law, College legal counsel; and Kari Melvin, Recording Secretary.

Dr. Davis and Ms. Murphy left the meeting.

The Board reviewed closed session minutes from June 10, 2026.

On a motion made by Trustee Kimberlin, the Board unanimously approved the June 10, 2026 closed session minutes, as presented.

Dr. Davis and Ms. Murphy rejoined the meeting.

The Board obtained legal advice on matters related to collective bargaining strategy and potential positions.

No action was taken.

Dr. Davis and Ms. Murphy left the meeting.

The Board discussed the contract of the President.

No action was taken.

The meeting adjourned at 6:17 p.m.

NEXT MEETING

The next regular meeting of the Board will be held on Wednesday, September 16, 2026.

Dr. Annesa Payne Cheek

Secretary/Treasurer

Prepared by Kari Melvin
Office of the President
Frederick Community College

Frederick Community College

Enclosure 2
September 2026

2026 Frederick Community College Performance Accountability Report (PAR)

Purpose: The 2026 Performance Accountability Report (PAR) is being presented to the Board for approval via the Required Approvals Agenda. This document summarizes the recommendation and is presented to the Board of Trustees by President Cheek, with preparation support provided by Dr. Matthew Paushter, Chief Foresight and Decision Support Officer.

Board Policy Compliance Monitoring Reference: E-1 Ends (Global Ends Statement)

Background:

- Pursuant to §11-306 of the Education Article of the Annotated Code of Maryland, the College is required to submit an annual PAR to the Maryland Higher Education Commission (MHEC) addressing established performance indicators, institutional benchmarks, and progress toward state and institutional goals.
- The FY 2026 PAR provides updated performance data and narrative analysis describing the College's progress, areas requiring continued attention, and factors influencing institutional performance.
- This year's report reflects the College's continued emphasis on using evidence to understand performance and guide improvement through the Continuous Improvement Model.
- As part of the FY 2026 reporting process, the College reviewed and updated its institutional benchmarks to establish meaningful expectations for future performance and strengthen their alignment with current institutional priorities and available evidence.
- The complete FY 2026 Performance Accountability Report is included as an attachment and provides the detailed data, analysis, and benchmarks supporting this recommendation.
- An asterisk (*) indicates that data are not required to be reported by MHEC for that reporting period. The College may maintain data for these measures internally; however, they are not included where reporting is not required under the PAR framework.

Attachment:

- 2026 Frederick Community College Performance Accountability Report

Frederick Community College
2026 Performance Accountability Report

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.

Institutional Assessment

The 2026 Performance Accountability Report provides Frederick Community College (FCC) an opportunity to examine what its performance measures collectively reveal about the institution and the community it serves. Drawing primarily on performance from 2022 through 2025, along with the longitudinal student cohorts specified by MHEC, the data point to an institution experiencing significant growth and change while developing a deeper understanding of the students it serves, the pathways through which they progress, and the outcomes their learning enables. Across the State Plan goals of Access, Success, and Innovation, FCC has approached this assessment not simply as a review of individual measures, but as an opportunity to identify patterns across time and consider what those patterns mean for continued institutional improvement. The resulting narrative highlights three interconnected lessons: access is more than enrollment growth, student success is more than completion, and workforce impact is more than participation.

Goal 1 — Student Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

Over the current accountability cycle, FCC's access story has been defined not only by substantial growth, but by meaningful changes in who the College serves and how learners engage with the institution. Fall credit headcount increased from 5,811 students in Fall 2022 to 7,504 in Fall 2025, an increase of approximately 29%. Annual credit headcount grew from 7,651 to 10,226, while total annual unduplicated headcount increased from 12,351 to 15,323. Continuing education followed a different pattern, increasing earlier in the cycle before declining to 5,450 students in FY25. Taken together, these trends demonstrate a significant expansion in FCC's reach while also revealing different patterns of participation across credit and continuing education.

Growth, however, tells only part of FCC's access story. The composition of the College's credit population has also changed. High school enrollment increased from 1,837 students in Fall 2022 to 2,814 in Fall 2025, and students enrolled while still in high school represented 37.5% of Fall 2025 credit enrollment. Nearly three-quarters of credit students attended part time in Fall 2025. These patterns illustrate an increasingly varied student population that includes students beginning college while still in high school alongside traditional-age degree seekers, working adults, first-generation students, and students entering with different levels of academic preparation. As FCC's reach expands, understanding these distinct populations—and the different purposes, circumstances, and experiences they bring to the College—has become increasingly important.

FCC's student population has also become more racially and ethnically diverse. Among credit students, the proportion identifying as Black or African American increased from 13.7% to 16.1% during the cycle, while the proportion identifying as Hispanic or Latino increased from 16.1% to 19.5%. Overall, students identified as nonwhite increased from 42.8% to 49.7% of credit enrollment. Continuing education experienced a similar shift, with nonwhite participation increasing from 31.8% to 38.6%. These changes occurred during a period of broader demographic change in Frederick County. Thus, FCC's changing demographics should not be understood simply as a consequence of enrollment growth; they also reflect the evolving community the College serves. For FCC, expanding access increasingly means ensuring that the institution continues to understand and respond to a community that is itself changing.

The accountability data also provide an opportunity to consider whether FCC's workforce is changing alongside the population it serves. In Fall 2025, 23% of full-time faculty and 20% of full-time administrators and professionals were nonwhite. Across the reporting cycle, however, these proportions fluctuated rather than demonstrating a consistent trend. As FCC serves an increasingly diverse population, these measures provide an additional dimension for understanding how the institution itself is evolving in response to a changing community.

The ways students access FCC have evolved as well. Online credit course enrollments increased from 11,830 in FY22 to 13,748 in FY25, while hybrid enrollments, after declining earlier in the cycle, returned to approximately their FY22 level. In Fall 2025, 17.4% of credit students were enrolled exclusively through distance education and another 26.0% participated in some distance education. These patterns suggest that flexible delivery is no longer a distinct form of access for a small segment of students; rather, in-person, online, and hybrid learning collectively form part of the normal environment through which FCC students engage with the College.

Affordability has remained an important component of access throughout this period. FCC's annual tuition and mandatory fees remained approximately $4,700, while those costs declined from approximately 47.0% to 43.7% of the average tuition and fees at Maryland public four-year institutions. At the same time, the changing composition of enrollment has reinforced the importance of examining access measures within their appropriate context. For example, the percentage of all credit students receiving financial aid declined during the cycle as high school enrollment expanded substantially. Because high school students are not Pell eligible, the decline in aggregate financial-aid participation may partly reflect changes in the composition of the student population as well as changes in financial need. In FY25, among the 6,441 credit students who were not enrolled in high school, 22.9% received Pell Grants. This illustrates a broader lesson from the accountability cycle: as the populations FCC serves change, understanding who is represented in a measure becomes increasingly important to interpreting the measure itself.

FCC's access mission also extends beyond credit enrollment. Participation in community service, lifelong learning, basic skills, literacy, and English-language programming increased substantially at points during the cycle and then moderated, illustrating the demand-responsive nature of these programs. For example, ESOL unduplicated headcount increased from 1,557 in FY22 to 2,137 in FY23 before declining to 1,877 in FY25. At the same time, measures of adult education achievement improved considerably. The percentage of Adult Basic Education students achieving an educational functioning level increased from 31.5% to 64.3%, while the corresponding measure for English as a Second Language students increased from 58.9% to 71.7%. These patterns demonstrate why participation volume alone does not fully describe FCC's community impact: the level and type of demand may change while meaningful outcomes for the students being served continue to improve.

Taken together, the accountability cycle has provided FCC with a more nuanced understanding of student access. The College is serving more learners, but the more consequential lesson is that who FCC serves, when and why they engage with the College, and how they access learning are changing. FCC's increasingly diverse student population reflects a changing community; high school students now comprise a substantial share of credit enrollment; students engage through multiple instructional modalities; and continuing education responds to community needs that fluctuate over time. These findings suggest that access should be understood not simply as enrollment growth, but as the College's capacity to remain accessible, affordable, flexible, and responsive as the community it serves evolves.

Goal 2 — Student Success: Promote and implement practices and policies that will ensure student success.

Over the current accountability cycle, FCC has learned that student success is shaped by momentum across the educational journey, with the greatest opportunities for improvement often occurring well before completion. Fall-to-fall retention for first-time credit students remained relatively stable during the period, fluctuating from 60.8% for the Fall 2021 cohort to 61.4% for the Fall 2024 cohort, with a high of 62.6%. Differences in retention were also evident by academic preparation: 66.4% of college-ready students in the most recent cohort were retained compared with 49.4% of developmental students. These patterns contributed to FCC establishing student retention as an institutional strategic priority beginning in FY25, with particular attention to understanding where students lose early momentum and how the College can strengthen persistence.

While first-year retention remains an opportunity for improvement, FCC's longer-term outcomes have strengthened considerably. The four-year successful-persister rate, which includes students who graduated, transferred, or remained enrolled, increased from 75.2% for the Fall 2018 cohort to 82.6% for the Fall 2021 cohort. Over the same period, the four-year graduation/transfer rate increased from 63.9% to 74.9%. College-ready students demonstrated particularly strong outcomes in the most recent cohort, with 85.2% successful or persisting after four years and 79.8% graduating or transferring. Together, these results suggest that students who establish and sustain academic momentum are increasingly likely to reach a significant educational outcome or remain actively progressing toward one.

The accountability cycle also reinforced the need to interpret developmental education outcomes within their institutional context. FCC changed its placement practices during the reporting period, altering the population classified as developmental and limiting direct comparisons across the full cycle. Among the most recent cohort of students identified as needing developmental education, those who completed their developmental requirements had a four-year successful-persister rate of 75.9%, compared with 70.9% for those who did not. However, four-year graduation/transfer rates were nearly identical at 57.4% and 57.0%, respectively. These results suggest that completing developmental requirements may be associated with stronger persistence, but that the relationship with longer-term completion or transfer is less clear. Continued examination of placement, academic preparation, and students' early academic experiences will help FCC better understand how to support momentum toward completion.

Overall improvements have also not been experienced uniformly across student populations. In the most recent four-year cohort, successful-persister rates were 83.3% for White students, 81.2% for Black/African American students, and 78.7% for Hispanic/Latino students. Differences were more pronounced in graduation/transfer outcomes, which were 78.9% for White students, 66.3% for Black/African American students, and 68.5% for Hispanic/Latino students. The contrast between persistence and eventual graduation/transfer is particularly instructive: differences that appear relatively modest at one point in the student journey may become more pronounced as students progress toward longer-term outcomes. These patterns reinforce FCC's strategic focus on strengthening student retention and persistence, including particular attention to populations experiencing differences in outcomes. As FCC's student population becomes increasingly diverse, understanding where these differences emerge—and strengthening support at those points in the student journey—is essential to helping more students sustain momentum through completion or transfer.

Later-stage outcomes provide additional evidence of progress. Total associate degrees and credit certificates awarded increased each year during the cycle, from 931 in FY22 to 1,058 in FY25, while the number of unduplicated graduates increased from 844 to 909. FY25 represented the highest year of the cycle for career degrees, transfer degrees, certificates, and total awards. Transfer outcomes provide additional evidence of student preparation: the percentage of transferring students earning a first-year GPA of 2.0 or higher at their receiving institution increased from 87.7% to 90.8%, and the percentage of transfer-program graduates transferring within one year increased from 55.7% to 63.6%. These outcomes suggest that students who reach later stages of their FCC experience are increasingly achieving credentials and transitioning successfully to further education.

The transfer data also illustrate that students reach these outcomes through different pathways. Across the six-year cohorts, the proportion transferring after earning an associate degree remained relatively stable, ranging from 15.4% to 16.9%, while approximately one-quarter transferred without first earning an associate degree. These patterns have prompted FCC to begin examining when and why students transfer, including the circumstances under which students transfer before completing an FCC credential. This work will help the College better understand how to support students in realizing the full value of their FCC experience, whether their pathway leads to credential completion at FCC, transfer, or both.

Taken together, the accountability cycle has provided FCC with a clearer picture of student success as a trajectory rather than a single endpoint. Longer-term persistence, graduation/transfer, credential attainment, and transfer performance have strengthened, even as first-year retention remains an important opportunity for improvement and outcomes differ among student populations. FCC's strategic focus on retention and persistence reflects what the College has learned from these patterns: improving longer-term outcomes requires attention to the points throughout the student journey where momentum is established, sustained, or interrupted, so that the expansion of access described in Goal 1 increasingly translates into successful outcomes for all students.

Goal 3 — Innovation: Foster innovation in all aspects of Maryland Higher Education to improve access and student success.

Over the current accountability cycle, FCC has gained a clearer understanding that the value of workforce education is not measured simply by how many learners participate, but by what that learning enables—credential attainment, employment, economic advancement, and responsiveness to changing workforce needs. Employment among career-program graduates remained consistently strong, ranging from 80% to 83% within one year of graduation. Earnings data provide additional evidence of economic progression. For FY22 career-program graduates, median annualized earnings increased from $21,868 one year before graduation to $60,328 three years after graduation. Together, these measures demonstrate that FCC's career programs provide pathways not only to employment, but to continued economic advancement.

Licensure outcomes provide another measure of workforce preparation. Registered Nursing first-attempt pass rates increased from 87.3% to 95.5% during the reporting period, while the Physical Therapist Assistant pass rate reached 93.1% in FY25. Respiratory Care outcomes varied more substantially, declining to 50% in FY25 among a cohort of 10 candidates. These results reinforce the importance of interpreting program-level outcomes within context, particularly when small cohorts can produce substantial annual variation, and of using changes in performance to guide ongoing program assessment and improvement.

FCC's workforce role also extends beyond credit career programs. Continuing education workforce development, professional education, and contract training provide pathways for individuals and employers to respond to changing skill and training needs. Participation fluctuated during the accountability cycle. Workforce development headcount increased from 2,328 in FY22 to 2,454 in FY23 before declining to 2,047 in FY25, while contract training headcount increased from 915 to 1,058 before declining to 867. These patterns reinforce a lesson also evident in Goal 1: for demand-responsive programming, enrollment volume alone is an incomplete measure of institutional performance. Employer demand, workforce conditions, and changing training needs influence participation, making responsiveness an important dimension of FCC's workforce role. Reflecting this understanding, FCC has developed a workforce growth strategy to strengthen alignment between its programs and the evolving workforce needs of Frederick County.

The accountability cycle has also expanded FCC's ability to examine what happens after learners participate in continuing education workforce programs. Total workforce completions increased from 547 in FY22 to 667 in FY25, while unduplicated completers increased from 515 to 624. Among cohorts with available post-completion data, approximately 77% to 78% were employed within one year. New measures are also beginning to provide information about earnings, although sufficient longitudinal data are not yet available to identify a meaningful trend. Collectively, these measures are deepening FCC's understanding of workforce education from participation toward impact.

Taken together, the accountability cycle has broadened FCC's understanding of workforce impact. Career-program graduates demonstrate strong employment outcomes, substantial post-graduation earnings growth, and generally strong preparation for professional licensure, while new continuing education measures provide a clearer view of completion and employment outcomes. Just as Goal 1 demonstrates that access is more than enrollment growth and Goal 2 demonstrates that student success is more than completion, Goal 3 demonstrates that workforce impact is more than participation—it is ultimately about what learning enables for students, employers, and the community FCC serves.

Community Outreach and Impact

FCC continued to strengthen its partnerships with schools, employers, and community organizations during FY26, with particular emphasis on creating pathways from education to employment and aligning programs with the evolving needs of Frederick County.

The College's partnership with Frederick County Public Schools (FCPS) continued to expand through dual enrollment and career-connected learning. FCC provides four pathways connecting high school students with college and career learning—High-School Based, Early College, Open Campus, and Career Pathways—with participation growing across these options. In FY26, 169 students participated in Career Pathways, accessing credit and noncredit career and technical training through FCC's Monroe Center. FCC, Frederick County Workforce Services, and FCPS also co-lead a team of 22 Career Coaches, two Career Coach Coordinators, and a Business Liaison supporting K–12 students in self-understanding, career exploration, and career preparation. During FY26, FCC conducted an extensive evaluation of the Career Coach curriculum scope and sequence, establishing the foundation for continued curriculum improvement in FY27.

Employer partnerships also expanded in response to regional workforce needs. More than 100 students enrolled in related instruction for electrical apprenticeships in 2026 through FCC's ongoing partnership with Independent Electrical Contractors Chesapeake and a new partnership with International Brotherhood of Electrical Workers Local 24. FCC also established a new Strategic Industry Partnership in manufacturing, bringing together employers from six regional companies to advise the College in administering EARN grant funding from the Maryland Department of Labor. The funding supports access to training in CDL, logistics, and manufacturing technology. These efforts complement FCC's broader network of more than 150 employer partners supporting work-based learning and 19 Program Advisory Committees that connect career and technology programs directly with industry expertise.

Community partnerships further extend FCC's reach across the county. Organizations including the Asian American Center of Frederick County and Frederick Health provide training at FCC through grant-funded programs, while ongoing collaborations with Frederick County Workforce

Services, economic development organizations, and other regional partners connect education and training with community and employer needs. Together, these partnerships demonstrate an increasingly aligned approach to community outreach in which schools, employers, workforce organizations, and FCC collectively create pathways that help learners move from exploration and education into careers.

Responses to MHEC Questions

1. How were the benchmarks for your institution's Performance Accountability Report (PAR) metrics established for the current cycle? Please describe the process used to set targets, including the role of institutional data, historical trends, peer comparisons, or strategic priorities.

FCC established its FY30 benchmarks through a review of recent institutional performance and trends, previous benchmarks, available state or national comparisons, MHEC guidance, and relevant institutional context. Rather than applying a single methodology across all indicators, the College considered the nature and historical performance of each measure. Where FCC had substantially exceeded a previous benchmark, the new benchmark generally sought to sustain strong performance or establish reasonable continued improvement. Where performance indicated an opportunity for improvement, benchmarks were set to represent meaningful but achievable progress. For measures influenced by factors such as changing student populations, revised methodologies or practices, small cohorts, or demand-responsive programming, those conditions were considered in determining an appropriate performance expectation. This approach was intended to establish benchmarks that are ambitious, evidence-informed, and meaningful within the context of each indicator.

2. Based on your institution's experience in the current accountability cycle, what lessons have been learned about setting realistic and meaningful benchmarks? How might those lessons inform benchmark-setting for the next cycle?

The benchmark-setting process reinforced that a meaningful performance expectation is not necessarily a continually increasing number. Different measures require different interpretations: some appropriately emphasize improvement, others the maintenance of already strong performance, while demand-responsive measures may reasonably fluctuate as community and workforce needs change. The process also highlighted the importance of considering changes in student populations, program practices, small denominators, and the definitions underlying measures when interpreting historical trends and establishing future expectations. As a result, FCC's approach emphasizes directional improvement and sustained performance where appropriate, while ensuring that benchmarks remain sufficiently ambitious to support institutional learning and continuous improvement.

[Frederick Community College} Degree Progress Four Years after Initial Enrollment Fall 2021 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	1,005		744		66		195	
2	Number attempting fewer than 18 hours over first 2 years	351		230		12		109	
3	Cohort for analysis (Line 1 – Line 2)	654	100.0%	514	100.0%	54	100.0%	86	100.0%
4	Earned Associate degree from this community college	344	52.6%	292	56.8%	22	40.7%	30	34.9%
5	Earned certificate, but no degree, from this community college	6	0.9%	6	1.2%	0	0.0%	0	0.0%
6	Total associate and certificate graduates (Line 4 + Line 5)	350	53.5%	298	58.0%	22	40.7%	30	34.9%
7	Transferred to Maryland two-year/technical college	31	4.7%	25	4.9%	2	3.7%	4	4.7%
8	Transferred to Maryland public four-year college	204	31.2%	177	34.4%	9	16.7%	18	20.9%
9	Transferred to Maryland private four-year college or university	49	7.5%	40	7.8%	6	11.1%	3	3.5%
10	Transferred to out-of-state two-year/technical college	3	0.5%	1	0.2%	0	0.0%	2	2.3%
11	Transferred to out-of-state four-year college or university	86	13.1%	76	14.8%	5	9.3%	5	5.8%
12	Total transfers (sum of Lines 7 - 11)	373	57.0%	319	62.1%	22	40.7%	32	37.2%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	233	35.6%	207	40.3%	13	24.1%	13	15.1%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	490	74.9%	410	79.8%	31	57.4%	49	57.0%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	19	2.9%	13	2.5%	3	5.6%	3	3.5%
16	Successful transition to higher ed (Line 14 + Line 15)	509	77.8%	423	82.3%	34	63.0%	52	60.5%
17	Enrolled at this community college last term of study period	31	4.7%	15	2.9%	7	13.0%	9	10.5%
18	Successful or persisting (Line 16 + Line 17)	540	82.6%	438	85.2%	41	75.9%	61	70.9%

FREDERICK COMMUNITY COLLEGE
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Student & Institutional Characteristics *(not Benchmarked)*

These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.

		Fall 2022	Fall 2023	Fall 2024	Fall 2025
A	Fall credit enrollment				
	a. Unduplicated headcount	5,811	6,796	7,293	7,504
	b. Percent of students enrolled part time	71.0%	72.6%	73.0%	73.1%
	c. Percent of students enrolled in high school	*	*	*	37.5%

		Fall 2022	Fall 2023	Fall 2024	Fall 2025
B	First-time credit students with developmental education needs	22.4%	30.6%	28.1%	27.10%

		FY 2022	FY 2023	FY 2024	FY 2025
C	Credit students who are first-generation college students (neither parent attended college)	24.8%	24.8%	26.9%	32.4%

		FY 2022	FY 2023	FY 2024	FY 2025
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	1,557	2,137	2,063	1,877

		FY 2022	FY 2023	FY 2024	FY 2025
E	Credit students receiving financial aid				
	a. Unduplicated headcount for all credit students	7,651	8,530	9,530	10,266
	b. Percent of (a) receiving any financial aid	26.5%	25.5%	24.0%	22.5%
	c. Unduplicated headcount excluding high school students	*	*	*	6,441
	d. Percent of (c) receiving Pell grants	15.9%	15.0%	14.0%	22.9%
	Note: High school students are not eligible for Pell grants.				

		Fall 2022	Fall 2023	Fall 2024	Fall 2025
F	Students 25 years old or older				
	a. Credit students	20.7%	20.3%	18.0%	18.1%

		FY 2022	FY 2023	FY 2024	FY 2025
	b. Continuing education students	68.8%	66.7%	67.4%	63.8%

		FY 2022	FY 2023	FY 2024	FY 2025
G	Credit students employed more than 20 hours per week	68.0%	68.0%	*	*

		Fall 2022	Fall 2023	Fall 2024	Fall 2025
H	Credit student racial/ethnic distribution				
	a. American Indian/Alaska native only	0.1%	0.1%	0.1%	0.1%
	b. Asian only	5.8%	5.7%	5.9%	6.2%
	c. Black/African American only	13.7%	14.3%	15.4%	16.1%
	d. Hispanic/Latino	16.1%	16.5%	18.3%	19.5%
	e. Native Hawaiian/other Pacific Islander only	0.2%	0.1%	0.1%	0.1%
	f. White only	55.9%	54.3%	51.9%	49.4%
	g. Multiple races	5.9%	6.9%	6.6%	6.8%
	h. U.S. Nonresident	2.4%	2.0%	1.7%	1.8%
	i. Unknown	0.0%	0.0%	0.0%	0.0%

		Fall 2022	Fall 2023	Fall 2024	Fall 2025
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	18.6%	16.6%	15.7%	17.4%
	b. Enrolled in some, but not all, distance education	35.0%	25.7%	24.8%	26.0%
	c. Not enrolled in any distance education	46.4%	57.6%	59.5%	56.6%

		FY 2022	FY 2023	FY 2024	FY 2025
J	Unrestricted revenue by source				
	a. Tuition and fees	28.9%	29.1%	28.5%	27.7%
	b. State funding	24.2%	27.3%	28.5%	32.9%
	c. Local funding	39.7%	37.5%	37.9%	36.3%
	d. Other	7.2%	6.1%	5.0%	3.1%

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K	Expenditures by function	FY 2022	FY 2023	FY 2024	FY 2025
	a. Instruction	48.5%	48.3%	45.9%	42.7%
	b. Academic support	2.4%	2.2%	2.3%	2.1%
	c. Student services	13.6%	15.1%	15.8%	15.5%
	d. Other	35.5%	34.4%	36.0%	39.7%

Goal 1: Student Access

1	Annual unduplicated headcount	FY 2022	FY 2023	FY 2024	FY 2025	Benchmark FY 2030
	a. Total students	12,351	14,190	15,243	15,323	**15,750**
	b. Credit students	7,651	8,530	9,530	10,226	**10,500**
	c. Continuing education students	5,046	6,064	6,102	5,450	**6,500**

		Fall 2022	Fall 2023	Fall 2024	Fall 2025	Benchmark Fall 2030
2	Market share of full-time credit students	75.6%	77.5%	79.6%	75.3%	**77.0%**

		Fall 2022	Fall 2023	Fall 2024	Fall 2025	Benchmark Fall 2030
3	Market share of part-time credit students	75.6%	77.5%	79.6%	80.8%	**82.0%**

		Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2029
4	Market share of recent, college-bound high school graduates	50.0%	52.0%	51.0%	50.0%	**55.0%**
	Note: Data for this indicator lags one year behind #2 and #3					

		Fall 2022	Fall 2023	Fall 2024	Fall 2025	Benchmark Fall 2030
5	High school student enrollment	1,837	2,361	2,783	2,814	**3,000**

		FY 2022	FY 2023	FY 2024	FY 2025	Benchmark FY 2030
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	11,830	11,142	13,589	13,748	**14,000**
	b. Continuing education, online	758	863	717	462	**600**
	c. Credit, hybrid	5,064	3,704	4,487	5,026	**5,000**
	d. Continuing education, hybrid	411	487	581	697	**710**

		FY 2023	FY 2024	FY 2025	FY 2026	Benchmark FY 2031
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	4,717	4,717	4,794	4,717	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	47.0%	45.9%	45.7%	43.7%	**45.0%**
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

		FY 2022	FY 2023	FY 2024	FY 2025	Benchmark FY 2030
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	2,175	2,703	2,296	2,143	**2,200**
	b. Annual course enrollments	4,310	5,944	5,460	5,494	**5,750**

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		FY 2022	FY 2023	FY 2024	FY 2025	Benchmark FY 2030
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	1,038	1,302	1,637	1,419	**1,471**
	b. Annual course enrollments	1,972	2,603	3,478	2,835	**3,200**

		FY 2022	FY 2023	FY 2024	FY 2025	Benchmark FY 2030
10	Adult education student achievement of:					
	a. At least one ABE educational functioning level	31.5%	44.2%	55.6%	64.3%	**65.0%**
	b. At least one ESL educational functioning level	58.9%	67.7%	69.6%	71.7%	**72.0%**
	Note: Not reported if < 50 students in the cohort					

		Fall 2022	Fall 2023	Fall 2024	Fall 2025	Benchmark Fall 2030
11	Enrollment by race/ethnicity compared to service area					
	a. Credit enrollment					
	a1. All nonwhite	42.8%	44.6%	47.2%	49.7%	**50.0%**
	Note: U.S. nonresident and unknown are excluded					

		FY 2022	FY 2023	FY 2024	FY 2025	Benchmark FY 2030
	b. Continuing education enrollment					
	b1. All nonwhite	31.8%	32.0%	37.0%	38.6%	**40.0%**

		July 2022	July 2023	July 2024	July 2025	Not Required
	c. Service area population, 15 or older					
	c1. All nonwhite	30.0%	31.9%	33.4%	28.6%	**NA**

		Fall 2022	Fall 2023	Fall 2024	Fall 2025	Benchmark Fall 2030
12	Full-time faculty by race/ethnicity					
	a. All nonwhite	25.0%	23.0%	16.0%	23.0%	**25.0%**
	Note: U.S. nonresident and unknown are excluded					

		Fall 2022	Fall 2023	Fall 2024	Fall 2025	Benchmark Fall 2030
13	Full-time administrators and professionals by race/ethnicity					
	a. All nonwhite	23.0%	24.0%	26.0%	20.0%	**23.0%**
	Note: U.S. nonresident and unknown are excluded					

FREDERICK COMMUNITY COLLEGE
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Goal 2: Success

	Fall 2021 Cohort	Fall 2022 Cohort	Fall 2023 Cohort	Fall 2024 Cohort	Benchmark Fall 2029 Cohort
14 Fall-to-fall retention of first-time credit students					
a. First-time credit students	60.8%	62.6%	58.5%	61.4%	**65.0%**
b. Pell grant recipients	63.3%	65.7%	61.9%	64.8%	**67.0%**
c. Developmental students	50.0%	45.7%	48.8%	49.4%	**55.0%**
d. College-ready students	63.6%	64.2%	68.8%	66.4%	**70.0%**

	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Benchmark Fall 2026 Cohort
15 Developmental completers after four years	59.4%	62.0%	23.9%	25.3%	**27.0%**

	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Benchmark Fall 2026 Cohort
16 Successful-persister rate after four years					
a. College-ready students	82.2%	81.0%	85.7%	85.2%	**88.0%**
b. Developmental completers	71.5%	61.8%	83.8%	75.9%	**80.0%**
c. Developmental non-completers	48.5%	64.1%	63.5%	70.9%	**NA**
d. All students in cohort	75.2%	76.1%	82.5%	82.6%	**85.0%**

	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	74.7%	78.6%	81.9%	83.3%	**NA**
b. Black/African American only	77.0%	66.9%	80.4%	81.2%	**NA**
c. Asian only	N/A	72.2%	88.1%	89.1%	**NA**
d. Hispanic/Latino	77.9%	77.1%	84.3%	78.7%	**NA**
Note: Not reported if < 50 students in the cohort for analysis					

	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Benchmark Fall 2026 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	75.4%	73.8%	76.4%	79.8%	**83.0%**
b. Developmental completers	53.6%	53.3%	63.9%	57.4%	**60.0%**
c. Developmental non-completers	38.2%	59.0%	42.4%	57.0%	**NA**
d. All students in cohort	63.9%	68.8%	70.9%	74.9%	**78.0%**

	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	65.1%	72.3%	76.4%	78.9%	**NA**
b. Black/African American only	61.1%	62.3%	69.6%	66.3%	**NA**
c. Asian only	N/A	64.8%	88.1%	78.2%	**NA**
d. Hispanic/Latino	61.5%	61.9%	77.4%	68.5%	**NA**
Note: Not reported if < 50 students in the cohort for analysis					

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		FY 2022	FY 2023	FY 2024	FY 2025	Benchmark FY 2030
20	Associate degrees and credit certificates awarded					
	a. Total awards	931	970	993	1,058	**1,150**
	b. Career degrees	206	194	223	241	**NA**
	c. Transfer degrees	600	653	640	674	**NA**
	d. Certificates	125	123	130	143	**NA**
	e. Unduplicated graduates	844	862	876	909	**NA**

		AY 21-22	AY 22-23	AY 23-24	AY 24-25	Benchmark AY 2029-30
21	First-year GPA of 2.0 or above at transfer institution	87.7%	88.3%	91.0%	90.8%	**90.0%**

		FY 2021 Graduates	FY 2022 Graduates	FY 2023 Graduates	FY 2024 Graduates	Benchmark FY 2029 Graduates
22	Transfer program graduates who transfer within one year	55.7%	54.5%	60.8%	63.6%	**60.0%**

		AY 16-17 Cohort	AY 17-18 Cohort	AY 18-19 Cohort	AY 19-20 Cohort	Benchmark AY 24-25 Cohort
23	Transfer rate after six years					
	a. Graduates of an associate degree program	16.2%	16.0%	15.4%	16.9%	**20.0%**
	b. Students who did not earn an associate degree	26.6%	27.3%	25.7%	26.2%	**26.0%**
	c. All students in cohort	1,628	1,492	1,260	1,253	**NA**

Goal 3: Innovation

		FY 2022	FY 2023	FY 2024	FY 2025	Benchmark FY 2030
24	Credit program pass rates in licensure/certification examinations required for employment					
	a. Registered Nursing	87.3%	84.2%	92.5%	95.5%	**NA**
	Number of Candidates	79	82	80	67	
	b. Respiratory Care	72.2%	100.0%	83.0%	50.0%	**NA**
	Number of Candidates	18	6	18	10	
	c. Physical Therapy		71%	64%	93.1%	**NA**
	Number of Candidates		14	14	29	
	Note: Not reported if <5 candidates in a year					

		FY 2021 Graduates	FY 2022 Graduates	FY 2023 Graduates	FY 2024 Graduates	Benchmark Not Required
25	Career program graduates employed within one year	81.0%	80.0%	82.0%	83.0%	**NA**

		FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	Benchmark Not Required
26	Income growth of career program graduates					
	a. Median annualized income one year prior to graduation	$20,800	$21,532	$23,844	$21,868	**NA**
	b. Median annualized income three years after graduation	$51,488	$58,128	$54,276	$60,328	**NA**

FREDERICK COMMUNITY COLLEGE
2026 ACCOUNTABILITY REPORT

		FY 2022	FY 2023	FY 2024	FY 2025	Benchmark FY 2030
27	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	2,328	2,454	2,169	2,047	**2,269**
	b. Annual course enrollments	2,786	3,170	3,363	3,072	**3,524**

		FY 2022	FY 2023	FY 2024	FY 2025	Benchmark FY 2030
28	Enrollment in Continuing Professional Education leading to government or industry -required certification or licensure					
	a. Unduplicated annual headcount	1,220	1,315	1,038	1,093	**1,267**
	b. Annual course enrollments	1,483	1,617	1,598	1,474	**1,773**

		FY 2022	FY 2023	FY 2024	FY 2025	Benchmark FY 2030
29	Enrollment in contract training courses					
	a. Unduplicated annual headcount	915	1,058	1,035	867	**994**
	b. Annual course enrollments	1,155	1,419	1,477	1,230	**1,462**

		FY 2022	FY 2023	FY 2024	FY 2025	Benchmark FY 2030
30	Continuing education workforce training completions					
	a. Total completions	547	610	695	667	**700**
	b. Unduplicated completers	515	589	654	624	**655**

		FY 2021 Completers	FY 2022 Completers	FY 2023 Completers	FY 2024 Completers	Benchmark Not Required
31	Continuing education workforce training completers employed within one year	*	78.0%	77.0%	77.0%	**NA**
	Note: This data collection began with FY 2022 completers					

		FY 2019 Completers	FY 2020 Completers	FY 2021 Completers	FY 2022 Completers	Benchmark Not Required
32	Income growth of continuing education workforce training completers					
	a. Median annualized income one year prior to completion	*	*	*	$13,983	**NA**
	b. Median annualized income three years after completion	*	*	*	$14,109	**NA**
	Note: This data collection began with FY 2022 completers					

Note: NA designates not applicable
* designates data not available

Frederick Community College

Enclosure 3
September 2026

Recommendation for Award to Wolf Bus Lines for College Transportation Services

Context: The recommended award of Request for Proposal (RFP) 26-POPS-03, College Transportation Services, to Wolf Bus Lines for $625,000 is being presented to the Board for approval via the Required Approvals Agenda. This document summarizes the recommended award and is presented to the Board of Trustees by President Cheek, with preparation support provided by Scott McVicker, CFO and Vice President for Administration.

Board Policy Compliance Monitoring References:

- EL-1 Treatment of Students (Section 2)
- EL-4 Financial Conditions and Activities (Section 1)
- EL-9 Asset Protection (Sections 5.1, 9, and 9.2)

Background:

- Pursuant to the Code of Maryland Regulations §21.05.07, the Board is required to approve any procurement over $100,000.
- The College used a Request for Proposals (RFP) process for this procurement. An RFP is a competitive procurement method used when factors beyond price—such as qualifications, experience, technical approach, and ability to meet the College's requirements—are important in determining the vendor that provides the best overall value to the College. This differs from an Request for Bids (RFB), in which the award is generally based on the lowest cost bid submitted by a vendor that meets the specified requirements.
- RFP solicitations are publicly posted on the College's Bidlocker site and the State of Maryland's eMaryland Marketplace Advantage (eMMA) site to provide vendors an opportunity to respond.
- Under the RFP process, vendors submit proposals that are evaluated against criteria established in advance by the College. For this solicitation, technical proposals and oral interview were evaluated using weighted criteria.
- The solicitation sought qualified transportation vendors capable of providing reliable, safe, and compliant transportation services for academic, athletic, and student-related travel. Five vendors submitted complete proposals and advanced to technical evaluation.
- Following the technical evaluation and oral interview process, the Technical Evaluation Panel unanimously recommended Wolf Bus Lines based on its safety practices, regulatory compliance, operational reliability, fleet availability and capacity, and demonstrated ability to support the College's diverse transportation needs.

Vendor	Service reliability and safety record (Max 30)	Vendor experience and qualifications (Max 25)	Fleet availability and suitability (Max 20)	Responsiveness and customer service capability (Max 15)	References and past performance (Max 10)	Final Score (Max 100)	Rank
Wolf Bus Lines ★	**28**	**23.25**	**19**	**14**	**9.5**	**93.75**	**1**
Varsity Travel	27.25	22.5	18	13.5	9.5	90.75	2
DTS Worldwide	26	21	17	12.5	9.25	85.75	3
On the Town Limo	25.25	21	17	12.5	8.75	84.5	4
Landsdowne Coach	23.25	19.25	15.75	11.5	8	77.75	5
Maximum Possible Score	*30*	*25*	*20*	*15*	*10*	*100*	—

- Although pricing was not scored, the College conducted a pricing analysis to determine whether the proposed costs were reasonable for the services required. Wolf Bus Lines' pricing was determined to be acceptable and within expected ranges.
- The College recommends awarding RFP No. 26-POPS-03, College Transportation Services, to Wolf Bus Lines for an initial one-year term with four one-year renewal options, for a maximum potential term of five years and a total cost not to exceed $625,000.
    - The five-year not-to-exceed amount is based on a projected first-year expenditure of $115,000 in FY2027, with a 4% annual escalation assumption to account for potential pricing adjustments during annual renewals. Projected expenditures over the five-year term total approximately $622,876.
    - The recommended $625,000 authorization also provides a modest contingency above projected expenditures for allowable variable costs, such as mileage and service hours, while supporting anticipated transportation needs for Athletics and Student Experience throughout the contract term.
- The procurement was conducted in accordance with COMAR and the College’s Financial Procedures Manual.
- A Notice of Intent to Award was issued on August 10, 2026.
- Funding for transportation services is included in the FY27 Operating Budget.

Attachment: None

Frederick Community College

Enclosure 4
September 2026

Recommendation for Sole Source Procurement from Institute for the Future ("IFTF")

Context: The recommended Sole Source Procurement from Institute for the Future (IFTF), for a not-to-exceed amount of $230,000, will provide research, foresight expertise, and stakeholder engagement to strengthen FCC's capacity to anticipate emerging change, explore plausible futures, and cultivate regional workforce foresight capacity. The procurement is being presented to the Board for approval via the Required Approvals Agenda. This document summarizes the recommendation and is presented to the Board of Trustees by President Cheek, with preparation support provided by Dr. Matthew Paushter, Chief Foresight and Decision Support Officer.

Board Policy Compliance Monitoring References:

- E-1 Ends (Sections 3.3 and 3.4)
- EL-4 Financial Conditions and Activities (Section 1)
- EL-9 Asset Protection (Sections 5.1, 9, and 9.2)

Background:

- Pursuant to the Code of Maryland Regulations §21.05.07, the Board is required to approve any procurement over $100,000.
- Frederick Community College has been intentionally building its capacity to use strategic foresight to strengthen planning, decision-making, and continuous improvement. IFTF has been a key partner in this work through foresight training, research, horizon scanning, stakeholder engagement, and work with College leadership and the Board.
- Building upon this foundation, FCC is developing an initiative intended to strengthen its capacity to anticipate and understand emerging change and consider its implications for the College and the broader community. The initiative will explore how FCC can contribute to collaborative, long-term thinking that supports future readiness, particularly related to talent and workforce resilience.
- IFTF's proposed engagement will provide foundational research and stakeholder engagement for the initiative, helping FCC and regional partners understand forces that may shape the future of talent, work, learning, and community vitality and identify opportunities for action.
- The engagement includes desk research, ethnographic interviews, a regional talent futures report, facilitated engagement with key regional stakeholders, and support for other community engagement activities.
- IFTF is the only organization conducting this type of work in the United States. Its more than 55 years of futures research and foresight experience, established methodologies, and institutional knowledge developed through its existing partnership with FCC create a combination of expertise and continuity that cannot

be replicated by another provider. The proposed engagement builds directly upon FCC's prior investment in foresight capacity and builds upon that work. This is consistent with the College's procurement standards permitting acquisition from a single qualified source when specialized expertise, prior knowledge, and continuity of service are essential to successful performance.

- The total proposed cost is $230,000, paid in increments throughout the engagement. Funding is allocated in FY27 and contingent upon FY28 budget approval.

Attachment: None

Frederick Community College

Enclosure 5
September 2026

Recommendation for Award to Hilb Group for Benefit Broker Services

Context: The recommended award of Request for Proposal (RFP) 27-HR-01, Benefit Broker and Consulting Services Procurement, to the Hilb Group for $327,832 is being presented to the Board for approval via the Required Approvals Agenda. This document summarizes the recommended award and is presented to the Board of Trustees by President Cheek, with preparation support provided by Dr. Bridgette N. Cofield, Vice President for Talent and Culture.

Board Policy Compliance Monitoring References:

- EL-4 Financial Conditions and Activities (Section 1)
- EL-9 Asset Protection (Sections 5.1, 9, and 9.2)
- EL-11 Compensation and Benefits (Global Policy Statement and Sections 2 and 3)

Background:

- Pursuant to the Code of Maryland Regulations (COMAR) §21.05.07, the Board is required to approve any procurement over $100,000.
- The College used a Request for Proposals (RFP) process for this procurement. An RFP is a competitive procurement method used when factors beyond price are important in determining the vendor best able to meet the College's needs. This differs from a Request for Bids (RFB), in which an award is generally based primarily on the lowest cost bid from a vendor.
- RFP solicitations are publicly posted on the College's Bidlocker site and the State of Maryland's eMaryland Marketplace Advantage (eMMA) site to provide qualified vendors an opportunity to respond.
- The solicitation sought a qualified firm to provide benefits brokerage and consulting services, including strategic benefits consulting, plan design and evaluation, compliance support, vendor analysis, and ongoing advisory services.
- Employee benefits are an important part of the College's investment in its people and a significant component of FCC's total compensation strategy. They also represent a substantial and recurring institutional investment. As health care costs, regulatory requirements, employee expectations, and the benefits marketplace become increasingly complex, the College requires specialized expertise to help ensure its benefit offerings remain competitive, financially sustainable, compliant, and responsive to employees and their families.
- The solicitation yielded one complete proposal, submitted by Hilb Group. Given the College's size and the specialized nature and scope of the services, a limited vendor response was not unexpected. Hilb Group also has experience within the Maryland

community college sector and currently provides similar services to multiple Maryland community colleges.

- PSA, now part of the Hilb Group, has served as the College's benefits consultant since February 1, 2024. The initial two-year contract included vendor management and negotiations related to the College's annual medical, dental and vision insurance renewals; administrative support; development of customized employee communications materials; training resources for FCC benefit staff; and consultation regarding benefits strategy, plan evaluation, and design.
- The existing consulting contract was extended from February 2026 through September 30, 2026, to ensure continuity of services during the College's annual benefits open enrollment period. The extension also maintained the existing level of consulting support and added a benefits hotline for FCC employees and assistance with benefits claims.
- The proposed engagement significantly expands the level of support available to the College. In addition to traditional brokerage and consulting services, Hilb Group would assist FCC with managing regulatory compliance obligations; required documentation and reporting; initial and ongoing compliance reviews; assessment of the competitiveness and sustainability of current benefit offerings; development of employer and employee cost-sharing strategies; identification of cost-containment opportunities; evaluation of higher education collaborations and consortium opportunities; benefits administration support; technology optimization; and employee advocacy
- The expanded scope is intended to strengthen the College's capacity to manage benefits as both an employee experience and a significant institutional investment. Employees will have greater support navigating benefits and resolving claims, while the College will gain deeper expertise to evaluate options, negotiate effectively with vendors, manage regulatory obligations, identify opportunities for cost containment, and plan for the long-term sustainability of its benefits program.
- Under the RFP process, proposals are evaluated against criteria established in advance by the College. Hilb Group's technical proposal was evaluated using a 100-point scale and received a score of 97.2 out of 100.
- The solicitation provided for oral interviews with shortlisted offerors. Because only one proposal was received, there was no competitive field from which to establish a shortlist, and the oral interview phase was therefore waived.
- The evaluation and recommendation were based on best value to the College, considering the proposal's demonstrated ability to meet the established technical requirements and the cost of the proposed services.

Firm	Technical	Oral	Pricing	Total Score	Vendor Proposal Cost
Hilb Group	97.20	NA	NA	97.20	$327,832

- The proposed agreement covers the period of October 1, 2026, through June 30, 2031, at a total cost not to exceed $327,832 over the term of the agreement.
- The recommended engagement supports responsible stewardship of the College's resources. Benefits represent a substantial and continuing financial commitment, and access to market intelligence, competitive negotiations, cost-containment strategies, regulatory expertise, and independent benefits advice strengthens FCC's ability to balance three important considerations: providing meaningful benefits to employees, maintaining a competitive total compensation package, and managing the long-term financial sustainability of the College's benefits program.
- More broadly, this recommendation is about more than securing a benefits broker. It strengthens the College's capacity to manage one its most consequential investments in its people. Through the proposed partnership, FCC will have additional expertise and support to make more informed benefits decisions, respond to an increasingly complex marketplace, improve the employee experience, manage institutional risk, and seek greater value from the resources invested in employee benefits.
- The procurement was conducted in accordance with COMAR and the College's Financial Procedures Manual.
- A Notice of Intent to Award was issued on August 13, 2026.

Attachment: None

Frederick Community College

Enclosure 6
September 2026

Recommendation for Piggyback Contract with STORAGELogic of Maryland, Inc.

Context: This piggyback contract with STORAGELogic of Maryland, Inc. for the purchase of high-density healthcare storage is being presented to the Board for approval via the Required Approvals Agenda. This document summarizes the recommended piggyback contract and is presented to the Board of Trustees by President Cheek, with preparation support provided by Dr. Anne P. Davis, Provost and Vice President for Teaching, Learning and Student Success.

Board Policy Compliance Monitoring References:

- E-1 Ends (Section 2.2)
- EL-4 Financial Conditions and Activities (Section 1)
- EL-9 Asset Protection (Global Policy Statement and Sections 5.1, 9, and 9.2)

Background:

- Pursuant to the Code of Maryland Regulations §21.05.07, the Board is required to approve any procurement of over $100,000.
- If a contract with an intergovernmental or cooperative entity has already been executed for the same products/services, the College can "piggyback" on this contract and use the same contract prices subject to the same terms and conditions. A Cost Justification Worksheet is reviewed by Procurement prior to submission to the Board for approval.
- The College's healthcare programs require a modern healthcare storage management system to improve the organization, accessibility, and utilization of simulation equipment, clinical supplies, and instructional materials.
- Current storage areas are limited and fragmented, creating inefficiencies in instructional and simulation environments and providing students with limited exposure to the inventory management systems commonly used in contemporary healthcare settings.
- To address these needs, the College was awarded a $150,000 Nurse Support Program II (NSP II) Competitive Institutional Grant for Instructional Innovation Equipment and Simulation Capacity administered by the Maryland Higher Education Commission. The grant will fully fund the healthcare storage system, enhancing simulation capacity and aligning the student learning environment with contemporary healthcare practice.
- The College recommends entering into an agreement with STORAGELogic of Maryland, Inc, utilizing the Sourcewell Contract 110923-SPC.
- The total contract amount is $148,391 for the purchase and installation of a high-

density healthcare storage system.

- This procurement represents a strategic and fiscally responsible investment that advances our simulation program and student experiences and contributes to the College's development of a Simulation Center of Excellence.
- The College followed COMAR and the College Financial Procedures Manual.

Attachment: None

Frederick Community College

Enclosure 7
September 2026

Fiscal Year-to-Date Unaudited Financial Report for the Quarter Ending June 30, 2026

Context: Frederick Community College's fiscal year-to-date financial reports are prepared and distributed to the Board of Trustees every quarter. Attached is the fiscal year-to-date financial report, which provides unaudited financial statements through the quarter ending June 30, 2026, for your information and review.

Board Policy Reference:

- EL-4 Financial Conditions and Activities

Revenues

- With 100% of the fiscal year completed, the College has received 101% of its budgeted revenue, reflecting performance above projections. This outcome is driven primarily by stronger-than-anticipated investment income and enrollment growth.
- Fall semester tuition revenue exceeded projections by $307,083, reflecting higher enrollment and improved retention.
- Final enrollment data show a 1% year-over-year increase in non-dual enrollment and a 3.4% increase in dual-enrolled students compared to the prior fiscal year.
- Continuing Education tuition and fee revenue has reached 112% of budget, indicating sustained demand and strong program engagement.

Expenses

- As of June 30, 2026, total expenditures account for 94% of the adopted annual budget, or 6% below expectations at the end of the fiscal year.
    - Position vacancies, unused Strategic Reserves, the limited need to tap into contingency funds were the primary contributors to lower than expected expenditures.
- Although expenditures were less than budgeted, overall expenses increased this fiscal year over last.
    - All major functional areas reported higher spending compared to the same period last year, primarily due to enrollment growth, a 3% cost-of-living adjustment (COLA) for staff salaries approved for FY 2026, and other operating cost pressures.

    - Additional drivers of increased operating expenses include a 14% year-over-year increase in fringe benefit costs, and higher expenditures for course costs, program fees, and equipment.

- As of June 30, 2026, $1,250,611, including encumbered funds or 54% of the $2.3 million Strategic Reserve allocation for FY26, was utilized for strategic planning, future-proofing initiatives, capital and technology projects. The remaining Strategic Reserve Funds were not required during FY26 and remain available in FY27.

Year-End Operating Result

- As of June 30, 2026, revenues exceeded expenses by $5.1 million.
- The year-end result reflects both revenue performance above budget and expenditures below budget.
- A significant distinction exists between a favorable year-end accounting result and resources available to support new recurring expenditures. Components of the FY26 results include vacancies, unused Strategic Reserves, contingency savings, investment income, and other factors that may vary from year to year or are not intended to support ongoing operating commitments.
- Accordingly, the College evaluated recurring financial commitment based on sustainable revenues, projected operating costs, future funding conditions, and long-term financial obligations rather than on a single year's year-end result.

Bookstore Auxiliary

- Year-to-date Bookstore revenues (excluding College subsidy) increased by 4%.
- Cost of Goods Sold increased slightly from $734,626 to $746,398, while operating expenses remained essentially flat compared with the prior year.
- As of June 30, 2026, the Bookstore required $95,294 in College subsidy, compared to $139,595 for the same period in the prior fiscal year (including year-to-date losses), representing a reduction of approximately $44,000 in institutional support.
- Overall, the Bookstore's financial performance improved year over year, although continued monitoring of the auxiliary operation remains appropriate.

Balance Sheet Highlights

- **Cash and Investments:** $45.2 million, reflecting a strong liquidity position and compliance with Board policy requiring reserves equal to 16.6% of budgeted expenditures.
- **Accounts Receivable:** Increased by $2.9 million, primarily related to governmental receivables for capital projects.
- **Current Liabilities:** Increased by $1.3 million, primarily driven by increases in accounts payable.
- **Long-Term Liabilities:** Remain low, with noncurrent bond debt totaling $3,690,459.

- **Net Position:** $131.8 million, inclusive of the year-to-date excess of revenues over expenses.

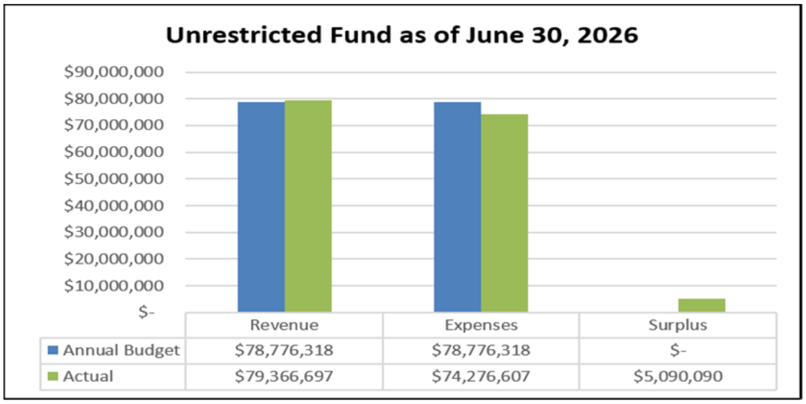
Looking Ahead

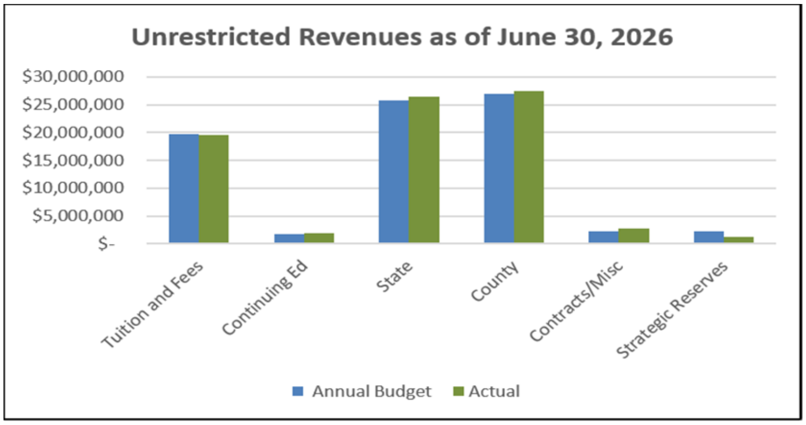
FCC enters FY27 with reserves and liquidity consistent with the College's commitment to sound financial stewardship and with long-term debt remaining relatively low.

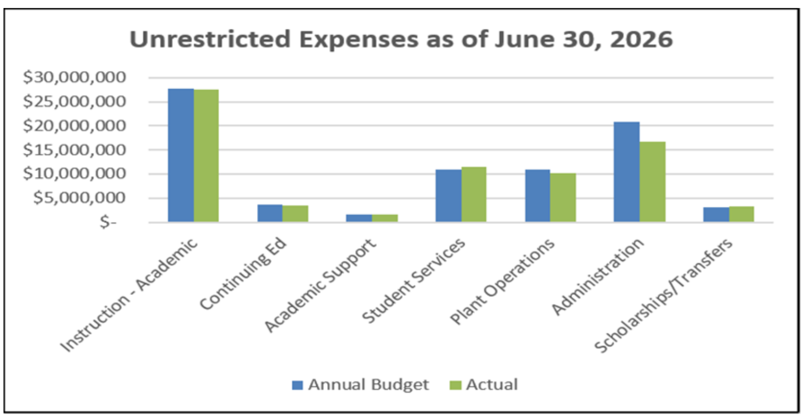
The College will continue to evaluate its financial condition in the context of sustainable recurring revenues and expenses rather than individual year-end variances. Rising employee benefit and other operating costs, enrollment trends, and uncertainty surrounding future state, county, and federal funding remain important considerations as the College plans for FY27 and beyond. Maintaining an appropriate level of reserves is also necessary to manage financial volatility, meet institutional obligations, and address future capital, technology, and strategic needs.

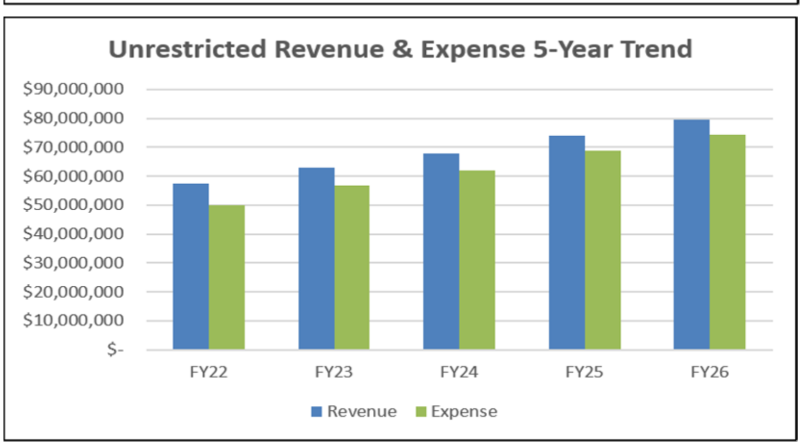
Attachment: Fiscal year-to-date Unaudited Financial Report through the quarter ending June 30, 2026.

FREDERICK COMMUNITY COLLEGE
FINANCIAL STATEMENT ANALYSIS AS OF JUNE 30, 2026
100% OF THE FISCAL YEAR EXPIRED

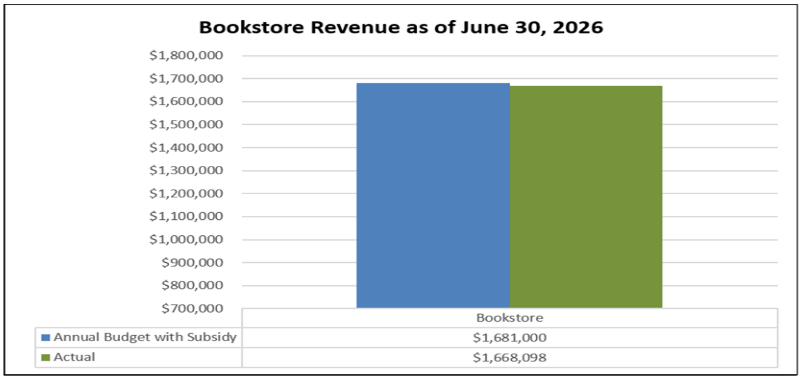


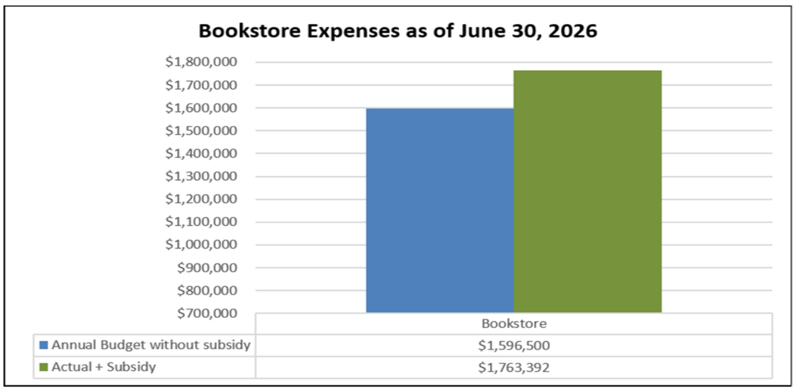


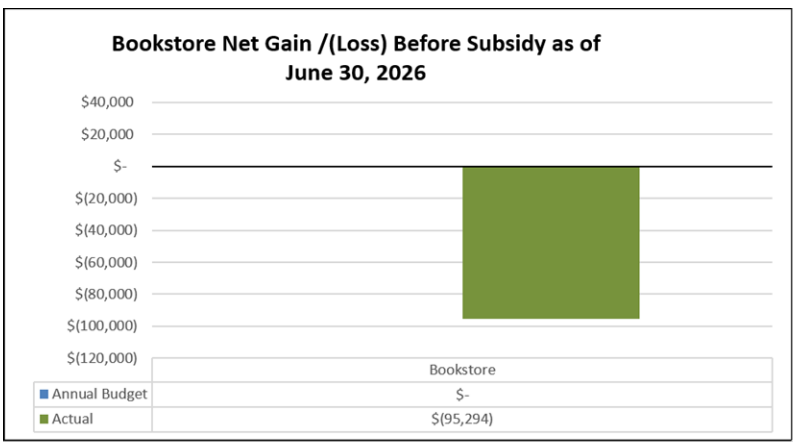


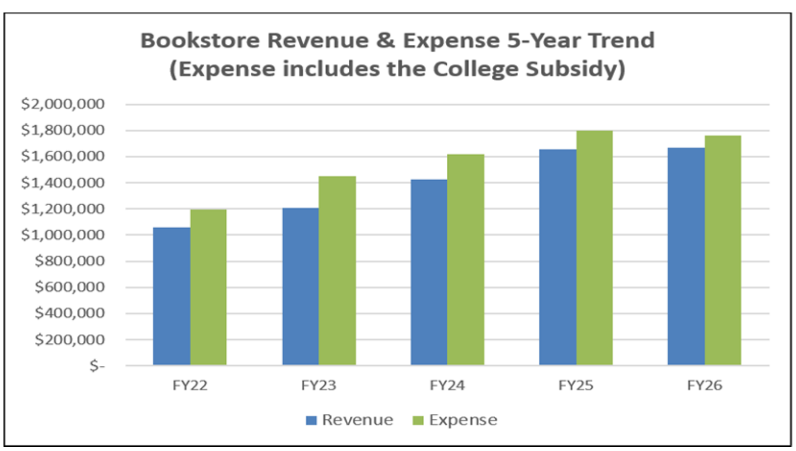


FREDERICK COMMUNITY COLLEGE
FINANCIAL STATEMENT ANALYSIS AS OF JUNE 30, 2026
100% OF THE FISCAL YEAR EXPIRED
(Expenses Include Cost of Goods Sold and College Subsidy)
(Any variances due to rounding)

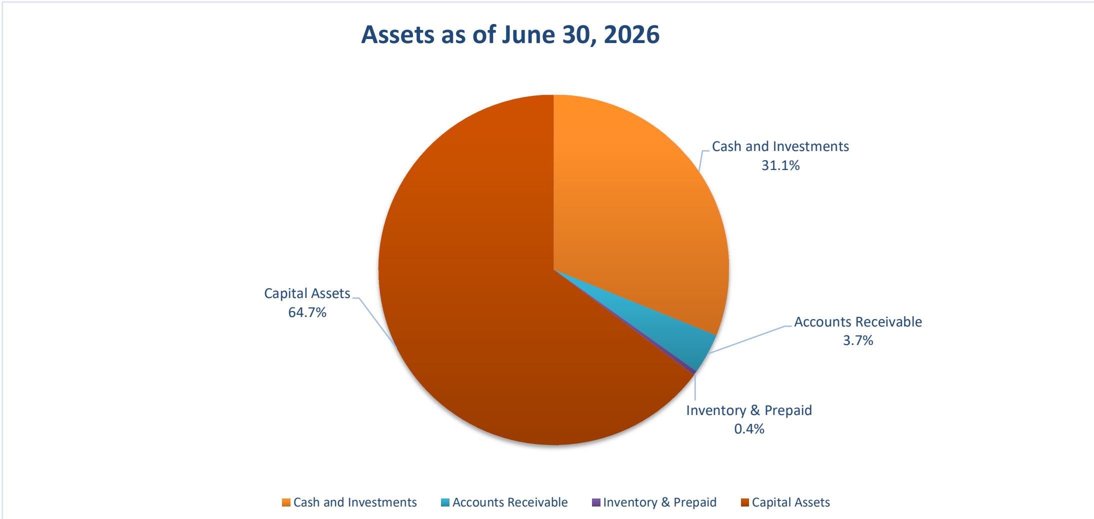




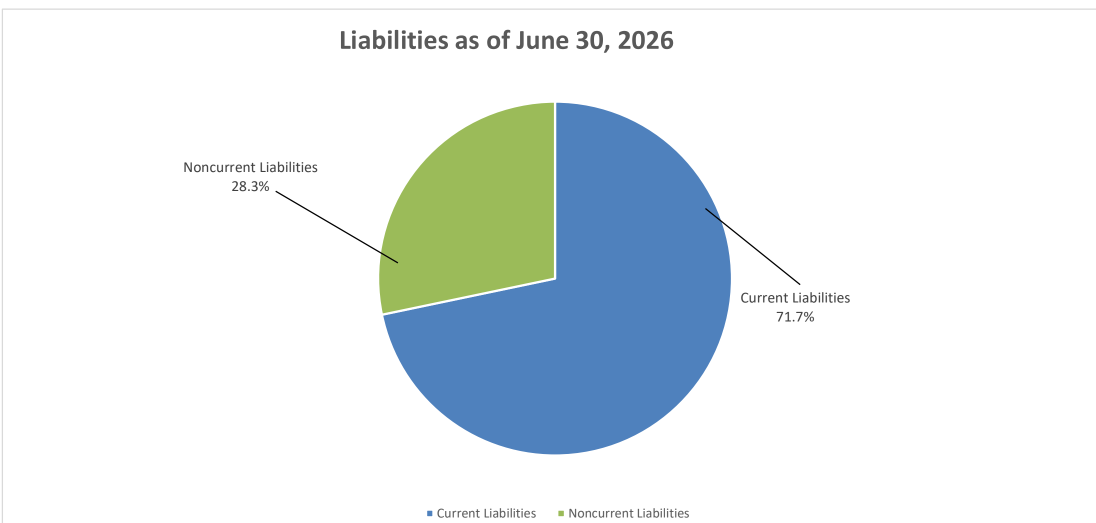




FREDERICK COMMUNITY COLLEGE
FINANCIAL STATEMENT ANALYSIS AS OF JUNE 30, 2026
100% OF THE FISCAL YEAR EXPIRED



Assets:		
Cash and Investments	$	45,215,942
Accounts Receivable	$	5,424,560
Inventory & Prepaid	$	590,351
Capital Assets	$	94,076,523
	$	145,307,376



Liabilities and Net Position:		
Current Liabilities	$	9,692,701
Noncurrent Liabilities	$	3,820,334
Net Position	$	131,794,341
	$	145,307,376

Financial Ratios as of June 30, 2026

Current Ratio	(current assets/current liabilities)	5.3	A ratio > 1 indicates liquidity is sufficient to meet current obligations.
Debt Ratio	(liabilities/assets)	0.09	A low debt ratio (< .5) indicates conservative financing. The College finances most of its assets from net assets (similar to equity).

FREDERICK COMMUNITY COLLEGE
UNAUDITED STATEMENTS OF REVENUE, EXPENSES AND TRANSFERS
CURRENT UNRESTRICTED FUND - EDUCATIONAL AND GENERAL
FOR THE PERIOD JUNE 30, 2026
100% OF THE YEAR EXPIRED

	FY25 PYTD ACTUAL	FY26 YTD ACTUAL	ACTUALS TO ACTUALS VARIANCE	FY26 BUDGET	(OVER)/UNDER BUDGET	ACTUAL % OF BUDGET
Revenue						
Tuition and Fees						
Fall Tuition	$ 7,055,659	$ 7,545,034	107%	$ 7,237,951	$ (307,083)	104%
Spring Tuition	6,918,596	7,076,311	102%	6,993,006	(83,305)	101%
Summer Tuition	1,400,120	1,621,432	116%	2,008,336	386,904	81%
Fees	3,176,663	3,347,627	105%	3,549,570	201,943	94%
Total Academic	18,551,038	19,590,404	106%	19,788,862	198,459	99%
Continuing Education	1,856,117	2,008,792	108%	1,800,000	(208,792)	112%
Total Tuition and Fees	**20,407,155**	**21,599,196**	**106%**	**21,588,862**	**(10,333)**	**100%**
State Aid	24,094,378	26,396,388	110%	25,676,415	(719,973)	103%
County Revenue	26,242,681	27,367,605	104%	26,999,083	(368,522)	101%
Investment Income	1,428,111	1,329,505	93%	650,000	(679,505)	205%
Miscellaneous Income	517,143	533,587	103%	200,000	(333,587)	267%
Contract Revenue	1,125,200	788,805	70%	1,151,958	363,153	68%
Indirect Cost Recovery	255,083	101,000	40%	210,000	109,000	48%
Strategic Reserves	451,120	1,250,611	277%	2,300,000	1,049,389	54%
Total Revenue	**$ 74,520,871**	**$ 79,366,697**	**107%**	**$ 78,776,318**	**$ (590,379)**	**101%**
Expenses and Transfers						
Instruction						
Academic	$ 26,289,655	$ 27,541,072	105%	$ 27,764,427	223,355	99%
Continuing Education	3,219,249	3,521,392	109%	3,719,985	198,593	95%
Total Instruction	29,508,904	31,062,464	105%	31,484,412	421,948	99%
Academic Support	1,476,270	1,540,327	104%	1,565,631	25,304	98%
Student Services	10,459,490	11,516,255	110%	10,829,018	(687,237)	106%
Plant Operation and Maintenance	7,959,261	10,207,981	128%	11,008,505	800,524	93%
Administration	15,784,594	16,771,024	106%	20,795,785	4,024,761	81%
Scholarships and Transfers	3,602,314	3,178,556	88%	3,092,967	(85,589)	103%
						-
Total Expenses and Transfers	**$ 68,790,833**	**$ 74,276,607**	**108%**	**$ 78,776,318**	**$ 4,499,709**	**94%**
Fund Balance	**$ 5,730,038**	**$ 5,090,090**	**89%**	**$ -**	**$ (5,090,090)**	

	FY26 BUDGET	FY26 ACTUAL	FY26 ENCUMBRANCES	FY26 BUDGET BALANCE	(OVER)/UNDER BUDGET	ACTUAL % to BUDGET
Use of Strategic Reserves						
SR - Strategic Planning & Future-Proofing	$ 575,000	$ 113,924	$ -	$ 461,076	$ 461,076	20%
SR - Capital Projects - Building M	1,000,000	614,766	-	385,234	385,234	61%
SR - Technology Projects	725,000	521,921	-	203,079	203,079	72%
	$ 2,300,000	$ 1,250,611	$ -	$ 1,049,389	$ 1,049,389	54%

* Per the Financial Conditions and Activities policy number EL-4, section 5.1, the President shall not allow a combined operating fund balance reserve to be less than the Government Finance Officers Association recommended minimum of 16.6% (two months) of annual operating expenses not including Strategic Reserves.
For FY 2026, this amounts to $13,076,869.

FREDERICK COMMUNITY COLLEGE
BOOKSTORE
UNAUDITED FINANCIAL REPORT FOR THE PERIOD ENDING JUNE 30, 2026
100% OF THE YEAR EXPIRED

	FY25 PYTD ACTUAL	FY26 YTD ACTUAL	ACTUALS TO ACTUALS VARIANCE	FY26 BUDGET	(OVER)/UNDER BUDGET	ACTUAL % OF BUDGET
Revenue						
Books	$ 837,907	$ 1,019,173	122%	$ 950,000	$ (69,173)	107%
Supplies	189,189	165,004	87%	225,000	59,996	73%
Clothing	72,940	108,883	149%	75,000	(33,883)	145%
Convenience	77,731	78,406	101%	77,000	(1,406)	102%
Gift	84,597	57,153	68%	35,000	(22,153)	163%
Non Merchandise	4,014	1,701	42%	2,500	799	68%
Commissions - Books/gifts	3,229	7,181	222%	7,000	(181)	103%
Dual Enrollment-Slingshot	248,773	135,302	54%	225,000	89,698	60%
College Subsidy	139,595	95,294	68%	84,500	(10,794)	113%
Total Revenue	**1,657,974**	**1,668,098**	**101%**	**1,681,000**	**12,902**	**99%**
Cost of Goods Sold	**734,626**	**746,398**	**102%**	**752,000**	**5,602**	**99%**
Gross Profit	**923,348**	**921,700**	**100%**	**929,000**	**7,300**	**99%**
Operating Expenses						
Compensation						
Admin/Support Staff Compensation	215,747	201,916	94%	222,000	20,084	91%
Auxiliary PT	48,176	38,137	79%	77,500	39,363	49%
Benefits	87,564	80,062	91%	83,000	2,938	96%
Total Compensation	**351,487**	**320,115**	**91%**	**382,500**	**62,385**	**84%**
Contracted Services	38,787	48,881	126%	75,000	26,119	65%
Advertising	1,598	-	0%	2,500	2,500	0%
Supplies	1,387	6,138	443%	7,500	1,362	82%
Digital Subscription	182,458	288,473	158%	130,000	(158,473)	222%
Shipping and Postage	1,190	352	30%	1,000	648	35%
Telecommunications	228	-	0%	-	-	-
Software	14,958	19,987	134%	25,000	5,013	80%
Travel/Professional Development	8,153	(458)	-6%	-	458	-
Dual Enrollment-Slingshot	219,176	134,711	61%	202,000	67,289	67%
Other Expenses	18	1	8%	-	(1)	-
Deferred Maintenance	2,500	2,500	100%	2,500	-	100%
Depreciation	-	-	-	-	-	-
Equipment Under $5,000	408	-	0%	-	-	-
Total Operating Expenses	**822,348**	**820,700**	**100%**	**828,000**	**7,300**	**99%**
Operating Profit (Loss)	**$ 101,000**	**$ 101,000**	**100%**	**$ 101,000**	**$ 0**	**100%**
College Contribution						
Indirect Cost Transfer	101,000	101,000	100%	101,000	-	100%
Total College Contribution	**101,000**	**101,000**	**100%**	**101,000**	**-**	**100%**
Net Income (Loss)	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
Gross Profit %	**55.7%**	**55.3%**		**55.3%**		
Operating Expense % Revenue	**49.6%**	**49.2%**		**49.3%**		
Net Income % Revenue	**0.0%**	**0.0%**		**0.0%**		

FREDERICK COMMUNITY COLLEGE
UNAUDITED BALANCE SHEET - ALL FUNDS
AS OF JUNE 30, 2026

	PRIOR FYE	FY26 ACTUAL	CHANGE	% CHANGE
Assets				
Current Assets				
Cash	$ 3,335,613	$ 1,797,240	$ (1,538,373)	-46%
Investments	39,154,688	43,418,702	4,264,014	11%
Total cash and investments	42,490,301	45,215,942	2,725,641	6%
Accounts Receivable				
Students, net of allowance	659,075	471,645	(187,430)	-28%
Governmental	1,199,882	4,389,380	3,189,498	266%
Other	630,286	563,535	(66,751)	-11%
Total accounts receivable	2,489,242	5,424,560	2,935,318	118%
Prepaid expenses	809,668	396,336	(413,332)	-51%
Inventory	217,612	194,015	(23,597)	-11%
Total Current Assets	46,006,823	51,230,853	5,224,030	11%
Noncurrent Assets				
Capital assets, net of accumulated deprecation	92,638,383	94,076,523	1,438,140	2%
Total Noncurrent Assets	92,638,383	94,076,523	1,438,140	2%
Total Assets	**$ 138,645,205**	**$ 145,307,376**	**$ 6,662,171**	**5%**

	PRIOR FYE	FY26 ACTUAL	CHANGE	% CHANGE
Liabilities and Net Position				
Liabilities				
Current Liabilities				
Accrued salaries	$ 1,009,155	$ 1,061,335	$ 52,180	5%
Accounts payable	1,772,792	3,073,250	1,300,458	73%
Accrued liabilities	574,847	383,913	(190,934)	-33%
Accrued leave	2,239,228	2,469,273	230,045	10%
Bond payable	345,000	360,000	15,000	4%
SBITA payable	236,614	91,466	(145,148)	-61%
Unearned revenue	2,180,383	1,949,655	(230,728)	-11%
Deposits held for others	-	303,809	303,809	-
Total Current Liabilities	8,358,019	9,692,701	1,334,681	16%
Noncurrent Liabilities				
Bond payable, net of discount	4,114,183	3,690,459	(423,724)	-10%
SBITA payable	191,799	100,334	(91,465)	-48%
Accrued leave	26,995	29,541	2,546	9%
Total Noncurrent Liabilities	4,332,977	3,820,334	(512,643)	-12%
Total Liabilities	**12,690,996**	**13,513,035**	**822,039**	**6%**
Net Position				
Net Position Prior Year Balance (per audit)	120,129,458	125,954,209	5,824,751	5%
Net Income (Loss) - All funds	5,824,751	5,840,132	15,381	0%
Total Net Position	**125,954,209**	**131,794,341**	**5,840,132**	**5%**
Total Liabilities and Net Position	**$ 138,645,205**	**$ 145,307,376**	**$ 6,662,170**	**5%**

Frederick Community College

Enclosure 8
September 2026

Revisions to EL-3 Communication & Support to the Board

Context: Revisions to EL-3 Communication & Support to the Board are being presented for discussion. This policy mandates that the President must proactively communicate, provide information, and offer counsel to the Board in a timely manner. It prohibits withholding relevant information and requires timely submission of monitoring data, notification of any actual or anticipated policy non-compliance, and keeping the Board informed of incidental information such as potential media coverage or legal actions.

Board Policy Reference: [EL-3 Communication & Support to the Board]

Background:

- The Board held a retreat on December 3, 2025, during which Trustees discussed decision, monitoring, and incidental information; the need to clearly identify recurring information the Board expects to receive; and the importance of providing appropriate monitoring information with Required Approvals.
- At the June 10, 2026 regular meeting, Trustees identified additional procurement information that would assist with review of significant Required Approvals, including process, evaluation, scope, bidders, pricing, and rationale.
- The Board held a retreat on July 16, 2026, during which Trustees supported codifying the information expected for significant Required Approvals and incorporating the procurement information framework into a consistent written process.
- The proposed revisions address these discussions by strengthening requirements for sufficient decision information, clarifying recurring and incidental information, establishing expectations for significant procurements, and requiring applicable monitoring information with Required Approvals. Other refinements in the markup are recommendations from the Policy Governance® consultant for the Board's consideration.
- The Board Chair will lead discussion at the meeting to consider any further amendments to the policy.

Attachments:

- EL-3 Communication & Support to the Board Markup

FCC BOARD OF TRUSTEES POLICY

Policy Type: Executive Limitations

Policy Title: Communication & Support to the Board
Policy Number: EL-3
Date Adopted: 10.18.2023

Version: 1.0
Date Last Reviewed: 10.18.2023
Office Responsible: President's Office

Reviewing Committee: Board of Trustees

The President shall not permit the Board to be uninformed or unsupported in its work~~ and shall not fail to proactively communicate, provide information and counsel to the Board in a timely manner~~.

Further, without limiting the scope of the above statement by the following list, the President shall not:

1. Withhold, impede, or confound information relevant to the Board's informed accomplishment of its job.

   1.1. Allow the Board to be without sufficient and timely decision information to support informed Board choices, including regular updates on the status of the Board's Policy Governance expenditures, environmental scanning data, and risk assessment.

   1.2. Neglect to submit timely monitoring data including interpretations of Board policies that provide the observable metrics or conditions that would demonstrate compliance, rationale for why the interpretations are reasonable and evidence of compliance.

   1.3. Let the Board be unaware of any actual or anticipated non-compliance with any Ends or Executive Limitations policy, regardless of the Board's monitoring schedule.

   1.4. Let the Board be unaware of any incidental information it requires, including ~~A~~anticipated negative media coverage, ~~A~~actual or anticipated material legal actions, and material or publicly visible internal changes or events, including ~~C~~changes in executive personnel.~~;~~

- ~~Anticipated noncompliance with federal law, state law or local;~~

1.4.1. Quarterly financial statement~~s;~~

1.4.2. Annually, year-end financial report~~; or~~

1.4.3. Annually at the beginning of the FY, the ~~N~~names and titles of two executive administration members familiar with Board and presidential matters and processes and notice of changes in the executive administrative members [time frame] in advance of the effective date of the change~~.~~

1.4.4. Quarterly, or at the request of Board, ~~At least every quarter~~ a presentation from ~~a~~ Board-designated area~~.~~

1.4.5. ~~On a timely basis, an overview of new projects or initiatives.~~Timely notification of the initiation of the requests for proposals procurement process of budgeted items over $100,000 that identifies:

- Identification of the top three or four bidders
- The College's scoring rubric regarding how each bidder scored
- A brief statement regarding the rationale for selecting the winning bid

1.5. Allow the Board to be unaware that, in the President's opinion, the Board is not in compliance with its own policies on Governance Process and Board-Management Delegation, particularly in the case of Board behavior which is detrimental to the work relationship between the Board and the President.

1.6. Present information in unnecessarily complex or lengthy form.

2. ~~Withhold from~~ Allow the Board to be without the support ~~needed~~ for ~~its~~ the Board's official functioning and communications.

~~2.~~2.1. Neglect to designate the support required for the organization and administration of regular, closed, and special meetings. [option for consideration]

3. ~~Favor any Board Member or Members above the Board as a whole.~~Impede the Board's holism, misrepresent its processes and role, impede its lawful obligations, or assume prerogatives of the Board.

3.1. Interact with the Board in a way that favors or privileges certain Trustees over others except when (a) fulfilling an individual request for information, or (b) responding to officers or committees duly charged by the Board.

~~2.1.~~3.2. Neglect to supply for the Required Approvals agenda all items delegated to the President, yet required by law, regulation, or contract to be Board-approved, along with the applicable monitoring information.

NOTES.
Change in highest level policy. Uninformed and unsupported are large enough values to hold the values of timeliness, proactivity, and counsel to the board that are more appropriately expressed in lower level more detailed policies.

 # 1.4 The policy speaks to 'incidental' information. Most of the bulleted items are an integral part of the policy statement. They are intended to communicate the types of information the board considers 'incidental' that it wishes to know about as and when it happens. However, there are items that Board specifically wants to hear about at specific scheduled. These appear as lower level policies 1.4.1 to 1.4.5 because they cannot be omitted from the President's reasonable interpretation of incidental information.

#3 provides a policy that holds the more detailed policy about favoring any Trustee by placing it within policy that addresses Board holism and the Board's legal obligations. The two lower level policies (#3.1 and #3.2) speak further to 'impeding Board holism' and "impeded legal obligations".

Date Of Change	Version	Description of Change	Responsible Party
10/18/2023	1.0	First release following Policy Governance consulting work.	President

Frederick Community College

Enclosure 9
September 2026

Revisions to GP-6 Board Linkage with External Organizations

Context: Revisions to GP-6 Board Linkage with External Organizations are being presented for discussion. This policy requires the Board to identify and maintain good working relationships with external organizations (federal, state, and local governing bodies, as well as other public and private entities) to share and enhance its role in determining the most appropriate Ends.

Board Policy Reference: GP-6 Board Linkage with External Organizations

Background:

- The Board held a retreat on December 3, 2025, during which Trustees discussed role clarity and the principle that the Board speaks with one voice through its adopted policies, rather than through the authority of individual Trustees.
- At the March 18, 2026 regular meeting, Trustees discussed strategic engagement and government relations and emphasized the need for ongoing, intentional planning, coordination, purpose, and alignment in legislative and partnership activities, appropriately coordinated with the President.
- The Board held a retreat on July 16, 2026, during which Trustees identified the Board's role in advocacy and external relations for further policy review and discussed distinguishing the Board's governance role from the administration's responsibility for coordinated government relations and relationship-building.
- The proposed revisions address these discussions by clarifying the scope and purpose of the Board's external relationships and establishing a framework for Board engagement and representation with governmental and other external entities. The specific procedures for legislative conferences, appointment of Trustee representatives, information sharing, reporting, and other implementation details reflected in the markup are recommendations from the Policy Governance® consultant for the Board's consideration.
- The Board Chair will lead discussion at the meeting to consider any further amendments to the policy.

Attachments:

- GP-6 Board Linkage with External Organizations

FCC BOARD OF TRUSTEES POLICY

Policy Type: Governance Process

Policy Title: Board Linkage with External Organizations
Policy Number: GP-6
Date Adopted: 4.17.2024

Version: 1.0
Date Last Reviewed: 10.15.2025
Office Responsible: President's Office

Reviewing Committee: Board of Trustees

The Frederick Community College Board of Trustees shall identify ~~other organizations~~ external bodies with which it requires good working relationships in order to share and enhance its role as Owner representative in determining the most appropriate Ends.

1. The Board shall establish mechanisms for maintaining open communication with federal, state, and local governing bodies as well as other public and private entities regarding Ends. Such mechanisms may include, but are not limited to:

    - Inviting representatives of governing bodies or boards of public or private entities to ~~those organizations to~~ Board meetings

    - Meeting jointly with other ~~B~~boards ~~on occasion~~when appropriate

2. Prior to the Maryland Association of Community Colleges (MACC) Legislative Reception or the Association of Community College Trustees (ACCT) National Legislative Summit or any similar conference where the Board interacts with elected officials, the Board shall determine matters, if any, to be addressed consistent with the Board's role.

3. Upon request for Board representation at meetings convened by state or local level governments or public or private entities, the Board will first decide whether such representation is appropriate within the Board's stated policies. If this assessment is positive, the Board Chair will appoint appropriate Trustee representative(s). Issues of confidentiality and information sharing shall be clarified for the appointed Trustee(s) by the Board Chair.

3.1. The appointed Trustee(s) shall provide information reports as determined by the Board.

3.2. Any representations made by the Trustee on behalf of the Board shall adhere to the stated policies of the Board. Any issues requiring the statement of a new policy position on the part of the Board shall be brought to the Board for decision.

~~2.~~4. For organizational memberships relevant to governance, the Board shall consider the merits of membership in other organizations annually.

Date Of Change	Version	Description of Change	Responsible Party
4.17.2024	1.0	First release following Policy Governance consulting work.	President

Frederick Community College

Enclosure 10
September 2026

Revisions to GP-7 Board Planning Cycle and Agenda Control

Context: Revisions to GP-7 Board Planning Cycle and Agenda Control are being presented for discussion. This policy outlines that the Board will develop and follow a multi-year cycle that includes all elements of its work to accomplish its responsibilities. It mandates Board control of its own agenda, including timely review of Ends, linkage with Ownership, education and professional development, risk assessment, content review of policies, self-evaluation, and documentation of President's compliance.

Board Policy Reference: GP-7 Board Planning Cycle and Agenda Control

Background:

- The Board held a retreat on December 3, 2025, during which Trustees identified the need to establish a Governance Process for how and when individual Trustee questions should be raised.
- At the April 22, 2026 regular meeting, Trustees discussed Open Meetings Act considerations and clarified that matters requiring Board discussion should be placed on a future agenda and that agenda requests may be submitted to the Chair.
- At the June 10, 2026 regular meeting, Trustees discussed the process for submitting questions regarding Board packet materials and agenda items and clarified that questions should be directed to the Chair.
- The Board held a retreat on July 16, 2026, during which Trustees supported codifying a process for requesting clarification through the Chair, sharing material responses with all Trustees, and addressing resource-intensive requests consistent with the Board's delegation policies.
- The proposed revision formalizes that process by routing clarification requests through the Chair, who coordinates with the President, and providing materially relevant factual responses to all Trustees. The specific timing and rationale requirements reflected in the markup are recommendations from the Policy Governance® consultant for the Board's consideration.
- The Board Chair will lead discussion at the meeting to consider any further amendments to the policy.

Attachments:

- GP-7 Board Planning Cycle and Agenda Control Markup

FCC BOARD OF TRUSTEES POLICY

Policy Type: Governance Process

Policy Title: Board Planning Cycle and Agenda Control
Policy Number: GP-7
Date Adopted: 4.17.2024

Version: 1.0
Date Last Reviewed: 10.15.2025
Office Responsible: President's Office

Reviewing Committee: Board of Trustees

To accomplish its responsibilities with a governance style consistent with Frederick Community College Board of Trustees' policies, the Board will develop and follow a multi-year cycle that includes all elements of the Board's work.

1. The Board shall maintain control of its own agenda by developing an annual schedule based on the multi-year cycle.

    1.1. Review of the Ends in a timely fashion which allows the President to build a budget based on accomplishing a one-year segment of the Board's most recent statement of long-term Ends.

    1.2. Linkage with the Ownership (the residents of Frederick County) to gain a representative mix of Owner values, perceptions and expectations, prior to the above review.

    1.3. Education and professional development related to development and revision of Ends. The Board will consider including environmental scanning, review of professional articles and publications, conference attendance, participation in presentations by thought leaders or experts, and activities which develop strategic foresight.

    1.4. Risk assessment, including probability of risks and impact of particular risks, as background context for policy review.

    1.5. Content review of selected Executive Limitations, Governance Process and Board – CEO Delegation policies, consistent with a multi-year schedule that includes all policies.

1.6. Self-evaluation of the Board's own compliance with Governance Process and Board – CEO Delegation policies, consistent with the schedule in the policy *Investment in Governance*.

1.7. Documentation of monitoring compliance by the President with Executive Limitations and Ends policies. Monitoring reports will be read in advance of the Board meeting, and discussion will occur only if Board members assess interpretations as unreasonable, identify non-compliance, or identify potential need for policy amendments.

1.8. Education and professional development about the process of policy governance.

1.9. The Board will have planning sessions as needed or at the President's request. The Board will schedule a Summer retreat no later than July.

2. Based on the outline of the annual schedule, the Board delegates to the Board Chair the authority to fill in the details of the meeting content. Potential agenda items shall be carefully screened. Screening questions shall include:

   2.1. Does the issue clearly belong to the Board or the President?

   2.2. What category does the issue relate to? Ends, Executive Limitations, Governance Process, Board-President Delegation?

   2.3. What has the Board already said in this category (i.e., via policy review), and how is the current issue related?

3. Once the agenda and agenda materials are circulated to Trustees, a Trustee may seek clarification of any item on the Board agenda by directing their inquiry to the Board Chair/Chief Governance Officer at least three business days in advance of the published meeting start time [with rationale for question/critical to ability to make decision]. The Chair will coordinate with the President to facilitate a timely response. Factual information provided in response that is materially relevant to the Board's consideration of the agenda item shall be made available to all Trustees.

~~3.~~4. Throughout the year, the Board will work to limit the number of, and attend to Required Approvals Agenda items as expeditiously as possible. When an item is brought to the Board via the Required Approvals Agenda, deliberation, if any, will only be in regard to whether or not the President's decision complies with relevant Board policies.

Date Of Change	Version	Description of Change	Responsible Party
4.17.2024	1.0	First release following Policy Governance consulting work.	President

Frederick Community College

Enclosure 11
September 2026

Draft GP-14.2 Policy Review Committee

Context: A draft policy on Board Committee Principles is being presented for discussion.

Board Policy References:

- GP-4 Board Job Contributions
- GP-11 Special Rules of Order

Background:

- Per Board policy (GP-4) and in alignment with Policy Governance® practice, the Board is responsible for creating written governing policies, including Governance Process policies governing how the Board carries out its own work.

- GP-11 Special Rules of Order establishes that Board policy decisions and revisions will be considered first by Trustees assigned for pre-review or by the Board as a whole, with policy revisions discussed and finalized at the following monthly meeting.

- The Board held a retreat July 15 and 16, 2026 facilitated by Rose Mercier from The Governance Coach. The Board discussed establishing Policy Review Committee to assist in this work.

- The proposed Committee will complete policy pre-reviews for inclusion in Board meeting packets; recommend revisions, additions, consolidations, or deletions; and propose a systematic review schedule and annual calendar.

- The Committee will support, but not decide for, the full Board. It will have no authority to change Board policy, instruct the President or staff, or commit funds other than those specifically allocated by the Board.

- The Board Chair will lead discussion at the meeting to consider any inputs to the draft policy.

Attachment: GP-14.2 Policy Review Committee

FCC BOARD OF TRUSTEES POLICY

Policy Type: Governance Process

Policy Title: Policy Review Committee
Policy Number: GP-14.2
Date Adopted:

Version: 1.0
Date Last Reviewed:
Office Responsible: President's Office

Reviewing Committee: Board of Trustees

The Policy Review Committee will assist the Board in fulfilling its responsibilities regarding the ongoing policy review.

Committee Products:

1. The Committee products support the Board's work; they do not decide for the Board unless explicitly stated below.

   1.1. Prior to the Board meeting at which a policy is scheduled for content review and self-monitoring, completion of the pre-review along with any suggestions for revisions, additions, consolidation, or deletion of Board policies and the rationale for any change for inclusion in the Board meeting packet.

      1.1.1. Prior to submission to the Board, solicitation of external expert review of substantive suggested revisions.

   1.2. For consideration by the Board, a systematic schedule for periodic review of Board policies.

   1.3. Annually for the Board's agenda, the calendar for policy content review and self-monitoring.

Committee Authority:

2. The Committee's authority enables it to assist the Board in its work, while not interfering with Board holism.

   2.1. The Committee cannot change or contravene Board policies or instruct the President or any other staff member

   2.2. Requests for information or administrative support necessary to conduct the Committee's duties shall be coordinated with the President.

   2.3. The Committee may not spend or commit organization funds, other than those specifically allocated by the Board.

   2.4. The Committee may use staff resource time consistent with the President's interpretation of a reasonable amount for administrative support around meetings and the Board's policy review process.

   2.5. The Committee Chair has the authority to make any reasonable interpretation of this policy.

Committee Composition and Tenure:

3. The Committee's composition shall enable it to function effectively and efficiently.

   3.1. The Committee shall be composed of a minimum of two Trustees, but no more than three Trustees.

   3.2. The Committee shall select a Chair from among its Trustee members.

   3.3. Members shall be appointed annually at the first meeting of Board cycle.

Date Of Change	Version	Description of Change	Responsible Party
	1.0	First release.	President

Frederick Community College

Enclosure 12
September 2026

Revisions to E-1 Ends

Context: Revisions to E-1 Ends are being presented for approval. This policy defines the results, impacts, or benefits Frederick Community College should achieve, who receives those benefits, and their relative worth or priority.

Board Policy Reference: GP-7 Board Planning Cycle and Agenda Control

Background:

- The Board held a retreat July 15 and 16, 2026 facilitated by Rose Mercier from The Governance Coach, who recommended refinements to the Ends in alignment with Policy Governance® principles.
- There was also a guided review based on the ownership linkage feedback received to-date and future forces identified from the May retreat with Rachel Hatch from the Institute for the Future, which was focused on strategic foresight.
- The Board determined that the ownership linkage feedback and future forces shared and discussed in May were addressed by the current Ends policies as written in their revised form.
- According to Ms. Mercier, this is not an unexpected conclusion for a review of Ends policies which are sufficiently broad so that they can accommodate some measure of context change.
- The Board discussed the revisions at the August Board meeting. Feedback has been incorporated and changes were reviewed by the Policy Governance® consultant.

Attachments:

- E-1 Ends markup showing changes since the last meeting
- E-1 Ends clean

FCC BOARD OF TRUSTEES POLICY

Policy Type: Ends

Policy Title: Ends
Policy Number: E-1
Date Adopted: TBD

Version: 2.0
Date Last Reviewed:
Office Responsible: President's Office

Reviewing Committee: Board of Trustees

Global ENDs Statement:

Frederick Community College exists so that Frederick County residents and others who choose to enroll advance their workforce preparation and personal growth and contribute to the economic, social and cultural vitality of Frederick County worth the prudent use of the College's resources.

1.0 Students achieve the knowledge, skills and self-confidence necessary to succeed in an increasingly interconnected world.

- 1.1 Students acquire the foundational skills needed to complete their instructional pathway at the College.
- 1.2 Graduates are prepared to successfully transfer to a baccalaureate-granting institution.
- 1.3 Students obtain the skills and credentials for gainful employment in their chosen profession with family-sustainable wages.
- 1.4 Students have the knowledge and skills to equitably participate in our society, our economy, and our democracy.
  - 1.4.1 Graduates achieve significant gains in critical thinking, problem solving, interpersonal leadership and written communication skills.
- 1.5 Students experience a variety of co-curricular opportunities that favorably impact the lives of the participant(s).

2.0 Diverse populations of learners experience learning and academic success responsive to their unique whole learner needs.

2.1. Educational opportunities exist for those that might not otherwise have them.

2.1.1. Learners have access to financial support.

2.2. Learners have access to learning and academic support consistent with current technology and research.

2.3. Learners have ancillary support that meet their unique needs.

3.0 Economic, social and cultural well-being of the County is enhanced.

3.1 Residents of Frederick County have avenues for lifelong learning, engagement and enhanced quality of life.

3.2 Frederick County has enhanced capacity for workforce and regional economic development.

3.2.1 Employers access workforce training, consulting and technical assistance that support improved productivity and profitability.

Date Of Change	Version	Description of Change	Responsible Party
10/18/2023	1.0	First release following Policy Governance consulting work.	President
9/16/2026	2.0	Revisions to incorporate ownership linkage and consultant feedback.	President

CLEAN

FCC BOARD OF TRUSTEES POLICY

Policy Type: Ends

Policy Title: Ends
Policy Number: E-1
Date Adopted: 9.16.2026

Version: 2.0
Date Last Reviewed: 9.16.2026
Office Responsible: President's Office

Reviewing Committee: Board of Trustees

Global ENDs Statement:

Frederick Community College exists so that Frederick County residents and others who choose to enroll advance their workforce preparation and personal growth and contribute to the economic, social and cultural vitality of Frederick County worth the prudent use of the College's resources.

1.0 Students achieve the knowledge, skills and self-confidence necessary to succeed in an increasingly interconnected world.

- 1.1 Students acquire the foundational skills needed to complete their instructional pathway at the College.
- 1.2 Graduates are prepared to successfully transfer to a baccalaureate-granting institution.
- 1.3 Students obtain the skills and credentials for gainful employment in their chosen profession with family-sustainable wages.
- 1.4 Students have the knowledge and skills to equitably participate in our society, our economy, and our democracy.
  - 1.4.1 Graduates achieve significant gains in critical thinking, problem solving, interpersonal leadership and written communication skills.
- 1.5 Students experience a variety of co-curricular opportunities that favorably impact the lives of the participant(s).

2.0 Diverse populations of learners experience learning and academic success responsive to their unique whole learner needs.

2.1. Educational opportunities exist for those that might not otherwise have them.

2.1.1. Learners have access to financial support.

2.2. Learners have access to learning and academic support consistent with current technology and research.

2.3. Learners have ancillary support that meet their unique needs.

3.0 Economic, social and cultural well-being of the County is enhanced.

3.1 Residents of Frederick County have avenues for lifelong learning, engagement and enhanced quality of life.

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3.2.1 Employers access workforce training, consulting and technical assistance that support improved productivity and profitability.

Date Of Change	Version	Description of Change	Responsible Party
10/18/2023	1.0	First release following Policy Governance consulting work.	President
9/16/2026	2.0	Revisions to incorporate ownership linkage and consultant feedback.	President

Frederick Community College

Enclosure 13
September 2026

GP-14 Board Committee Principles

Context: A policy on Board Committee Principles is being presented for approval.

Board Policy Reference: GP-4 Board Job Contributions

Background:

- Per Board policy (GP-4) and in alignment with Policy Governance® practice, the Board is responsible for creating written governing policies, including Governance Process policies governing how the Board carries out its own work.

- The Board held a retreat July 15 and 16, 2026 facilitated by Rose Mercier from The Governance Coach. The Board discussed establishing an Ownership Linkage Planning Committee and a Policy Review Committee to complete focused preparatory work and develop recommendations for consideration by the full Board. It was identified that overarching committee principles and individual committee charters should be developed to clarify each committee's purpose, authority, membership, leadership, expected deliverables, timeline, and use of resources, while preserving Board holism and confirming that committees may not act for the Board, direct staff, change policy, or commit funds unless specifically authorized by the full Board.

- The Board Committee Principles policy applies in all situations where the Board decides to delegate responsibilities to a group to support the Board in its work, whether or not it is called a committee.

- The policy provides sufficient guidelines that the Board may assign a time limited task to a group without developing a charter for that group.

- Where a committee has a longer term mandate, a policy setting out its charter should be developed. This is the case for the proposed Ownership Linkage Planning Committee and the Policy Review Committee.

- The Board discussed the proposed policy and suggested revisions at the August Board meeting. All feedback has been incorporated and changes were reviewed by the Policy Governance® consultant.

Attachment:

- GP-14 Board Committee Principles mark-up showing changes since the last meeting
- GP-14 Board Committee Principles clean

FCC BOARD OF TRUSTEES POLICY

Policy Type: Governance Process

Policy Title: Board Committee Principles
Policy Number: GP-14
Date Adopted:

Version: 1.0
Date Last Reviewed:
Office Responsible: President's Office

Reviewing Committee: Board of Trustees

Board committees, when used, will reinforce the wholeness of the Board's job and will never interfere with the Board's delegation to the President.

1. Board committees are to help the Board do its job~~, never to help or advise the staff.~~ and may not exercise authority over staff. Expectations and authority will be carefully stated in order not to conflict with authority delegated to the President.

2. Committees may provide the Board with alternatives, analysis, ~~recommendations,~~ and implications to support the Board's informed decision-making. ~~A committee recommendation has no authority or effect unless and until the full Board adopt it.~~

3. Board committees cannot exercise authority over staff. Because the President works for the full Board, ~~they~~ the President will not be required to obtain approval of a Board committee before an executive action.

4. Board committees may not speak or act for the Board except when formally given such authority for specific and/or time-limited purposes.

5. Committees will be used sparingly and ordinarily in an ad hoc capacity.

6. This policy applies to any group that is formed by Board action, whether or not it is called a committee, and whether or not it includes board members. It does not apply to committees formed under the authority of the President.

7. All committee members shall abide by the same Code of Conduct as governs the board.

8. No Committee has authority to commit the funds or resources of the College unless the ~~full~~ Board specifically grants such authority in written Terms of Reference or other Board action.

9. Committees shall not adopt, amend, suspend, or repeal Board policy. Any proposed change to Board policy shall be submitted to the full Board for consideration and action.

10. Committees shall operate within a written charge established by the Board. For committees with an ongoing or extended mandate, the Board shall specify the Terms of Reference in a Governance Process policy that identifies the purpose, products (or deliverables) and relevant timelines, authority, composition and leadership~~establish written Terms of Reference specifying, as appropriate, the Committee's purpose, authority, membership, leadership, expected deliverables, timeline, and authorized use of Board or College resources~~.

11. The Board may assign a time-limited task to a group without establishing separate Terms of Reference ~~when the general requirements of this policy sufficiently define the group's purpose and authority~~. In such cases, the Board will specify the group's expected deliverables including reporting requirements, timeline and authority in a motion duly approved by the Board.

12. Committees shall report their findings, recommendations, and/or other assigned deliverables to the full Board as specified in their charge or Terms of Reference.

13. Committee authority shall be limited to the specific purpose and duration established by the Board. Unless otherwise specified by the Board, a committee shall cease to exist upon completion of its assigned charge.

Date Of Change	Version	Description of Change	Responsible Party
	1.0	First release.	President

CLEAN

FCC BOARD OF TRUSTEES POLICY

Policy Type: Governance Process

Policy Title: Board Committee Principles
Policy Number: GP-14
Date Adopted: 9.16.2026

Version: 1.0
Date Last Reviewed: 9.16.2026
Office Responsible: President's Office

Reviewing Committee: Board of Trustees

Board committees, when used, will reinforce the wholeness of the Board's job and will never interfere with the Board's delegation to the President.

1. Board committees are to help the Board do its job and may not exercise authority over staff. Expectations and authority will be carefully stated in order not to conflict with authority delegated to the President.

2. Committees may provide the Board with alternatives, analysis, and implications to support the Board's informed decision-making.

3. Board committees cannot exercise authority over staff. Because the President works for the full Board, the President will not be required to obtain approval of a Board committee before an executive action.

4. Board committees may not speak or act for the Board except when formally given such authority for specific and/or time-limited purposes.

5. Committees will be used sparingly and ordinarily in an ad hoc capacity.

6. This policy applies to any group that is formed by Board action, whether or not it is called a committee, and whether or not it includes board members. It does not apply to committees formed under the authority of the President.

7. All committee members shall abide by the same Code of Conduct as governs the board.

8. No Committee has authority to commit the funds or resources of the College unless the Board specifically grants such authority in written Terms of Reference or other Board action.

9. Committees shall not adopt, amend, suspend, or repeal Board policy. Any proposed change to Board policy shall be submitted to the full Board for consideration and action.

10. Committees shall operate within a written charge established by the Board. For committees with an ongoing or extended mandate, the Board shall specify the Terms of Reference in a Governance Process policy that identifies the purpose, products (or deliverables) and relevant timelines, authority, composition and leadership.

11. The Board may assign a time-limited task to a group without establishing separate Terms of Reference. In such cases, the Board will specify the group's expected deliverables including reporting requirements, timeline and authority in a motion duly approved by the Board.

12. Committees shall report their findings, recommendations, and/or other assigned deliverables to the full Board as specified in their charge or Terms of Reference.

13. Committee authority shall be limited to the specific purpose and duration established by the Board. Unless otherwise specified by the Board, a committee shall cease to exist upon completion of its assigned charge.

Date Of Change	Version	Description of Change	Responsible Party
9/16/2026	1.0	First release.	President

Frederick Community College

GP-14.1 Ownership Linkage Committee

Context: A policy on Board Committee Principles is being presented for approval.

Board Policy Reference: GP-4 Board Job Contributions

Background:

- Per Board policy (GP-4) and in alignment with Policy Governance® practice, the Board is responsible for creating written governing policies, including Governance Process policies governing how the Board carries out its own work.

- The Board held a retreat July 15 and 16, 2026 facilitated by Rose Mercier from The Governance Coach. The Board discussed establishing an Ownership Linkage Planning Committee to continue developing Years 2 and 3 of the Board's ownership linkage plan, including identifying representative owner groups, refining future-focused scenarios and questions, selecting engagement methods, and establishing a timeline.

- It was determined that this detailed planning work could be developed more efficiently by a smaller group and then brought to the full Board for consideration, while preserving the full Board's authority to approve the final ownership linkage plan.

- The Committee will support the Board in one of its primary jobs, that of engaging with those on whose behalf it governs. The Committee is able to commit time in between Board meetings that will assist the Board in this essential work.

- The Board discussed the proposed policy and suggested revisions at the August Board meeting. All feedback has been incorporated and changes were reviewed by the Policy Governance® consultant.

Attachment:

- GP-14.1 Ownership Linkage Committee markup showing changes since the last meeting
- GP-14.2 Ownership Linkage Committee clean

FCC BOARD OF TRUSTEES POLICY

Policy Type: Governance Process

Policy Title: Ownership Linkage Committee
Policy Number: GP-14.1
Date Adopted:

Version: 1.0
Date Last Reviewed:
Office Responsible: President's Office

Reviewing Committee: Board of Trustees

The Ownership Linkage Committee will assist the board in fulfilling its responsibilities regarding connection with the Owners~~. The Committee plans and facilitates the Board's Ownership linkage activities but does not substitute for the Board in conducting linkage with the Ownership.~~

Committee Products:

1. The Committee products support the Board's work; they do not decide for the Board unless explicitly stated below.

   1.1. A current ownership linkage plan that enables constructive Board dialogue with owners related to Ends issues.

      1.1.1. Annually, an updated ownership linkage plan, inclusive of input from the Board.

      1.1.2. Annually for the July Board Retreat, an assessment of the implementation and effectiveness of the ownership linkage plan for consideration by the Board.

      1.1.3. Annually for the July Board Retreat an organized written presentation of information collected from groups within the ownership, in a format useful to the Board for Ends deliberations.

1.2. For the consideration of the Board, a ~~The Committee shall present the~~ proposed ownership linkage plan inclusive of~~, and~~ any substantive revisions to the current plan~~, to the full Board for consideration and approval~~.

Committee Authority:

2. The Committee's authority enables it to assist the Board in its work, while not interfering with Board holism.

~~2.1. The Committee facilitates linkage without substitution for the Board.~~

2.1. The Committee cannot change or contravene Board policies~~,~~ or instruct the President or any other staff member.

2.2. Requests for information or administrative support necessary to conduct the Committee's duties shall be coordinated with the President ~~consistent with Section 2.4~~.

2.3. The Committee may not spend or commit organization funds, other than those specifically allocated by the Board.

2.4. The Committee may use staff resource time consistent with the President's interpretation of a reasonable amount for administrative support around meetings and the Board's ownership linkage plan.

2.5. The Committee Chair has the authority to make any reasonable interpretation of this policy.

Committee Composition and Tenure:

3. The Committee's composition shall enable it to function effectively and efficiently.

3.1. The Committee shall be composed of a minimum of two Trustees, but no more than three Trustees.

3.2. The Committee shall select a Chair from among its Trustee members.

3.3. Members shall be appointed annually at the first meeting of Board cycle.

Date Of Change	Version	Description of Change	Responsible Party
	1.0	First release.	President

CLEAN

FCC BOARD OF TRUSTEES POLICY

Policy Type: Governance Process

Policy Title: Ownership Linkage Committee
Policy Number: GP-14.1
Date Adopted: 9.16.2026

Version: 1.0
Date Last Reviewed: 9.16.2026
Office Responsible: President's Office

Reviewing Committee: Board of Trustees

The Ownership Linkage Committee will assist the board in fulfilling its responsibilities regarding connection with the Owners

Committee Products:

1. The Committee products support the Board's work; they do not decide for the Board unless explicitly stated below.

   1.1. A current ownership linkage plan that enables constructive Board dialogue with owners related to Ends issues.

      1.1.1. Annually, an updated ownership linkage plan, inclusive of input from the Board.

      1.1.2. Annually for the July Board Retreat, an assessment of the implementation and effectiveness of the ownership linkage plan for consideration by the Board.

      1.1.3. Annually for the July Board Retreat an organized written presentation of information collected from groups within the ownership, in a format useful to the Board for Ends deliberations.

   1.2. For the consideration of the Board, a proposed ownership linkage plan inclusive of any substantive revisions to the current plan.

Committee Authority:

2. The Committee's authority enables it to assist the Board in its work, while not interfering with Board holism.

    2.1. The Committee cannot change or contravene Board policies or instruct the President or any other staff member.

    2.2. Requests for information or administrative support necessary to conduct the Committee's duties shall be coordinated with the President.

    2.3. The Committee may not spend or commit organization funds, other than those specifically allocated by the Board.

    2.4. The Committee may use staff resource time consistent with the President's interpretation of a reasonable amount for administrative support around meetings and the Board's ownership linkage plan.

    2.5. The Committee Chair has the authority to make any reasonable interpretation of this policy.

Committee Composition and Tenure:

3. The Committee's composition shall enable it to function effectively and efficiently.

    3.1. The Committee shall be composed of a minimum of two Trustees, but no more than three Trustees.

    3.2. The Committee shall select a Chair from among its Trustee members.

    3.3. Members shall be appointed annually at the first meeting of Board cycle.

Date Of Change	Version	Description of Change	Responsible Party
9/16/2026	1.0	First release.	President

Frederick Community College

Enclosure 15
September 2026

Acceptance: E-1 Ends (1.0) Monitoring Report

Context: The Monitoring Report for E-1 Ends is being presented for acceptance according to the Board-approved Monitoring and Policy Review Schedule.

Board Policy References:

- BCD-4 Monitoring President Performance
- GP-7 Board Planning Cycle and Agenda Control

Background:

- Per Board policy (BCD-4) and in alignment with Policy Governance® practice, the Board regularly reviews monitoring reports for Ends and Executive Limitations policies to determine compliance.

- Per Board policy (GP-7), monitoring reports will be read in advance of the Board meeting, and discussion will occur only if Board members assess interpretations as unreasonable, identify non-compliance, or identify potential need for policy amendments.

- President Cheek is reporting full compliance.

Attachment: Monitoring Report: E-1 Ends (1.0)

Frederick Community College
Board of Trustees

Monitoring Report:
E 1 – Ends (1.0)

[Full Compliance]

Report Date: 9/16/2026

Reporting Period: 7/1/2025 – 6/30/2026

This is the annual report on compliance with the Board's Executive Limitation Policy: "E-1 Ends (1.0)." I certify that the information contained herein is true and represents compliance, within a reasonable interpretation of the established policy, unless specifically stated otherwise below. Please note that all of my interpretations of the policy remain unchanged from the previous report, unless otherwise noted.

9/16/26

Annesa Cheek, Ed.D. Date

President

Note: Board Policy is indicated in bold typeface throughout the report.

Global ENDs Statement:
Frederick Community College exists to provide all Frederick County residents and others who choose to enroll at the College, with the education, workforce preparation, skills, abilities, and personal growth necessary to succeed in an increasingly interconnected world, at a cost that demonstrates the prudent use of the College's available resources.

1.0 Student Achievement and Workforce Preparation

1.1. Students acquire the foundational skills needed to complete their instructional pathway at the College.

Interpretation

I interpret acquiring "foundational skills" as the completion of math and English gateway courses, which are among the first credit-bearing, college-level courses in a program of study.

I interpret "instructional pathway" as a credit-bearing certificate or degree program.

Compliance will be demonstrated when:

a. *Students select an instructional pathway aligned with their career aspirations.*

Evidence

On 8/18/2026, the Interim Vice President for Student Experience confirmed that 85% (N=1,242 of 1,459) of all new-to-college students met with an advisor to select an instructional pathway aligned with their career aspirations within the first year of engagement. Students engaged in advising through multiple pathways, including Compass Day (Orientation), group advising experiences, and individualized advising appointments.

FY26 post-advising survey data indicated that 93% (N=876) of survey respondents reported that their instructional pathway aligned with their career aspirations. This survey result provides additional evidence that advising contributes to pathway selection and educational planning aligned with student goals.

Status

In compliance.

Interpretation

b. Students complete gateway math and English courses within the first 30 credits of an instructional pathway.

Evidence

In last year's baseline report, the President reported partial compliance with this policy item because, while the College had established academic pathways recommending early completion of gateway English and mathematics, it had not yet established a consistent institutional measure to demonstrate the extent to which students were successfully completing both gateway courses within their first academic year.

On 7/24/2026, the Chief Foresight and Decision Support Officer confirmed the formalization of FCC's Gateway Momentum metric and the establishment of a consistent methodology for monitoring early gateway course completion. Compliance has since been achieved through the implementation of this measure. Aligned with the Community College Research Center (CCRC) and National Student Clearinghouse Postsecondary Data Partnership framework, the metric measures successful completion of pathway-appropriate college-level English and mathematics during the first academic year. The Fall 2025 cohort serves as the College's baseline cohort and establishes an institutional benchmark against which future cohort results and progress can be assessed.

Because institutions operationalize gateway momentum differently, no standardized national benchmark currently exists. As historical context, the original CCRC Early Momentum Metrics study found that approximately 10% of students in its three-state study completed both gateway English and mathematics during their first academic year.

On 8/07/2026, the Provost and Vice President for Teaching, Learning, and Student Success confirmed that each degree program includes a semester-by-semester academic pathway recommending completion of gateway English and mathematics within the first 30 credits, generally during the first two semesters (see College Catalog).

For the Fall 2025 cohort of first-time, full-time, degree-seeking students, 12% (N = 73 of 635) successfully completed both gateway English and gateway mathematics by the end of Spring 2026. FCC's methodology includes students who completed the requirements at FCC or satisfied them through accepted Advanced Placement (AP), Dual Enrollment, transfer, or other recognized prior college credits.

Gateway Momentum Measure	Fall 2025 Cohort (n=635)
Completed Gateway English	54%
Completed Gateway Mathematics	23%
Completed Both Gateway English & Mathematics	12%

Status

In compliance.

This interpretation is reasonable because research from the Community College Research Center (CCRC) demonstrates that students who complete gateway courses within the first 30 credits of an instructional pathway are more likely to persist and achieve their academic goals. CCRC is a research organization that focuses on the study and improvement of community colleges in the United States. CCRC is part of the Teachers College at Columbia University.

1.2. Graduates have necessary preparation to successfully transfer to a baccalaureate granting institution.

Interpretation

I interpret "necessary preparation" as the College maintaining articulation agreements and providing transfer guidance and transfer-related information to students.

Compliance will be demonstrated when:

a. The College maintains current articulation agreements with four-year institutions.

Evidence

On 7/20/2026, the Provost and Vice President of Teaching, Learning, and Student Success confirmed that the College maintains current articulation agreements with four-year institutions. These agreements are available to students through a library research guide.

As a follow up to last year's baseline report, FCC completed its participation in the Maryland Transfer Initiative (MDTI), a statewide initiative led by the Aspen Institute to strengthen transfer partnerships across Maryland. The College developed a Strategic Transfer Excellence Plan (STEP) focused on increasing associate degree completion, transfer, and bachelor's degree attainment among students transferring to the University of Maryland Global Campus (UMGC), one of FCC's primary transfer destinations. As part of this work, faculty and staff from the partner institutions convened on April 17, 2026, to begin aligning curricula and strengthening support for transfer pathways in Business Administration, Computer Science, Cybersecurity Technology, and Psychology.

Status

In compliance.

Interpretation

b. The College provides students with access to accurate information about transfer options.

Evidence

On 8/10/2026, the Interim Vice President for Student Experience confirmed that the College provides students with accurate, timely transfer information through multiple channels, including Career and Academic Planning Services, articulated transfer pathways, the College website, and ARTSYS—Maryland's official articulation system for assessing course transferability, matching programs, and evaluating transcripts across the state's public colleges and universities. Additional access points include semester Transfer Information Booklets, one-on-one advising with college recruiters, large-scale transfer events, and referrals to resources such as the U.S. Department of Education's College Scorecard and college-specific transfer credit databases.

Scholarship, application, and admissions workshops further support students in making informed transfer decisions.

FY26 demonstrated substantial growth in student access to and engagement with these transfer support services. The College conducted 1,052 transfer advising sessions during FY26, compared with 158 in FY25, representing a 566% increase. This growth reflects a deliberate expansion of transfer advising capacity, with transfer discussions now embedded across academic advising appointments rather than limited to meetings with the dedicated Transfer Advisor. As a result, students have broader access to transfer guidance regardless of which advisor they meet with.

Status

In compliance.

Interpretation

c. *The College offers educational and outreach opportunities to prospective transfer students.*

Evidence

On 8/10/2026, the Interim Vice President for Student Experience confirmed that the College provided educational and outreach opportunities to prospective transfer students through events such as the Fall and Spring Transfer Fairs, campus visits, Instant Decision Days, and articulation workshops. A total of 808 students participated during FY26, more than double the 396 students who participated in FY25, representing a 104% increase.

The College also provided targeted outreach in the Health Professions Career Community. In FY26, eight information sessions on RN-to-BSN transfer and concurrent enrollment opportunities were provided for prospective Nursing students, attracting 167 attendees. Additionally, four sessions for prospective Physical Therapist Assistant students highlighted the transfer partnership with Harrisburg University, drawing 27 attendees.

Participation in these activities translated into increased transfer opportunities. During 21 Instant Decision Days (special admission events where students receive on-the-spot admission reviews and decisions) participating institutions extended 61 admissions offers from 90 student check-ins, a 68% offer rate. In comparison, FY25 events generated 40 admissions offers from 91 check-ins, a 44% offer rate. Although participation remained relatively stable, the number of admissions offers increased by 53%, indicating stronger conversion of student participation into transfer opportunities.

This interpretation is reasonable because it aligns with best practices for improving transfer and baccalaureate completion as outlined in the CCRC Transfer Playbook.

Status

In compliance.

1.3. Students obtain the essential skills and associated credentials to obtain gainful employment in their chosen profession with family-sustainable wages.

Interpretation

I interpret "gainful employment" to mean:

- *All Title IV eligible career related credentials are aligned with the U.S. Department of Education Gainful Employment standards.*
- *Frederick County graduates should have employment within one year of graduation with compensation that is above 150% of the Federal Poverty Guidelines.*

Compliance will be demonstrated when:

a. *The College submits the required Title IV career-related certificate programs to the U.S. Department of Education.*

Evidence

On 8/10/2026, the Interim Vice President for Student Experience confirmed that the College submitted its FY25 Financial Value Transparency (FVT) and Gainful Employment (GE) program-level data to the U.S. Department of Education by the required October 1, 2025, deadline. The submission included 15 Title IV eligible career-related certificate programs. The College is preparing the FY26 federal submission, which is due October 1, 2026.

The College continues to maintain eligibility and certification for participation in federal Title IV financial aid programs. The Eligibility and Certification Approval Report issued by the U.S. Department of Education confirms that Frederick Community College remains certified through September 30, 2030, and is authorized to offer Title IV eligible certificate and associate degree programs.

Status

In compliance.

Interpretation

b. *Alumni survey respondents report employment and compensation at a level that is above 150% of the Federal Poverty Guidelines*.

Evidence

In last year's baseline report, the President reported partial compliance with this policy item because the College did not yet have an established mechanism for collecting information about graduates' employment and compensation after leaving FCC.

On 7/24/2026, the Chief Foresight and Decision Support Officer confirmed that compliance has since been achieved through the implementation of an alumni survey that enables the College to systematically assess graduates' employment and compensation outcomes. In summer 2026, the Center for Strategic Innovation & Foresight administered the College's first alumni survey to 2025 graduates. The 2026 alumni survey results, supplemented by external employment outcomes data from Lightcast (a labor market analytics and intelligence platform), now serve as the College's baseline for monitoring this outcome and assessing changes over time.

Among alumni survey respondents who reported both full-time employment and salary information (N = 57), 98% indicated compensation above 150% of the Federal Poverty Guideline ($23,940). The median reported salary range was $60,000–$69,999 (estimated median approximately $64,000 based on grouped survey responses). These self-reported findings were consistent with Lightcast employment outcomes data for 2025 graduates (N = 43), which indicated that 100% earned annual compensation above 150% of the Federal Poverty Guideline ($23,940).

Postsecondary Employment Outcomes (PSEO) data from the U.S. Census Bureau provide additional evidence of the economic outcomes experienced by FCC graduates. Across associate degree programs, median earnings were $41,490 one year after graduation and increased to $57,518 five years after graduation, with earnings varying considerably by field of study. Graduates of several career-focused programs experienced particularly strong outcomes. For example, median earnings for Registered Nursing associate degree graduates increased from $67,918 one year after graduation to $80,624 after five years, while Criminal Justice and Corrections graduates had median earnings of $78,456 after one year and $100,759 after five years. These outcomes demonstrate that FCC credentials contribute to meaningful economic opportunity while also reflecting the College's varied program purposes, including programs designed for direct workforce entry and those intended primarily to prepare students for transfer and continued education.

Status

In compliance.

The interpretation is reasonable because employment after graduation is a common and reasonable expectation of learners after investing in their education. Furthermore, Federal Gainful Employment standards, where applicable, require institutions to evaluate whether graduates of Title IV-eligible programs are earning wages sufficient to justify the cost of their education and training.

1.4. Students gain the knowledge, skills, and abilities necessary to equitably participate in our society, our economy, and our democracy.

Interpretation

I interpret "knowledge, skills, and abilities necessary to equitably participate in our society, our economy, and our democracy" as critical thinking, problem solving, interpersonal, leadership, and written communication skills.

Generally, I interpret this policy statement to mean that, as part of the learning experience at Frederick Community College, students have the opportunity to gain an understanding of their roles and responsibilities in our community and society at large.

Compliance will be demonstrated when:

a. *Students are provided with opportunities to develop critical thinking, problem-solving, interpersonal, leadership, written communication and cultural competency skills.*

Evidence

On 8/7/2026 the Provost and Vice President of Teaching, Learning, and Student Success confirmed that students were provided opportunities to develop critical thinking, problem-solving, interpersonal, leadership, written communication and cultural competency skills through the following means:

(1) Completion of General Education CORE.

Embedded within all degree programs, the General Education Core provides a coherent learning experience aligned with the College's ten general education goals, which are assessed on a five-year cycle using rubrics based on the American Association of Colleges and Universities' VALUE (Valid Assessment of Learning in Undergraduate Education) framework.

In FY26, FCC completed a comprehensive review of courses that satisfy the Cultural Competence (CC) requirement. The General Education Committee revised the CC criteria, developed a new application and review process, and evaluated all existing CC-designated courses. Of the 58 courses reviewed, 41 retained their CC designation, 3 gained a new designation, 1 newly approved course received designation, 11 courses lost designation, and 2 courses were inactivated. As a result of this review, FCC now offers 45 Cultural Competence courses across 22 subject areas, providing students with multiple opportunities to develop the knowledge and skills needed to engage effectively in diverse and multicultural environments. The Middle States Self-Study Team commended the General Education Committee for its work in strengthening this component of the curriculum.

(2) Achievement of program learning outcomes for degree and certificate programs.

Program learning outcomes are assessed annually on a rotational cycle in accordance with the College's Learning Assessment Guide. Student achievement is evaluated through signature assignments aligned to program outcomes, and assessment data are collected and maintained in Watermark™. Program learning outcomes for all degree and certificate programs are published in the College's

Academic Catalog. In FY26, faculty evaluated 82 program learning outcomes; 62% met established success benchmarks, 27% partially met benchmarks, and 11% did not meet benchmarks. Consistent with the College's commitment to continuous improvement, all programs develop action plans based on the assessment results.

(3) Participation in applied learning experiences within classroom and laboratory settings.

Faculty provided applied learning experiences, including healthcare simulations, case studies, capstone projects, cyber range exercises, hands-on career and technical education labs, virtual and augmented reality simulations, and gamified learning activities, to strengthen students' critical thinking, problem-solving, communication, leadership, and interpersonal skills.

(4) Participation in academic co-curricular experiences outside the classroom.

Students were provided with a wide range of academic co-curricular opportunities that complement classroom learning. During FY26, more than 1,100 students participated across activities including art shows, theater and music performances, Honors Forums, mathematics competitions, culinary events, mock interviews, service-learning projects, and academic conference presentations.

Status

In compliance.

Interpretation

b. Students are provided with opportunities to develop an understanding of their roles and responsibilities in our community and society at large.

Evidence

On 8/10/2026, the Interim Vice President for Student Experience confirmed that students were provided with opportunities to develop an understanding of their roles and responsibilities in our community and society at large. During FY26, the College promoted democratic participation through 21 voter registration and education events, resulting in 322 students registering to vote for the first time and 1,697 students reporting that they were already registered voters.

The College also provided opportunities for direct engagement in the civic process. On February 5, 2026, five students traveled to Annapolis to participate in Maryland's Student Advocacy Day, gaining firsthand experience with legislative advocacy and public policy issues. In addition, the College hosted three civic engagement events, including Constitution Day, a *Know Your Rights* Fair, and a *Courageous Conversations* program focused on political and election education. These programs encouraged informed dialogue, civic awareness, and active participation in democratic processes.

Civic engagement was further reinforced through participation in 35 recognized student organizations and student representation on campus-wide committees, providing ongoing opportunities for leadership, advocacy, shared governance, and community involvement. The Making our Spaces an Inclusive Community (MOSAIC) Center also offered 59 programs that promoted student engagement while exploring issues related to health, disability, and race and ethnicity.

Students were also provided opportunities to explore the meaning and significance of the United States' 250th Anniversary. Through a partnership with Hood College, FCC participated in a yearlong series of co-curricular programs spanning both campus communities. The 8-event series featured lectures, artistic performances, and historical discussions designed to deepen understanding of the nation's history and civic traditions. Highlights included *Remember the Ladies*, an original theatrical production performed by a mixed cast on both campuses, and the upcoming capstone event, *American Voices*, a series of dramatic readings and performances drawn from significant historical and artistic works throughout American history.

Status

In compliance.

Interpretation

c. *Students are provided with opportunities to develop leadership skills outside of the classroom environment.*

Evidence

On 8/18/2026, the Interim Vice President for Student Experience confirmed that students were provided opportunities to develop leadership skills outside the classroom during FY26 through participation in student organizations, the MOSAIC

Center, the Student Athlete Advisory Board, and Phi Theta Kappa (PTK), the international honor society for community college students. A total of 58 students served in leadership roles within these organizations.

Participation in PTK deepened students' leadership development through chapter, regional, and national leadership experiences. During FY26, students served as chapter officers, participated in five regional and international leadership conferences, and helped develop a leadership training program for FCC students. One student was elected Maryland/DC State President for the PTK Middle States Region.

Status

In compliance.

This interpretation is reasonable because research by organizations such as the American Association of Colleges and Universities (AAC&U) and the National Survey of Student Engagement (NSSE) considers these skills to be essential for personal and professional success. Furthermore, it is standard practice in higher education for core curriculum to foster the development of these competencies.

1.5. Students experience a variety of co-curricular opportunities that favorably impact the lives of the participant(s).

Interpretation

Compliance will be demonstrated when:

a. *Students have access to co-curricular opportunities such as cultural and diversity programs, workshops, student clubs and organizations, athletics, service opportunities and activities outside of the classroom that support holistic learning and wellness.*

Evidence

On 8/10/2026, the Interim Vice President for Student Experience confirmed that students had access to a variety of co-curricular opportunities during FY26 that supported holistic learning and wellness. For example, a total of 450 students participated in 35 recognized student clubs and organizations, developing skills in teamwork, communication, leadership, and collaboration while building connections with peers, campus, and Frederick County community.

Students also participated in the Great Frederick Fair, Frederick Speaker Series events, community-based performances, and awareness initiatives that encouraged civic awareness, cultural understanding, and personal growth.

Also, intercollegiate athletics provided additional opportunities for student development. During FY26, 150 student-athletes participated in seven sports programs, including men's and women's soccer, volleyball, men's and women's basketball, baseball, and softball. Through athletic participation, students developed teamwork, communication, leadership, resilience, and a sense of belonging within an inclusive and supportive environment.

The academic achievements of student-athletes further reflected the successful integration of personal and educational development. Eighteen student-athletes were recognized as NJCAA All-Academic Team members based on their grade point averages and successful completion of required credit hours, demonstrating excellence in balancing academic and athletic commitments.

Status

In compliance.

This interpretation is reasonable because it aligns with industry best practices described by the National Association of Student Personnel Administrators (NASPA), and is a focus of NSSE and the Community College Survey of Student Engagement (CCSSE). Each of these organizations is committed to studying and improving student engagement, particularly how students interact with their educational environment, both inside and outside of the classroom.

1.6. Graduates demonstrate significant gains in their critical thinking, problem solving, interpersonal, leadership, and written communication skills.

Interpretation

Compliance will be demonstrated when:

a. *Graduates report, on the graduation exit survey, perceived gains in these skills.*

Evidence

In last year's baseline report, the President reported non-compliance with this policy item because the College did not yet have an established mechanism for systematically measuring graduates' perceptions of their skill development at the time of graduation.

On 7/24/2026, the Chief Foresight and Decision Support Officer confirmed that compliance has since been achieved through the implementation of the Graduate Exit Survey, administered by the Center for Strategic Innovation & Foresight (CSIF), which assesses graduates' perceptions of their skill development as they complete their programs. The 2026 Graduate Exit Survey establishes the College's baseline for this measure. CSIF also administered the 2026 Alumni Survey to 2025 graduates approximately one year after graduation, providing complementary evidence of graduates' perceptions of skill development after leaving the College.

In the 2026 Graduate Exit Survey (N = 153), graduates reported gains in Critical Thinking (93%), Problem Solving (90%), Interpersonal Communication (84%), Leadership (75%), and Written Communication (88%). These findings were further supported by the 2026 Alumni Survey of 2025 graduates (N = 106), in which alumni reported growth in Critical Thinking (90%), Problem Solving (90%), Interpersonal Skills (80%), Leadership (72%), and Written Communication (86%).

Status

In compliance.

Interpretation

b. Employers report satisfaction with graduates.

Evidence

In last year's baseline report, the President reported non-compliance with this policy item because the College did not yet have an established mechanism for systematically measuring employers' perceptions of FCC graduates' preparation and skill development.

On 07/24/2026, the Chief Foresight and Decision Support Officer confirmed that compliance has since been achieved through the implementation of the Employer Survey, administered by the Center for Strategic Innovation & Foresight (CSIF) in spring 2026, which systematically assesses employer satisfaction with FCC graduates and their preparation across key workforce skills. The 2026 Employer Survey establishes the College's baseline for this measure. These findings are complemented by the 2025–2026 Employer Recruitment Survey, administered by Career and Academic Planning Services (CAPS) throughout FY26, which provides additional evidence of employers' perceptions of the workforce preparedness of FCC students they have hired.

In the 2026 Employer Survey (N = 23), 96% of employers reported satisfaction with FCC graduates they have employed. Employers reported satisfaction with graduates' Critical Thinking (85%), Problem Solving (84%), Interpersonal Skills (89%), Leadership (79%), and Written Communication (69%).

These findings were further supported by the 2025–2026 Employer Recruitment Survey, in which 100% of employers who had hired FCC students and responded to the student preparedness question (N = 12) rated them as adequately prepared, well prepared, or extremely well prepared.

Status

In compliance.

This interpretation is reasonable because these skills align with the National Association of Colleges and Employers (NACE) career readiness competencies. Graduate self-assessments and employer surveys are standard practices in higher education.

Frederick Community College

Enclosure 16
September 2026

Meeting Content Review

Context: This agenda item provides the Board the opportunity to provide feedback to the Board Chair and the President on the quality of the content (i.e. meeting packet, discussions, etc.) provided during the Board Meeting.

Board Policy Reference: GP-9 Investment in Governance

Background:

- Per Board policy (GP-9) and in alignment with Policy Governance® practice, the Board evaluates and discusses its own process and performance at each meeting.

- The Board Chair will lead discussion at the meeting for Trustees to reflect on whether the meeting content was focused on governance issues, particularly in relation to the Board's Ends policy, rather than operational or management issues.

Attachment: Policy Governance® Source Document

POLICY GOVERNANCE® SOURCE DOCUMENT

Why a Source Document?

A "source" is a point of origin. A source document is a "fundamental document or record on which subsequent writings, compositions, opinions, beliefs, or practices are based." (Websters)

Without a simply expressed clear point of source, interpretations, opinions, writings and implementations may intentionally or unintentionally diverge from the originating intent and ultimately be undifferentiated. The point of source ("authoritative source") is John Carver, the creator of Policy Governance, with Miriam Carver his fellow master teacher.

Without a simply expressed clear source document, Policy Governance is not reliably grounded and not transferable as a paradigm of governance. It is left vulnerable to interpretation, adaptation and impotence. This document has been produced by the International Policy Governance Association and approved by John and Miriam Carver as being true to source.

What is Policy Governance?

Policy Governance is a comprehensive set of integrated principles that, when consistently applied, allows governing boards to realize owner-accountable organizations.

Starting with recognition of the fundamental reasons that boards exist and the nature of board authority, Policy Governance integrates a number of unique principles designed to enable accountable board leadership.

What Policy Governance is NOT!

1. Policy Governance is not a specific board structure. It does not dictate board size, specific officers, or require a CEO. While it gives rise to principles for committees, it does not prohibit committees nor require specific committees.
2. Policy Governance is not a set of individual "best practices" or tips for piecemeal improvement.
3. Policy Governance does not dictate what a board should do or say about group dynamics, methods of needs assessment, basic problem solving, fund raising, managing change.
4. Policy Governance does not limit human interaction or stifle collective or individual thinking.

Principles of Policy Governance

1. **Ownership:** The board exists to act as the informed voice and agent of the owners, whether they are owners in a legal or moral sense. All owners are stakeholders, but not all stakeholders are owners, only those whose position in relation to an organization is equivalent to the position of shareholders in a for-profit-corporation.

2. **Position of Board:** The board is accountable to owners that the organization is successful. As such it is not advisory to staff but an active link in the chain of command. All authority in the staff organization and in components of the board flows from the board.

3. **Board Holism:** The authority of the board is held and used as a body. The board speaks with one voice in that instructions are expressed by the board as a whole. Individual board members have no authority to instruct staff.

4. **Ends Policies:** The board defines in writing its expectations about the intended effects to be produced, the intended recipients of those effects, and the intended worth (cost-benefit or priority) of the effects. These are Ends policies. All decisions made about effects, recipients, and worth are Ends decisions. All decisions about issues that do not fit the definition of Ends are means decisions. Hence in Policy Governance, means are simply not Ends.

5. **Board Means Policies:** The board defines in writing the job results, practices, delegation style, and discipline that make up its own job. These are board means decisions, categorized as Governance Process policies and Board- Management Delegation policies.

6. **Executive Limitations Policies**: The board defines in writing its expectations about the means of the operational organization. However, rather than prescribing board-chosen means -- which would enable the CEO to escape accountability for attaining Ends, these policies define limits on operational means, thereby placing boundaries on the authority granted to the CEO. In effect, the board describes those means that would be unacceptable even if they were to work. These are Executive Limitations policies.

7. **Policy Sizes:** The board decides its policies in each category first at the broadest, most inclusive level. It further defines each policy in descending levels of detail until reaching the level of detail at which it is willing to accept any reasonable interpretation by the applicable delegatee of its words thus far. Ends, Executive Limitations, Governance Process, and Board-Management Delegation polices are exhaustive in that they establish control over the entire organization, both board and staff. They replace, at the board level, more traditional documents such as mission statements, strategic plans and budgets.

8. **Clarity and Coherence of Delegation:** The identification of any delegatee must be unambiguous as to authority and responsibility. No subparts of the board, such as committees or officers, can be given jobs that interfere with, duplicate, or obscure the job given to the CEO.

9. **Any Reasonable interpretation:** More detailed decisions about Ends and operational means are delegated to the CEO if there is one. If there is no CEO, the board must delegate to two or more delegatees, avoiding overlapping expectations or causing confusion about the authority of various managers. In the case of board means, delegation is to the CGO unless part of the delegation is explicitly directed elsewhere, for example, to a committee. The delegatee has the right to use any reasonable interpretation of the applicable board policies.

10. **Monitoring**: The board must monitor organizational performance against previously stated Ends policies and Executive Limitations policies. Monitoring is for the purpose of discovering if the organization achieved a reasonable interpretation of these board policies. The board must therefore judge the CEO's interpretation for its reasonableness, and the data demonstrating the accomplishment of the interpretation. The ongoing monitoring of board's Ends and Executive Limitations policies constitutes the CEO's performance evaluation.

All other practices, documents, and disciplines must be consistent with the above principles. For example, if an outside authority demands board actions inconsistent with Policy Governance, the board should use a 'required approvals agenda' or other device to be lawful without compromising governance.

Policy Governance is a precision system that promises excellence in governance only if used with precision. These governance principles form a seamless paradigm or model. As with a clock, removing one wheel may not spoil its looks but will seriously damage its ability to tell time. So in Policy Governance, all the above pieces must be in place for Policy Governance to be effective. When all brought into play, they allow for a governing board to realize owner accountability. When they are not used completely, true owner accountability is not available.

Policy Governance boards live these principles in everything they are, do and say.

Produced by GOVERN for IMPACT in consultation with John and Miriam Carver, 2005 – 2007 – 2011 – 2015 – Feb 2021.

Reference: Carver Guides, 2nd Edition, 2009