

FY 2025 Strategic Initiative Planning Document

In October 2023, the Board of Trustees approved an Ends policy, a policy which provides important direction for College activities. Each Ends statement is in bold below. Senior Leadership Team members then collaborated to prepare Strategic Priorities in support of each Ends statement. In addition, SLT members prepared Assumption Statements in support of the Ends Statement. They are listed as A1 through A5 below.

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.

- 1.1.1. Ensure student progression in instructional pathways by removing barriers and advancing equitable outcomes for all students.
- 1.1.2. Students can access and receive scholarships to support progress on their educational goals.

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

- 1.2.1. Implement the Essential Transfer Practices for Community Colleges (CCRC/Aspen) to improve transfer outcomes.

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

- 1.3.1. Develop sustainable assessment processes to measure student's successes in obtaining gainful employment with sustained wages to establish baseline, and develop strategies for improvement.
- 1.3.2. Ensure that all Degree and Certificates lead to gainful employment.

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

- 1.4.1. Evaluate the holistic student experience to identify how and where students gain the knowledge, skills, and abilities necessary to equitably participate in our society, our economy, and our democracy.

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

- 1.5.1. Expand equitable access to internships, experiential learning, apprenticeships, and other high impact practices for all students.
- 1.5.2. Develop and offer a diverse range of co-curricular opportunities that foster personal growth, skill development, and a sense of belonging, ultimately positively impacting students and their holistic experience.

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

- 1.6.1. Develop a sustainable General Education assessment process that ensures students demonstrate gains in skills, knowledge, and values of a 21st century general education competencies.

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

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

- 2.1.1. Increase the enrollment of historically underserved populations, including students of color, low-income, first-generation, and adult learners by XX% within the next three academic years.
- 2.1.2. Programs that support underserved populations are given scholarships to incentivize program participation.
- 2.1.3. Develop strategic plan for dual enrollment that includes a high school needs analysis and focuses on equitable access to and success in college and career pathways.

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

- 2.2.1. Develop data informed faculty professional development to support evidence-based pedagogy, high impact practices, and enhance online learning experiences.

- 2.2.2. Create a cohesive strategy to foster inclusive, supportive, and accessible learning and academic support for students delivered by the Center for Teaching and Learning.
- 2.2.3. Equipment, materials, and technology for program enrichment are made accessible to students through in-kind gift acquisitions.

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

- 2.3.1. Develop and implement tailored student support to address the unique needs of the diverse student population within the next three academic semesters.
- 2.3.2. Develop and implement wellness programs that address all eight dimensions of wellness for students.

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.

- 3.1.1. Evaluate the distribution of student enrollment patterns by region of the county and focus enrollment management to areas with low penetration rates.
- 3.1.2. Establish partnerships with community-based organizations to provide pathways for students of all ages to curricular and co-curricular programs.
- 3.1.3. Community members and alumni recognize the value of FCC by generously supporting the Foundation.

3.2 Residents of Frederick County have avenues for lifelong learning.

- 3.2.1. Assess the College's lifelong learning offerings across the lifespan for residents in all regions in the county and develop a plan to address opportunities.

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.

- 3.3.1. Increase regional awareness of the economic impact of FCC with a focus on workforce training, capacity-building, and the College's contributions to economic development.
- 3.3.2. Develop a communication tool/platform within TLSS that informs and celebrates the distinctive and innovative workforce training and capacity-building of our instructional teams/programs that can be amplified externally (via marketing channels).

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

- 3.4.1 Establish and institutionalize a regular process of regional economic and workforce trend analysis to evaluate existing program vitality, amplify current and develop new innovative and entrepreneurial programming.
- 3.4.2 Develop a repository of labor market data and advanced analytics reports that inform planning and decision-making related to workforce and regional economic development needs.

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

- 3.5.1. Develop a targeted marketing campaign For FY 2025 that promotes the value the College brings to the community.
- 3.5.2. Strengthen the College's ties to Frederick City and County culture and lifelong learning by providing financial and programming support for the arts, music, and performing arts.

Assumptions Underlying the ENDS Statements

A.1. Safe, Secure and Attractive Campus

- A.1.1. The main campus and the Monroe Center grounds and facilities are clean, safe, and conducive for a comfortable and high-quality work and learning environment.
- A.1.2. Assess and Monitor Main campus and Monroe Center usage and capacity.
- A.1.3. Emergency Management protocols are in place, and appropriate staff training is accomplished to address campus safety proactively and according to professional standards.

A.2. Fiscal Stability

- A.2.1. Finance and Administration will support the President to operate within the Executive Limitations of the Board of Trustees Policy titled Financial Conditions and Activities
- A.2.2. Ensure that Frederick Community College has financial management protocols that minimize risks, accurately and regularly report the financial position of the College, follow local, state, and federal regulations, and help to ensure the long-term financial stability of the College.
- A.2.3 Implement recommendations from an assessment of the College's grants process and organizational structure to achieve higher levels of external support for strategic, innovative projects.

- A.2.4. Demonstrate long-term sustainability of the college through transparent financial management practices.

A.3. Technology

- A.3.1. The technology infrastructure of the College is current, secure, minimizes risk, functions optimally for operations and instruction, and aligns with the College's academic and administrative needs.

A.4. Talent and Culture

- A.4.1. The talent of FCC are the employees that work collectively to advance the College mission.
- A.4.2. The talent of the College are qualified in their positions.
- A.4.3. The talent of the College have the resources needed to support their respective roles and are appropriately compensated.
- A.4.4. The culture of the College embodies the policies, practices, innovation, and achievements of the employees, students, and community of Frederick County.
- A.4.5. Talent and Culture / Human Resources will partner to create a sustainable, equitable, and inclusive culture of care that collaboratively engages and embraces all members of the FCC community, and the broader Frederick County community.
- A.4.6. Employees receive regularly scheduled professional development and periodic focused training in support of continuous improvement.

A.5. Data and Research

- A.5.1. Data is accessible to authorized users in a manner that facilitates the development of a culture of evidence and inquiry and effectively supports decision making.
- A.5.2. Data is available on the public-facing website that provides useful, accurate and up-to-date information about the College.
- A.5.3. Increase capacity across the College so that employees have the analytic skills to be informed consumers and users of data that the College provides.
- A.5.4. Successfully complete the MSCHE Self-Study and visit.