Frederick Community College

BOARD OF TRUSTEES
Regular Monthly Meeting

Wednesday, September 17, 2025 – 4:30 p.m.
Conference Center (E126AB)

Zoom Option:
https://frederick-edu.zoom.us/j/82790143395?pwd=IdYHAQEQN0361ddQ5uhdSEVoxPRVTC.1&from=addon
Call-in Option:
Phone Number: 301-715-8592 | Meeting ID: 827 9014 3395 | Passcode: 554691

I. Call to Order

II. Approval of Minutes

A. August 20, 2025 Regular Meeting **(Enclosure 1)**

III. Declaration of Conflict of Interest

IV. Board & CEO Comments

V. Consent / Required Approvals Agenda

A. Approval of Piggyback Contract Renewal with Frederick County for Interpreting Services for the Deaf and Hard-of-Hearing **(Enclosure 2)**

B. Approval of Piggyback Contract with Henley Construction Co., Inc. for Renovation of the Biotech Lab **(Enclosure 3)**

C. Approval of the 2025 Performance Accountability Report **(Enclosure 4)**

VI. Information/Discussion Items

A. Fiscal Year-to-Date Unaudited Draft Financial Report through the Quarter Ending June 30, 2025 **(Enclosure 5)**

B. Monitoring Board Performance

Policy Review:

1. BCD-1 Unity of Control **(Enclosure 6)**
2. GP-10 Board Expenses **(Enclosure 7)**

VII. Action Items

A. Approval of Amendment to Bylaws **(Enclosure 8)**

B. Approval of Revisions to BCD-3 Delegation to the President **(Enclosure 9)**

C. Approval of Revisions to BCD-4 Monitoring President Performance **(Enclosure 10)**

D. Approval of Annual Board Self-Assessment Tool **(Enclosure 11)**

VIII. Meeting Content Review (Enclosure 12)

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.

IX. Adjournment

NEXT MEETING: **Wednesday – October 15, 2025**

- ***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.

Enclosure 1
(revised)
September 2025

Approval of Minutes for August 20, 2025 Regular Meeting

Context: 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 20, 2025.

Attachment: Minutes of the August 20, 2025 regular meeting

BOARD OF TRUSTEES
FREDERICK COMMUNITY COLLEGE

August 20, 2025
Regular Meeting

The Board of Trustees of Frederick Community College met in **regular session** on Wednesday, August 20, 2025 in the Conference Center (E126AB). A virtual option to participate was provided. Participating in person were: Trustees Theodore Luck, Chair; Carolyn Kimberlin, Vice Chair; Jan H. Gardner; Dr. Carmen R. Hernandez; Tracey McPherson; Dr. William Reid; and Myrna Whitworth. Trustee Hernandez was appointed by Governor Wes Moore for a five-year term from July 1, 2025 through June 30, 2030. Trustee Hernandez replaces Tom Lynch, whose term expired on June 30, 2025. Trustee Hernandez was sworn in at the Office of the Clerk of the Circuit Court for Frederick County on July 10, 2025. Also attending in person were President Dr. Annesa Payne Cheek, Secretary/Treasurer of the Board; and Edmund O'Meally, PK Law, College legal counsel.

CALL TO ORDER

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

APPROVAL OF MINUTES

Chair Luck called for approval of the minutes of the June 3, 2025 special meeting.

On a motion made by Trustee Gardner, the Board unanimously approved the June 3, 2025 special meeting minutes, as presented.

Chair Luck called for approval of the minutes of the June 11, 2025 regular meeting.

On a motion made by Trustee Reid, the Board unanimously approved the June 11, 2025 regular meeting minutes, as presented.

Chair Luck called for approval of the minutes of the July 19, 2025 board retreat.

On a motion made by Trustee Whitworth, the Board unanimously approved the July 19, 2025 board retreat minutes, as presented.

DECLARATION OF CONFLICT OF INTEREST

There were no conflicts of interest expressed by Trustees.

BOARD & CEO COMMENTS

Chair Luck welcomed Trustee Hernandez to her first regular meeting. Vice Chair Kimberlin congratulated Elizabeth DeRose, Director of Hospitality, Culinary, and Tourism Institute, on two recent awards received.

President Cheek also recognized and congratulated Ms. DeRose on the recent awards, the *2025 Technology Award* from Rational USA and the Center for the Advancement of Foodservice Education (CAFÉ) for her innovative practices in culinary education and the *2025 OpenTable Diners' Choice Award* for 200 Monroe. Additionally, a third award was just announced today, the *2025 Excellence in Economic Development Gold Award* from the International Economic Development Council, in partnership with The City of Frederick Department of Economic Development and the Frederick County Office of Agriculture, for the Food Business Entrepreneurship Program. Trustees joined in congratulating Ms. DeRose and Ms. DeRose thanked them for their support. President Cheek then announced that 11 FCC Cougars baseball players are moving on with full scholarships to play at four-year institutions and 36 FCC scholar-athletes received Maryland JUCO All-Academic Awards. She reported that she had the honor of throwing a ceremonial first pitch at the Frederick Keys game on August 15, 2025 and recently attended a breakfast roundtable with the new Maryland Commerce Secretary Harry Coker, Jr. focused on the region's strengths, challenges, and strategies for success in today's economic climate. President Cheek commented that employees made a great use of the Wellness Days this summer and she expressed excitement for tomorrow's convocation and the start of the fall semester.

CONSENT / REQUIRED APPROVALS AGENDA

Item V.C was removed from the consent / required approvals agenda.

On a motion made by Trustee McPherson, the Board unanimously approved the following items, as presented:

- Three-Year Piggyback Contract with Bell Techlogix for Adobe Creative Cloud Application Suite
- Sole Source Procurement from The Segal Group, Inc. for Compensation and Market Analysis Study
- Award of Guaranteed Maximum Price (GMP) to Dustin Construction, Inc. for the New Campus Services Building Project

ACTION ITEM REMOVED FROM CONSENT / REQUIRED APPROVALS AGENDA

Approval of 2025 Cultural Diversity Plan - Annual Progress Report – An inquiry was made, per item 1 of EL-1 Treatment of Students, for the status on improved support for the three student populations identified under Goal 1A. After discussion, it was noted that this inquiry is not related to policy compliance. This item was submitted via the consent / required approvals agenda because approval of the report is required by Maryland law. Per GP-7 Board Planning Cycle and Agenda Control, "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." It was further noted that evidence is provided in monitoring reports in relation to both Board policy and the agreed upon interpretations, and that the baseline insight report for EL-1 Treatment of Students was submitted to the Board in October 2024. There was discussion on whether the baseline insight report addressed the initial question. It was clarified that the identification of these student populations was the outcome for Goal 1A in the 2024-2025 Diversity, Equity, Inclusion, and Belonging (DEIB) Plan. Developing strategies for addressing root causes of institutional performance gaps in student success among these demographic groups of students is an intended outcome of the 2025-2026 DEIB Plan.

On a motion made by Trustee Reid, the Board unanimously approved the 2025 Cultural Diversity Plan - Annual Progress Report, as presented.

INFORMATION/DISCUSSION ITEMS

Amendment to Bylaws – The Board reviewed a proposed amendment to the Board of Trustees Bylaws to add a statement of rules regarding the conduct of persons attending Board of Trustees meetings.

The amendment will be submitted at the September Board meeting for approval.

MONITORING BOARD PERFORMANCE:

Board Policy Survey Results: GP-9 Investment in Governance – Chair Luck reported on the results of this survey and made clarifying comments regarding the Board's budget. There was discussion regarding the purpose, structure, and flexibility of a Board of Trustees budget. It was suggested that a deeper review could take place at a future retreat.

Board Policy Survey Results: BCD-0 Global Board Delegation Statement – Chair Luck reported on the results of this survey.

Board Policy Review: BCD-3 Delegation to the President – The Board reviewed a proposed revision to add "administrative" before "policies" in item 6.

The revised policy will be submitted at the September Board meeting for approval. A survey will not be conducted until the revised policy is approved and either comes back to the Board based on the schedule, or the Board chooses to review its adherence off-cycle.

Board Policy Review: BCD-4 Monitoring President Performance – The Board reviewed proposed revisions to change in the first line, "CEO" to "President"; Item 2.1, change "his or her" to "their"; and remove the Monitoring Schedule at the end of the policy.

The revised policy will be submitted at the September Board meeting for approval. A survey will not be conducted until the revised policy is approved and either comes back to the Board based on the schedule, or the Board chooses to review its adherence off-cycle.

Draft Annual Board Self-Assessment Tool – The Board reviewed the proposed annual board self-assessment tool that was introduced at the July Board Retreat. There was discussion regarding whether this is necessary in addition to evaluations conducted after each meeting and possibly delaying implementation of an annual self-assessment. It was shared that Policy GP-9 Investment in Governance requires the Board to "conduct self-evaluation on an ongoing basis and, at least annually, a self-evaluation with such facilitation as may be deemed appropriate." It was suggested that "operational" should change to "administrative" in item 8. There was further discussion about the best timing of an annual assessment and whether Trustees would be able to assess all areas currently included in the tool.

The Annual Board Self-Assessment Tool will be submitted at the September Board meeting for further consideration and possible adoption.

ACTION ITEM

Approval of Deed of Easement and Agreement – Access – During the planning phase of the Campus Services Building, the College collaborated with Frederick County Public Schools (FCPS) to secure a Deed of Easement. This easement provides a designated route for delivery vehicles, extending from the existing Campus Loop to the loading dock for the new Campus Services Building. The route crosses FCPS property and will ensure for efficient and authorized access to the loading dock at the new facility. It was noted that the existing Plant Operations building is being demolished and all services are moving to the new building, in addition to mail, delivery, and the loading dock.

On a motion made by Trustee Gardner, the Board unanimously approved the Deed of Easement and Agreement – Access, as presented.

MEETING CONTENT REVIEW

Chair Luck led a discussion for the consideration of areas for meeting content improvement and the effectiveness of the meeting as it adheres to the principles of Policy Governance®. Chair Luck expressed appreciation for the new format of the meeting packet.

CLOSED SESSION

At 5:32 p.m., the motion was made by Vice Chair Kimberlin 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; 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 August 20, 2025. Attending were: Trustees Theodore Luck, Chair; Carolyn Kimberlin, Vice Chair; Jan H. Gardner; Dr. Carmen R. Hernandez; Tracey McPherson; Dr. William Reid; and Myrna Whitworth. 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; Edmund O'Meally, PK Law, College legal counsel; and Kari Melvin, Recording Secretary.

The Board reviewed closed session minutes from June 3, 2025 and June 11, 2025.

On a motion made by Trustee Whitworth, the Board unanimously approved the June 3, 2025 and June 11, 2025 closed session minutes, as presented.

The Board considered an appeal for procedural review.

On a motion made by Trustee Hernandez, the Board unanimously approved to reject the appeal.

The meeting adjourned at 5:57 p.m.

NEXT MEETING

The next regular meeting of the Board will be held on Wednesday, September 17, 2025.

Dr. Annesa Payne Cheek
Secretary/Treasurer

Prepared by Kari Melvin
Office of the President
Frederick Community College

Frederick Community College

Enclosure 2
September 2025

Piggyback Contract Renewal for Interpreting Services Recommendation

Context: The Frederick County piggyback contract (RFP 23-138) with Ad Astra, Frederick Interpreting Agency, and Keystone Interpreting to provide interpreting services for students and employees is being presented to the Board for approval via the Consent / Required Approvals Agenda. This document summarizes the recommended contract usage and is presented to the Board of Trustees by President Cheek, with preparation support provided by Dr. Ed Cabellon, Interim Vice President for Student Experience.

Board Policy Compliance Monitoring References:

- EL-1 Treatment of Students
- EL-2 Treatment of Employees
- EL-4 Financial Conditions and Activities
- EL-9 Asset Protection

Background:

- Pursuant to the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, Maryland's nondiscrimination statutes (State Gov't § 20-601 et seq.), and the Language Access for Public Services Law (State Gov't § 10-1103), colleges and universities are required to provide qualified sign language interpreters for deaf and hard-of-hearing students to ensure effective communication and equal access to educational programs.

- Pursuant to the Code of Maryland Regulations (COMAR) §21.05.07, the Board is required to approve any procurement over $100,000. Frederick Community College currently utilizes the Frederick County contract (RFP 23-138) to provide interpreting services through Ad Astra (23-138A), Frederick Interpreting Agency (23-138B), and Keystone Interpreting (23-138C).

- The College employs 1 full-time interpreter and 20 part-time interpreters, serving 34 employees and students each year on average.

- These contracts ensure accessibility for Deaf and Hard-of-Hearing students and employees, supporting participation in academic programs, employee activities, and campus events.

- The College relies on these contracted services to supplement FCC-employed interpreters and to meet student and employee needs.

- In FY25, expenditures for contracted interpreting services totaled just under $100,000.

- For FY26, projected expenditures are $120,000, reflecting a 5% contractual rate increase and anticipated growth in service needs.

- This expenditure is included in the FY 2026 approved operating budget.

Attachment: None

Frederick Community College

Enclosure 3
September 2025

Piggyback Contract for Renovations to the Biotech Lab Recommendation

Context: The piggyback contract with Henley Construction Co., Inc. for construction services for the Biotech Lab Renovation project is being presented to the Board for approval via the Consent / 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 Scott McVicker, CFO and Vice President for Administration.

Board Policy Compliance Monitoring References:

- EL-4 Financial Conditions and Activities
- EL-6 Planning
- EL-9 Asset Protection

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 issued Request for Bid (RFB) No. 25-CPPM-02, seeking qualified general contractors to provide construction services for the renovation of the Biotech Lab located in Catoctin Hall.

- The renovation project aims to expand the capacity of the Biotech Lab and support the growth of the Biotech academic programs. The scope includes renovating approximately 3,390 square feet of Catoctin Hall, expanding the existing Biotech Lab, converting a classroom into a Cell Culture Lab, and creating a staff workroom/breakroom. Construction will occur in two phases while the building remains occupied.

- In accordance with the College's documented procurement procedures, three general contractor firms were invited to submit bids. The intent was to establish a piggyback contract with a selected offeror under Frederick County Public Schools (FCPS) Contract #21MISC3, which outlines qualifications for general construction contractors for minor construction projects, including specified hourly rates and material mark-up percentages.

- All three invited contractors submitted bids that were evaluated by the College's Procurement Department. Two of the three submissions were deemed to meet all required criteria. Henley Construction Co., Inc. was identified as the lowest responsive bidder.

- The College recommends awarding the contract to Henley Construction Co., Inc. for a total of $659,000, with an additional 10% contingency ($65,900) to address any unforeseen or hidden structural conditions. The total proposed project cost is $724,900, utilizing the FCPS Contract #21MISC3.

- This expenditure is included in the FY 2026 approved Capital Improvement Plan budget.

Attachment: None

Frederick Community College

Enclosure 4
September 2025

2025 Frederick Community College Performance Accountability Report (PAR)

Context: The PAR follows a prescribed structure that includes both standardized data tables and a narrative, and is being presented to the Board for approval via the Consent / Required Approvals Agenda. The narrative must specifically address successes and challenges in meeting the goals, objectives, and performance measures of the 2022 State Plan for Postsecondary Education, ensuring comparability across institutions.

This document 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

Background:

- The Maryland Higher Education Commission (MHEC) requires all community colleges to submit an annual Performance Accountability Report (PAR) under Sections §11-304 through §11-308 of the Education Article of the Annotated Code of Maryland.

- The PAR requires a two-year look back on a select group of institutional performance metrics, which means much of the data reflects conditions that may already have shifted. While this backward-looking perspective ensures comparability across institutions, it does not fully capture the evolving dynamics of the higher education landscape and the pace of FCC's recent progress. One year of reporting remains for FCC to reach benchmarks set for FY 2025 or Fall 2025.

- FCC is increasingly supplementing retrospective measures like the PAR with live dashboards, enrollment tracking, and predictive modeling. These tools provide early indicators of student momentum, retention risks, and completion probabilities.

- By integrating predictive measures with historical reporting, FCC ensures decisions are grounded both in past performance and in present realities. This approach supports more agile responses to emerging challenges and opportunities.

- The PAR remains an important state-mandated accountability measure. However, FCC's continuous improvement model goes beyond accountability, leveraging real-time evidence to inform strategy, resource allocation, and student success interventions.

- The PAR is one piece of a larger institutional performance picture. To fully understand FCC’s trajectory, the institution evaluates PAR results alongside current metrics and ongoing outcomes, such as the RISE Action Plan, data dashboards, and an Institutional Effectiveness Report (under development).

Attachments:

- 2025 FCC Performance Accountability Report
- 2021 PAR MCCRG Data Standards with Data Definitions

Frederick Community College
2025 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 Context & Planning Framework

In alignment with the goals adopted in the 2022 Maryland State Plan for Higher Education (MSP), Frederick Community College (FCC) concluded its Forward Strategic Plan, 2020–2025 and, in Fiscal Year (FY) 2025, began developing a new Future-Ready Plan. The new plan was created in response to the rapidly changing landscape of higher education, persistent institutional performance gaps in student outcomes, and growing workforce demands in Frederick County and beyond. Recognizing that today's students face increasingly complex academic, financial, and personal challenges, the College sought to design a planning model that connects long-term vision with short-term action.

FCC also continues its engagement in the Achieving the Dream (ATD) Network, following its FY 2024 entry into the national reform movement. In FY 2025, the College launched a "Year of Discovery" to deepen its understanding of institutional strengths and areas for improvement. This included a comprehensive review of disaggregated student success data, as well as an inventory of current interventions and high-impact practices. These efforts created a shared evidence base and collective learning experience that now informs the priorities and strategies of the Future-Ready Plan.

Financially, FCC's expenditures by function (Characteristic K) continue to demonstrate its commitment to student success, with nearly two-thirds of resources invested in instruction, academic support, and student services. These investments enhance learning, transfer success, and employment outcomes while reinforcing a culture of belonging. The College is advancing culturally responsive curricula, expanding work-based learning opportunities, and optimizing course scheduling and career pathways to meet the needs of both students and the regional workforce.

Institutional Assessment of 2022 Maryland State Goals

Goal 1: Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents

FCC has made significant progress in expanding access, though results are uneven across student groups and programs. In FY 2024, total unduplicated headcount rose to 15,243 students, up from 14,190 in FY 2023, surpassing the FY 2025 benchmark. This increase was driven almost entirely by credit enrollment, which grew by 1,000 students over the past year. Fall 2024 credit headcount was nearly 500 students higher than Fall 2023, keeping FCC on track to meet future benchmarks.

Continuing Education and Workforce Development (CEWD) enrollments, however, remain below targets. CEWD unduplicated headcount increased only slightly from 6,064 in FY 2023 to 6,102 in FY 2024, compared to the FY 2025 benchmark of 6,836. Community Services and Lifelong Learning enrollments nearly doubled since FY 2021 (headcount 1,138 to 2,296; course enrollments 2,812 to 5,460), showing a strong rebound but still falling short of goals. Basic Skills and Literacy enrollments are a strength: headcount grew from 704 in FY 2021 to 1,637 in FY 2024 (benchmark 1,616), while course enrollments reached 3,478 (benchmark 3,620).

High school student enrollment has become a major driver of access. In Fall 2024, 2,783 high school students enrolled, far above the benchmark of 1,660. At the same time, FCC's share of recent, college-bound high school graduates fell from 57.5% in Fall 2020 to 56.0% in Fall 2024, just under the 57.8% benchmark. Dual enrollment's expansion has shifted FCC's student profile: the share of students age 25 and older dropped from 23.2% in Fall 2021 to 18.0% in Fall 2024.

The College is also becoming more diverse. In Fall 2024, nonwhite students represented 47.2% of credit enrollment, exceeding both the service area population (33.4%) and the benchmark. Nonwhite Continuing Education enrollment reached 37.0%, also above the benchmark of 34.0%. Growth has been especially strong among Hispanic/Latino, Black/African American, Asian, and multiracial students. However, faculty diversity lags behind. Only 16.0% of full-time faculty identified as nonwhite in Fall 2024, below the benchmark of 23.0%, while nonwhite staff exceeded expectations at 26.0%, above the 23.0% benchmark.

Affordability continues to be a priority. FCC increased tuition and fees slightly to $4,794 in FY 2025, yet the ratio of FCC tuition to the Maryland four-year average declined to 45.7%, already surpassing the FY 2026 benchmark of 47.5%. The share of unrestricted revenue from tuition and fees also declined from 30.9% in FY 2021 to 28.5% in FY 2024, further reducing student cost burden.

Finally, distance learning has expanded access options. In FY 2024, online credit enrollments reached 13,589, nearly double the benchmark of 6,787, while hybrid enrollments reached 4,487, surpassing the 3,576 benchmark. CE online (717) and hybrid (581) enrollments also exceeded benchmarks (607 and 66, respectively). Despite this growth, most students still learn on campus: 59.5% of credit students take no distance courses, while 24.8% take some but not all online.

Summary: FCC has expanded access through enrollment growth, dual enrollment, increased student diversity, affordability improvements, and distance learning options. At the same time, persistent challenges remain, including CEWD enrollments, declining full-time student market share, and underrepresentation of nonwhite faculty. The College is addressing these areas through the launch of a CEWD development strategy to expand enrollment opportunities, targeted recruitment efforts to strengthen full-time student enrollment, and initiatives to improve faculty hiring and retention practices. These strategies are supported by FCC's continuous improvement cycle, which uses disaggregated data, annual benchmarks, and stakeholder feedback to monitor progress and refine approaches to expanding equitable access.

Goal 2: Promote student success, with a focus on retention, persistence, completion, and transfer

Promoting student success is FCC's most urgent institutional priority, with results showing both areas of progress and areas where institutional performance gaps persist.

Developmental education needs, which temporarily declined during the pandemic, have returned to pre-pandemic levels. Only 17.6% of first-time students required developmental coursework in Fall 2021, but the share grew to 28.1% by Fall 2024. Financial aid participation also declined slightly, with 24.0% of credit students receiving aid in FY 2024 compared to 25.9% in FY 2021.

Retention rates illustrate mixed progress. Pell-eligible students from the Fall 2023 cohort retained at 61.9%, essentially meeting the 62.0% benchmark. College-ready students outperformed at 68.8%, above benchmark. Overall first-time student retention, however, was only 58.5%, below target, and developmental student retention was 48.8%, far short of the 62.0% benchmark.

Developmental course completion has declined sharply. For the Fall 2017 cohort, 61.4% of developmental students completed required courses; by Fall 2020, this fell to 23.9%. Placement reforms reduced the number of students in developmental coursework overall, but the smaller cohorts that remain show more uneven success.

Persistence measures reflect pandemic-era disruptions. The four-year successful-persister rate for the Fall 2020 cohort was 77.1%, slightly higher than the Fall 2017 cohort (76.1%) but below the 80.0% benchmark. College-ready students retained at 81.8% (benchmark 90.0%), and developmental completers achieved 72.2% (benchmark 75.0%).

Graduation-transfer outcomes, however, have improved. The Fall 2020 cohort achieved a four-year graduation-transfer rate of 70.9%, surpassing the benchmark and exceeding the Fall 2017 cohort's 68.3%. College-ready students achieved 76.4%, below both the 78.4% Fall 2017 result and the 86.0% benchmark.

Notably, institutional performance gaps are narrowing. Black/African American students in the Fall 2020 cohort achieved a successful-persister rate of 80.4%, up from 71.8% in Fall 2017, nearly matching white students at 81.9%. Hispanic/Latino students achieved a graduation-transfer rate of 77.4%, up from 65.0% in Fall 2017, essentially closing the gap with white students at 76.4%. It is important to note that these results are likely influenced in part by pandemic-era disruptions that reshaped enrollment patterns and student behaviors for this specific cohort.

Awards conferred have also rebounded. In FY 2024, FCC awarded 1,058 associate degrees and certificates, surpassing the FY 2025 benchmark of 1,043 and recovering from a pandemic low of 931 in FY 2022. Transfer program degrees accounted for 674 awards. The number of unduplicated graduates grew to 909 in FY 2024, up from 862 in FY 2023.

Transfer outcomes confirm FCC's strength in preparing students for success at the next level. In FY 2023, 60.8% of graduates with transfer-oriented degrees enrolled at a four-year institution within one year, well above the 43.0% benchmark. Once enrolled, 89.8% earned a GPA of 2.0 or higher in their first year, exceeding the 87.0% benchmark for the third consecutive year.

Summary: FCC has demonstrated progress in graduation-transfer outcomes, narrowing institutional performance gaps, and awarding more degrees and certificates. However, first-time and developmental student retention and developmental course completion remain the most pressing challenges. To address these growth areas, FCC has made student retention a central institutional priority, aligning resources and strategies to improve persistence and completion. The College has implemented Navigate360 to provide proactive advising and early alerts, giving students more structured guidance and timely interventions. Placement reforms have been introduced to accelerate entry into college-level coursework, while supports are being refined to improve outcomes for the smaller cohorts who still require developmental instruction. FCC is also expanding wraparound services, scaling high-impact instructional practices through faculty development, and joining statewide initiatives such as the Maryland Transfer Intensive to strengthen transfer pathways. These strategies are embedded within FCC's continuous improvement framework, ensuring that data on student progress is systematically reviewed and used to refine advising, instructional supports, and retention-focused initiatives over time.

Goal 3: Foster innovation, economic growth, and workforce development in Maryland

FCC continues to advance innovation and workforce alignment, helping students enter high-demand fields while supporting regional and state economic vitality.

Licensure outcomes demonstrate strength. In FY 2024, 92.5% of 80 Nursing candidates and 83.0% of 18 Respiratory Care candidates passed their licensure exams, meeting or exceeding the 80.0% benchmark. By contrast, only 64.0% of 14 Physical Therapy Assistant candidates passed on their first attempt, though all are expected to retest in October, with projected pass rates of 100%.

Career program graduates are achieving strong employment and wage outcomes. Over the past four years, 82.0% of graduates were employed in Maryland within one year of graduation. Median income increased from $23,844 pre-graduation to $54,176 three years later, illustrating significant upward mobility.

Workforce development enrollments are also rebounding. CEWD headcount rose from 1,674 in FY 2021 to 2,169 in FY 2024, and course enrollments increased from 2,424 to 3,363. Continuing Professional Education headcount grew from 953 in FY 2021 to 1,038 in FY 2024, while course enrollments rose from 1,350 to 1,598. Contract training expanded rapidly, with headcount increasing from 658 in FY 2021 to 1,035 in FY 2024, and course enrollments more than doubling from 725 to 1,477, just below the FY 2025 benchmark.

Employer and community partnerships strengthen these workforce results. FCC partners with more than 150 local employers to provide apprenticeships, internships, and clinical placements. Collaborations with Frederick County Workforce Services, county and city economic development offices, the Fort Detrick Alliance, Tech Frederick, the Chamber of Commerce, and Frederick Health ensure program alignment. Specialized initiatives include Food Business Entrepreneurial certifications with the Frederick Office of Agriculture and public safety internships through the Mid-Atlantic Center for Emergency Management and Public Safety.

The College also plays a major role in regional economic development. The FY 2024 Lightcast Economic Impact Analysis found that FCC operations, student spending, and alumni productivity contributed $307.8 million to the Frederick County economy, equal to 1.8% of the county's total gross product and supporting nearly 4,000 jobs. Alumni productivity alone accounted for $252 million in added income.

Summary: FCC demonstrates strength in licensure outcomes, graduate employment and wage growth, CEWD and contract training recovery, employer partnerships, and regional economic contributions. These outcomes confirm FCC's role in advancing innovation, workforce alignment, and economic development. At the same time, the College continues to address growth areas by enhancing licensure preparation in programs such as Physical Therapy Assistant, expanding employer-driven training through CEWD, and scaling contract training to meet industry needs. Program Advisory Committees and the joint Career and Technical Education Advisory Council with FCPS ensure that offerings remain aligned with high-demand, high-wage occupations. FCC also leverages economic and labor-market analyses, such as the Lightcast study, to guide program investments and resource allocation. Through continuous improvement practices, these outcomes are regularly analyzed alongside labor-market data, ensuring that programs remain responsive to employer needs, sustainable in the long term, and aligned with regional economic vitality.

Response to the Commission's Prompts

1. **Given the complex needs of today's students, what innovative supports (academic, financial, mental health, basic needs) has your college found most effective in boosting student success? How might these be expanded or reimagined to support long-term degree completion goals?**

The College has developed a comprehensive set of supports designed to meet the evolving needs of today's students, many of whom balance work, family responsibilities, and financial pressures alongside their academic goals. Building on evidence-based practices, the College has implemented the following innovative supports and is in the process of measuring their impact:

Launch Tiered Success Coaching: Using Navigate360, a caseload-based model provides proactive outreach to parenting students, returning learners, and others facing complex barriers, ensuring early intervention and tailored guidance throughout the student lifecycle.

Advance Financial Aid Access: An overhauled awarding timeline now delivers notifications in April, giving Pell-eligible and adult learners more time to plan and reducing summer melt. Regular FAFSA workshops with high schools and families apply nudging theory to improve completion rates.

Expand Wraparound Supports: Partnerships broaden access to mental health services, childcare, transportation, and emergency financial aid—resources especially vital for ALICE (Asset Limited, Income Constrained, Employed) students.

Integrate Student Wellness: The *LiveWell* program embeds physical, emotional, and mental health supports as a proactive strategy tied to academic success.

Create Inclusive Learning Environments: Sensory-friendly spaces for neurodivergent students complement expanded ADA/504 accommodations, including tools such as Glean, flexible note-taking, and early access to instructional content.

Support Multilingual Learners: The Bilingual First Year program, piloted in 2024, pairs dual-language math and general education courses with bilingual advising and tutoring to smooth the transition into college-level work, achieving 85% retention into the second semester.

Strengthen Faculty–Support Collaboration: Closer integration between faculty and student services delivers more holistic, cohesive interventions.

Embed Workforce Relevance: Industry-Recognized Credentials (IRCs) are being built into degree pathways to align with labor market demand and enhance the value of associate degrees.

Provide High-Impact Practices Training: A cohort of 33 faculty will complete a national faculty development certification proven to improve student retention by strengthening course design and engaging pedagogies.

Conduct Instructional Cost Analyses: Program-level cost and labor market reviews align resources with long-term viability, workforce demand, and equitable student outcomes.

Through these supports and their expansion, FCC seeks to strengthen its capacity to meet students where they are, reduce barriers to persistence, and create pathways that lead to completion and family-sustaining wages.

2. **In what ways has your institution changed (e.g., structures, policies, practices, or culture) as a result of pursuing the 55% completion goal? What lessons have you learned about sustaining institutional change over time?**

The College supports the state's 55% completion goal through intentional structural and cultural changes designed to meet the evolving needs of students. These efforts have already sparked meaningful shifts, with the greatest impact still ahead as FCC implements its new plans with sustained focus.

As part of its realignment, FCC created the Student Financial and Support Services division, consolidating Financial Aid, Retention, and Disability Access Services to provide seamless, student-centered support. The Teaching, Learning, and Student Success (TLSS) division was restructured into Career Communities to create clear, coherent pathways and deepen connections with industry, community, and transfer partners. The College also established the Center for

Strategic Innovation and Foresight (CSIF) to integrate effectiveness, assessment, and accreditation while embedding continuous improvement and foresight across all divisions.

The FCC Future-Ready Plan links long-term vision with short-term action through four components: a 10-year horizon scan, near-term strategic priorities, a continuous improvement cycle, and the people (students and employees) who bring the plan to life. Equity remains central, with strategies such as expanded wraparound supports, targeted outreach, and systematic use of disaggregated data to close institutional performance gaps.

In the coming years, FCC will scale high-impact practices through faculty development, align budgeting directly to student success priorities, and use cost analyses and labor market data to keep programs viable and relevant. At the same time, the College is fostering a cultural shift by embedding equity and accountability into operations and engaging employees as co-owners of student success through professional learning, transparent data, and cross-unit collaboration.

FCC has learned that strong plans must be matched by disciplined execution to create lasting impact. Collaboration and shared accountability are critical for scaling student success beyond isolated pilots. While high-touch supports are effective, they highlight the need for tiered or structural approaches to ensure sustainability. The College has also seen the importance of balancing innovation with outcomes—considering transfer value, workforce relevance, and equity. Most importantly, FCC recognizes that culture change is ongoing, requiring persistent leadership, transparent data, and professional learning to embed continuous improvement into daily practice.

Community Outreach and Impact

FCC’s community outreach focuses on three areas: preparing high school students, serving diverse communities, and strengthening partnerships with employers and industries.

With Frederick County Public Schools (FCPS), FCC offers four pathways for students to earn college credit: High-School Based, Early College, Open Campus, and Career Pathways. FCC also trained 22 FCPS Career Coaches as Global Career Development Facilitators to support the Blueprint for Maryland’s Future. In FY 2025, FCC launched a workforce training program for multilingual learners; in FY 2026 it will expand to include GED instruction in English and Spanish.

FCC encourages students to engage in community service, helping them build confidence, apply academic skills, and develop a sense of civic responsibility. Through partnerships with more than 150 local employers, FCC provides extensive work-based learning (WBL) opportunities, including apprenticeships, internships, and clinical placements. The College also collaborates with regional organizations such as Frederick County Workforce Services, county and city economic development offices, the Fort Detrick Alliance, Tech Frederick, the Chamber of Commerce, and Frederick Health. Specialized initiatives include Food Business Entrepreneurial certifications with the Frederick Office of Agriculture and public safety internships through the Mid-Atlantic Center for Emergency Management and Public Safety.

To stay aligned with workforce needs, FCC manages 19 Program Advisory Committees for career and technology programs, meeting twice annually with employers and industry leaders. FCC also co-convenes the Frederick County Career and Technical Education Advisory Council with FCPS to ensure programs reflect high-demand, high-wage occupations.

Beyond these partnerships, FCC generates substantial economic value for the community. According to the most recent Lightcast Economic Impact Analysis published in FY 2024, operations, student spending, and alumni productivity contributed $307.8 million in added income to the Frederick County economy—equal to 1.8% of the region's gross product and supporting nearly 4,000 jobs, or one out of every 42 jobs in the county. Alumni alone accounted for more than $252 million by applying the skills gained at FCC, strengthening the workforce and sustaining thousands of local jobs.

Together, these efforts demonstrate how FCC supports workforce development and strengthens the overall vitality of Frederick County and the State of Maryland.

FREDERICK COMMUNITY COLLEGE
2025 ACCOUNTABILITY REPORT

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 2021	Fall 2022	Fall 2023	Fall 2024
A	Fall credit enrollment				
	a. Unduplicated headcount	5,389	5,811	6,796	7,293
	b. Percent of students enrolled part time	71.5%	71.0%	72.6%	73.0%

		Fall 2021	Fall 2022	Fall 2023	Fall 2024
B	First-time credit students with developmental education needs	17.6%	22.4%	30.6%	28.1%
	Note: Attending higher education for the first time, excludes high school student attendance				

		FY 2021	FY 2022	FY2023	FY 2024
C	Credit students who are first-generation college students (neither parent attended college)	25.9%	24.8%	24.8%	26.9%

		FY 2021	FY 2022	FY2023	Fall 2024
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	1,233	1,557	2,137	2,063

		FY 2021	FY 2022	FY2023	FY2024
E	Credit students receiving financial aid				
	a. Receiving any financial aid	25.9%	26.5%	25.5%	24.0%
	b. Receiving Pell grants	15.0%	15.9%	15.0%	14.0%

		Fall 2021	Fall 2022	FY2023	Fall 2024
F	Students 25 years old or older				
	a. Credit students	23.2%	20.7%	20.3%	18.0%

		FY 2021	FY 2022	FY2023	Fall 2024
	b. Continuing education students	70.0%	68.8%	66.7%	67.4%

		FY 2021	FY 2022	FY2023	Fall 2024
G	Credit students employed more than 20 hours per week	61.0%	68.0%	68.0%	*

		Fall 2021	Fall 2022	Fall 2023	Fall 2024
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	15.3%	16.1%	16.5%	18.3%
	b. Black/African American only	12.6%	13.7%	14.3%	15.4%
	c. American Indian or Alaskan native only	0.2%	0.2%	0.1%	0.1%
	d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.1%	0.1%
	e. Asian only	5.3%	5.8%	5.7%	5.9%
	f. White only	58.3%	55.9%	54.3%	51.9%
	g. Multiple races	5.5%	5.9%	6.9%	6.6%
	h. Foreign/Non-resident alien	2.7%	2.4%	2.0%	1.7%
	i. Unknown/Unreported	0.1%	0.0%	0.0%	0.0%

		Fall 2021	Fall 2022	Fall 2023	Fall 2024
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	31.6%	18.6%	16.6%	15.7%
	b. Enrolled in some, but not all, distance education	26.4%	35.0%	25.7%	24.8%
	c. Not enrolled in any distance education	42.0%	46.4%	57.6%	59.5%

		FY 2021	FY 2022	FY2023	FY 2024
J	Unrestricted revenue by source				
	a. Tuition and fees	30.9%	28.9%	29.1%	28.5%
	b. State funding	21.4%	24.2%	27.3%	28.5%
	c. Local funding	38.8%	39.7%	37.5%	37.9%
	d. Other	8.9%	7.2%	6.1%	5.0%

		FY 2021	FY 2022	FY2023	FY 2024
K	Expenditures by function				
	a. Instruction	49.2%	48.5%	48.3%	45.9%
	b. Academic support	2.5%	2.4%	2.2%	2.3%
	c. Student services	13.5%	13.6%	15.1%	15.8%
	d. Other	34.8%	35.5%	34.4%	36.0%

Goal 1: Access

		FY 2021	FY 2022	FY2023	FY 2024	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	11,209	12,351	14,190	15,243	**14,746**
	b. Credit students	8,017	7,651	8,530	9,530	**8,636**
	c. Continuing education students	3,516	5,046	6,064	6,102	**6,836**

		Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
2	Market share of first-time, full-time students Note: Attending higher education for the first time, excludes high school student attendance	46.3%	44.9%	42.8%	44.2%	**52.6%**

		Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
3	Market share of part-time students	73.8%	75.6%	77.5%	79.6%	**75.5%**

		Fall 2020	Fall 2021	Fall 2022	Fall 2024	Benchmark Fall 2024
4	Market share of recent, college-bound high school graduates	57.5%	52.4%	53.9%	56.0%	**57.8%**

		Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
5	High school student enrollment	1,481	1,837	2,361	2,783	**1,660**

		FY 2021	FY 2022	FY2023	FY2024	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	15,103	11,830	11,142	13,589	**6,787**
	b. Continuing education, online	650	758	863	717	**607**
	c. Credit, hybrid	4,765	5,064	3,704	4,487	**3,576**
	d. Continuing education, hybrid	480	411	487	581	**66**

		FY 2022	FY2023	FY2024	FY2025	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	4,717	4,717	4,717	4,794	**NA**
	b. Percent of tuition/fees at Md public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	48.0%	47.0%	45.9%	45.7%	**47.5%**

		FY 2021	FY 2022	FY2023	FY2024	Benchmark FY 2025
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	1,138	2,175	2,703	2,296	**2,895**
	b. Annual course enrollments	2,812	4,310	5,944	5,460	**6,119**

		FY 2021	FY 2022	FY2023	FY2024	Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	704	1,038	1,302	1,637	**1,616**
	b. Annual course enrollments	1,651	1,972	2,603	3,478	**3,620**

		FY 2021	FY 2022	FY2023	FY2024	Benchmark FY 2025
10	Adult education student achievement of:					
	a. At least one ABE educational functioning level	19.4%	31.5%	44.2%	55.6%	**25.0%**
	b. At least one ESL educational functioning level	51.4%	58.9%	67.7%	69.6%	**47.0%**
	Note: Not reported if < 50 students in the cohort					

		Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
11	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	37.1%	42.8%	44.6%	47.2%	**43.0%**

		FY 2021	FY 2022	FY2023	FY2024	Benchmark FY 2025
	b. Percent nonwhite continuing education enrollment	32.7%	31.8%	32.0%	37.0%	**34.0%**

		July 2021	July 2022	July 2023	July 2024	Benchmark Not Required
	c. Percent nonwhite service area population, 15 or older	28.1%	30.0%	31.9%	33.4%	**NA**

		Nov 1 2021	Nov 1 2022	Nov 1 2023	Nov 1 2024	Benchmark Fall 2025
12	Percent minorities (nonwhite) of full-time faculty	21.0%	25.0%	23.0%	16.0%	**23.0%**

		Nov 1 2021	Nov 1 2022	Nov 1 2023	Nov 1 2024	Benchmark Fall 2025
13	Percent minorities (nonwhite) of full-time administrative and professional staff	23.0%	23.0%	24.0%	26.0%	**23.0%**

Goal 2: Success

		Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Fall 2023 Cohort	Benchmark Fall 2024 Cohort
14	Fall-to-fall retention of first-time students					
	a. All first-time students	57.1%	60.8%	62.6%	58.5%	**62.0%**
	b. Pell grant recipients	64.9%	63.3%	65.7%	61.9%	**62.0%**
	c. Developmental students	48.8%	50.0%	45.7%	48.8%	**62.0%**
	d. College-ready students	59.0%	63.6%	64.2%	68.8%	**62.0%**
	Note: Attending higher education for the first time, excludes high school student attendance					

		Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	**Benchmark Fall 2021 Cohort**
15	Developmental completers after four years	61.4%	59.4%	62.0%	23.9%	**71.0%**

		Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	**Benchmark Fall 2021 Cohort**
16	Successful-persister rate after four years					
	a. College-ready students	82.9%	82.2%	81.0%	85.7%	**90.0%**
	b. Developmental completers	73.2%	71.5%	61.8%	83.8%	**75.0%**
	c. Developmental non-completers	37.7%	48.5%	64.1%	63.5%	**NA**
	d. All students in cohort	76.1%	75.2%	76.1%	82.5%	**80.0%**

		Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	**Benchmark Not Required**
17	Successful-persister rate after four years					
	a. White only	81.8%	74.7%	78.6%	81.9%	**NA**
	b. Black/African American only	71.8%	77.0%	66.9%	80.4%	**NA**
	c. Asian only	N/A	N/A	72.2%	88.1%	**NA**
	d. Hispanic/Latino	74.0%	77.9%	77.1%	84.3%	**NA**
	Note: Not reported if < 50 students in the cohort for analysis					

		Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	**Benchmark Fall 2021 Cohort**
18	Graduation-transfer rate after four years					
	a. College-ready students	78.4%	75.4%	73.8%	76.4%	**86.0%**
	b. Developmental completers	60.4%	53.6%	53.3%	63.9%	**59.4%**
	c. Developmental non-completers	31.1%	38.2%	59.0%	42.4%	**NA**
	d. All students in cohort	68.3%	63.9%	68.8%	70.9%	**70.0%**

		Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	**Benchmark Not Required**
19	Graduation-transfer rate after four years					
	a. White only	74.5%	65.1%	72.3%	76.4%	**NA**
	b. Black/African American only	62.2%	61.1%	62.3%	69.6%	**NA**
	c. Asian only	N/A	N/A	64.8%	88.1%	**NA**
	d. Hispanic/Latino	65.0%	61.5%	61.9%	77.4%	**NA**
	Note: Not reported if < 50 students in the cohort for analysis					

		FY 2021	FY 2022	FY 2023	FY2024	**Benchmark FY 2025**
20	Associate degrees and credit certificates awarded					
	a. Total awards	1,050	931	970	1,058	**1,043**
	b. Career degrees	214	206	194	241	**NA**
	c. Transfer degrees	697	600	653	674	**NA**
	d. Certificates	139	125	123	143	**NA**
	e. Unduplicated graduates	957	844	862	909	**NA**

FREDERICK COMMUNITY COLLEGE
2025 ACCOUNTABILITY REPORT

		AY 20-21	AY 21-22	AY 22-23	AY23-24	Benchmark AY 2024-25
21	First-year GPA of 2.0 or above at transfer institution	85.0%	87.7%	88.6%	89.8%	**87.0%**

		FY 2020 Graduates	FY 2021 Graduates	FY2022 Graduates	FY2023 Graduates	Benchmark FY 2024 Graduates
22	Graduate transfers within one year	58.6%	55.7%	54.5%	60.8%	**43.0%**

Goal 3: Innovation

		FY 2021	FY 2022	FY2023	FY2024	Benchmark FY 2025
23	Credit program pass rates in licensure/certification examinations required for employment					
	a. Registered Nursing	86.0%	87.3%	84.2%	92.5%	80.0%
	Number of Candidates	58	79	82	80	
	b. Respiratory Care	52.6%	72.2%	100.0%	83.0%	80.0%
	Number of Candidates	19	18	6	18	
	c. Physical Therapy			71%	64%	80.0%
	Number of Candidates			14	14	
	Note: Not reported if <5 candidates in a year					

		FY 2020 Graduates	FY 2021 Graduates	FY2022 Graduates	FY2023 Graduates	Benchmark Not Required
24	Graduates employed within one year	81.0%	81.0%	80.0%	82.0%	**NA**

		FY 2018 Graduates	FY 2019 Graduates	FY2020 Graduates	FY2021 Graduates	Benchmark Not Required
25	Income growth of career program graduates					
	a. Median annualized income one year prior to graduation	$ 22,752	$ 20,800	$ 21,532	$ 23,844	**NA**
	b. Median annualized income three years after graduation	$ 44,552	$ 51,488	$ 58,128	$ 54,276	**NA**

		FY 2021	FY 2022	FY2023	FY2024	Benchmark FY 2025
26	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	1,674	2,328	2,454	2,169	**2,690**
	b. Annual course enrollments	2,424	2,786	3,170	3,363	**4,015**

		FY 2021	FY 2022	FY2023	FY2024	Benchmark FY 2025
27	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	953	1,220	1,315	1,038	**1,594**
	b. Annual course enrollments	1,350	1,483	1,617	1,598	**1,983**

		FY 2021	FY 2022	FY2023	FY2024	Benchmark FY 2025
28	Enrollment in contract training courses					
	a. Unduplicated annual headcount	658	915	1,058	1,035	**1,102**
	b. Annual course enrollments	725	1,155	1,419	1,477	**1,526**

Note: NA designates not applicable
* designates data not available

Frederick Community College Degree Progress Four Years after Initial Enrollment Fall 2020 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	985		759		54		172	
2	Number attempting fewer than 18 hours over first 2 years	369		264		18		87	
3	Cohort for analysis (Line 1 – Line 2)	616	100.0%	495	100.0%	36	100.0%	85	100.0%
4	Earned Associate degree from this community college	311	50.5%	272	54.9%	16	44.4%	23	27.1%
5	Earned certificate, but no degree, from this community college	6	1.0%	5	1.0%	0	0.0%	1	1.2%
6	Total associate and certificate graduates (Line 4 + Line 5)	317	51.5%	277	56.0%	16	44.4%	24	28.2%
7	Transferred to Maryland two-year/technical college	33	5.4%	19	3.8%	4	11.1%	10	11.8%
8	Transferred to Maryland public four-year college	207	33.6%	189	38.2%	9	25.0%	9	10.6%
9	Transferred to Maryland private four-year college or university	27	4.4%	23	4.6%	2	5.6%	2	2.4%
10	Transferred to out-of-state two-year/technical college	19	3.1%	13	2.6%	0	0.0%	6	7.1%
11	Transferred to out-of-state four-year college or university	91	14.8%	75	15.2%	7	19.4%	9	10.6%
12	Total transfers (sum of Lines 7 - 11)	377	61.2%	319	64.4%	22	61.1%	36	42.4%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	224	36.4%	199	40.2%	11	30.6%	14	16.5%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	470	76.3%	397	80.2%	27	75.0%	46	54.1%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	17	2.8%	12	2.4%	1	2.8%	4	4.7%
16	Successful transition to higher ed (Line 14 + Line 15)	487	79.1%	409	82.6%	28	77.8%	50	58.8%
17	Enrolled at this community college last term of study period	21	3.4%	15	3.0%	2	5.6%	4	4.7%
18	Successful or persisting (Line 16 + Line 17)	508	82.5%	424	85.7%	30	83.3%	54	63.5%

Frederick Community College Degree Progress Four Years after Initial Enrollment Fall 2020 Entering Cohort

		African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1	First-time full- and part-time fall headcount	164		62		191		561	
2	Number attempting fewer than 18 hours over first 2 years	72		20		76		197	
3	Cohort for analysis (Line 1 – Line 2)	92	100.0%	42	100.0%	115	100.0%	364	100.0%
4	Earned Associate degree from this community college	41	44.6%	24	57.1%	68	59.1%	177	48.6%
5	Earned certificate, but no degree, from this community college	1	1.1%	0	0.0%	3	2.6%	2	0.5%
6	Total associate and certificate graduates (Line 4 + Line 5)	42	45.7%	24	57.1%	71	61.7%	179	49.2%
7	Transferred to Maryland two-year/technical college	7	7.6%	2	4.8%	8	7.0%	16	4.4%
8	Transferred to Maryland public four-year college	29	31.5%	23	54.8%	32	27.8%	121	33.2%
9	Transferred to Maryland private four-year college or university	3	3.3%	0	0.0%	6	5.2%	18	4.9%
10	Transferred to out-of-state two-year/technical college	7	7.6%	1	2.4%	6	5.2%	5	1.4%
11	Transferred to out-of-state four-year college or university	9	9.8%	2	4.8%	15	13.0%	65	17.9%
12	Total transfers (sum of Lines 7 - 11)	55	59.8%	28	66.7%	67	58.3%	225	61.8%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	33	35.9%	15	35.7%	49	42.6%	126	34.6%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	64	69.6%	37	88.1%	89	77.4%	278	76.4%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	5	5.4%	0	0.0%	3	2.6%	9	2.5%
16	Successful transition to higher ed (Line 14 + Line 15)	69	75.0%	37	88.1%	92	80.0%	287	78.8%
17	Enrolled at this community college last term of study period	5	5.4%	0	0.0%	5	4.3%	11	3.0%
18	Successful or persisting (Line 16 + Line 17)	74	80.4%	37	88.1%	97	84.3%	298	81.9%

MCCRG

Maryland Community College
Research Group

Maryland Higher Education Commission
Community College Accountability Data Standards
2021 PAR Cycle

Updated April 30, 2021

No	Indicator	Source	Operational Definition	Clarifications
Student & Institutional Characteristics				
A.	Fall credit enrollment a. Unduplicated headcount b. Percent of students enrolled part time	Campus data	The number of fall credit students and the percentage enrolled for fewer than 12 credits.	a. The number of students enrolled at the official fall reporting period (per the EIS file). b. The number who were enrolled for less than 12 credits, divided by the total number of students enrolled.
B.	First-time credit students with developmental education needs	Campus data	Percentage of first-time, fall credit students needing developmental coursework in English, reading, and/or mathematics (excluding ESOL).	Use the first-time to college (EIS First-time Flag = 1), fall cohort from the EIS file. The numerator is the unduplicated number of students with a developmental need in English, reading and/or math and the denominator is the total number of first-time students. Note: ESOL needs do not count as "developmental." However, if ESOL students also have a developmental need in English, reading and/or math, they are counted in the numerator.
C.	Credit students who are first-generation college students (neither parent attended college)	Campus data or CCSSE	Percentage of credit students whose mother and father or single parent did not attend college. Does not have to be reported every year.	The number of credit students who reported that neither parent attended college divided by the number of respondents to the question. Include responses for students who reported information for only one parent and blank or unknown for the other parent. This data could be collected on the admission application, internal survey or CCSSE. Data can be collected for fall, spring or fiscal year students and reported in the appropriate fiscal year. Data does not have to be reported every year and schedules can vary among the colleges. For CCSSE: The numerator is the number of credit students who responded to the questions of the CCSSE (fields MOTHED and FATHED) or campus-specific survey, "What is the highest level of education obtained by your father [mother]," who indicated "Not a high school graduate" (coded "1" in the CCSSE data file) or "High school diploma or GED" (coded "2" in the CCSSE data file) for both parents. Also include students who responded with a "1" or "2" for one parent and an "unknown" (coded "8" in the CCSSE data file) or missing response for the other parent. The denominator is the number of survey respondents, excluding those who answered "unknown" (coded as "8") and/or did not answer (missing) for both parents.
D.	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	Campus data	Total combined unduplicated headcount enrollment (credit and continuing education) in ESOL courses during the fiscal year.	Using the ESOL FTES report submitted to MHEC, combine the credit ESOL students and the non-credit ESOL students enrolled during the fiscal year and then unduplicated.

No	Indicator	Source	Operational Definition	Clarifications
E.	Credit students receiving financial aid a. Receiving any financial aid b. Receiving Pell grants	Financial Aid Information System	Percentage of credit students receiving financial aid during the fiscal year. Denominator is unduplicated annual credit student headcount. Numerator of (a) is unduplicated count of students receiving any type of financial aid and numerator of (b) is unduplicated count of students receiving Pell grants.	a. The unduplicated number of credit students in the FAIS file divided by the unduplicated annual credit student headcount. b. The unduplicated number of credit students in the FAIS file reported in award code 1101 divided by the unduplicated annual credit student headcount.
F.	Students 25 years old or older a. Credit students b. Continuing education students	Campus data	Percentage of (a) fall credit students and (b) fiscal year continuing education students 25 years old or older.	a. The number of credit students enrolled at the official fall reporting period (per the EIS file) who were 25 years old or older divided by the total number of students enrolled. b. The number of continuing education students enrolled in the fiscal year who were 25 years old or older divided by the total number of students enrolled. This includes eligible and ineligible students.
G.	Credit students employed more than 20 hours per week	Campus data or CCSSE	Percentage of credit students who were employed more than 20 hours per week while enrolled. Does not have to be reported every year.	The number of credit students who reported that they worked for pay more than 20 hours per typical week divided by the number of respondents to the question. This data could be collected on an internal survey or CCSSE. Data can be collected for fall, spring or fiscal year students and reported in the appropriate fiscal year. Data does not have to be reported every year and schedules can vary among the colleges. For CCSSE: The number of credit students who responded to the question “About how many hours do you spend in a typical 7-day week doing each of the following? – Working for pay,” who indicated “21-30” or “More than 30”, divided by the number of survey respondents who answered the question. Survey respondents who do not answer the question are excluded from the calculation. Use the weighted counts from the CCSSE “All Students” frequency report.

No	Indicator	Source	Operational Definition	Clarifications
H.	Credit student racial/ethnic distribution a. Hispanic/Latino b. Black/African American only c. American Indian or Alaskan native only d. Native Hawaiian or other Pacific Islander only e. Asian only f. White only g. Multiple races h. Foreign/Non-resident alien i. Unknown/Unreported	Enrollment Information System	Percentage of fall credit students identified in each racial/ethnic group.	Using the EIS data file, calculate the number of students in each category below for the numerator of that category and divide by the total number of students in the file. a. US Citizenship = 1 and Hispanic/Latino Ethnicity = Y For b. through g., US Citizenship = 1 and Hispanic/Latino Ethnicity = N or blank • b. Black/African American = 2 and all other race fields blank • c. American Indian/Native Alaskan = 4 and all other race fields blank • d. Native Hawaiian/Pac. Is. = 5 and all other race fields blank • e. Asian = 3 and all other race fields blank • f. White = 1 and all other race fields blank • g. More than one race field is not blank h. US Citizenship = 2 i. US Citizenship = 1, Hispanic/Latino Ethnicity = N or blank and all race fields are blank Reported per the 2010 Research Analysis Workgroup's "Recommendations for the Standard Reporting of Multi-Race Data," July 2010.
I.	Credit student distance education enrollment a. Enrolled exclusively in distance education b. Enrolled in some, but not all, distance education c. Not enrolled in any distance education	Enrollment Information System	Percentage of fall credit students who were enrolled in (a) only distance education classes, (b) some, but not all, distance education classes and (c) no distance education classes. Distance education is defined as education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously.	Use the Distance Education Enrollment field in the EIS file. The numerators are the number of students with: a) code 1– enrolled exclusively in distance education b) code 2 – enrolled in some but not all distance education c) code 3 – not enrolled in any distance education The denominators are the total number of students in the file. Each student should be counted in only one category and percentages for a, b and c should total 100%.
J.	Unrestricted revenue by source a. Tuition and fees b. State funding c. Local funding d. Other	MACC Databook, CC-4	Percentage of total fiscal year unrestricted revenue from tuition and fees, state funding, local funding and other sources.	Use MACC Databook table V-3 (Current Unrestricted Revenues by Source, Excluding State Paid Benefits), which is based on the CC-4 (Annual Financial Report) that is submitted to MHEC. The numerators are the total revenue dollars from a) student tuition and fees, b) state aid, c) local aid and d) other. The denominators are the total revenue reported in the total column.
K.	Unrestricted expenditures by function a. Instruction b. Academic support c. Student services d. Other	CC-4	Percentage of total fiscal year unrestricted operating expenses that go to instruction, academic support, student services and other functions.	Use the CC-4 (Annual Financial Report), provided to MHEC. The numerators are the total dollars expended on a) instruction, b) academic support, c) student services and d) other (denominator minus instruction, academic support and student services) as reported in the unrestricted column of Exhibit II (item 1). The denominators are the "Total educational and general expenses" dollars reported in the unrestricted column of Exhibit II (item 2).

No	Indicator	Source	Operational Definition	Clarifications
Goal 1: Access				
1.	Annual unduplicated headcount a. Total b. Credit students c. Continuing education students	Campus data	Unduplicated fiscal year headcounts, including out-of-service area and out-of-state students. Total (a) is the unduplicated number derived from (b) and (c).	Using appropriate official college files, calculate a) the total unduplicated count of all students (credit and non-credit), b) the unduplicated count of credit and c) the unduplicated count of non-credit students. Note that the total is not the sum of b) and c), but is the overall unduplicated count of all students. Students enrolled in both credit and non-credit courses are counted in a), b) and c).
2.	Market share of first-time, full-time freshmen	MHEC Enrollment by Residence report	Percentage of service area residents enrolled as first-time, full-time freshmen at any Maryland college or university who are attending the community college.	Reported in the MHEC Enrollment by Place of Residence report. The number of the institution’s service area residents enrolled as “NEW FT FRESHMAN” at the community college divided by the “GRAND TOTAL” of all service area residents who are new first-time freshman attending higher education within Maryland. For community colleges whose service area is comprised of a single county, this percentage is reported on the following page of the MHEC Enrollment by Residence report. For community colleges whose service area is comprised of multiple counties, the totals are derived by summing the corresponding figures for each county in the service area and then computing the ratio.
3.	Market share of part-time undergraduates	MHEC Enrollment by Residence report	Percentage of service area residents enrolled as part-time undergraduates at any Maryland college or university who are attending the community college.	Reported in the MHEC Enrollment by Place of Residence report. The number of the institution’s service area residents enrolled as “UNDERGRADUATE - PT” at the community college divided by the “GRAND TOTAL” of all service area residents in the category. For community colleges whose service area is comprised of a single county, this percentage is reported on the following page of the MHEC Enrollment by Residence report. For community colleges whose service area is comprised of multiple counties, the totals are derived by summing the corresponding figures for each county in the service area and then computing the ratio.
4.	Market share of recent, college-bound public high school graduates	Enrollment Information System, provided by MHEC	Percentage of recent service area public high school graduates enrolled at any Maryland college or university the following fall who are attending the community college.	Percentage of recent service area public high school graduates enrolled at any Maryland college or university the following fall who are attending the community college. Provided by MHEC.
5.	High school student enrollment	Enrollment Information System	The number of credit students attending in the fall who are also enrolled in high school.	The number of credit students attending in the fall who are also enrolled in high school. This includes students enrolled in public and private high schools and home-schooled students. Identify in the EIS file, First-time Flag = 0 (concurrent/dual high school student).

No	Indicator	Source	Operational Definition	Clarifications
6.	Annual enrollment in online/hybrid courses a. Credit, online b. Continuing education, online c. Credit, hybrid d. Continuing education, hybrid	Campus data	Total fiscal year enrollment in credit and continuing education courses offered online (100% online instruction) and hybrid (combination of traditional and online instruction).	Using official semester/term files for the fiscal year (summer, fall, winter, spring), the total student enrollment in courses designated as online or hybrid, as defined by MHEC. Online includes courses taught with 100% online (includes remote synchronous and asynchronous instruction) and no traditional instruction. Hybrid includes courses taught with a combination of traditional and online instruction (more than 0% but less than 100% of instruction offered via distance education technologies, including remote synchronous and asynchronous instruction). Traditional instruction occurs when the instructor and students are in the same location at the same time (0% online instruction). This is calculated separately for credit and non-credit. Note: Enrollment reported is the total number of annual registrations in the courses, not unique students.
7.	Tuition and mandatory fees a. Annual tuition and fees for full-time students b. Percent of tuition and fees at Maryland public four-year institutions	MACC Databook, average for Md four-year institutions provided by MHEC	(a) Annual tuition and mandatory fees for a full-time, service area student and (b) the ratio of annual tuition and mandatory fees reported in (a) to the average annual tuition and fees for a full-time resident undergraduate at a Maryland public four-year institution. No benchmark is required for part a. Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	a) The annual tuition and mandatory fees for a full-time, service area student, calculated based on 30 credit hours (MACC Databook). b) the figure in a) divided by the average tuition and fees for a full-time resident undergraduate at a Maryland public four-year institution, as provided by the MHEC. A footnote is displayed below this indicator on the PAR template: "The goal of this indicator is for the college's percentage to be at or below the benchmark level." Colleges are not required to benchmark (a) per MHEC guidelines.
8.	Enrollment in continuing education community service and lifelong learning courses a. Unduplicated annual headcount b. Annual course enrollments	CC-3, CC-10, Campus data	Unduplicated annual headcount and fiscal year total course enrollments in continuing education courses with general education intent.	Include all non-credit courses with MHEC course intent E (general education) and non-fundable general education courses. Include fundable and non-fundable courses and students. Report total unduplicated headcount, as well as duplicated enrollments, by fiscal year. All non-credit courses should be included once in indicator 8, 9 or 26.
9.	Enrollment in continuing education basic skills and literacy courses a. Unduplicated annual headcount b. Annual course enrollments	CC-3, CC-10, Campus data	Unduplicated annual headcount and fiscal year total course enrollments in continuing education courses with basic skills intent (e.g., ABE, GED, high school completion prep, college entrance prep courses).	Include all non-credit courses with MHEC course intent D (basic skills) and all ESOL courses. Include fundable and non-fundable courses and students. Report total unduplicated headcount, as well as duplicated enrollments, by fiscal year. All non-credit courses should be included once in indicator 8, 9 or 26.

No	Indicator	Source	Operational Definition	Clarifications
10.	Adult education student achievement of: a. At least one ABE educational functioning level b. At least one ESL educational functioning level	LACES (Literacy, Adult and Community Education System)	Percentage of (a) adult basic education and (b) ESL students who achieve at least one educational functioning level during the year reported. Not reported for groups with fewer than 50 students in the cohort.	CE provides the NRS (National Reporting System) Table 4 as the source. This table is created from the LACES database. a. Use data in the “ABE Total” row. b. Use data in the “ESL Total” row. The numerator for a) and b) is in column E (number who achieved at least one educational functioning level gain) and the denominator is in column B (number of participants). Note: the numerator was labeled as column D for reports prior to FY19. A footnote is displayed below this indicator on the PAR template: “Not reported for groups with <50 students in the cohort.” Report an * for groups with fewer than 50 students in the cohort.

No	Indicator	Source	Operational Definition	Clarifications
11.	Minority student enrollment compared to service area population a. Percent nonwhite credit enrollment b. Percent nonwhite continuing education enrollment c. Percent nonwhite service area population, 15 or older	Enrollment Information System, Campus data, U.S. Census Bureau / Maryland Office of Planning population statistics	The percentage of (a) nonwhite full- and part-time credit students enrolled in the fall, (b) nonwhite continuing education students enrolled in the fiscal year and (c) nonwhite service area residents 15 years old or older. The service area may include multiple counties. Three percentages will be reported. Nonwhite students include any person whose race/ethnicity is not: • white only who did not indicate Hispanic/Latino • foreign/non-resident alien • unknown Foreign/non-resident aliens and students with unknown or missing race will be eliminated from the denominator. The number of nonwhite residents in the service area is determined by subtracting the number of white residents from the total population. No benchmark is required for part c.	a. Using the EIS data file, white only credit students are those with US Citizenship = 1, Hispanic/Latino Ethnicity = N or blank, White = 1 and all other race fields are blank. Subtract the white only students from the total number of students to calculate total number of minority students. The total number of minority students divided by the total number of students will give the percent minority. Make sure to remove foreign/non-resident alien (US Citizenship = 2) and unknown race/ethnicity (US Citizenship = 1, Hispanic/Latino Ethnicity = N or blank and all race fields are blank) students from the total number of students. Reported per the 2010 Research Analysis Workgroup's "Recommendations for the Standard Reporting of Multi-Race Data," July 2010. b. Using appropriate college files, white only continuing education students are those with US Citizenship = 1, Hispanic/Latino Ethnicity = N or blank, White = 1 and all other race fields are blank. Subtract the white only students from the total number of students to calculate the total number of minority students. The total number of minority students divided by the total number of students will give the percent minority. Make sure to remove foreign/non-resident alien (US citizenship = 2) and unknown race/ethnicity (US Citizenship = 1, Hispanic/Latino Ethnicity = N or blank and all race fields are blank) students from the total number of students. c. This indicator is derived from an annual file from the U.S. Census Bureau with estimates of population for July 1 of each year by gender, race (single and multiple), Hispanic origin, and age (5-year intervals). Race/Hispanic Origin: The non-minority is considered anyone who is Non-Hispanic, White-only race and all others are considered to be "minority". Gender: males and females are added together for each group. Age: The population 15+ is the sum of all individuals in the 15+ age categories. The minority percentage is the "minority" population 15+ years of age divided by the total population 15+ years. Colleges are not required to benchmark b. per MHEC PAR guidelines.

No	Indicator	Source	Operational Definition	Clarifications
12.	Percent minorities (nonwhite) of full-time faculty	Employee Data System	Nonwhite includes any person whose race/ethnicity is not: • white only who did not indicate Hispanic/Latino • foreign/non-resident alien • unknown Foreign/non-resident aliens and individuals with unknown or missing race will be eliminated from the denominator.	Using the EDS data file, credit faculty are those employees with Principal Occupational Assignment = 15. White only faculty are those faculty with US Citizenship = 1, Hispanic/Latino Ethnicity = N or blank, White = 1 and all other race fields are blank. Subtract the white only full-time faculty from the total number of full-time faculty (POA = 15, Full-time/Part-time Status = 1) to calculate total number of minority full-time faculty. The total number of minority full-time faculty divided by the total number of full-time faculty will give the percent minority. Make sure to remove foreign/non-resident alien (US Citizenship = 2) and unknown race/ethnicity (US Citizenship = 1, Hispanic/Latino Ethnicity = N or blank and all race fields are blank) from the total number of full-time faculty. This data is also provided in the MACC Databook. Reported per the 2010 Research Analysis Workgroup's "Recommendations for the Standard Reporting of Multi-Race Data," July 2010.
13.	Percent minorities (nonwhite) of full-time administrative and professional staff	Employee Data System, Campus data	Nonwhite includes any person whose race/ethnicity is not: • white only who did not indicate Hispanic/Latino • foreign/non-resident alien • unknown Foreign/non-resident aliens and individuals with unknown or missing race will be eliminated from the denominator.	Using the EDS data file and campus data, identify administrative and professional staff as all college administrators (reported in the MACC Databook "administrative" and "other professionals" categories). White only are those with US Citizenship = 1, Hispanic/Latino Ethnicity = N or blank, White = 1 and all other race fields are blank. Subtract the white only full-time admin. & prof. staff from the total number of full-time admin. & prof. staff (Full-time/Part-time Status = 1) to calculate total number of minority full-time admin. & prof. staff. The total number of minority full-time admin. & prof. staff divided by the total number of full-time admin. & prof. staff will give the percent minority. Make sure to remove foreign/non-resident alien (US Citizenship = 2) and unknown race/ethnicity (US Citizenship = 1, Hispanic/Latino Ethnicity = N or blank and all race fields are blank) from the total number of full-time admin. & prof. staff. This data is also provided in the MACC Databook. Reported per the 2010 Research Analysis Workgroup's "Recommendations for the Standard Reporting of Multi-Race Data," July 2010.
Goal 2: Success				
14.	Fall-to-fall retention a. All students b. Pell grant recipients c. Developmental students d. College-ready students	Enrollment Information System, Campus data	Percentage of degree- and certificate-seeking (a) students, (b) Pell grant recipients, (c) developmental students and (d) college-ready students attending college for the first time in the fall who return the following fall.	The percentage of first-time to college (EIS First-time Flag = 1), degree- and certificate-seeking students who attended in the fall and were enrolled in the following fall is reported for each of the following categories: a) all students, b) Pell grant recipients, c) developmental and d) college-ready students. Use first-time students as identified in the EIS, including full- and part-time students. Students who graduate from the institution prior to the following fall are removed from the calculation. Identify Pell grant recipients using FAFSA data. Developmental students are those who require at least one developmental course. College-ready students require no developmental courses.

No	Indicator	Source	Operational Definition	Clarifications
15.	Developmental completers after four years	Degree Progress Analysis (Campus data)	Percentage of first-time, fall entering students with at least one area of developmental need who completed all recommended developmental coursework within four years after entry. Denominator is unduplicated headcount of students identified as needing developmental coursework in English, reading, and/or mathematics (excluding ESOL). Students in numerator have completed all recommended developmental courses.	On the degree progress chart, Line 1: “Developmental completers” (“Developmental completers” + “Developmental non-completers”)
16.	Successful-persister rate after four years a. College-ready students b. Developmental completers c. Developmental non-completers d. All students in cohort	Degree Progress Analysis (Campus data)	Percentage of first-time, fall entering students attempting 18 or more hours during their first two years who graduated with an associate degree or certificate and/or transferred or earned at least 30 credits with a cumulative GPA of 2.0 or higher within four years after entry or were still enrolled after four years. Four rates are reported for each cohort. No benchmark is required for developmental non-completers.	On the degree progress chart: a. “College-ready students” Line 18 “College-ready students” Line 3 b. “Developmental completers” Line 18 “Developmental completers” Line 3 c. “Developmental non-completers” Line 18 “Developmental non-completers” Line 3 d. “All students in cohort” Line 18 “All students in cohort” Line 3 Colleges are not required to benchmark c. per MHEC PAR guidelines.
17.	Successful-persister rate after four years a. White only b. Black/African American only c. Asian only d. Hispanic/Latino	Degree Progress Analysis (Campus data)	Same definition as indicator 16, reported separately for students who identified themselves as White only, Black/African American only, Asian only and Hispanic/Latino. Not reported for groups with fewer than 50 students in the cohort for analysis. No benchmark is required for this indicator.	On the degree progress minority chart: a. “White” Line 18 “White” Line 3 b. “African American” Line 18 “African American” Line 3 c. “Asian” Line 18 “Asian” Line 3 d. “Hispanic” Line 18 “Hispanic” Line 3 A footnote is displayed below this indicator on the PAR template: “Not reported for groups with <50 students in the cohort for analysis.” Report an * for groups with fewer than 50 students in the cohort. Colleges are not required to benchmark per MHEC guidelines.

No	Indicator	Source	Operational Definition	Clarifications
18.	Graduation-transfer rate after four years a. College-ready students b. Developmental completers c. Developmental non-completers d. All students in cohort	Degree Progress Analysis (Campus data)	Percentage of first-time, fall entering students attempting 18 or more hours during their first two years who graduated with an associate degree or certificate and/or transferred to another institution of higher education within four years after entry. Four rates are reported for each cohort. No benchmark is required for developmental non-completers.	On the degree progress chart: a. "College-ready students" Line 14 "College-ready students" Line 3 b. "Developmental completers" Line 14 "Developmental completers" Line 3 c. "Developmental non-completers" Line 14 "Developmental non-completers" Line 3 d. "All students in cohort" Line 14 "All students in cohort" Line 3 Colleges are not required to benchmark c. per MHEC PAR guidelines.
19.	Graduation-transfer rate after four years a. White only b. Black/African American only c. Asian only d. Hispanic/Latino	Degree Progress Analysis (Campus data)	Same definition as indicator 18, reported separately for students who identified themselves as white only, Black/African American only, Asian only, Hispanic/Latino and all nonwhite. Not reported for groups with fewer than 50 students in the cohort for analysis. No benchmark is required for this indicator.	On the degree progress minority chart: a. "White" Line 14 "White" Line 3 b. "African American" Line 14 "African American" Line 3 c. "Asian" Line 14 "Asian" Line 3 d. "Hispanic" Line 14 "Hispanic" Line 3 A footnote is displayed below this indicator on the PAR template: "Not reported for groups with <50 students in the cohort for analysis." Report an * for groups with fewer than 50 students in the cohort. Colleges are not required to benchmark per MHEC guidelines.
20.	Credit Awards conferred and number of graduates a. Total Awards b. Career degrees c. Transfer degrees d. Certificates e. Unduplicated graduates	Degree Information System	Number of total awards, career and transfer associate degrees, credit certificates, and unduplicated number of graduates per fiscal year. No benchmark is required for parts b through e.	Using the DIS data file, a. the total number of awards in the file, b. the sum of awards with Degree Sought = 20 (associate degree) with Program Taxonomy (HEGIS) >= 500000, c. the sum of awards with Degree Sought = 20 (associate degree) with Program Taxonomy (HEGIS) < 500000, d. the sum of awards with Degree Sought = 10 (certificate) and e. the number of unduplicated graduates in the file. Total awards = sum of career degrees, transfer degrees and certificates. Colleges are not required to benchmark {b} through {e} per MHEC guidelines.

No	Indicator	Source	Operational Definition	Clarifications
21.	First-year GPA of 2.0 or above at transfer institution	Enrollment Information System, End-of-Term System, Provided by MHEC	Percentage of community college students transferring to Maryland public four-year colleges and universities who earned a cumulative GPA of 2.0 or above. Reported for transfer students who earned at least 12 credits at the community college and attended within two years prior to transfer.	Percentage of community college students transferring to Maryland public four-year colleges and universities in the reported academic year who earned a cumulative GPA of 2.0 or above. Reported for transfer students who earned at least 12 credits at the community college and attended within two years prior to transfer. Data provided by MHEC.
22.	Graduate transfers within one year	Degree Information System, National Student Clearinghouse	Percentage of transfer program associate degree and certificate graduates who enrolled in a four-year college or university within a year after graduation.	Reported for fiscal year unduplicated graduate cohorts (includes degree and certificate graduates). Transfer programs are normally identified by HEGIS codes that start with “49.” Colleges may also include transfer programs that have HEGIS codes starting with less than “49.” Use the National Student Clearinghouse (NSC) services to identify Maryland and out-of-state enrollments at four-year institutions. In the NSC submission file, use July 1 of the reported graduate year for the Search Date (to include enrollments for graduates early in the fiscal year). In the returned NSC file, count unduplicated graduates with a “4” in “2-year/4-year” field and Enrollment Begin dates through Sept 30 of the year following the reported graduate year (to include enrollments at four-year institutions through the fall following the year after graduation). Example: For FY19 graduates, use a 7/1/18 Search Date in the NSC submission file and count graduates with an Enrollment Begin date through 9/30/20 in the returned NSC file. The numerator is the number of graduates who enrolled at a four-year institution within the specified time frame and the denominator is the number of fiscal year graduates.
Goal 3: Innovation				
23.	Credit program pass rates in licensure/certification examinations required for employment	Licensure boards and agencies	Number of first-time candidates tested and percentage who passed on their first try for licensing and certification examinations required for employment. Report for each credit academic field offered at the institution for which such tests are conducted. Figures are to be reported separately for each exam. Not reported for programs with fewer than five candidates in a year.	Data is provided for each credit program that requires a licensure or certification test (programs vary by institution). The indicator provides the percentage of first-time test takers passing the respective licensure/certification test. The numerator is the number of students passing the licensure exam on the first attempt and the denominator is the total number of first-time test takers. The total number of first-time test takers (regardless of passing) is also reported. Not reported for programs with fewer than five candidates in a year.

No	Indicator	Source	Operational Definition	Clarifications
24.	Graduates employed within one year	Degree Information System, State and UI wage records, MLDS Center	Percentage of career program associate degree and certificate graduates who were employed in Maryland in the year after graduation. Employment data does not include graduates who were employed by the federal government or certain non-profits, as well as those who were self-employed or independent contractors. No benchmark is required for this indicator.	Reported for fiscal year unduplicated graduate cohorts (includes degree and certificate graduates). Career programs are identified by the MLDS Center using HEGIS codes that start with a “5” and identified by each college for programs with HEGIS codes less than “490000.” The MLDS Center searches for Maryland employment visibility within the four fiscal quarters after the graduate’s latest graduation date in the reported graduate year (to account for multiple awards). Employment visibility includes employment in any quarter (does not need to be found in consecutive quarters). Quarters are Q1 (Jan-Mar), Q2 (Apr-Jun), Q3 (Jul-Sep) and Q4 (Oct-Dec). For example, the employment visibility time frame for May 2019 graduates would be Q3 2019 - Q2 2020. Employment data does not include employment by the federal government or certain non-profits, as well as self-employment or independent contractors. Colleges are not required to benchmark per MHEC guidelines.
25.	Income growth of career program graduates a. Median annualized income one year prior to graduation b. Median annualized income three years after graduation	Degree Information System, State and UI wage records, MLDS Center	Median annualized income of career program associate degree and certificate graduates who were employed in Maryland during the following periods: one year prior to graduation and three years after graduation. Wage data does not include graduates who were employed by the federal government or certain non-profits, as well as those who were self-employed or independent contractors. No benchmark is required for this indicator.	Reported for fiscal year unduplicated graduate cohorts (includes degree and certificate graduates). Career programs are identified by the MLDS Center using HEGIS codes that start with a “5” and identified by each college for programs with HEGIS codes less than “490000.” The MLDS Center searches for Maryland employment based on the graduate’s latest graduation date in the reported graduate year (to account for multiple awards). The full-quarter method (employment in three consecutive quarters) is used to evaluate graduate income. For graduates with three consecutive fiscal quarters, the wages reported in the middle fiscal quarter are used to calculate a median for the population. Colleges need to multiply the median provided by the MLDS Center by four to annualize the income. a) Median annualized income of graduates with employment in three consecutive quarters one year prior to the first full quarter after graduation. b) Median annualized income of graduates with employment in three consecutive quarters three years after the first full quarter after graduation. Quarters are Q1 (Jan-Mar), Q2 (Apr-Jun), Q3 (Jul-Sep) and Q4 (Oct-Dec). For example, the time frame for May 2017 graduates would be a) Q1-Q3 2016 and b) Q1-Q3 2020. Employment data does not include employment by the federal government or certain non-profits, as well as self-employment or independent contractors. Colleges are not required to benchmark per MHEC guidelines.

No	Indicator	Source	Operational Definition	Clarifications
26.	Enrollment in continuing education workforce development courses a. Unduplicated annual headcount b. Annual course enrollments	CC-3, CC-10, Campus data	Unduplicated annual headcount and fiscal year total course enrollments in continuing education courses with workforce intent (open enrollment and contract courses).	Include all open enrollment and contract non-credit courses with MHEC course intent A (workforce development / job preparatory), B (workforce development / licensure or certification) or C (workforce development / job skill enhancement). Courses with other intents can also be included as long as they are workforce or workplace related. Colleges have the option to use internal coding instead of MHEC intent codes to identify workforce development courses. Include fundable and non-fundable courses and students. Report total unduplicated headcount, as well as duplicated enrollments, by fiscal year. All non-credit courses should be included once in indicator 8, 9 or 26.
27.	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure a. Unduplicated annual headcount b. Annual course enrollments	Campus data	Unduplicated annual headcount and fiscal year total course enrollments in continuing education courses with a Continuing Professional Education intent.	Include all open enrollment and contract non-credit courses with MHEC course intent B (workforce development / licensure or certification) and other courses which are non-fundable but have licensure or certification intent. Include fundable and non-fundable courses and students. Report total unduplicated headcount, as well as duplicated enrollments, by fiscal year. Data reported for this indicator is a subset of indicator 26.
28.	Enrollment in contract training courses a. Unduplicated annual headcount b. Annual course enrollments	Campus data	Unduplicated annual headcount and fiscal year total course enrollments in workforce and/or workplace related contract training courses	Unduplicated headcount and duplicated course enrollments of students taking <u>credit and non-credit</u> contract training courses during the fiscal year.

Frederick Community College

Enclosure 5
September 2025

Fiscal Year-to-Date Unaudited Financial Report for the Quarter Ending June 30, 2025

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, 2025, for your information and review. This document 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 Reference: EL-4 Financial Conditions and Activities

Background:

Revenues

- With the fiscal year completed, the College received 100% of its budgeted revenue. This performance is bolstered by tuition revenues exceeding expectations—Fall semester tuition surpassed projections by $323,129, and Spring semester tuition by $413,782.
- Enrollment growth has positively impacted tuition and fee revenue. Preliminary reports indicate a 3% year-over-year increase in non-dual enrolled students and 15% increase in dual-enrolled students compared to the prior academic year.
- Continuing Education tuition and fee revenues rose by 15% year-over-year, reflecting strong demand for short-term health programs and customized training and professional development for local employers and other workforce partners.
- Miscellaneous income increased by 32% over the prior fiscal year, primarily due to the receipt of a $219,939 rebate from Aetna insurance.
- Investment income grew by 4% compared to the fourth quarter of the previous fiscal year, driven by stable interest rates and an increase in average balances held in interest-bearing accounts.

Expenses

- With 100% of the fiscal year completed, total expenditures represent 93% of the adopted annual budget.
    - All functional areas reported higher spending compared to the same period last year. This increase is primarily attributed to enrollment

    growth and a 3% cost-of-living adjustment (COLA) for staff salaries approved for FY 2025 and one-time payments to full-time faculty per the Agreement between the Board of Trustees of Frederick Community College and United Academics of Maryland-AFT-AAUP of Maryland, Frederick Community College Chapter.

- Additional drivers of increased operating expenses include:
    - A 10% year-over-year increase in fringe benefit costs.
    - Expenditures for contracted services increased by 23% compared to the prior year. This category includes initiatives such as Achieving the Dream, Institute for the Future, and grant and public safety assessments.
- As of fiscal year-end, 36% ($884,212) of the budgeted $2,442,000 in Strategic Reserves has been utilized. There was no need to use the $1.5 million originally designated for Unplanned Capital Repair and Replacement.

Fund Balance

- Revenues exceeded expenses by $5.6 million. This surplus is attributed to revenue outperforming budget projections and favorable expense management throughout the fiscal year.

Auxiliaries

- All auxiliary enterprises—including the Bookstore, the Carl and Norma Miller Children's Center, and Dining Services—operated at a loss during FY 2025.
- As of June 30, 2025, the College allocated $1,084,348 from the operating budget to subsidize these operations, as detailed in the attached financial reports.
- The FY 2025 budgeted subsidy for auxiliary operations totaled $874,668. The actual subsidies total $1,084,348 as detailed below.

  Bookstore

    - Year-to-date revenues (excluding College subsidy) increased by 6%.
    - Cost of Goods Sold decreased slightly by 0.1%, from $743,659 to $734,626.
    - Operating expenses rose by 15%, driven by:
        - A 47% increase in digital subscription costs.
        - A 30% increase in Dual Enrollment–Slingshot expenses.
    - The College provides FCPS dual enrolled students with required course materials via Slingshot, a third-party provider.

  - Slingshot revenue: $248,773 (up 50% year-over-year).
  - Slingshot expense: $219,176 (up 30%), yielding a 13.5% profit margin.
- In prior years, the College reported two numbers for the bookstore: (1) the net loss of the operation, and (2) any College subsidy provided to cover part of that loss.
  - Starting in FY25, we simplified reporting. The College now directly subsidizes the full amount of the bookstore's annual loss, so we no longer report a separate "net loss" number. Instead, the subsidy is shown as covering 100% of the loss.
  - FY25: The bookstore lost $139,595. The College provided a subsidy of $139,595, which fully covered the loss.
  - FY24: The bookstore lost $193,632. Of this, the College subsidized $80,712, and the bookstore itself carried a remaining $112,920 net loss.

Children's Center

- Year-to-date revenues (excluding College subsidy) declined by 19% ($145,714) year-over-year, partially due to the Center's closure in May 2025.
- Classroom expenses increased by 11%; total operating expenses rose by 33%, largely due to one-time personnel separation costs.
- The College subsidized operations by $655,873. Notwithstanding the closure of the Center, this auxiliary would still have netted a loss of approximately $500,000.

Contracted Dining Services

- Dining services are contracted through Canteen.
- Year-over-year sales:
  - Catering: +31%
  - Café: +10%
- Cost of Goods Sold increased by 18%; operating expenses rose by 5%.
- The College subsidized Dining Services by $288,880.

Balance Sheet Highlights

- Cash & Investments: $42.5 million, reflecting a strong liquid position and compliance with the Board's Financial Conditions and Activities policy, which requires 16.6% of adopted expenditures to be held in reserve.
- Accounts Receivable: Decreased by $1.6 million, primarily due to reduced governmental receivables related to capital projects.

- Current Liabilities: Decreased by $7,080, reflecting net changes in accrued leave, unearned revenue, accounts payable, accrued liabilities, and Subscription-Based IT Arrangements (SBITA) payable.
- Long-Term Liabilities: Remain low, with noncurrent bond debt totaling $4,114,183.
- Net Position: $125.5 million, inclusive of the $5.6 million fiscal year-to-date surplus of revenues over expenses.

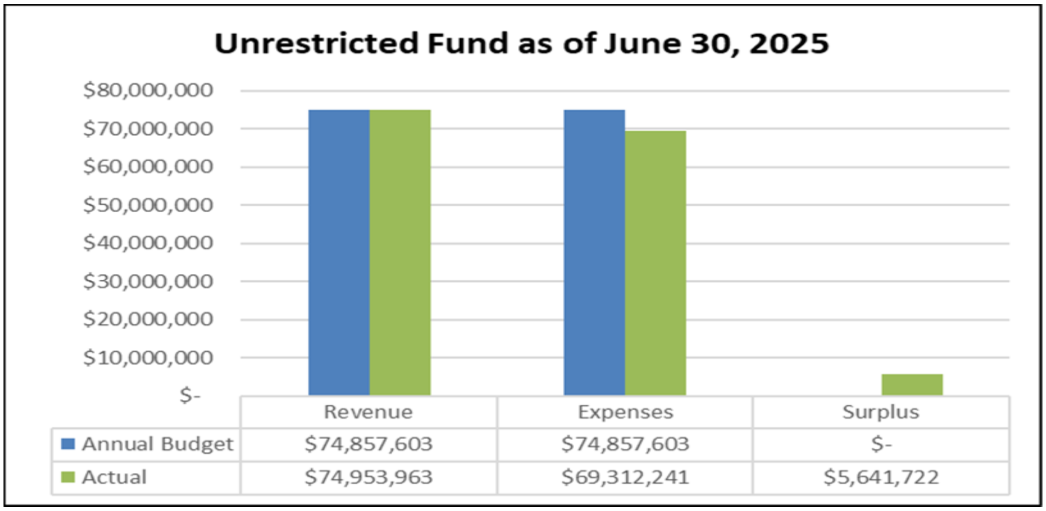
The College is financially strong and must stay abreast of all federal government policy changes as well as state and county budget challenges that may affect its funding streams.

Attachment: Fiscal year-to-date Unaudited Financial Report through the quarter ending June 30, 2025.

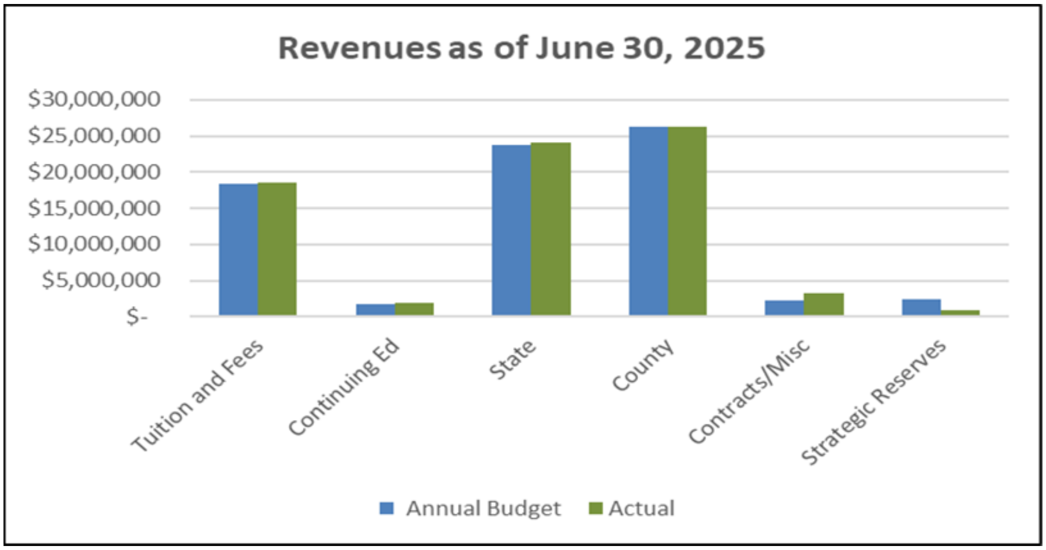
FREDERICK COMMUNITY COLLEGE
FINANCIAL REPORT

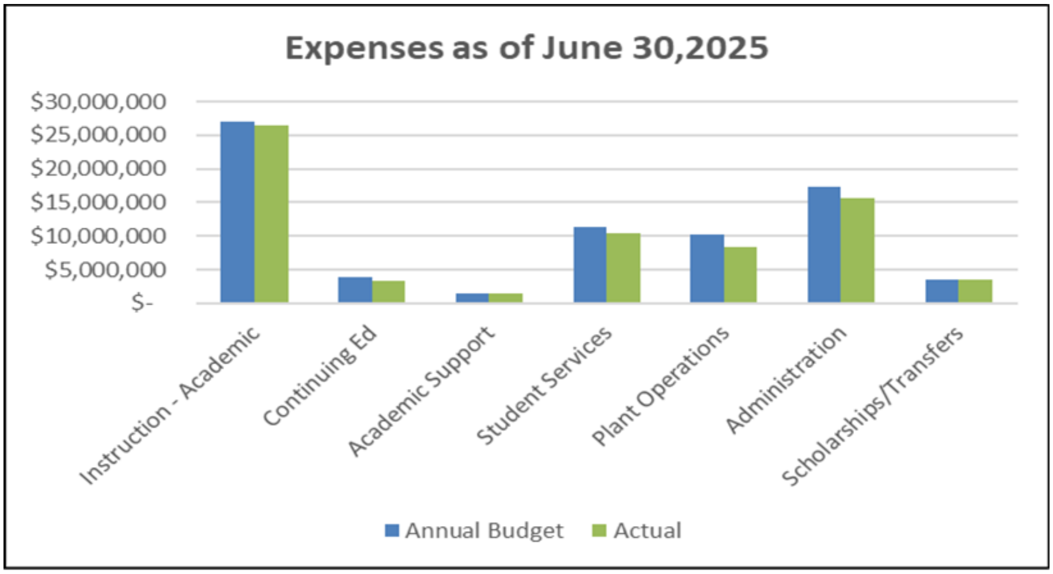
Fiscal year-to-date through June 30, 2025

FREDERICK COMMUNITY COLLEGE
FINANCIAL STATEMENT ANALYSIS AS OF JUNE 30, 2025
100% OF THE FISCAL YEAR EXPIRED



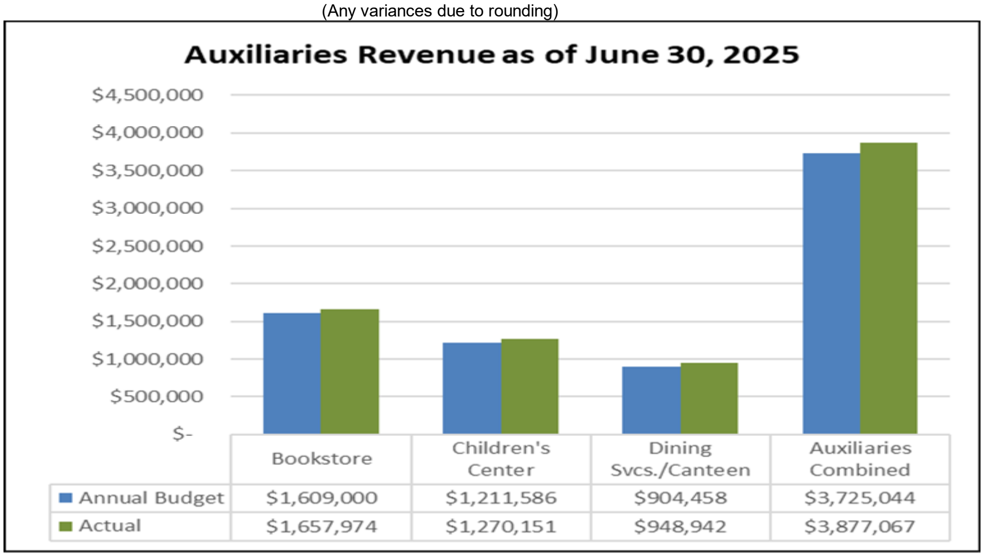
	Revenue	Expenses	Surplus
■ Annual Budget	$74,857,603	$74,857,603	$-
■ Actual	$74,953,963	$69,312,241	$5,641,722



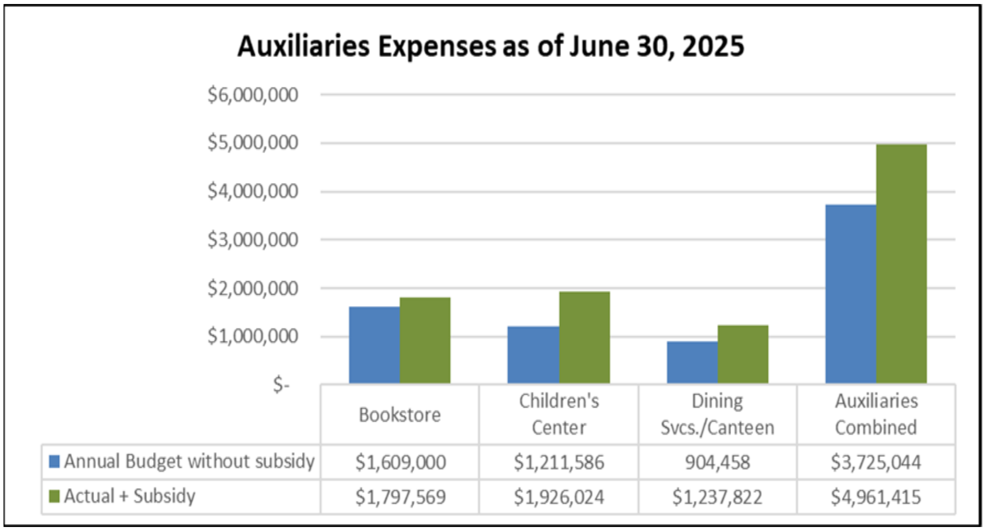


FREDERICK COMMUNITY COLLEGE
FINANCIAL STATEMENT ANALYSIS AS OF JUNE 30, 2025
100% OF THE FISCAL YEAR EXPIRED

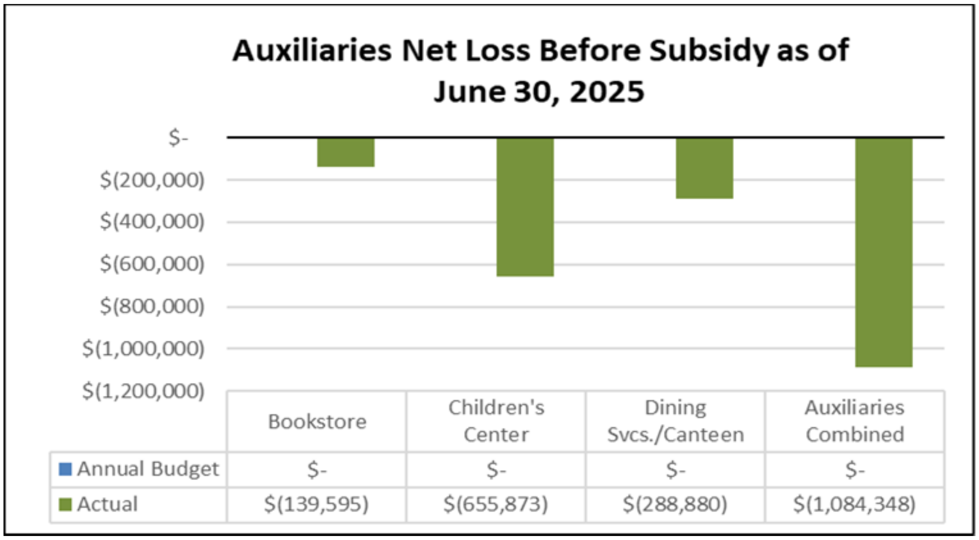
(Expenses Include Cost of Goods Sold and College Contribution)
(Any variances due to rounding)



	Bookstore	Children's Center	Dining Svcs./Canteen	Auxiliaries Combined
🟦 Annual Budget	$1,609,000	$1,211,586	$904,458	$3,725,044
🟩 Actual	$1,657,974	$1,270,151	$948,942	$3,877,067

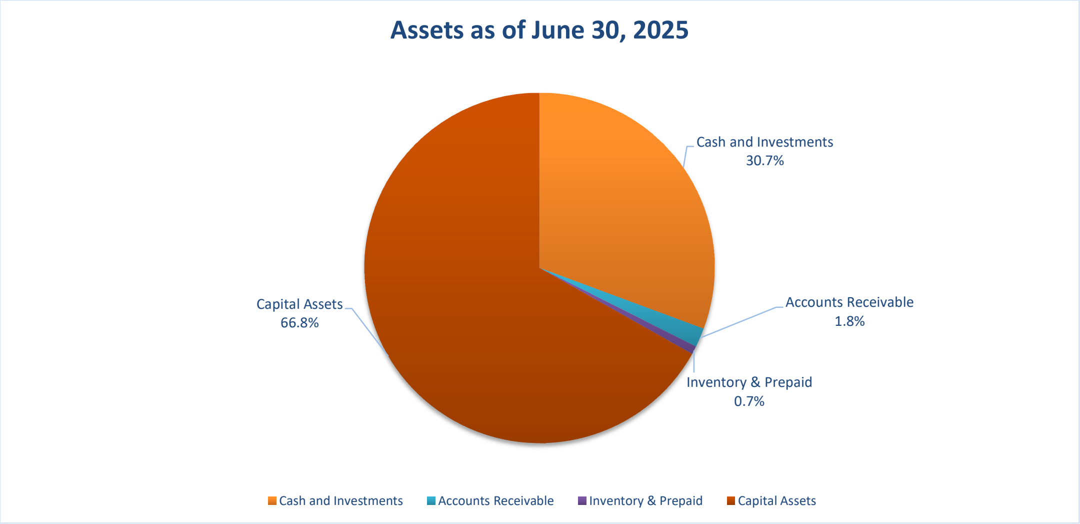


	Bookstore	Children's Center	Dining Svcs./Canteen	Auxiliaries Combined
🟦 Annual Budget without subsidy	$1,609,000	$1,211,586	904,458	$3,725,044
🟩 Actual + Subsidy	$1,797,569	$1,926,024	$1,237,822	$4,961,415

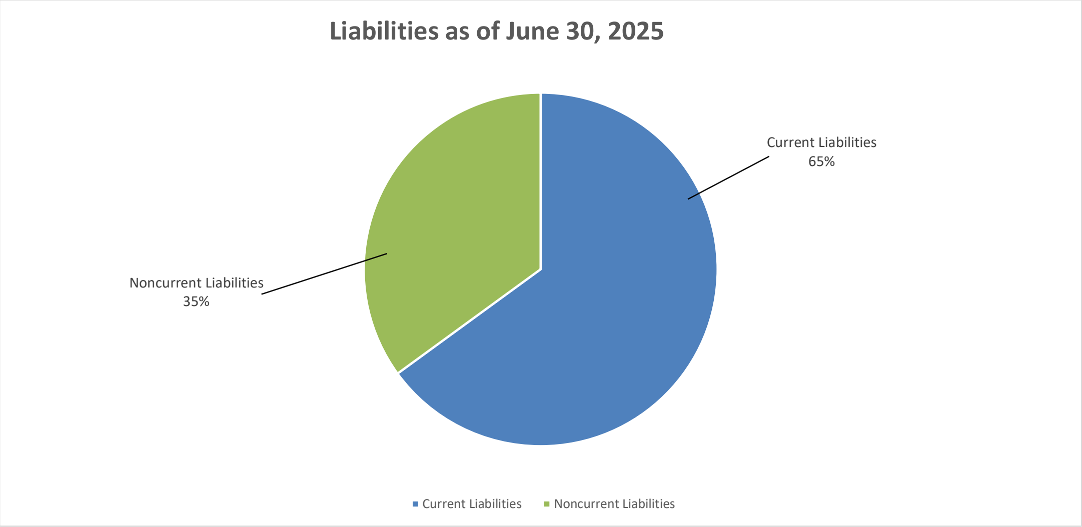


	Bookstore	Children's Center	Dining Svcs./Canteen	Auxiliaries Combined
🟦 Annual Budget	$-	$-	$-	$-
🟩 Actual	$(139,595)	$(655,873)	$(288,880)	$(1,084,348)

FREDERICK COMMUNITY COLLEGE
FINANCIAL STATEMENT ANALYSIS AS OF JUNE 30, 2025
100% OF THE FISCAL YEAR EXPIRED



Assets:		
Cash and Investments	$	42,490,301
Accounts Receivable	$	2,453,899
Inventory & Prepaid	$	1,027,280
Capital Assets	$	92,638,383
	$	138,609,863



Liabilities and Net Position:		
Current Liabilities	$	8,541,783
Noncurrent Liabilities	$	4,604,376
Net Position	$	125,463,703
	$	138,609,862

Financial Ratios as of June 30, 2025

Current Ratio	(current assets/current liabilities)	5.4	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, 2025
100% OF THE YEAR EXPIRED

	FY24 PYTD ACTUAL	FY25 YTD ACTUAL	ACTUALS TO ACTUALS VARIANCE	FY25 BUDGET	(OVER)/UNDER BUDGET	ACTUAL % OF BUDGET
Revenue						
Tuition and Fees						
Fall Tuition	$ 6,671,210	$ 7,055,659	106%	$ 6,732,530	$ (323,129)	105%
Spring Tuition	6,204,347	6,918,596	112%	6,504,814	(413,782)	106%
Summer Tuition	1,161,356	1,400,120	121%	1,868,251	468,131	75%
Fees	2,922,352	3,176,663	109%	3,201,464	24,801	99%
Total Academic	16,959,265	18,551,038	109%	18,307,059	(243,979)	101%
Continuing Education	1,607,035	1,856,117	115%	1,788,129	(67,988)	104%
Total Tuition and Fees	**18,566,301**	**20,407,155**	**110%**	**20,095,188**	**(311,967)**	**102%**
State Aid	21,453,614	24,094,378	112%	23,794,631	(299,747)	101%
County Revenue	24,675,478	26,242,681	106%	26,313,826	71,145	100%
Investment Income	1,370,504	1,428,111	104%	650,000	(778,111)	220%
Miscellaneous Income	391,436	517,143	132%	200,000	(317,143)	259%
Contract Revenue	1,071,520	1,125,200	105%	1,151,958	26,758	98%
Indirect Cost Recovery	247,000	255,083	103%	210,000	(45,083)	121%
Strategic Reserves	-	884,212	-	2,442,000	1,557,788	36%
Total Revenue	**$ 67,775,852**	**$ 74,953,963**	**111%**	**$ 74,857,603**	**$ (96,360)**	**100%**
Expenses and Transfers						
Instruction						
Academic	$ 24,390,069	$ 26,502,702	109%	$ 27,108,040	605,338	98%
Continuing Education	2,913,507	3,245,452	111%	3,801,660	556,208	85%
Total Instruction	27,303,576	29,748,154	109%	30,909,700	1,161,546	96%
Academic Support	1,336,610	1,479,225	111%	1,486,044	6,819	100%
Student Services	9,412,071	10,484,849	111%	11,429,816	944,967	92%
Plant Operation and Maintenance	8,146,834	8,295,124	102%	10,259,739	1,964,615	81%
Administration	13,111,128	15,702,575	120%	17,324,944	1,622,369	91%
Scholarships and Transfers	2,633,316	3,602,314	137%	3,447,360	(154,954)	104%
						-
Total Expenses and Transfers	**$ 61,943,534**	**$ 69,312,241**	**112%**	**$ 74,857,603**	**$ 5,545,363**	**93%**
Fund Balance	**$ 5,832,318**	**$ 5,641,722**	**97%**	**$ -**	**$ (5,641,724)**	

	FY25 ACTUAL	FY25 BUDGET	(OVER)/UNDER BUDGET	ACTUAL % to BUDGET
Use of Strategic Reserves				
SR - Strategic Planning & Future-Proofing	$ 318,107	$ 359,000	$ 40,893	89%
SR - Student Success and Completion	110,195	130,000	19,805	85%
SR - Unplanned Capital Repair & Replacement	-	1,500,000	1,500,000	0%
SR - Technology Projects	455,910	453,000	(2,910)	101%
	$ 884,212	$ 2,442,000	$ 1,557,788	36%

FREDERICK COMMUNITY COLLEGE
BOOKSTORE
UNAUDITED FINANCIAL REPORT FOR THE PERIOD ENDING JUNE 30, 2025
100% OF THE YEAR EXPIRED

	FY24 PYTD ACTUAL	FY25 YTD ACTUAL	ACTUALS TO ACTUALS VARIANCE	FY25 BUDGET	(OVER)/UNDER BUDGET	ACTUAL % OF BUDGET
Revenue						
Books	$ 810,810	$ 837,907	103%	$ 925,000	$ 87,093	91%
Supplies	180,820	189,189	105%	200,000	10,811	95%
Clothing	76,437	72,940	95%	82,000	9,060	89%
Convenience	66,220	77,731	117%	70,000	(7,731)	111%
Gift	41,940	84,597	202%	27,000	(57,597)	313%
Non Merchandise	649	4,014	618%	2,500	(1,514)	161%
Commissions - Books/gifts	3,510	3,229	92%	3,000	(229)	108%
Dual Enrollment-Slingshot	165,458	248,773	150%	200,000	(48,773)	124%
College Subsidy	80,712	139,595	173%	99,500	(40,095)	140%
Total Revenue	**1,426,555**	**1,657,974**	**116%**	**1,609,000**	**(48,974)**	**103%**
Cost of Goods Sold	**743,659**	**734,626**	**99%**	**740,000**	**5,374**	**99%**
Gross Profit	**682,896**	**923,348**	**135%**	**869,000**	**(54,348)**	**106%**
Operating Expenses						
Compensation						
Admin/Support Staff Compensation	209,256	215,747	103%	215,000	(747)	100%
Auxiliary PT	47,295	48,176	102%	75,000	26,824	64%
Benefits	78,970	87,564	111%	79,000	(8,564)	111%
Total Compensation	**335,521**	**351,487**	**105%**	**369,000**	**17,513**	**95%**
Contracted Services	50,552	38,787	77%	75,000	36,213	52%
Advertising	-	1,598	-	2,500	902	64%
Supplies	4,518	1,387	31%	7,500	6,113	18%
Digital Subscription	124,318	182,458	147%	100,000	(82,458)	182%
Shipping and Postage	657	1,190	181%	1,000	(190)	119%
Telecommunications	554	228	41%	500	272	46%
Software	21,737	14,958	69%	20,000	5,042	75%
Travel/Professional Development	5,352	8,153	152%	10,000	1,847	82%
Dual Enrollment-Slingshot	169,096	219,176	130%	180,000	(39,176)	122%
Other Expenses	10	18	187%	-	(18)	-
Deferred Maintenance	2,500	2,500	100%	2,500	-	100%
Depreciation	-	-	-	-	-	-
Equipment Under $5,000	-	408				
Total Operating Expenses	**714,816**	**822,348**	**115%**	**768,000**	**(53,940)**	**107%**
Operating Profit (Loss)	**$ (31,920)**	**$ 101,000**	**-316%**	**$ 101,000**	**$ (408)**	**100%**
College Contribution						
Indirect Cost Transfer	81,000	101,000	125%	101,000	-	100%
Total College Contribution	**81,000**	**101,000**	**125%**	**101,000**	**-**	**100%**
Net Income (Loss)	**$ (112,920)**	**$ -**	**0%**	**$ -**	**$ -**	**-**
Gross Profit %	**47.9%**	**55.7%**		**54.0%**		
Operating Expense % Revenue	**50.1%**	**49.6%**		**47.7%**		
Net Income % Revenue	**-7.9%**	**0.0%**		**0.0%**		

FREDERICK COMMUNITY COLLEGE
THE CARL & NORMA MILLER CHILDREN'S CENTER DRAFT
UNAUDITED FINANCIAL REPORT FOR THE PERIOD ENDING JUNE 30, 2025
100% FOR THE YEAR EXPIRED

	FY24 PYTD ACTUAL	FY25 YTD ACTUAL	ACTUALS TO ACTUALS VARIANCE	FY25 BUDGET	(OVER)/UNDER BUDGET	ACTUAL % OF BUDGET
Revenue						
Infants/Toddler	$ 143,974	$ 136,956	95%	$ 122,808	$ (14,148)	112%
Two-Year Olds	132,759	115,594	87%	96,424	(19,170)	120%
Three-Year Olds	100,742	123,857	123%	145,010	21,153	85%
Four-Year Olds	88,615	78,450	89%	136,204	57,754	58%
Preschool/Pre-K/Kindergarten	111,012	102,580	92%	157,930	55,350	65%
Summer Camp	8,141	9,920	122%	-	(9,920)	-
Head Start	-	-	-	7,500	7,500	0%
Other	30,551	46,920	154%	40,000	(6,920)	117%
Excels/Vouchers	13,500	-	0%	15,000	15,000	0%
County Contribution	130,699	-	0%	-	-	-
College Subsidy	110,026	655,873	596%	490,710	(165,163)	134%
Total Revenue	**870,017**	**1,270,151**	**146%**	**1,211,586**	**(58,565)**	**105%**
Classroom Expense						
Auxiliary FT Teacher Compensation	500,507	570,638	114%	544,170	(26,468)	105%
Auxiliary FT & PT Teacher Benefits	212,584	224,677	106%	210,000	(14,677)	107%
Auxiliary PT Teacher Compensation	93,172	103,591	111%	93,267	(10,324)	111%
Total Classroom Expenses	**806,262**	**898,906**	**111%**	**847,436**	**(51,469)**	**106%**
Gross Profit	**63,755**	**371,245**	**582%**	**364,150**	**(7,096)**	**102%**
Operating Expenses						
Compensation						
Admin/Support Staff Compensation	137,094	214,459	156%	161,000	(53,459)	133%
Benefits	47,752	58,475	122%	68,000	9,525	86%
Total Compensation	**184,846**	**272,934**	**148%**	**229,000**	**(43,934)**	**119%**
Contracted Services	8,409	15,691	187%	10,000	(5,691)	157%
Advertising	-	-	-	-	-	-
Supplies	25,384	11,732	46%	15,000	3,268	78%
Telecommunications	554	545	98%	600	55	91%
Shipping and Postage	69	3	4%	50	48	5%
Professional Dues	2,554	940	37%	2,500	1,560	38%
Course Costs/Field Trips	6,012	1,930	32%	5,000	3,070	39%
Software	1,200	1,200	100%	3,500	2,300	34%
Furniture and Equipment	-	-	-	-	-	-
Deferred Maintenance	2,500	2,188	88%	2,500	313	88%
Total Operating Expenses	**231,528**	**307,162**	**133%**	**268,150**	**(39,012)**	**115%**
Operating Profit (Loss)	**(167,773)**	**64,083**	**-38%**	**96,000**	**31,917**	**67%**
College Contribution	**-**					
Indirect Cost Transfer	81,000	64,083	**79%**	**96,000**	31,917	67%
Total College Contribution	**81,000**	**64,083**	**79%**	**96,000**	**31,917**	**67%**
Net Income (Loss)	**(248,773)**	**$ (0)**	**0%**	**$ -**	**$ 0**	-
Gross Profit %	**7.3%**	**29.2%**		**30.1%**		
Operating Expense % Revenue	**26.6%**	**24.2%**		**22.1%**		
Net income % Revenue	**-28.6%**	**0.0%**		**0.0%**		

FREDERICK COMMUNITY COLLEGE
DINING SERVICES
UNAUDITED FINANCIAL REPORT FOR THE PERIOD ENDING JUNE 30, 2025
100% OF THE FISCAL YEAR EXPIRED

	FY24 PYTD ACTUAL	FY25 YTD ACTUAL	ACTUALS TO ACTUALS VARIANCE	FY25 Budget	(OVER)/UNDER BUDGET	ACTUAL % OF BUDGET
Canteen Revenue						
Café Sales	$ 303,493	$ 333,453	110%	$ 370,000	$ 36,547	90%
Catering Sales	237,746	$ 310,923	131%	230,000	(80,923)	135%
College Revenue						
Vending	23,023	$ 15,686	68%	20,000	4,314	78%
College Subsidy	310,390	$ 288,880	93%	284,458	(4,422)	102%
Misc. Income	-	$ -				
Total Revenue	**874,652**	**948,942**	**108%**	**904,458**	**(44,484)**	105%
Canteen Cost of Goods Sold (COGS)						
Cougar Café & Catering	267,730	$ 314,606	118%	295,000	(19,606)	107%
Subtotal COGS	**267,730**	**314,606**	**118%**	**295,000**	**(19,606)**	107%
Gross Profit	**606,922**	**634,336**	**105%**	**609,458**	**(24,878)**	104%
Canteen Operating Expenses						
Compensation	403,484	$ 428,595	106%	390,000	(38,595)	110%
Other Canteen Expenses		$ -				
Business Expenses	68,484	$ 66,163	97%	75,000	8,837	88%
College Expenses						
Contracted Services	3,514	$ 3,130	89%	15,000	11,870	21%
Equipment Repair		$ -	-	-	-	-
Total Operating Expenses	**475,482**	**497,888**	**105%**	**480,000**	**(17,888)**	104%
Operating Profit (Loss)	**$ 131,440**	**$ 136,448**	**104%**	**$ 129,458**	**$ (6,990)**	105%
Contract Fees						
Management Fee	30,000	$ 30,004	100%	30,000	(4)	100%
Admin Fee	16,440	$ 16,444	100%	9,458	(6,986)	174%
Total Fees	**46,440**	**46,448**	**100%**	**39,458**	**(6,990)**	118%
College Contribution						
Indirect Cost Transfer	85,000	$ 90,000	106%	90,000	-	100%
Total College Contribution	**85,000**	**90,000**	106%	**90,000**	**-**	100%
Net Income/(Loss)	**$ -**	**$ (0)**	-	**$ -**	$ 0	-
Gross Profit %	**69.4%**	**66.8%**		**67.4%**		
Operating Expense % Revenue	**54.4%**	**52.5%**		**53.1%**		
Net Income % Revenue	**0.0%**	**0.0%**		**0.0%**		

FREDERICK COMMUNITY COLLEGE
UNAUDITED BALANCE SHEET - ALL FUNDS
AS OF JUNE 30, 2025

	PRIOR FYE	FY25 ACTUAL	CHANGE	% CHANGE
Assets				
Current Assets				
Cash	$ 1,354,445	$ 3,335,613	$ 1,981,168	146%
Investments	34,813,032	39,154,688	4,341,656	12%
Total cash and investments	36,167,477	42,490,301	6,322,824	17%
Accounts Receivable				
Students, net of allowance	415,656	659,075	243,419	59%
Governmental	3,009,358	1,199,882	(1,809,476)	-60%
Other	628,486	594,942	(33,544)	-5%
Total accounts receivable	4,053,500	2,453,899	(1,599,602)	-39%
Prepaid expenses	808,986	809,668	682	0%
Inventory	208,209	217,612	9,403	5%
Total Current Assets	41,238,172	45,971,480	4,733,308	11%
Noncurrent Assets				
Capital assets, net of accumulated deprecation	92,425,798	92,638,383	212,585	0%
Total Noncurrent Assets	92,425,798	92,638,383	212,585	0%
Total Assets	**$ 133,663,970**	**$ 138,609,863**	**$ 4,945,893**	**4%**

	PRIOR FYE	FY25 ACTUAL	CHANGE	% CHANGE
Liabilities and Net Position				
Liabilities				
Current Liabilities				
Accrued salaries	$ 988,957	$ 1,009,152	$ 20,195	2%
Accounts payable	1,798,240	1,501,925	(296,316)	-16%
Accrued liabilities	813,607	529,023	(284,584)	-35%
Accrued leave	2,086,078	2,561,290	475,212	23%
Bond payable	330,000	345,000	15,000	5%
SBITA payable	333,324	133,665	(199,659)	-60%
Unearned revenue	1,924,757	2,190,861	266,104	14%
Deposits held for others	273,900	270,868	(3,032)	-1%
Total Current Liabilities	8,548,863	8,541,783	(7,080)	0%
Noncurrent Liabilities				
Bond payable, net of discount	4,528,050	4,114,183	(413,867)	-9%
SBITA payable	428,414	294,749	(133,665)	-31%
Accrued leave	29,186	195,444	166,258	570%
Total Noncurrent Liabilities	4,985,650	4,604,376	(381,274)	-8%
Total Liabilities	**13,534,513**	**13,146,160**	**(388,353)**	**-3%**
Net Position				
Net Position Prior Year Balance (per audit)	116,423,217	120,129,458	3,706,241	3%
Net Income (Loss) - All funds	3,706,241	5,334,245	1,628,004	44%
Total Net Position	**120,129,458**	**125,463,703**	**5,334,245**	**4%**
Total Liabilities and Net Position	**$ 133,663,971**	**$ 138,609,863**	**$ 4,945,891**	**4%**

Frederick Community College

Enclosure 6
September 2025

Policy Review: BCD-1 Unity of Control

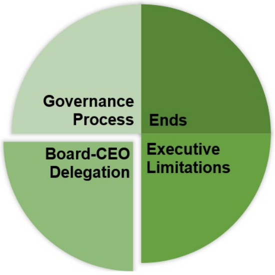
Context: Policy BCD-1 Unity of Control is being presented for review according to the approved FY 2026 Board Policy Review & Monitoring Schedule.

Board Policy Reference: GP-9 Investment in Governance

Background:

- Per Board policy (GP-9) and in alignment with Policy Governance® practice, the Board regularly reviews Governance Process and Board-CEO Delegation policies to determine if any updates are needed.
- Chair Luck and President Cheek are not recommending any changes at this time.
- The Board Chair will lead discussion at the meeting to consider any amendments to the policy.

Attachment: BCD-1 Unity of Control Policy



FCC BOARD OF TRUSTEES POLICY

Policy Type: Board-CEO Delegation

Policy Title: Unity of Control
Policy Number: BCD-1
Date Adopted: 10.18.2023

Version: 1.0
Date Last Reviewed: 9.18.2024
Responsible Party: President's Office

Reviewing Committee: Board of Trustees

Only officially passed motions of the Board are binding on the President.

1. Decisions or instructions of individual Trustees, officers or committees are not binding on the President.

2. In the case of Board members or committees requesting information or assistance without Board authorization, the President can refuse such requests that require in the President's opinion, a material amount of staff time, other resources or is deemed disruptive.

3. Only the Board acting as a body politic can employ, terminate, discipline, or change the conditions of employment of the President.

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

Enclosure 7
September 2025

Policy Review: GP-10 Board Expenses

Context: Policy GP-10 Board Expenses is being presented for review according to the approved FY 2026 Board Policy Review & Monitoring Schedule.

Board Policy Reference: GP-9 Investment in Governance

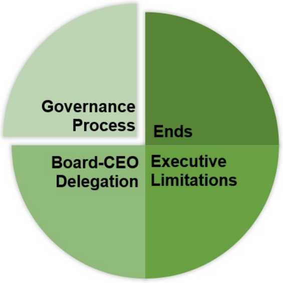
Background:

- Per its own policy (GP-9) and in alignment with Policy Governance® practice, the Board regularly reviews Governance Process and Board-CEO Delegation policies to determine if any updates are needed.

- Chair Luck and President Cheek are not recommending any changes at this time.

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

Attachment: GP-10 Board Expenses Policy



FCC BOARD OF TRUSTEES POLICY

Policy Type: Governance Process

Policy Title: Board Expenses
Policy Number: GP-10
Date Adopted: 5.22.2024

Version: 1.0
Date Last Reviewed: 9.18.2024
Office Responsible: President's Office

Reviewing Committee: Board of Trustees

As provided by §16-407(c) of the Education Article, Maryland Annotated Code, each member of the Board is entitled to $500 a year for expenses. Additionally, Board members may be reimbursed for reasonable, necessary, and approved expenses incurred while traveling on official College business per College administrative policy. This may include, but is not limited to, conferences and professional development activities.

Date Of Change	Version	Description of Change	Responsible Party
5.22.2024	1.0	First release following Policy Governance consulting work.	President

Frederick Community College

Enclosure 8
September 2025

Amendment to Bylaws

Context: The amendment to the Board of Trustees Bylaws to add a statement of rules regarding the conduct of persons attending Board of Trustees meetings is being presented to the Board for approval.

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

Background:

- The amendment inserts the following language as a new “Section 8” titled “Conduct of Attendees” in “Article V. Meetings”:

> Section 8: Conduct of Attendees
> The Board adopts and incorporates the “Model Regulations for Open Meetings” published by the Maryland Open Meetings Compliance Board, available at the following link: https://www.marylandattorneygeneral.gov/OpenGov%20Documents/Openmeetings/AppD.pdf

- The bylaws may be amended at any meeting of the Board, provided any proposed amendment was presented for review and discussion at a prior meeting.

- The Board reviewed the proposed amendment at the August 20, 2025 Board meeting.

Attachments:

- OMCB Model Regulations for Open Meetings
- Board of Trustees Bylaws

MODEL REGULATIONS FOR OPEN MEETINGS

1.01. Public Attendance.

(a) At any open session of the [name of public body], the general public is invited to attend and observe.

(b) Except in instances when the [public body] expressly invites public testimony, questions, comments, or other forms of public participation, or when public participation is otherwise authorized by law, no member of the public attending an open session may participate in the session.

1.02. Disruptive Conduct.

(a) A person attending an open session of the [public body] may not engage in any conduct, including visual demonstrations such as the waving of placards, signs, or banners, that disrupts the session or that interferes with the right of members of the public to attend and observe the session.

(b)(1) The presiding officer may order any person who persists in conduct prohibited by subsection (a) of this section or who violates any other regulation concerning the conduct of the open session to be removed from the session and may request police assistance to restore order.

(2) The presiding officer may recess the session while order is restored.

1.03. Recording, Photographing, and Broadcasting of Open Session

(a) A member of the public, including any representative of the news media, may record discussions of the [public body] at an open session by means of a tape recorder or any other recording device if the device does not create an excessive noise that disturbs members of the [public body] or other persons attending the session.

(b) A member of the public, including any representative of the news media, may photograph or videotape the proceedings of the [public body] at an open session by means of any type of camera if the camera:

(1) Is operated without excessively bright artificial light that disturbs members of the [public body] or other persons attending the session; and

(2) Does not create an excessive noise that disturbs members of the [public body] or other persons attending the session.

(c) A representative of the news media may broadcast or televise the proceedings of the [public body] at an open session if the equipment used:

(1) Is operated without excessively bright artificial light that disturbs members of the [public body] or other persons attending the session; and

(2) Does not create an excessive noise that disturbs members of the [public body] or other persons attending the session.

(d) The presiding officer may restrict the movement of a person who is using a recording device, camera, or broadcasting or television equipment if such restriction is necessary to maintain the orderly conduct of the session.

1.04. Recording Not Part of Record.

A recording of an open session made by a member of the public, or any transcript derived from such a recording, may not be deemed a part of the record of any proceeding of the [public body].

Frederick Community College

Bylaws of the Board of Trustees of Frederick Community College

BOT Approved:	3/18/2015
BOT Revised:	10/21/2015
BOT Revised:	8/17/2016
BOT Revised:	8/16/2017
BOT Reviewed:	7/28/2018
BOT Revised:	8/21/2019
BOT Revised:	8/19/2020
BOT Revised:	8/25/2021
BOT Revised:	6/14/2023
BOT Revised:	9/17/2025

Introduction:

The bylaws of Frederick Community College provide the legal framework for the Board of Trustees as it conducts its work, provide clarity about the Board’s functioning, and establish central elements of its structure, such as the official name of the College, offices that may be held, the titles and responsibilities for said offices, meeting agenda construction, and the means by which amendments are made to the bylaws. These bylaws serve as the organizational roadmap for the Board in the conduct of its business as the governing body of the College.

Table of Contents

Bylaws of the Board of Trustees of Frederick Community College

Article I. Organizational Identification and Purpose

Section 1: Name

The legal name of the College shall be Frederick Community College.

Section 2: Purpose

The purpose of the Board of Trustees of Frederick Community College is to govern the institution within the framework of the Education Article of the Maryland Annotated Code, Division III – Higher Education, Title 16 – Community Colleges, Subtitle 1 – Organization and Government of Community Colleges, Section 16-103 – Powers and Duties of Board, as amended, and to assure that adequate and competent administration is provided for effective operation of Frederick Community College.

Article II. Name and Authority of the Board of Trustees

Section 1: Abbreviations

The Board of Community College Trustees for Frederick County hereafter is referred to as "the Board," Frederick Community College as "the College," and individual member(s) of the Board of Trustees as "Trustee(s)."

Section 2: Authority

The Board derives its authority from the Education Article of the Maryland Annotated Code, Division III – Higher Education, Title 16 – Community Colleges, Subtitle 1 – Organization and Government of Community Colleges, as amended. These bylaws are likewise in keeping with these statutory provisions.

Article III. Membership

Section 1: Composition

The Board shall consist of seven members (i.e., Trustees), who shall be appointed by the Governor of Maryland, with the advice and consent of the Senate of Maryland.

Section 2: Qualifications

Trustees shall be residents of Frederick County, Maryland and shall have demonstrated leadership in business, education, government, or other fields related to higher education.

Section 3: Terms of Office

Terms of office for Trustees shall be as set forth in Section 16-407(b) of the Education Article, Maryland Annotated Code.

Section 4: Vacancies

Trustee vacancies on the Board shall be filled by appointment of the Governor for the unexpired term.

Section 5: Removal

A Trustee may be removed by the Governor for cause.

Section 6: Limitations

No member of the Frederick County Board of Education may serve on the Board.

Article IV. Governance Methodology

Section 1: Governance Model

The Board shall utilize the Policy Governance model (i.e., the John Carver Model of Governance) in undertaking its work as a Board.

Article V. Meetings

Section 1: Regular Meetings

The Board shall hold at least eight regular meetings per year. The dates for the regular meetings shall be set by a majority vote of the Trustees.

Section 2: Attendance

A Trustee who fails to attend at least 50% of the meetings of the Board during any consecutive 12-month period shall be considered to have resigned.

Section 3: Public Notice

The date, location, and agenda of all Board Meetings shall be published and made public, in advance, as prescribed by law.

Section 4: Special Meetings

Special meetings of the Board may be called by the Chair or by a majority of the Trustees. Notice of the time, place, and purpose of the meeting shall be given to each Trustee in advance of the meeting.

Section 5: Non-Voting Liaison

The Board may invite an individual from Frederick County Government to attend meetings as a non-voting liaison.

Section 6: Conduct of Meetings

Meetings of the Board shall be conducted in accordance with Robert's Rules of Order, Newly Revised, for Small Assemblies, except as otherwise provided in these bylaws.

Section 7: Adjourned Meetings

Any legal meetings of the Board may be adjourned to a specific time and place. Only items on the agenda of the meeting adjourned may be acted upon at the rescheduled meeting.

Section 8: Conduct of Attendees

The Board adopts and incorporates the "Model Regulations for Open Meetings" published by the Maryland Open Meetings Compliance Board, available at the following link: https://www.marylandattorneygeneral.gov/OpenGov%20Documents/Openmeetings/AppD.pdf

Article VI. Quorum

Section 1: Physical Location

Trustees must be physically present at the meeting location to be considered in the determination of a quorum: provided, however, if, for unforeseen circumstances, a Trustee cannot physically attend a meeting, such Trustee, with appropriate notice to the Board Chair, may participate in the entire meeting by telephone or video conference and shall be considered "present" for purposes of determining a quorum. A quorum is defined as a majority of the appointed and serving Trustees, not including vacancies.

Section 2: Official Action of the Board

No action of the Board, conducted at a Board Meeting, is considered valid unless approved by a vote of a majority of the Trustees present.

Article VII. Remote Communications

Section 1: Special Remote Meetings

The Board may hold a special meeting by telephone or video conference in the event a specific matter is time sensitive, or if other exceptional circumstances (such as a pandemic) exist, that make attendance in person untenable.

Section 2: Remote Closed Session

The Board may adjourn to a special meeting that is conducted by telephone or video conference from an open session to a closed session provided that the matter is time sensitive and the Board votes to close the special meeting in accordance with the requirements set forth in the Maryland Open Meetings Act for holding a closed meeting.

Section 3: Public Access

A telephone or video conference is considered open to the public if a speakerphone or monitor is available at the published location where members of the public can observe and/or hear the Board's transaction of public business, or they are provided access to the telephone or video conference.

Article VIII. Minutes of Meetings

Section 1: Documentation of the Meeting

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 'yeas' and 'nays.'

Section 2: Approval of the Minutes

The minutes of the prior board Meeting will be provided to the Board as part of the subsequent board Meeting materials, and subsequently considered by the Board.

Section 3: Inspection of the Minutes

The official minutes shall be maintained kept in the Office of the President, as well as posted on the College website.

Article IX. Compensation

Section 1. Remuneration.

No Trustee shall be remunerated for their service to the Board. However, each Trustee is entitled to receive $500 per fiscal year for expenses.

Section 2: Board Expenses.

Individual Trustee expenses arising from attendance at professional development events shall be reimbursed in accordance with existing College policy.

Article X. Responsibilities of the Board

Section 1: Scope of Governance

The Board is the sole governing body of the College, ultimately accountable for academic quality and maintaining continuous accreditation, equal opportunity, fiscal and academic integrity, strategic planning, assets, safety and security, and the financial health of the organization. The Board is accountable for the development of Board policies and resource development, consistent with the mission of the College.

Article XI. Election of Officers

Section 1: Board Officers

The Officers of the Board shall be a Chair and Vice Chair.

Section 2: Election upon term conclusion.

The Officers of the Board shall be elected by the Board from among its members at the June meeting before the expiration of the term of the previous officers. Officers shall serve terms of one year and may be reelected.

Section 3: Election Timeline

Officers of the Board shall be elected, no later than June of each fiscal year, as prescribed by state law.

Section 4: Officer Vacancies

In the event of an Officer vacancy, prior to a regular election, the Board shall conduct a special election of the Chair and Vice Chair.

Section 5: Terms of Office

Officer terms are as follows:

- The term of office for each elected position shall be from July 1 until June 30th.
- No Trustee shall hold the office of Chair of the Board for more than two consecutive years. After a period of one year not serving as Chair, a Trustee is again eligible to be nominated for Chair.
- The Vice-Chair may hold office for as many years as elected to the office. The Vice-Chair does not automatically become Chair.

Article XII. Duties and Authority of Officers

Section 1: The Board Chair

The Chair of the Board shall have the usual duties and authority consistent with education laws. The Chair shall appoint all committees unless otherwise directed by the Board. The Chair shall serve as the spokesperson for the Board.

Section 2: The Board Vice-Chair

The Vice-Chair shall perform the duties of the Chair in the absence of the Chair. The Vice-Chair shall perform other functions and duties as designated by the Board and shall assist the Chair as needed.

Article XIII. Order of Business

Section 1: Meeting Agenda

The Agenda of each Board Meeting will minimally include:

1. Call to Order
2. Approval of Minutes
3. Reports of Special Committees/Public Presentation (if requested & approved)
4. Board & CEO Comments
5. Consent Agenda
6. Information/Discussion Items
7. Action Items
8. Adjournment

Other matters requiring Board action shall be included on the agenda as warranted.

Section 2: Consent Items

The handling of items on the Consent Agenda shall be as follows:

1. The Board may make one motion and hold one vote for all items designated as consent items on the monthly Board agendas.
2. Any Board member, upon request for any reason, may remove the item from the Consent Agenda which shall then be considered as a regular action item on the Meeting Agenda.
3. The following items shall NOT be included on the Consent Agenda, and as such, shall be identified as separate agenda items:
    - Appointment and Evaluation of the President
    - Staff Salary Schedules, Including the President, Faculty, and Other Employees
    - Annual Operating Budget
    - Major Function Budget Transfers
    - Capital Improvement Budget (CIP)
    - Student Credit Tuition and Fees
    - New Degree or Credit Certificate Programs
    - Amendment of Board Bylaws
    - Annual Auxiliary Enterprise Budgets
    - Leases for Off-Campus Facilities

- Purchase, Sale, Lease, Condemnation, or Other Acquisition or Disposition of Real or Personal Property

Article XIV. Indemnification

Section 1: Purpose

The purpose of this bylaw is to establish the terms and conditions for the indemnification of Trustees, in accordance with the provisions of Maryland law.

Section 2: Indemnification and Legal Protection for Trustees in the Performance of Duties

The College shall defend, hold harmless, and indemnify each Trustee, and their respective heirs, executors, and administrators, from any and all demands, claims, suits, actions, and other legal proceedings brought against the Trustee in both the Trustee's individual and official capacity as a member of the Board of Trustees, provided that the claim, suit, action, or other legal proceeding concerns the Trustee's conduct within the scope of the Trustee's official duties and without malice. The College and/or its insurer shall have the exclusive right to designate counsel to defend the Trustee, and the College shall have no obligation to reimburse or to pay for separate counsel retained by the Trustee. The College shall have no obligation to reimburse the Trustee for any legal fees, expenses, or costs for any legal proceeding in which the Trustee takes a position adverse to the College. The College's obligations to the Trustee under this provision shall survive the expiration of the Trustee's term of office.

Section 3: Insurance

The College shall purchase and maintain insurance in amounts determined reasonable by the College. to protect the Board and any person who is, or was, a Trustee against any liability asserted against such person for actions taken by the Trustee or the Board in their capacities as Trustee(s) and within the scope of their duties and without malice.

Section 4: Expenses

Expenses (including reasonable attorneys' fees) incurred in defending a civil or criminal action, suit, or proceeding may be paid by the College in advance of the final disposition of such action, suit, or proceeding, if authorized by the Board, upon receipt of an undertaking, by or on behalf of the Trustee to repay such amount, if it shall ultimately be determined that such Board Member is not entitled to be indemnified hereunder.

Article XV. Severability

Section 1: Force and Effect

If any provision of these bylaws, or the application thereof, to any person or circumstance, shall be invalid or unenforceable to any extent, the remainder of these bylaws and the application thereof, shall not be affected thereby and shall remain in full force and effect.

Article XVI. Amendments to the Bylaws

The bylaws may be amended at any meeting of the Board, provided any proposed amendment was presented for review and discussion at a prior meeting. Amendment of the bylaws requires approval by a majority of the appointed members of the Board.

Enclosure 9
September 2025

Revisions to Policy BCD-3 Delegation to the President

Context: Revisions to Policy BCD-3 Delegation to the President are being presented to the Board for approval.

Board Policy Reference: GP-9 Investment in Governance

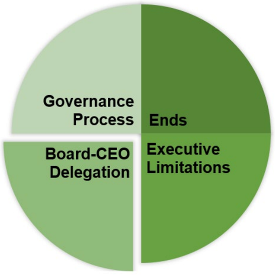
Background:

- Per its own policy (GP-9) and in alignment with Policy Governance® practice, the Board regularly reviews Governance Process and Board-CEO Delegation policies to determine if any updates are needed.

- The Board reviewed this policy at the August 20, 2025 Board meeting and identified the following revision in item 6:

    - As long as the President utilizes the written interpretation deemed reasonable by the Board for Ends and Executive Limitations, the President is authorized to establish all further administrative policies, make all decisions, take all actions, establish all practices and develop all activities. Such decisions of the President shall have full force and authority as if decided by the Board.

Attachment: BCD-3 Delegation to the President Policy



FCC BOARD OF TRUSTEES POLICY

Policy Type: Board-CEO Delegation

Policy Title: Delegation to the President
Policy Number: BCD-3
Date Adopted: 10.18.2023

Version: 2.0
Date Last Reviewed: 9.17.2025
Responsible Party: President's Office

Reviewing Committee: Board of Trustees

Global Board-President Delegation Statement:

The Board will instruct the President through written policies which prescribe the organizational Ends to be achieved, and describe organizational situations and actions to be avoided, i.e., Executive Limitations, allowing the President to use any reasonable interpretation of these policies.

1. The Board appoints the President as the Chief Executive Officer of the College, and delegates to the President the authority to develop and oversee administrative policies and procedures which advance the mission and day-to-day operations of the College. The President has all management rights in accordance with Board policies and applicable laws and regulations.

2. The Board will direct the President to achieve specified results, for specified recipients, at a specified worth through the establishment of Ends policies. Policies that do not address the subjects of results, recipients or worth will not be included in Ends, as they relate to means.

3. The Board will limit the latitude the President may exercise in practices, methods, conduct and other "means" to the ends through establishment of Executive Limitations policies.

    3.1 These limiting policies will describe those practices, activities, decisions and circumstances that would be unacceptable to the board, even if they were to be effective. These policies will be developed systematically from the broadest, most general level to more defined levels.

3.2 The Board will never prescribe organizational means delegated to the President.

4. The Board may change the scope and content of its Ends and Executive Limitations policies, thereby changing the latitude of choice given to the President. But as long as any particular Ends or Executive Limitations policy delegation is in place, the Board will respect and support any reasonable President interpretation of the policies. This does not prevent the Board from obtaining information from the President about the delegated areas, except for data protected by privacy legislation.

5. Only decisions of the Board acting as a body are binding upon the President.

5.1 Decisions or instructions of individual Board members are not binding on the President except in rare instances when the Board has specifically authorized such exercise of authority.

5.2 In the case of Board members requesting information or assistance without Board authorization, the President can refuse such requests that require, in the President's judgment, a material amount of staff time or funds or are disruptive.

6. As long as the President utilizes the written interpretation deemed reasonable by the Board for Ends and Executive Limitations, the President is authorized to establish all further administrative policies, make all decisions, take all actions, establish all practices and develop all activities. Such decisions of the President shall have full force and authority as if decided by the Board.

Date Of Change	Version	Description of Change	Responsible Party
10/18/2023	1.0	First release following Policy Governance consulting work.	President
9/17/2025	2.0	Add “administrative” before policies in item 6	President

Frederick Community College

Enclosure 10
September 2025

Revisions to Policy BCD-4 Monitoring President Performance

Context: Revisions to Policy BCD-4 Monitoring President Performance are being presented to the Board for approval.

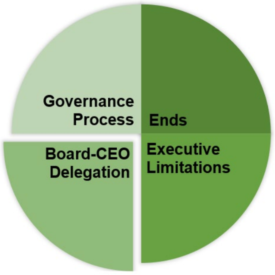
Board Policy Reference: GP-9 Investment in Governance

Background:

- Per its own policy (GP-9) and in alignment with Policy Governance® practice, the Board regularly reviews Governance Process and Board-CEO Delegation policies to determine if any updates are needed.

- The Board reviewed this policy at the August 20, 2025 Board meeting and identified the following revisions:
    - First line, change “CEO” to “President”
    - Item 2.1, change “his or her” to “their”
    - Remove Monitoring Schedule at the end of the policy

Attachment: BCD-4 Monitoring President Performance Policy



FCC BOARD OF TRUSTEES POLICY

Policy Type: Board-CEO Delegation

Policy Title: Monitoring President Performance
Policy Number: BCD-4
Date Adopted: 2.21.2024

Version: 3.0
Date Last Reviewed: 9.17.2025
Responsible Party: President's Office

Reviewing Committee: Board of Trustees

Monitoring President performance is synonymous with monitoring organizational performance against Board policies on Ends and on Executive Limitations. Any evaluation of the President's performance, formal or informal, may be derived only from these monitoring data. Systematic and rigorous monitoring of President job performance will be solely against the Board's required President job outputs: organizational accomplishment of the President's reasonable interpretation of Ends policies and organizational performance with the boundaries of the President's reasonable interpretation of Executive Limitations policies.

1. The purpose of monitoring is to determine the degree to which Board policies are being fulfilled. Only information which addresses this will be considered to be monitoring.

2. A given policy may be monitored in one or more of three ways:

   2.1. <u>Internal report</u>: Disclosure of compliance information by the President, along with their explicit interpretation of Board policy, and justification for the reasonableness of interpretation.

   2.2. <u>External report</u>: Discovery of compliance information by an external, disinterested third party, who has appropriate qualifications and a suitable level of independence from management, and who is selected by and reports directly to the Board. The President should be notified of this activity.

   2.3. <u>Direct Board Inspection</u>: Discovery of compliance information by a Board Member, a committee or the Board as a whole. This is a Board inspection of documents, activities or circumstances directed by the Board which allows a “reasonable/sound judgment” test of policy compliance. Such an inspection is only undertaken at the instruction of the Board and requires notification to the President.

3. Regardless of the method of monitoring, the standard for compliance shall be any reasonable President interpretation of the Board policy being monitored. The Board is the final arbiter of reasonableness, but will always judge with a “reasonable person” test rather than interpretations favored by Board members, the disinterested third party, or even the Board as a whole.

4. Upon the choice of the Board, any policy can be monitored by any of the above methods at any time. For regular monitoring, however, each Ends and Executive Limitations policy will be classified by the Board according to frequency and method.

5. A formal evaluation of the President by the Board will occur annually in June, based on the achievement of the Board’s Ends policies and non-violation of its Executive Limitations policies. This formal evaluation will be conducted by cumulating the regular monitoring data provided during the year and the Board’s recorded acceptance or non-acceptance of the reports, and identifying performance trends evidenced by that data.

Date Of Change	Version	Description of Change	Responsible Party
2/21/2024	1.0	First release following Policy Governance consulting work.	President
9/18/2024	2.0	Regular Review - Updated Monitoring Schedule	President
9/17/2025	3.0	First line, change “CEO” to “President”; Item 2.1, change “his or her” to “their”; Remove Monitoring Schedule at the end of the policy	President

Enclosure 11
September 2025

Annual Board Self-Assessment Tool

Context: The consideration of an annual Board self-assessment tool is being presented to the Board for approval.

Board Policy Reference: GP-9 Investment in Governance

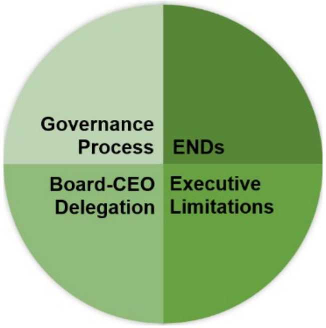
Background:

- Per Board policy (GP-9) and in alignment with best practice and Policy Governance® practice, the Board will conduct self-evaluation on an ongoing basis and, at least annually.

- A draft of a proposed self-evaluation tool was presented at the July Board Retreat and discussed at the August 20, 2025 Board meeting.

Attachment: Annual Board Self-Assessment Tool

Frederick Community College Board of Trustees



Annual Board Self-Assessment: Fidelity to the Policy Governance® Model

Purpose:
As stewards of the College, on behalf of its owners, the residents of Frederick County, the Board of Trustees of Frederick Community College (FCC) conducts this annual Board self-assessment to evaluate its fidelity to the Policy Governance® model. This tool helps the Board determine how well it is fulfilling its governance responsibilities in alignment with its own policies, and how effectively it is maintaining the distinct roles of ownership representation, policy leadership, and CEO accountability, while avoiding a preoccupation with operational matters.

Please reflect on each statement below and assess the Board's collective behavior over the past year using the following scale:

Rating:	**Description:**
4 – Fully Consistent	The Board consistently operates in full alignment with Policy Governance® principles.
3 – Generally Consistent	The Board usually operates in alignment, with minor or infrequent deviations.
2 – Partially Consistent	There are notable gaps in the Board's application of Policy Governance®.
1 – Not Aligned	The Board's practice significantly departs from Policy Governance® principles.

This is not an evaluation of individual trustees, but of the Board as a whole.

Quadrant: Ownership Linkage

1. The Board governs on behalf of the owners, having clearly identified who they are and understanding that it is accountable to them, not to employees, customers, or stakeholders.
   Rating: ☐ 1 ☐ 2 ☐ 3 ☐ 4
2. The Board conducts intentional, systematic Ownership Linkage activities to inform the development and ongoing relevance of its Ends policies.
   Rating: ☐ 1 ☐ 2 ☐ 3 ☐ 4
3. The Board communicates with Owners to clarify its representative role and explain how the values of the Owners are reflected in governance decisions.
   Rating: ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

Quadrant: Governance Process

4. The Board governs through written policies that define its job, regulate its behavior, and guide its delegation of authority. It assesses its own compliance with these policies.
   Rating: ☐ 1 ☐ 2 ☐ 3 ☐ 4
5. The Board speaks with one voice and does not allow individual trustees or committees to interfere with CEO authority or staff operations.
   Rating: ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

Quadrant: Ends Policies

6. The Board has clearly articulated Ends that describe the intended results and intended recipients, at a cost that demonstrates the prudent use of the College's available resources.

   Rating: ☐ 1 ☐ 2 ☐ 3 ☐ 4
7. The Board allocates substantial time to strategic thinking and deliberation about Ends, rather than administrative or operational matters.
   Rating: ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

Quadrant: Delegation and Board–CEO Relationship

8. The Board delegates operational authority to the CEO solely through policy, with clearly defined boundaries in Executive Limitations and Ends.
   Rating: ☐ 1 ☐ 2 ☐ 3 ☐ 4
9. The Board permits any reasonable interpretation of its policies and avoids involvement in operational decisions.
   Rating: ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

Monitoring and CEO Accountability

10. The CEO submits monitoring reports that include measurable interpretations of Board policies, with clearly defined indicators and success thresholds that the Board has approved as reasonable.
    Rating: ☐ 1 ☐ 2 ☐ 3 ☐ 4
11. The Board reviews monitoring reports and determines whether the interpretations are reasonable and whether compliance is demonstrated.
    Rating: ☐ 1 ☐ 2 ☐ 3 ☐ 4
12. The Board evaluates CEO performance solely on the achievement of Ends and compliance with Executive Limitations, based on monitoring reports.
    Rating: ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

Optional Reflection

- What is one area where the Board has demonstrated strong alignment with Policy Governance® this year?

- What is one area where the Board could improve its alignment or practice?

Comments:

Trustee Average of the 12 items: ____________

Scoring Interpretation Guide for FCC Board Self-Assessment

Each item is scored on a **4-point scale**:

- **4 – Fully Consistent**
- **3 – Generally Consistent**
- **2 – Partially Consistent**
- **1 – Not Aligned**

After trustees complete their own self-assessment, calculate the average score across all 12 items (either per trustee or for the board as a whole). Then, interpret the results as follows:

Interpretive Bands:

Average Score	Category	Interpretation
3.75 – 4.00	**Fully Consistent**	The Board is operating with full fidelity to Policy Governance principles. Its actions are deliberate, coherent, and well-aligned with all quadrants of the model (Ends, Executive Limitations, Governance Process, Board–CEO Linkage).
3.00 – 3.74	**Generally Consistent**	The Board is largely faithful to the model, though some inconsistencies exist. These may be tied to process drift, uneven policy application, or board development needs.
2.00 – 2.99	**Partially Consistent**	The Board demonstrates a partial understanding and application of Policy Governance®. There are significant gaps in implementation or clarity that may compromise effective governance. Improvement is needed.
1.00 – 1.99	**Not Aligned**	The Board is not operating in alignment with Policy Governance. There is a lack of role clarity, confusion in delegation, insufficient linkage with owners, or overreach into operational matters. A foundational reset or retraining is strongly advised.

^ ^ ^

NOTE: This assessment tool is informed by concepts from Better Boards for a Better World *by John Bohley and Susan Spears, which integrates the Policy Governance® model developed by John Carver with the principles of servant-leadership as articulated by Robert K. Greenleaf. While no direct quotations are used, the structure and framing of this tool reflect key ideas presented in that work.*

Frederick Community College

Enclosure 12
September 2025

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.

The model is available free to all with no royalties or licence fees for its use. The authoritative website for Policy Governance is www.carvergovernance.com.

Reference: Carver Guides, 2nd Edition, 2009