Frederick Community College
Board of Trustees

President's Baseline Insight Report

E 1 – Ends

Report Date: 6/11/2025
Compliance Status: F /(P)/ N Compliant

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

I am submitting this baseline insight report to the Frederick Community College Board of Trustees, focusing on the Board's Executive Limitation Policy: "E-1 Ends." This report is submitted for your review. I confirm that the information provided is accurate and establishes a baseline for compliance with the policy as approved by the Board, unless noted otherwise.

Annesa Cheek __6/11/2025__

Annesa Cheek, Ed.D.   Date
President

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

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

1.0 Student Achievement and Workforce Preparation

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

INTERPRETATION:	EVIDENCE:
I interpret acquiring "foundational skills" as the completion of math and English gateway courses, which are among the first credit-bearing, college-level courses in a program of study. I interpret "instructional pathway" as a credit-bearing certificate or degree program. Compliance will be demonstrated when: a. Students select an instructional pathway aligned with their career aspirations.	a. On 5/12/2025, the Interim Vice President for Student Experience confirmed that 85% of students met with their advisor within their first year to confirm their instructional pathway aligned with stated career aspirations.
b. Students complete gateway math and English courses within the first 30 credits of an instructional pathway.	b. On 5/14/2025, the Provost and Vice President of Teaching, Learning and Student Success confirmed that the College does not currently have a mechanism in place to report this data. A report will be developed by spring 2026 to capture and identify the relevant information.

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

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

<u>INTERPRETATION:</u>

<u>EVIDENCE:</u>

INTERPRETATION	EVIDENCE
I interpret "necessary preparation" as the College maintaining articulation agreements, and providing transfer guidance and transfer-related information to students. Compliance will be demonstrated when: a. The College maintains current articulation agreements with four-year institutions.	a. On 5/19/2025, the Provost and Vice President of Teaching, Learning, and Student Success confirmed that the College maintains current articulation agreements, which are updated on a five-year cycle to refresh curricular changes and/or update signatories. They are currently available to students via a <u>library research guide</u>, with a website landing page under development to increase accessibility to students. The College has 145 separate articulations with 38 four-year transfer institutions. Articulation agreements are managed by the Articulation and Transfer Success Coordinator, a new position created in May 2024. This position complements the Transfer Advisor but is distinctly different. The coordinator serves as the College's point person for creating and updating transfer articulation agreements, collaborating with faculty and staff to develop articulation agreements that are academically sound, meet student demands, and include a commitment from partners to share data on the success of FCC transfer students. In December 2024, FCC elected to join the Maryland Transfer Intensive, a multi-year effort aimed at substantially improving

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

<u>INTERPRETATION:</u>   <u>EVIDENCE:</u>

bachelor's attainment for community college students in Maryland, a joint initiative of the Aspen Institute College Excellence Program and Maryland Higher Education Commission. This initiative was launched in February 2025. Updates will be shared in future monitoring reports.

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

b. On 5/12/2025, the Interim Vice President for Student Experience confirmed that Frederick Community College provides students with access to accurate and timely information about transfer options through multiple channels. These include academic advising—led in part by the College's dedicated Transfer Advisor—articulated transfer pathways, the [College website](), and participation in statewide initiatives such as ARTSYS, Maryland's official articulation system that enables students to assess course transferability, match programs, and evaluate transcripts across Maryland public colleges and universities.

In Spring 2024, (the first semester FCC began formalizing post-appointment survey data collection) FCC recorded 162 Transfer Services advising appointments and 26 drop-in sessions. Of the students who completed the post-appointment survey that semester:
   a. 100% reported receiving helpful transfer and/or career resources,
   b. 92% confirmed that their degree plan aligned with their transfer or career goals, and
   c. 100% were "very satisfied" with their advising session.

FCC also hosted three major transfer events with 327 unique student

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

INTERPRETATION:	EVIDENCE:
	participants, including a record-high 178 attendees at the Fall Transfer Fair and 96 students at the Transfer Scholarship Fair.
c. The College offers educational and outreach opportunities to prospective transfer students.	c. On 5/12/2025, the Interim Vice President for Student Experience confirmed that the College provided outreach and educational opportunities to prospective transfer students during FY24 through events such as the Fall and Spring Transfer Fairs, campus visits, and articulation workshops. The College hosted three major transfer fairs with a combined 327 unique student participants, including 44 students who received on-the-spot acceptances during Instant Decision Days. The College also partnered with Hood College, UMGC, and Towson University to offer on-site transfer advising, resulting in 73 student sign-ins. These efforts support equitable transfer access and reflect the College's commitment to strengthening student pathways to four-year institutions.

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

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

INTERPRETATION:	EVIDENCE:
I interpret "gainful employment" to mean: • All Title IV eligible career related credentials are aligned with the U.S. Department of Education Gainful Employment standards. • Frederick County graduates should have employment within one year of	

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

<u>INTERPRETATION:</u>	<u>EVIDENCE:</u>
graduation with compensation that is above 150% of the Federal Poverty Guidelines. Compliance will be demonstrated when: a. The College submits the required Title IV career-related certificate programs to the U.S. Department of Education.	a. On 5/21/2025, the Chief Foresight and Decision Support Officer confirmed that the U.S. Department of Education did not require a submission for FY24. This is an annual reporting requirement that resumed in FY25, following the last submission in FY19. On 2/18/2025, the College submitted the required Title IV career-related certificate programs to the U.S. Department of Education for FY25. The report currently applies only to Title IV-eligible credit certificate programs (14 programs) and does not include associate degree or non-credit programs. The U.S. Department of Education has announced that gainful employment metrics—such as debt-to-earnings ratios and earnings thresholds—will be published after the 9/30/2025, reporting deadline. These metrics will support institutional review and transparency and will be publicly available through federal platforms. Data from all other FCC programs will be captured through the alumni survey (see 1.3b). Updates will be shared in future monitoring reports.
b. Alumni survey respondents report employment and compensation at a level that is above 150% of the Federal Poverty Guidelines.	b. On 5/21/2025, the Chief Foresight and Decision Support Officer confirmed that during FY24, the College did not administer an alumni survey to collect information on graduate employment or wage outcomes. The College previously conducted an alumni survey through the Maryland Higher Education Commission (MHEC), which

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

INTERPRETATION:	EVIDENCE:
	was administered biennially from 2015 to 2019 and collected data on wages and other post-graduation outcomes. The MHEC survey will be revived and administered in June 2026 to enable longitudinal comparisons with prior and future data. Updates will be shared in future monitoring reports.

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

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

INTERPRETATION:	EVIDENCE:
I interpret "knowledge, skills, and abilities necessary to equitably participate in our society, our economy, and our democracy" as critical thinking, problem solving, interpersonal, leadership, and written communication skills. Generally, I interpret this policy statement to mean that, as part of the learning experience at Frederick Community College, students have the opportunity to gain an understanding of their roles and responsibilities in our community and society at large. Compliance will be demonstrated when: a. Students are provided with opportunities to develop critical thinking, problem-solving, interpersonal, leadership, written	 a. On 5/22/2025 the Provost and Vice President of Teaching, Learning, and Student Success confirmed that students were provided opportunities to develop critical thinking, problem-solving,

communication and cultural competency skills.	interpersonal, leadership, written communication and cultural competency skills through the following means: (1) completion of General Education CORE, a grouping of courses within degree programs designed to provide students with a coherent intellectual experience and ensure they meet the College's ten general education goals. The General Education Goals are assessed on a five-year cycle using rubrics based on American Association of Colleges & Universities VALUE (Valid Assessment of Learning in Undergraduate Education) rubrics. Student work is evaluated against these criteria. (2) achievement of program learning outcomes for degree and certificate programs; these program learning outcomes are assessed annually on a rotational cycle (Learning Assessment Guide) and achievement determined by evaluation of student signature assignments aligned to program outcomes. Learning outcome assessment data is collected and stored in the online platform, Watermark™. Program learning outcomes are listed, by program, in the College's Academic Catalog. (3) participation in applied learning experiences within classroom and lab settings designed and facilitated by faculty. Examples include healthcare simulations, case studies, capstone projects, cyber range real-world simulations, hands-on labs in career programs such as culinary, welding, electrical, construction, virtual and augmented reality simulations, and gamification. (4) participation in academic co-curricular experiences such as:

Event	Date	Number of Students
Student Art Shows	Fall 2023, Spring 2024	89 93
Honor Forum	Fall 2023, Spring 2024	91 121
200 Monroe Restaurant & Pop-Up Bakery events	Fall 2023, Spring 2024	24
Frederick Octoberfest – Culinary Students service	10/21/2023	10 10
Pro Bono Day	4/11/2024	10
Mass Casualty Simulation	4/20/2024	90
Student Film Festival	5/11/2024	80
Student Conference Presentations		
Association of Faculties for Advancement of Community College Teaching (AFACCT)	1/11/2024	5
Mobilizing Frederick's Annual Climate Summit	2/2/2024	1
Model African Union	2/22/2024	5
Maryland Collegiate Honors Council	2/23/2024	8
Eastern Sociological Society Conference	2/29/2024	2
Association for Women in Psychology	3/7/2024	1
Macksey Humanities Symposium	3/21/2024	1
Northeast Regional Honors Council	4/4/2024	5
Mid-Atlantic Undergraduate Psych Conference	4/12/2024	2
MD STEM Conference	4/20/2024	11
Maryland Scholars Summit	4/27/2024	2

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

b. On 5/7/2025, the Interim Vice President for Student Experience confirmed that students were provided with civic engagement opportunities during FY24. Seventeen voter registration and education events were held

	in fall 2024, resulting in engagement with 1,437 students. Of these, 259 registered to vote for the first time, and 1,080 reported already being registered. On 2/6/2024, seven students traveled to Annapolis to participate in Maryland's Student Advocacy Day. The College also hosted four civic engagement events, including Constitution Day, a "Know Your Rights" Fair, and two Courageous Conversations focused on political and election education. These initiatives were supplemented by participation in 29 student organizations and eight workshops focused on leadership development, titled LeaderSHOPs. Collectively, these programs contribute to students' understanding of their roles and responsibilities in society and align with the Community College Survey of Student Engagement (CCSSE) framework, which the College administered during the reporting period.
c. Students are provided with opportunities to develop leadership skills outside of the classroom environment.	c. On 5/12/2025, the Interim Vice President for Student Experience confirmed that students were provided with opportunities to develop leadership skills outside of the classroom during FY24. A total of 450 students engaged in 29 recognized student organizations, and 50 students completed the College's LeaderSHOPs program, a series of eight workshops focused on interpersonal, professional, and leadership development. LeaderSHOPs topics included: a. Organizing Stuff, Space, and Schedule (in collaboration with the Learning Commons) b. Your Professional Journey: Résumé and Interviewing Skills (with CAPS) c. Marketing Roundtable d. Myers-Briggs, True Colors, and other personality type indicators

     e. Imposter Syndrome (with the MOSAIC Center)
     f. Diverse Populations – Neurodivergent (with LiveWell)
     g. Working Under Pressure & Making (Tough) Decisions

In addition, the College offered over 25 events through the MOSAIC Series in collaboration with faculty, departments, and community partners. These events emphasized active student leadership and engagement with themes of equity, identity, and advocacy, with attendance ranging from small groups to over 200 participants. These co-curricular experiences were designed in alignment with the Council for the Advancement of Standards in Higher Education (CAS). Formal assessment using CAS guidelines will begin in 2025–2026.

2023–2024 Academic Co-Curricular Events & Activities		
Event	Date	Approximate Attendance
Painting the MOSAIC Mural	8/29/2023	36
Courageous Conversations: Cannabis	9/5/2023	45
Mental Health through Art (Wellness Week)	9/18/2023	100
Unify America College Bowl	10/12/2023	4
Banned Books Week (events on 4th and 5th)	9/14/2023	100
Field Trip to Library of Congress	10/4/2023	35
Rescue Mission Event	10/9/2023	400
Courageous Conversations: When Relationships Turn Violent	10/12/2023	56
Archeological Society of Maryland Meeting	10/14/2023	60

	French Film Fest (Gettysburg, weekly)	10/15/2023	4
	Crip Camp	10/24/2023	15
	Beyond Strangers: Victims to Victors	10/30/2023	60
	Bafa Bafa Training (Lisa's Class)	11/3/2023	25
	Get Out (Film Screening)	11/20/2023	25
	Beyond Strangers: Veterans	11/20/2023	45
	International Education Week	11/3/2023	100
	Interfaith Event	11/9/2023	75
	Trans Day of Remembrance	11/15/2023	22
	We're Not Really Strangers (Welcome Week)	11/13/2023	48
	Lunar New Year and Lion Dance	11/15/2023	120
	Black History Milestones at FCC	2/5/2024	55
	Where Do You Draw the Line? Simulation	2/27/2024	35
	Beyond Strangers: Senior Citizens	2/29/2024	45
	Mardi Gras Celebration	3/1/2024	75
	Courageous Conversations: Suicide and Self-Harm	3/7/2024	49
	Films to Build Empathy: *Peanut Butter Falcon*	3/14/2024	25
	Beyond Strangers: The Formerly Incarcerated	3/18/2022	55
	LeaderSHOP: Imposter Syndrome	4/17/2024	12
	Bafa Bafa Cross-Cultural Simulation	4/24/2024	25
	Courageous Conversations: Trans, Intersex, and Drag	5/1/2024	62

		Goal Ball (with Maryland School for the Blind)		30
		Hip Hop Appreciation Week		75

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

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

<u>INTERPRETATION:</u>

<u>EVIDENCE:</u>

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

   a. On 5/7/2025, the Interim Vice President for Student Experience confirmed that students had access to a variety of co-curricular activities during FY24, aligned with developmental domains outlined by the Council for the Advancement of Standards in Higher Education (CAS). While formal assessment using CAS standards will begin in FY25–26, FCC's FY24 programming supported holistic student development across the following areas:
       a. **Interpersonal Competence**: 450 students participated in 29 recognized student clubs and organizations, fostering teamwork, communication, and peer engagement.
       b. **Intrapersonal Development**: 50 students completed eight LeaderSHOPs workshops, covering topics such as imposter syndrome, personality theory, and decision-making, aimed at increasing self-awareness and personal growth.
       c. **Civic Engagement and Responsibility**:

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

INTERPRETATION:	EVIDENCE:
	Students engaged in culturally and civically oriented activities including the Great Frederick Fair (500 students), Frederick Speaker Series events (70 students), and community-based performances and awareness initiatives. d. **Practical Competence**: Professional development opportunities such as résumé and interview workshops, event planning, and marketing roundtables offered students transferable skills applicable to the workplace. These co-curricular activities promote student learning beyond the classroom. Formalized assessment processes aligned with CAS will be implemented in FY26 to further evaluate impact and outcomes.

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

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

INTERPRETATION:	EVIDENCE:
Compliance will be demonstrated when: a. Graduates report, on the graduation exit survey, perceived gains in these skills.	a. On 5/21/2025, the Chief Foresight and Decision Support Officer confirmed

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

INTERPRETATION:	EVIDENCE:

that while the College administers a graduate survey annually, it does not currently collect data on these specific skills. A new survey will be developed to align with a nationally recognized framework for essential learning outcomes and career competencies. This approach will allow the College to gather more structured and comparable data on graduates' perceived skill development, complementing existing graduation exit survey results. A framework will be created in FY26 and the new survey will be conducted in spring 2026. Updates will be shared in future monitoring reports.

b. Employers report satisfaction with graduates.

b. On 5/8/2025 the Chief Foresight and Decision Support Officer confirmed that only the Physical Therapist Assistant program (currently conducting its inaugural administration), administers an employer satisfaction survey. To expand employer feedback on all graduates, new employer satisfaction surveys will be developed and administered in two ways:
(1) during Program Advisory Committee (PAC) meetings for Career and Technical Education (CTE) throughout FY26. PAC committees are comprised of employers, industry professionals, faculty, and occasionally alumni or students and provide guidance and support to CTE programs. FCC currently maintains approximately 25 active Program Advisory Committees per year, each of which meets twice per year.

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

INTERPRETATION:	EVIDENCE:
	These committees are designed to ensure that academic programs remain aligned with workforce needs, industry standards, and employment trends. (2) to all employers in summer 2026 identified through the alumni survey of 2025 graduates. Updates will be shared in future monitoring reports.

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

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

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

INTERPRETATION:	EVIDENCE:
I interpret "…those that might not otherwise have educational opportunities…" as learners of diverse backgrounds, student-parents, students with disabilities, military veterans, and first-generation and PELL-eligible students. Compliance will be demonstrated when: a. The College's tuition is lower than comparable four-year private or state colleges and universities. b. The College provides federal, state, and institutional financial aid.	a. On 5/7/2025, the CFO and VP for Administration confirmed the College's tuition (tuition per credit) is lower than every four-year public and private college and universities in the State of Maryland. b. On 5/7/2025, the Interim Vice President for Student Experience confirmed that

2.0 Diverse populations of learners experience learning and academic success responsive to their unique whole learner needs.	
2.1. Educational opportunities exist for those that might not otherwise have them.	
INTERPRETATION:	EVIDENCE:

	during FY24, the College disbursed $5,077,006 in federal grants, $3,421,848 in federal loans, and $887,264.28 in state aid. These funds supported 1,738 unduplicated students, including:
	     a. 1,303 federal grant recipients
	     b. 589 federal loan recipients
	     c. 495 state aid recipients
	 Institutional aid was not disbursed during FY24 because the College had not yet established an institutional aid allocation process or budget. This aid category refers specifically to funds awarded directly by the College from institutional operating or tuition revenue—not to be confused with Foundation scholarships, which are awarded separately through donor-supported funds managed by the FCC Foundation.
	 The College's first institutional aid allocation was formally established for FY25, with disbursement processes and awarding criteria implemented to launch institutional grant funding beginning that cycle.

c. The College provides support services for students with diverse backgrounds, student-parents, students with disabilities, military veterans, and first-generation students.	c. On 5/12/2025, the Interim VP for Student Experience confirmed the College provided a variety of support services to students from diverse backgrounds, including: a. Disability Access Services (DAS): A total of 631 students received accommodations and support through DAS in FY24, including those enrolled in credit-bearing, Continuing

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

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<u>INTERPRETATION:</u>	<u>EVIDENCE:</u>

	Education, and Workforce Development (CEWD) programs. This includes:
	    i. 554 students in credit programs (Fall 2023: 281; Spring 2024: 273)
	   ii. 77 students in CEWD programs across Fall and Spring terms
	      (Note: CEWD operates on a fiscal calendar with Fall running July–December and Spring January–June. Some students begin in late Spring and finish after July, overlapping fiscal years.)
	
	b. PASS (Partnership to Achieving Student Success): 81 students served (50 from the 2023–2024 cohort; 31 from prior cohorts)
	c. Men of Excellence (MOE): 52 participants
	d. Parenting Student: 706 appointments for 275 unduplicated students
	    i. CCAMPIS (Child Care Access Means Parents in School): 20 students served.
	   ii. Parents Lead: 27 students served,
	  iii. Project Forward Step: 13 served
	e. Women of Excellence (WOE): 28 participants

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

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

INTERPRETATION:	EVIDENCE:
	f. Student Success Programs (SSP): 1,254 advising and coaching appointments with 605 unduplicated first-generation students; some of these appointments also supported cohort-based programs (e.g., PASS, MOE, WOE) g. Veteran and Military Services (VMS): A total of 363 enrollments were recorded in FY24 (173 in Spring and 190 in Fall). Within this, veteran-specific enrollments totaled 136 (68 in each semester). These figures are duplicated, as some students were enrolled across multiple terms h. Adult and Parenting Student Services: In FY24, the College hired a dedicated Adult and Parent Education Outreach Coordinator to better support the unique needs of adult and parenting learners Additionally, the College utilized national tools such as the *College Success for Single Mothers* toolkit (*Transforming Data into Action*, 2023) to guide resource development and outreach strategy for adult learners. Recognizing the need for more coordinated data collection, FCC established a new EAB Navigate Coordinator position in FY24 to improve the consistency, accuracy, and usability of student engagement data across

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

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

INTERPRETATION:	EVIDENCE:
d. Learners have access to multiple modalities of course delivery (i.e., online, face to face, and hybrid).	student support programs. While formal CAS-based assessment will begin in FY26, this staffing and structural investment reflects the College's strategic commitment to ensuring equity-focused, data-informed outcomes for historically underserved students. d. On 5/12/2025, the Provost and Vice President of Teaching, Learning, and Student Success confirmed that students have access to credit courses in the following modalities in the approximate proportion indicated: in-person (59%), online (29%), hybrid (11%), and hyflex (can attend in person or online any given day) (<1%); students have access to noncredit courses in the following modalities with the approximate proportion indicated: in-person (66%), online (26%), hybrid (7%), and hyflex (<1%). In addition, students have access to learning through courseware, white papers, and videos as part of the Mid-Atlantic Center for Emergency Management & Public Safety's library of free educational materials developed and maintained by subject matter experts in the emergency management field. Course materials for all modalities are available to students through the College's online Learning Management Systems.
This interpretation is reasonable because it addresses the primary barriers students face accessing higher education based on research conducted by the Community College Research	

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

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

INTERPRETATION:	EVIDENCE:
Center (CCRC). Further, multiple delivery modalities provide more options for learners to access education.	

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

INTERPRETATION:	EVIDENCE:
Compliance will be demonstrated when: a. The College's annual budget supports classroom technology that meets the needs of learners.	a. On 5/12/2025, the Interim CIO confirmed that during the annual budgeting process for FY24, classroom technology needs were evaluated and funds allocated to support classroom technology. In the FY24 budget, $250,000 was allocated to support classroom technology. On 5/22/2025, the Provost and Vice President of Teaching, Learning, and Student Success confirmed that all 133 instructional spaces (classroom and labs) at the College are equipped with projection technology with sounds and instructor computer consoles. Of these spaces, 66 are also equipped with Hyflex technology, which includes a manual camera and a microphone for virtual participation by students.
b. The College's annual budget supports equipment and technology that meet the requirements of academic programs or professional fields of study.	b. On 5/22/2025, the Provost and Vice President of Teaching, Learning, and Student Success confirmed that annual requests for equipment in support of academic and workforce training began with recommendations made by program faculty based on evaluation of

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

<u>INTERPRETATION:</u>   <u>EVIDENCE:</u>

relevant and current academic and industry standards. Requests were then reviewed and prioritized by Deans and elevated to the Provost. Requests for equipment over $5,000 were submitted to the Associate Vice President for Operations for funding consideration. In FY 2024, the College budgeted $539,000 for furniture and equipment, approximately $175,000 was used to fund equipment for instructional programs. In FY24, operating funds within the academic and workforce program budgets included $44,400 for purchases of equipment costing less than $5,000. The College also received funding for equipment through the Perkins grant. In FY24, $80,000 was allocated to fund equipment for degree and workforce programs.

Examples of equipment purchased that demonstrate the College met current technological needs of the field include, but are not limited to:
(1) state of the art high and mid-fidelity simulation equipment for training health care professionals and medical technology that matches the real health care environment.
(2) cyber range virtual IT environment to access real world cyber-attack scenarios.
(3) industry standard biotechnology equipment for training students.
(4) professional grade photography, video, and sound equipment that matches industry standards for film, video, and sound production.

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

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<tr><td align="center">INTERPRETATION:</td><td align="center">EVIDENCE:</td></tr>
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<td>(5) upgrades to musical instruments, including pianos, to meet academic program and professional standards.</td>
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<td>c. The College's Center for Teaching and Learning provides evidence-based academic support services to meet the needs of learners.</td>
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c. On 5/20/2025, the Provost and Vice President of Teaching, Learning and Student Success confirmed that the academic support provided by the Center for Teaching and Learning are grounded in evidence-based practices and delivered through (1) Library Services, (2) the Learning Centers, and (3) the Testing Center.

(1) Library Services at the College adhere to the Association of College and Research Libraries (ACRL) Standards for Libraries in Higher Education in the design and delivery of its services and aligns all instructional efforts with the [ACRL Framework for Information Literacy for Higher Education](#). Key services offered by the library include (a) management of library print and digital collections that support the college curriculum. Usage of collections continues to be robust: physical item circulation rose by 108% to 2,296 items and digital collection access increased by 3% to 245,933 items compared to the prior year; (b) access to technology and study spaces to support student learning including collaborative and quiet study areas with capacity for 160 students, 6 group project rooms with
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2.2. Learners have access to learning and academic support consistent with current technology and research.

INTERPRETATION:	EVIDENCE:
	whiteboards and projectors, 72 computers, 2 printers and 1 copier/scanner for student use, and a Digital Makerspace with 4 computers providing access to specialized software such as AutoCad and Adobe Creative Suite. The Library/Learning Commons recorded 62,724 visits—a 41% increase over the previous year. The addition of CPR-RQI manikins to the Digital Makerspace, in support of the Health Sciences program, contributed to a 127% increase in usage of that space; (c) technology, reference, and research support. The Library/Learning Commons Desk facilitated 11,424 direct student contacts and Librarians conducted 1,488 research consultations, including live chat assistance. User feedback on chat services averaged a satisfaction rating of 3.92 out of 4, highlighting the effectiveness and student-centered nature of support provided. (d) information literacy, instruction and resources. Librarians led 151 instruction sessions which showed significant gains in student confidence to conduct academic research with average self-assessment ratings increasing from 2.3 out of 5 prior to instruction to 4.3 out of 5 post-sessions. (2) Learning Centers at the College include the Tutoring and Writing Center (assists with writing across

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

<u>INTERPRETATION:</u>   <u>EVIDENCE:</u>

the curriculum, research, study skills, and foundational languages), and the STEM Learning Center (assists with science, technology, engineering, math, accounting, and economics). The tutor training program is College Reading & [Learning Association (CRLA) certified through their International Tutor Training Program](#) for both Level 1 and Level 2. The College follows these standards which include 1) Basics of the Role of a Tutor, 2) Communication, 3) Learning/Studying Techniques, 4) Ethics and Equity, and 5) Practical Applications of Contemporary Research in the Field and Institutional Policies.

(3) In FY24, the Learning Centers conducted 9,088 sessions which included the following key services (1) drop-in on-campus tutoring (individual and group); (2) online appointment individual tutoring; (3) online appointment group tutoring; (4) asynchronous paper review; (5) embedded tutoring in gateway courses; (6) in-person and online academic coaching; and (7) in-person and online learning workshops. Served were 1,544 unique students (up from 1,245 the year before); 280 instructors supported (equal to the year before); 900 remote papers reviewed (up from 617 the year before); 663 embedded tutoring sessions (up from 349 the year

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

<u>INTERPRETATION:</u>

<u>EVIDENCE:</u>

before); 1,790 workshops completed (up from 966 the year before). A highlight to note is that student success rates increased by 5-6% for sections of MATH 145S with embedded tutors. Due to this, this model was expanded to another gateway course. In surveys, students reported a 97% satisfaction rating for their overall experience with services in the Learning Center.

(4) The Testing Center provides evidence-based academic student support services in accordance with the standards and guidelines of the [National College Testing Association](). The Center administers placement testing to determine students' appropriate course placement in English and math as well as departmental exams to support students with testing accommodations, online learners through ID-verification, and make-up testing. There were over 2,200 placement tests and 6,500 FCC course exams administered in FY24. The Testing Center also provides exams for various professional certifications to students and members of the wider community. The Center administered over 2,400 certifications/licensures resulting in revenues from vendor partnerships totaling over $82,500 in FY24. And, finally, the Testing Center provided

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

INTERPRETATION:	EVIDENCE:
	students with effective time management and preparation strategies to do their best on the ACCUPLACER exam which helps to build study habits for success beyond placement. The Placement Test Study Guide received over 48,500 visits in FY24, which is the most visited of all Library Guides.

This interpretation is reasonable because the College has an existing process for acquisition and replacement of instructional technologies, software, and equipment to support up-to-date classroom and career instruction. Further, research by the National Association of Student Personnel Administrators (NASPA) shows that academic support services contribute to improved academic outcomes.

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

INTERPRETATION:	EVIDENCE:
I interpret "ancillary support" that meets learners' unique needs as nonacademic wraparound services. Compliance will be demonstrated when: a. Learners have access to mental health resources and programming.	a. On 5/12/2024, the Interim VP for Student Experience confirmed the College provided resources and programming through FCC Livewell, such as short-term clinical based counseling, facility dog, and mental health first-aid training. LiveWell is a College-sponsored initiative that supports holistic student well-being across emotional, physical, financial, social, and environmental domains. In FY24, the Counseling and Wellness Center conducted: ○ 20 individual and group appointments, supporting 285

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

<u>INTERPRETATION:</u>	<u>EVIDENCE:</u>
	unique clients (average 2.18 visits per client) o 210 personal counseling sessions and 92 crisis appointments o 202 walk-in sessions and 104 intake appointments o 7 classroom interviews and limited phone/email outreach Additionally, the Center facilitated 34 outreach events including: o 19 student group outreach sessions o 9 campus wellness events o 2 Mental Health First-Aid trainings These services reflect the College's commitment to reducing barriers to care and embedding wellness into the student experience. As of FY24, all services remained free and confidential.
b. Learners have access to food support.	b. On 5/12/2024, the Interim VP for Student Experience confirmed the College provides basic needs support through the Cougar Mart, Grab and Go Hub and Cougar Pods (food lockers). In FY24, the two Grab and Go Hubs recorded a combined total of 5,011 visits (4,855 at the Main Campus and 156 at the Monroe Center). The Cougar Mart was officially opened on 2/14/2024 and recorded a total of 1,654 visits for the FY24.
c. Learners have access to financial resources that support emergency	c. On 5/12/2024, the Interim VP for Student Experience confirmed the

2.3. Learners have ancillary support that meet their unique needs.	
<u>INTERPRETATION:</u>	<u>EVIDENCE:</u>
needs (childcare, transportation, and housing).	College disbursed $27,262.24 from the Student Emergency Assistance Fund for currently enrolled students with emergency needs, including food, shelter, and educational expenses.
d. Learners have employment opportunities on campus.	d. On 5/12/2024, the Interim Vice President for Student Experience confirmed that the College offers on-campus employment opportunities for students through the Federal Work-Study program, which are available across various departments throughout the College. During FY24, 33 students participated in this opportunity.
This interpretation is reasonable, as research by the Council for the Advancement of Standards in Higher Education (CAS) and the Hope Center for College, Community, and Justice indicates that non-academic support is essential to academic success.	

3.0 Regional Impact and Engagement	
3.1. All residents of Frederick County are provided entry to an inclusive, equitable, human-centered, and financially accessible post-secondary education.	
<u>INTERPRETATION:</u>	<u>EVIDENCE:</u>
I interpret "inclusive, equitable, human-centered" as being an open access institution where residents, regardless of prior academic experience, have the opportunity to participate in post-secondary education and training. I would interpret "financially accessible" as the availability of financial resources to help pay for educational expenses. Compliance will be demonstrated when: a. The College has a policy and process for admitting students that reflects the principles of an open access institution.	a. On 5/12/2024, the Interim VP for Student Experience confirmed the College's <u>Admissions Policy and Procedure</u> reflects the principles of an

3.0 Regional Impact and Engagement

3.1. All residents of Frederick County are provided entry to an inclusive, equitable, human-centered, and financially accessible post-secondary education.

INTERPRETATION: EVIDENCE:

INTERPRETATION:	EVIDENCE:
	open access institution and aligns with the College's commitment to accessible and inclusive educational opportunities. The policy affirms that admission is open to all individuals who meet the stated eligibility criteria and supports the College's mission to provide access to quality higher education.
b. The College complies with federal and state student financial aid award guidelines.	b. On 5/12/2024, the Interim Vice President for Student Experience confirmed that the College complied with all federal and state student financial aid award guidelines during the FY24. This was affirmed by two independent audits: a. A federal Single Audit conducted by SB & Company for FY24 resulted in an unqualified audit opinion with no findings related to federal financial aid compliance; and b. A state financial aid audit conducted by CliftonLarsonAllen LLP as required for institutions awarding funds under the Howard P. Rawlings Education Excellence Awards (EEA) Program. The FY24 state audit confirmed that FCC met all program requirements and found no deficiencies in internal controls related to state aid administration.

3.0 Regional Impact and Engagement

    3.1. All residents of Frederick County are provided entry to an inclusive, equitable, human-centered, and financially accessible post-secondary education.

INTERPRETATION:	EVIDENCE:
	Both the federal and state audits are publicly accessible and would be subject to disclosure under the Freedom of Information Act (FOIA) and Maryland Public Information Act (MPIA) if requested. While this report is an internal accountability tool, it summarizes verified, externally audited information.
c. The College engages in resource development activities to fund and award student scholarships.	c. On 5/23/2025, the Executive Director for Development and the FCC Foundation confirmed that the Foundation raised $1,054,476 in FY24 through a variety of development activities to support scholarships and/or emergency financial assistance. Funds were distributed to 1,559 students with an average award of $661. Eighty percent of funds were distributed as scholarships to credit students, 17% to students in workforce training programs, and 3% to students needing emergency financial assistance.

This interpretation is reasonable because open access admission is a core principle of the American Association of Community Colleges (AACC). Additionally, Title IV of the Higher Education Act of 1965 (HEA), a section of U.S. federal law that deals with federal student financial aid programs, is the industry standard. Lastly, work by the Council for Advancement in Higher Education (CASE) supports the need for public institutions of higher education to engage in fundraising.

3.2. Residents of Frederick County have avenues for lifelong learning.

<u>INTERPRETATION:</u>   <u>EVIDENCE:</u>

I interpret "lifelong learning" as the ongoing, voluntary, and self-motivated pursuit of knowledge for personal or professional development throughout an individual's life.

Compliance will be demonstrated when:
   a. The College offers Frederick County residents a wide array of learning opportunities.

a. On 5/20/2025, the Provost and Vice President of Teaching, Learning, and Student Success confirmed that Frederick County residents had access to 55 associate degree programs and areas of concentration and 39 certificates programs as described in the Academic Catalog. In FY24, 9,530 students were enrolled in credit programs. Maryland residents over the age of 60 receive free tuition at Colleges and Universities. In FY24, 148 Maryland residents over 60 enrolled in 334 credit courses, and 794 Maryland residents over 60 enrolled in 298 non-credit courses that were eligible for free tuition.

Residents also had access to workforce development, adult basic education and English as a Second Language courses, career and contract training, and personal and cultural enrichment learning experiences through the College's Continuing Education and Workforce Development (CEWD) unit. In FY24, a total of 6,102 individuals pursued learning in CEWD programs.

Further, Frederick County residents can access learning opportunities at the College's main campus, the Monroe Center, and various work-based learning (WBL) sites throughout the community. In FY24, 564 students

3.2. Residents of Frederick County have avenues for lifelong learning.

INTERPRETATION:	EVIDENCE:
	participated in WBL opportunities embedded in over 150 business and industry sites in the County.

This interpretation is reasonable because the Code of Maryland Regulations (Maryland Education Article §10–210) mandates Maryland community colleges serve their communities by providing a wide variety of continuing education and community programs that benefit citizens. Additionally, the American Association of Community Colleges (AACC) emphasizes the key role community colleges play in fostering lifelong learning.

3.3. The College is recognized as a distinctive, inclusive, collaborative, innovative leader in workforce training, capacity-building, and growing the economic development of the region.

INTERPRETATION:	EVIDENCE:
Compliance will be demonstrated when: a. Stakeholder surveys affirm the effectiveness of the College's training programs and partnerships with local businesses.	a. On 5/8/2025, the Chief Foresight and Decision Support Officer confirmed that during FY24 the College did not administer a stakeholder survey to assess the effectiveness of its training programs and partnerships with local businesses. To address this gap, questions related to stakeholder perceptions will be included in new alumni and employer surveys, which will be administered in spring and summer 2026 to gather feedback on the experience of 2025 graduates. In addition, the Institutional Capacity Assessment Tool (ICAT) will be administered to employees in fall 2025. The ICAT is an online self-assessment designed to help colleges evaluate their strengths and areas for improvement across seven key dimensions, including the extent to which the institution collaborates with employers to assess and align programs and services with labor market demand.

3.3. The College is recognized as a distinctive, inclusive, collaborative, innovative leader in workforce training, capacity-building, and growing the economic development of the region.	
<u>INTERPRETATION:</u>	<u>EVIDENCE:</u>
b. A third-party study analyzes the College's economic impact to the region.	b. On 5/8/2025, the Chief Foresight and Decision Support officer confirmed that the 2023 economic impact study conducted by Lightcast (a leading provider of labor market data and analytics tailored for higher education institutions) reveals that FCC contributes significantly to the economic development of Frederick County (Executive Summary, Main Report, Fact Sheet). The study shows FCC's operations, student spending, and alumni activities generated a total of $307.8 million in added income for the County, which is equivalent to supporting 3,968 jobs. This impact represents approximately 1.8% of the total gross regional product (GRP) of Frederick County. For every dollar of public money invested in FCC, taxpayers will receive a cumulative value of $1.40 over the course of the students' working lives. The study highlights FCC's role as a vital economic driver, enhancing workforce training, capacity-building, and overall regional economic growth.
This interpretation is reasonable because it aligns with the Achieving the Dream (ATD) Community Vibrancy Framework and the American Association of Community Colleges' (AACC) Workforce and Economic Development goals.	

3.4. The College develops future-focused strategies to identify and address on-going workforce and regional economic development needs.	
<u>INTERPRETATION:</u>	<u>EVIDENCE:</u>
Compliance will be demonstrated when:	

3.4. The College develops future-focused strategies to identify and address on-going workforce and regional economic development needs.

INTERPRETATION:	EVIDENCE:
a. The College gathers and analyzes future-oriented data and information related to workforce and economic trends.	a. On 5/21/2025, the Chief Foresight and Decision Support Officer confirmed that the College internally publishes quarterly updates to a local and regional environmental scan (e.g., demographic trends, economic conditions, and Labor market and workforce trends) that identifies internal and external factors with potential long-term impacts on the viability of FCC. The purpose of tracking and continuously monitoring these factors is to support the development of annual goals, future-ready strategies and plans, and potential interventions that position the College for sustained growth. While the environmental scan is accessible to all employees, there is limited evidence that the data is currently being used to inform planning processes. To address this gap and to expand available data sources and analysis, the College partnered with the Institute for the Future (IFTF) during FY25 to gather and analyze data on emerging workforce, economic, social, environmental, and political trends. This collaboration provides FCC with access to cutting-edge research on future job markets, technological advancements, and economic shifts. Insights from this partnership will guide the College's future-ready planning and curriculum development efforts in FY26. In FY24, the College utilized labor market data from Lightcast, a leading workforce analytics firm, to support program and curriculum planning.

3.4. The College develops future-focused strategies to identify and address on-going workforce and regional economic development needs.

<u>INTERPRETATION:</u> | <u>EVIDENCE:</u>

Lightcast data was used to support curriculum modifications to the Associate of Science in Health Sciences, better preparing students for emerging careers in health sciences. A program vitality analysis of the Legal Studies program showed strong market demand though declining enrollments. This analysis led to a change in organizational structure, moving Legal Studies under the umbrella of the Mid-Atlantic Center for Emergency Management & Public Safety (MACEM&PS) to better leverage connections with Public Safety and Criminal Justice programs. These changes have revitalized the program and are showing promising enrollment trends that will be reported in FY26.

During FY25, Lightcast data was used to identify opportunities in the marketplace for Social Work and Occupational Therapy Assisting. In FY26, program faculty will investigate the viability of launching programs in these areas. Lightcast data was also utilized in the four academic program review reports: English Area of Concentration, Computer Aided Design Technology Areas, Mass Communication Area of Concentration, and Biotechnology.

During FY26, Lightcast data will continue to be used in evaluating the vitality of new and existing programs.

3.4. The College develops future-focused strategies to identify and address on-going workforce and regional economic development needs.

INTERPRETATION:	EVIDENCE:
b. The College utilizes and integrates future-oriented data and strategies into its planning.	b. On 5/8/2025, the Chief Foresight and Decision Support Officer confirmed that in FY24 the College utilized labor market analytics from Lightcast as described in Ends 3.4a to inform academic planning and align curricula with current and emerging workforce needs. However, beyond Lightcast, the College had not yet integrated additional future-oriented data into its broader institutional planning processes. During FY25, the College advanced its future-ready planning through new partnerships with Achieving the Dream and the Institute for the Future (IFTF). Through collaboration with IFTF, the College conducted structured foresight activities, including a Horizon Scan and facilitated a Foresight-to-Insight-to-Action workshop. These efforts introduced frameworks for identifying signals and drivers of change and translating them into actionable strategies. In parallel, the College analyzed disaggregated student outcomes and identified institutional performance gaps to design targeted student success strategies. In addition, a new Workforce Strategy was developed to identify priority industry sectors aligned with regional labor market projections. In FY26, the College will continue planning and begin implementing its Student Success Action Plan, formally embed foresight practices into the annual planning process, and launch

3.4. **The College develops future-focused strategies to identify and address on-going workforce and regional economic development needs.**	
<u>INTERPRETATION:</u>	<u>EVIDENCE:</u>
	the Workforce Strategy. These initiatives will help ensure that future-oriented data, strategic foresight, and labor market intelligence are fully integrated into institutional planning to advance student success and strengthen alignment with regional workforce needs.
This interpretation is reasonable because the Institute for the Future (IFTF), a widely recognized expert in foresight and futures thinking, emphasizes future-focused planning to better anticipate systemic shifts and understand their long-term impacts. Also, the National Association of College and University Business Officers (NACUBO) emphasizes that strategic planning is essential for higher education institutions to navigate financial challenges, align resources with institutional priorities, and ensure long-term sustainability.	

3.5. The quality of life for Frederick County residents is enhanced by virtue of the College's existence.	
INTERPRETATION:	EVIDENCE:
I interpret "quality of life" as an enhanced social and cultural experience. Compliance will be demonstrated when: a. The College provides opportunities for community residents to access cultural, arts, and sporting events. b. The College provides opportunities for community residents to access personal and cultural enrichment learning experiences.	a. On 5/22/2025, the Provost and Vice President of Teaching, Learning, and Student Success confirmed that Frederick community residents have access to cultural and art events through the College's Arts Center including the JBK Theater. In FY24, the Arts Center hosted nine art shows and 61 events in the JBK Theater, which included 21 co-sponsored events and 25 rental events, and welcomed approximately 10,000 attendees. On 5/12/2024, the interim Vice President for Student Experience confirmed that community residents have open access to sporting events on campus. b. On 5/05/2025, the Provost and Vice President of Teaching, Learning, and Student Success confirmed that Frederick community residents have access to a wide array of personal and cultural enrichment learning experiences through the Continuing Education Class Schedules, including workforce development and continuing education, Kids on Campus, Institute for Learning in Retirement (ILR), and Thrive (classes for cognitively and developmentally disabled people).
This interpretation is reasonable because the Code of Maryland Regulations (Maryland Education Article §10–210) mandates Maryland community colleges serve their communities by providing a wide variety of continuing education and community programs that benefit citizens. According to Learning Resource Network (LERN), a national organization dedicated to providing	

3.5. The quality of life for Frederick County residents is enhanced by virtue of the College's existence.

INTERPRETATION: EVIDENCE:

resources and support for lifelong learning programs and community education initiatives, these opportunities contribute to both economic and social cohesion in communities.