Frederick Community College
MHEC Mission Statement Review
September 28, 2018

Section 1: The Frederick Community College (FCC, or the College) Mission Statement

With teaching and learning as our primary focus, FCC prepares an increasingly diverse student body to complete their goals of workforce preparation, transfer, career development, and personal enrichment with quality, innovative lifelong learning. In traditional and alternative learning environments, we anticipate and respond to the needs of our local, regional, and global communities.

The Middle States Commission on Higher Education (MSCHE) and the Maryland Higher Education Commission (MHEC) provide guidelines and set clear expectations related to mission statements, goals, and objectives that frame the strategic plans of accredited institutions of higher education. As the FCC Strategic Plan 2013-2015 approached the end of its term in fiscal year (FY) 2015, the President led the College through a planning process that was in line with Middle States expectations for plan development, aligned planning timelines with the re-accreditation process underway at that time, and used the seven (7) new Middle States Standards to develop eight (8) new strategic goals. The overall alignment of the goals of the new College Strategic Plan for FY 2016 through FY 2020 (*FCC 2020*) with the Middle States standards was considered to be a best practice in higher education. In the final development of *FCC 2020*, the goals were reviewed to ensure that they also supported the 2013 Maryland State Plan, *Maryland Ready*. Based on that review, Goal 9 - *Increase access, affordability, and student goal completion* was added to capture all the work needed to support the Maryland College and Career Readiness and College Completion Act of 2013, and to develop and support efforts to make studying at FCC more affordable.

During May of 2015, invitations were sent to all full and part-time employees to participate in two College-wide strategic planning sessions. One hundred and twenty-five employees participated in the meetings. In those meetings, employees worked in facilitated groups to affirm the existing Mission, Vision, and Values of the College. These had been approved by the BOT in February of 2013 and it was agreed that they were still a good fit for the College. Next, through a collaborative and data informed process, 470 objectives were developed around the nine established strategic goals. Additionally, faculty members who were not able to attend these sessions received an online link to share their input on objectives. The Office of Planning, Assessment, and Institutional Research (OPAIR) staff coded the 470 objectives. Based on a thematic analysis, 33 strategic objectives that were specific, measurable, achievable, realistic, and timely (SMART) were incorporated into the College strategic plan, *FCC 2020*, which included the reaffirmed mission statement. *FCC 2020* was approved by the BOT on August 19, 2015.

The alignment of the strategic planning process with the Middle States accreditation process has been very useful and allowed the College to maximize planning and accreditation energy and resources to complete the plan and guide FCC to the successful reaccreditation on June 23, 2016.

The summary below is a direct quote from the report submitted by the MSCHE visiting evaluation team to the Middle States Commissioners:

MSCHE Standard 1 - Mission, Goals, and Objectives

In the team's judgment, the institution appears to meet this standard.

Summary of Evidence and Findings:

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to the standard:

- *Frederick Community College's statements of mission and goals are appropriate to the institution, have been approved by the appropriate constituents and are integrated into plans, publications, and organizational strategies.*
- *The College's mission within the context of higher education is clearly stated in the approved mission statement and related documents.*
- *The vision statement and updated strategic plan indicates whom the College serves and how FCC will fulfill its mission.*
- *The updated plan was created with opportunities for input from all College constituencies, including the BOT.*
- *Programs and activities support the mission and goals.*
- *The College's mission shapes FCC programs largely through the strategic plan and related action plans, as well as the budget-making process.*
- *Resources are aligned to promote accomplishment of the priorities.*

Significant accomplishment:

The team recognizes the significant effort that was made to gain broad input from the college community on the review and update of the institution's mission and vision statements.

The College was honored to receive a note of "Significant Accomplishment" for this important MSCHE Standard for Accreditation. In December of 2016, the President, the Special Assistant to the President for Institutional Effectiveness, and the Senior Researcher for Assessment and Institutional Effectiveness led a well-attended session at the MSCHE Annual Conference in Philadelphia titled, "Aligning Accreditation with Planning."

In support of Education Article §§ 11-302 and 303, Annotated Code of Maryland, the BOT participated in a review of the College mission statement during its annual retreat on July 28, 2018. At that retreat, the BOT affirmed the current FCC Mission Statement. In addition, the BOT directed the President and her staff to initiate a strategic planning process to replace *FCC 2020* at the end of FY 2019 in order to have a new College strategic plan completed and BOT approved for FY 2021.

Section 2: Institutional Identity

In 2017, FCC celebrated its 60th anniversary serving more than 200,000 students over six decades. In 1957, 77 students enrolled in the first FCC classes held in the evening at Frederick High School. FCC was among the first four of 16 community colleges in Maryland. Nine students comprised the first graduating class of the College in 1959. FCC moved to its second

location on North Market Street in downtown Frederick in 1966, expanding programs to include day and evening classes. Meanwhile, continued growth and the need for a larger facility prompted a search for a permanent home. County officials bought the Maude L. Thomas farm on Opossumtown Pike and in 1970 the College opened its doors at its current location.

Today, more than 16,000 students of all ages, backgrounds, and aspirations take credit and Continuing Education courses annually on the main campus, at off-site locations including the Monroe Center, and/or online. With more than 85 programs of study, FCC strives to be an academic leader nationwide, while being a catalyst for economic growth in the region. The College prepares students for the workforce as they acquire job skills, pursue transfer and career degrees and certificates, or enrich their lives through Continuing Education and Workforce Development.

The beautifully maintained 97-acre main campus provides students with both a city and rural feel. The Blue Ridge Mountains serve as a picturesque backdrop for the main campus, which is located just minutes from historic downtown Frederick. Frederick is home to a bustling variety of local boutique restaurants and shops. The proximity to the city center provides many opportunities for the College to partner with local businesses, industries, public agencies, and non-profits. The career programs at FCC have strong advisory boards and our students actively participate in many internship opportunities our location affords.

Credit and non-credit instruction at FCC is housed within the recently merged Academic Affairs, Continuing Education, and Workforce Development team under the leadership of the Executive Vice President/Provost. This recent merging of Academic Affairs with Continuing Education and Workforce Development has opened up exciting possibilities for career pathways from short term training, ESL, and Adult Basic Education courses into credit course offerings. The College website has been redesigned to support this vision. Programs are listed thematically, rather than alphabetically by credential, which helps students better identify the educational opportunities appropriate for them, and see clearer pathways that further degree and/or certificate attainment.

Most credit instruction is subdivided into *Arts and Sciences* and *Career Programs.* Noncredit workforce development, continuing education, and adult basic education instruction are housed in *Continuing Education and Workforce Development*. Two credit programs- Building Trades and the Hospitality, Culinary, Tourism Institute (HCTI) - are housed in *Continuing Education and Workforce Development*. (Maryland State Plan (MSP) Access)

Arts and Sciences

The Frederick Community College *Arts and Sciences* team supports the general education CORE and provides the majority of the transfer degree and dual enrollment options for FCC students. *Arts and Sciences* consists of 73 full-time faculty, approximately 260 part-time faculty, and 17 staff and administrators. *Arts and Sciences* offers more than 50 degrees, certificates, and letters of recognition in the areas of communications, humanities, arts, English, math, science, and social sciences.

In order to give students the opportunity to better identify their interests while ensuring that their coursework will transfer effectively, *Arts and Sciences* has moved the majority of its curriculum under a program of 'umbrella degrees.' Students seeking an Associate in Arts (A.A.) or an Associate in Science (A.S.) transfer degree can choose to major in Arts and Humanities, Social Sciences, or STEM. These umbrella degrees offer students the maximum amount of flexibility to

explore their academic interests within an interrelated set of disciplines. Students who enter with or develop a clearer academic pathway can shift into one of the many areas of concentrations that exist under the umbrella degrees. The General Studies degree now serves students whose academic interests do not align with one of the umbrella programs, or students who are undecided about a specific major allowing them to explore career and academic interests that will eventually steer them into a more focused program. (MSP Success, Innovation)

Frederick is the home of a strong and engaged deaf and hard of hearing community. The historic Maryland School for the Deaf (MSD) is located in downtown Frederick and serves over 500 students per year. An FCC faculty member currently serves as the Chair of the Executive Committee of their Board and the College partners with MSD through onsite dual enrollment classes. FCC has an American Sign Language (ASL) Studies certificate program that provides students with a strong foundation to further their studies in ASL and deaf education. This certificate also provides students with the skills they need to work with the deaf and hard of hearing community and deaf and hard of hearing individuals more effectively, and to meet the prerequisites to begin our new AAS in Sign Language Interpreter Preparatory Program.

The developmental math and English programs are housed within *Arts and Sciences*. Recent reforms initiated at the College have succeeded in reducing developmental English from a four course sequence to a single one semester course. As of the fall of 2018, developmental math at FCC will have been completely folded into credit coursework, with developmental math students completing their credit math requirements alongside their developmental training. Students are now able to begin progress towards their academic goal much earlier without incurring the cost of extensive developmental courses. (MSP Access, Success, Innovation)

Career Programs

The *Career Programs* team supports a number of award-winning career programs that increase student career opportunities and access to better paying jobs. *Career Programs* provide opportunities for students to earn an Associate in Applied Science (A.A.S.) degree, and a variety of career certificates, which prepare them for immediate entry into the workforce, as well as supporting students interested in career advancement, exploration of new career paths, or the upgrade of current occupational skills.

The *Career Programs* team offers over 50 degrees, certificates, and letters of recognition in the areas of allied health and wellness, computing, business, technology, nursing, and public safety. Students can earn an Associate in Applied Science (A.A.S.) degree in two to three years or a certificate or letter of recognition within one year. Currently, there are more than 100 full-time and part-time faculty, and more than 60 instructional staff working within *Career Programs*. The program options provided in *Career Programs* are in high demand for employment as noted by the Bureau of Labor & Statistics 2016-2026 *Employment Projects Study*. The programs highlighted include medical assistant, with a projected growth of 29%; cybersecurity, with a projected growth of 28%; computer science, with a projected growth of 19%; science technology with a projected growth of 12.5%; and business fields with a projected growth of 10%.

The core focus of *Career Programs* is the integration of traditional academic learning and comprehensive hands-on training that is enhanced by the real-world experiences of our faculty. FCC career programs are designed to prepare students for immediate entry into their career of choice. Strong partnerships between the institution and employers is a critical component in effective career-focused education programs. Program Advisory Committees (PACs) have been

established for each career program and are comprised of faculty, staff, employers, and industry professionals. The committees inform the work of career programs by providing feedback on curriculum and programmatic areas, ensuring alignment with industry standards.

To help further facilitate the transition from the workforce to the College, FCC has recently completed a comprehensive overhaul of its prior learning assessment policies to ensure that students can maximize the credit value of prior life and professional experiences. (MSP Access, Success, Innovation)

Guided Pathways

The community college presidents in Maryland have tasked the Maryland Council of Community College Chief Academic Officers with developing a set of best practices for community colleges through the adoption of guided pathways. FCC has been a leader in that conversation, and is far along in the process of building out its pathways infrastructure. FCC has redesigned its academic programs to provide more flexible student degree options. The academic pathways provided for students now give guidance for both full-time and part-time students. Publicized course rotations enable students to identify what classes will be available to them multiple semesters out, and whether they will be offered in day, evening, or online formats. Finally, transfer grids enable students to select courses appropriate not only for the completion of their FCC degree, but appropriate for their next destination in higher education. (MSP Success, Innovation)

Dual Enrollment

FCC supports a thriving Dual Enrollment program, which involves close collaboration with Frederick County Public Schools (FCPS). Dual Enrollment offers current high school students the opportunity to access College credit bearing courses. They may choose from two options:

1. Open Campus: High school students complete a College course on the FCC campus, or through the on-line program. The courses may be during or outside the traditional school day. The courses are taught by FCC faculty.
2. High School Based: Partnering high schools provide students the opportunity to enroll in College courses that are taught at their local high school. Students gain exposure to the academic challenges of college while remaining in their supportive high school environment. The courses are taught by full-time high school faculty members who have been credentialed by FCC department chairs using the same criteria that is used to hire adjunct faculty who teach on-campus courses.

Dual Enrollment has established a close collaborative partnership with the staff and administration of Frederick High School and its LYNX (Linking Youth to New Experiences) program to provide students with three career pathway options (one credit bearing, two continuing education) that lead to an industry credential. This marks a new direction for the FCC/FCPS Dual Enrollment program. The FCC dual enrollment program has traditionally offered credit-bearing courses exclusively. Over the past two years, FCC has had over 900 dually-enrolled students each semester taking courses for college credit both inside their high schools and at the College. By expanding Dual Enrollment to include continuing education courses/programs, students have a greater opportunity to choose a path that best fits their needs and interests. (MSP Access, Success, Innovation)

Continuing Education and Workforce Development

Personal Enrichment

FCC is taking an innovative approach to course development in Continuing Education. The Personal Enrichment area launched *Hullabaloo*, an all-new learning-on-location program that connects locals with new and unique experiences in the Frederick area. The program was rebranded to attract the millennial audience, described by the United States Census Bureau as soon to be the largest generation in US history. *Hullabaloo* capitalizes on the generation's immense buying power with targeted programming based on consumer behavior statistics. By creating unique and socially-rooted events that focus on learning through hands-on experiences, programming is designed to attract millennials who indicate they prefer to spend money on a desirable experience, rather than a tangible product. *Hullabaloo* is unique in that it creates revenue-producing programming tailored to attract a new generation of lifelong learners. (Access, Innovation)

Institute for Learning in Retirement

The Institute for Learning in Retirement is the county's premier knowledge and discovery destination for adults age 55 and older. The program provides retirees (and many "not yet retired" students) with opportunities to explore a wide range of subjects. The courses offered are diverse and ever changing. The program is offering more than 70 courses this fall. Courses are taught by people who possess expertise in their field, have a passion for their subject, and a talent to facilitate the learning process among adults who possess a lifetime of experience.

Thrive

Thrive is a program that serves adults with intellectual disabilities. The program is designed with the specific needs of the students in mind, as well as recommendations by caregivers. The focus is not on credit, certification, or preparation for college credit classes, but rather classes that enhance the lives of the students who attend.

Summer Youth Program

FCC hosts a robust summer youth program. Unlike many Maryland colleges who rely mainly on vendors and organizations for class offerings in summer youth programs, nearly 100% of the youth classes at FCC are "homegrown". That translates into freshly designed classes taught primarily by the instructors who created them, better pay for the instructors, and an energy and excitement from the instructors that cannot be matched. Each summer, the main campus is bustling with young students engaged in indoor and outdoor learning activities.

Adult Basic Education (ABE)

FCC values the unique opportunities that delivering Adult Basic Education (ABE) gives to the College community. During FY 2018, the Adult Education program served 1,561 students in need of a high school diploma, English language skills, or basic academic skills in order to successfully transition into post-secondary education, career training, or employment. Students originated from 79 different countries and spoke more than 61 different languages. This year, 69 students earned their Maryland High School Diploma by completing the GED exams, and 8 students earned a Maryland High School Diploma by completing the National External Diploma Program. In an effort to strengthen college and career readiness among ESL students, the Adult

Education program offered technology skills classes where more than 50 students strengthened their computer skills in order to prepare for transition into career training.

FCC has brought together ABE, Workforce Development, Continuing Education, and credit programming and developed community partnerships that streamline and coordinate services for students. The Adult Education team worked with Frederick County Workforce Services (FCWS), the county Department of Social Services, (DSS), the Maryland Department of Labor Licensing, and Regulation (DLLR), and the Division of Rehabilitation Services (DORS) to create a universal referral form which provides faster service to students eligible for support from multiple agencies. In an effort to support the promotion of incumbent workers within their current companies, the Adult Education program provided instruction in skills development for employees identified by the employer as having the potential to be promoted into leadership positions.

ESL (Targeted)

The Targeted ESL program at FCC had a productive year that included gains in enrollments, curriculum development, services for English Language Learners (ELLs), community outreach, and staff development. Seventy-four classes served more than 700 ELL enrollments in FY 2018. Another 10 classes provided preparation for the Test of English as a Foreign Language (TOEFL). In an effort to better meet the unique needs of the English language learners (ELL) in Frederick County, curricula were developed for seven unique courses. Four were piloted in FY 2018, and the remaining three will be piloted in FY 2019. Beyond new courses, ELLs were supported with new services including an ESL resource website, an ESL lab, drop-in tutoring hours, and spring and fall transitions presentations.

In terms of community outreach, onsite testing was provided to Tuscarora High School seniors in cooperation with the Testing Center. Students from Frederick County Public School were hosted on a field trip to FCC. Along with providing quality programming and support to ELLs, the Targeted ESL program has supported staff development throughout the year. Instructors and staff attended institutional, local, and international trainings. The program created two additional administrative positions- Adult Ed and ESL Coordinator and Adult Ed and ESL Transition Specialist - in order to streamline processes and provide one-to-one case management support for all ELLs. Students in the Targeted ESL program benefit from strong programming, personalized guidance, and staff to help ELL students achieve their educational goals. (MSP Access, Success)

Workforce Development

The Monroe Center is a 55,000 square-foot facility located just east of the city center within four miles of the main campus. An extensive renovation of the Monroe Center was completed in 2017 resulting in updated offices, classrooms, and labs for the Construction and Building Trades, Health Care and Wellness programs, and the Hospitality, Culinary, & Tourism Institute (HCTI), which includes a commercial kitchen and demonstration restaurant. The updated space also includes the first technical "makerspace" in Frederick County. The renovations allowed the co-location of Frederick County Workforce Services (FCWS), giving community members and partner agencies a range of education, employment, and training-related services in one location.

The partnerships the College has developed with regional agencies and non-profits showcase the importance of relationship building and interdependencies in the region. The co-location of

FCWS serves to increase collaboration and maximize opportunities for students under the Workforce Innovation and Opportunity Act (WIOA). Over the past year, the College, through its Adult Basic Education program (Title II), and FCWS have collaborated along with other required partners for more efficient referral processes, as well as those that allow for the co-enrollment of Adult Education students in Title I services. In addition to the WIOA partner alignment, the Workforce Development team located at the Monroe Center continues to work with employment specialists and business engagement partners of FCWS to develop cohort training programs that align with the local plan. This past year, FCC/FCWS collaborations included training in Patient Care Tech, Administrative Assistant, and Information Technology programs. These short-term training opportunities allow FCWS customers to access high quality programming linked to needed workplace skills and competencies.

The Monroe Center allows for distinct skills training unavailable elsewhere in Frederick County. While the building trades, healthcare, information technology, and culinary labs provide many opportunities for short-term and advanced instruction, these spaces are also used to provide "up-skilling" training for incumbent workers in the region. This past year, the College has provided welding and piping instruction for area employers. In addition, the new "makerspace" was used for open enrollment and open lab, as well as a space for training incumbent workers in SolidWorks, a computer aided design software.

Programming and activities in workforce development at the Monroe Center continue to evolve and respond to the needs of the region. This year, CEWD added a Hospitality Management A.A.S. and a new Dental Assisting program. In addition, consistent quality instruction in Tech Connect (a U.S. Department of Labor "America's Promise" grant-funded IT training program), phlebotomy, certified nursing assistants, welding, electrical, HVAC, and culinary workforce development programing continue to serve students and businesses in the region. (MSP Access, Success, Innovation)

Emergency Management

The Mid-Atlantic Center for Emergency Management (MACEM) is a program that is unique to FCC and resides within the Academic Affairs and Continuing Education & Workforce Development team of the College. MACEM operates within pre-established, skilled, and highly respected professional networks and delivers high quality academic and assessment products with proven success. MACEM develops and delivers academic programs, seminars, business roundtables, and continuing education courses on emerging topics in emergency management and homeland security for both the public and private sectors. The program serves first responders, safety and security personnel, emergency managers, public administrators, and business managers and owners, as well as subject matter experts in policy, academia, intelligence, telecommunications, and emergency health care. MACEM offers solutions for strategic planning, research, and management of operations, and fosters a collaborative emergency preparedness environment to develop resiliency in the community, including facilitating business continuity planning.

MACEM serves students all along the academic continuum, beginning with a high school program, through a two-year A.A.S. degree and a variety of professional development opportunities, to the newest program addition of the Maryland Emergency Management Specialist Registered Apprenticeship Program. MACEM, in cooperation with DLLR, developed a non-traditional apprenticeship opportunity to support industry needs. The Registered Emergency Management

Specialist Apprenticeship program is the first of its kind in Maryland, and only the second in the nation. The program is supported by the Emergency Management A.A.S. offered by FCC. The program culminates in recognized industry credentials, including college-level courses in emergency management and a Maryland Emergency Management Registered Apprentice Certification. This program is intended to help businesses cultivate the skilled workforce they need to compete in the Maryland job market. (MSP Access, Success, Innovation)

Section 3: Institutional Capabilities

Our current mission and vision statements describe our primary functions as a Maryland community college well. The mission statement leads off with the description of the primary function of the College: "*With teaching and learning as our primary focus…*" It continues to identify who we serve: *"FCC prepares an increasingly diverse student body…"* The FCC mission statement then articulates several success measures: "*complete their goals of workforce preparation, transfer, career development, and personal enrichment…*" The statement ends by emphasizing the importance of innovation: *"with quality, innovative lifelong learning. In traditional and alternative learning environments, we anticipate and respond to the needs of our local, regional, and global communities*." (MSP Access, Success, Innovation)

The values articulated in *FCC 2020* are:

> *Learning: Lifelong acquisition of knowledge and skills* (MSP Access) Students can access our programs on a learning continuum that ranges from Youth Programs, to industry and credit credentials, to coursework in the Institute for Learning in Retirement.

> *Innovation: Creative thinking and approaches that enhance learning and support continuous improvement* (MSP Innovation) FCC is dedicated to continuous improvement in support of instruction.

> *Diversity: Visible and invisible human differences that affect the success of students, staff, and members of the community* (MSP Access, Success) The College is committed to the value that diversity brings to the College community.

> *Excellence: Upholding high academic standards by providing a quality educational environment* (MSP Success) The Academic Master Plan supports high academic standards and a strong investment in instruction so that students will be prepared to succeed in achieving their academic goals at FCC and to be prepared to be successful in their next educational and /or occupational goals as they move on.

> *Community: Encouraging the engagement of all internal and external stakeholders through communication and collaboration* (MSP Access, Success, Innovation) FCC has cultivated strong partnerships within our region through Dual Enrollment, co-curricular programs, internships, advisory boards, and workforce development collaborations.

> *Integrity: Fair and ethical standards in all policies, procedures, and practices* (MSP Success) The College has worked very hard the past four years to develop sound policies and procedures that support College operations and instruction.

Organization

Upon arrival of Elizabeth Burmaster in August of 2014, the BOT set initial priorities for the President to:

1. Effectively restructure the organization to align business processes with the College mission;
2. Review, revise, and/or replace the existing policies and procedures of the College to credibly support operations, decision making, and mitigate risk; and
3. Annually review all policies and procedures by July 1.

These initial BOT priorities were important because the College had just begun the process of preparing for its 10-year accreditation review by MSCHE.

The President's initial assessment of the organizational structure of the College identified the need for substantial restructuring of the administration. She found that the span of control for each vice president was too broad, so a new senior leadership structure was established to more evenly and effectively distribute the leadership of the operational functions of the College. The initial reorganization resulted in the addition of three new teams: Continuing Education and Workforce Development (CEWD), Operations, and Institutional Effectiveness.

CEWD was moved out of the Learning area of the College and the AVP for CEWD position was transitioned into a VP for the CEWD team. Learning was renamed the Academic Affairs team and the Vice President for Learning position was renamed Provost/Vice President for Academic Affairs. The Operations team was formed by pulling the facilities, plant, and security functions out of the Administration Unit with a new Chief of Operations as the Senior Leader. Security has since been moved under Learning Support. The Administration Unit was renamed the Finance and Human Resources team and the VP for Administration position was renamed VP for Finance and Human Resources. The Institutional Effectiveness team was formed by moving the Marketing and IT departments out of the Learning Support team, and the Communications Coordinator and the Office of Planning, Assessment, and Institutional Research from the President's team. The end result was six teams: Academic Affairs, Learning Support, Finance and Human Resources, Operations, Continuing Education and Workforce Development, and Institutional Effectiveness.

Last year, IT was moved out of Institutional Effectiveness and is now a team of its own with a new CIO serving as a Senior Leader. Recently, as indicated earlier in this report, CEWD has been moved back into Academic Affairs to align several transition opportunities from CEWD into credit programs. Moving forward, the Finance and Human Resources team has been split into two teams, with the former VP for Finance and Human Resources leading the Finance Team. A new VP for Human Resources position is being developed to lead the Human Resources team. The current structure of the College is now comprised of seven teams, each led by a member of the President's Senior Leadership Team (SLT): IT, Learning Support, Academic Affairs/CEWD, Operations, Institutional Effectiveness, Human Resources, and Finance. The reorganization has had a positive effect on the efficiency and effectiveness of operations.

Much of the change at the College has been driven by the overhaul of the existing policies and procedures. There were 69 outdated policies and 89 outdated procedures on the books when President Burmaster arrived, and it was clear that many of them were not being followed. In some cases there were policies with no procedures and procedures with no policies. The

President mobilized the leadership of the College and began a comprehensive overhaul of College operations, which included the repeal of most of the existing policies, and the writing of 46 policies with integrated procedures. In addition, the process of creating an Employee Handbook with a Faculty Addendum was begun in congress with the policy work and was completed early in FY 2016.

Significant progress had been made in College operations prior to the arrival of the Middle States Accreditation Visiting Team. MSCHE reaffirmed the accreditation of the College with distinction in several areas, with no additional follow-up required. The College community was proud of the results of the Middle States accreditation affirmation.

Facilities

The current Facilities Master Plan articulates an investment of resources to support teaching, learning, and student support by renovating the existing buildings and facilities of the College. As indicated earlier in this report, the Monroe Center was renovated in 2017 to better support the workforce programs that have demonstrated strong viability and to support the many opportunities that co-locating with FCWS affords. Conversations around the benefits that co-locating academic services would give our students and faculty in support of instruction and research led to the transition of the College library facilities into a modern Learning Commons in 2016. (MSP Success, Innovation)

When the demand for science classes and labs exceeded the available space at the College, Catoctin Hall was renovated in 2014 to support increased demand and an extension on the building significantly increased access to science courses and labs. Math faculty innovation in pedagogy and curriculum influenced the renovation of Braddock Hall in 2015 to support math instruction. Classrooms were upgraded to specifications provided by the math faculty and now include modular and movable furniture. A STEM Learning Center was developed which is staffed with faculty, tutors, and STEM learning assistants to help students succeed in their science, engineering, and math courses. A communal space was designed for students and faculty to gather informally, or to work individually with faculty. (MSP Access, Success, Innovation)

Frederick is a city that values arts and entertainment and this is reflected in our College facilities and programs. The Visual & Performance Arts Building was renovated in 2013. The building continues to house the 400-seat Jack B. Kussmaul (JBK) Theater and the Mary Condon Hodgson Art Gallery., The renovation added an additional black-box theater, and upgraded music classrooms and labs, ceramics classrooms with kilns and support spaces, and art classrooms and support spaces. The building has some general classrooms and offices; however, it primarily supports the Music, Theater, Art, Communications, Audio Production, and Graphic Design programs. The JBK Theater is used by our music and theater programs, outside professional groups, as well the Frederick Symphony Orchestra, the Spires Brass Band, and the Choral Arts Society of Frederick. It also hosts productions of the Frederick Town Players, and supports a long-term partnership with the Maryland Ensemble Theater, our local professional theater. (MSP Access, Success, Innovation)

Jefferson Hall, the student support service building, is currently undergoing an extensive renovation to better serve students as they register, inquire about financial aid, and meet with advisors and counselors. This renovation is scheduled to be completed by January of 2019.

Future planned renovations include:

> Building "E" Renovation - This renovation will address the need for additional general instructional space. Design funding was included in the approved FY 2018 County CIP budget with matching State design funds approved for FY 2019. Construction funding for this project have been approved by the County for FY2020 and requested from the State for FY 2020. (MSP Access, Innovation)

> Linganore Hall (Building L) Renovation / Addition-At its January 21, 2015 Board meeting, the President and the BOT amended the Facilities Master Plan and removed the proposed new Nursing and Allied Health, and STEM Buildings, at a projected savings of approximately $35 million. Because the College is not constructing a new Nursing and Allied Health building, there is a need for improved classrooms and skills teaching labs that would better support our Nursing and Allied Health programs. This renovation is planned for FY 2020-2021. (MSP Success, Innovation)

> Annapolis Hall (Building A) renovation-This renovation will reconfigure and enhance outdated classrooms located on the first floor, enable upgrades to the Services for Students with Disabilities and Veteran Services offices, as well as minor modifications to the administrative offices. This renovation is currently not included in the County FY2019-2024 Capital Improvement Program. (MSP Access, Success)

> Athletics Center (Building D) Renovation / Addition-The Athletics Center was constructed in 1969 and has recently presented several safety and ADA accessibility challenges. As the largest gathering space on campus, and the only campus venue that can accommodate more than 400 people for an event, the space is currently used for Commencement, intercollegiate sports, and many community events. Last year, the sound system, the gym floor, and most importantly, the wooden retractable bleachers were replaced and upgraded. Further renovation of the existing building, along with an addition, would address the necessary safety and ADA issues, as well as provide additional general education classrooms, formal and informal student and team support spaces, improved locker room facilities, and faculty, staff, and coaching office areas. This renovation is currently included in the State Five-Year Capital Improvement Program for FY2021-2023. (MSP Access, Success, Innovation)

Academic Support

The Center for Teaching and Learning (CTL) supports and enhances high-quality instruction and responds to the individual learning, teaching, and support needs of students, faculty, and staff. CTL encourages exploration and innovation in a variety of learning environments by sharing knowledge and providing tools and resources. The following programs and departments are coordinated within CTL: Faculty Professional Development; Library Services; the Tutoring, Writing, and STEM Learning Centers; the Testing Center, and Distributed Learning.

CTL provides adjunct and full-time faculty a responsive, innovative system of professional development focused on teaching and learning that reflects the characteristics and needs of FCC students and faculty. Faculty professional development programming includes:

- *New Faculty Orientation*, a year-long series focused on introducing new full-time faculty and administrators to best practices in teaching and learning, and the policies, procedures, practices of the College

- Adjunct faculty professional development evenings called *New Adjunct Faculty Orientation* that take place prior to the beginning of the fall and spring semesters.
- A monthly theme-based gathering called *For Adjuncts Only, which is* focused on professional development services, including teaching and learning resources and consultation, facilitation of conference funding approval, the oversight of the Alternative Credit Approval team (ACAT), and support for the organization of AA/CE and WD faculty and leadership retreats.
- Professional development sessions called *Teaching and Learning Hours,* which are designed to inspire faculty to engage students' minds and support their success through active learning, innovation, and scholarship.

The CTL supports the Bess and Frank Gladhill Learning Commons, the main campus hub for student academic support services, which centralizes tutoring, writing, study skills workshops, testing preparation, library support, and faculty professional development in one location. The Gladhill Learning Commons also provides online access to tutoring and research resources to support student learning. The co-location and integration of services has resulted in a significant increase in direct services to students and faculty. Since its opening in 2016, the gate count has consistently tallied more than 100,000 visits every year. During the 2017-2018 academic year, the Tutoring and Writing Center conducted more than 5,000 individual tutoring sessions, an 8% increase from the previous year. Library Services conducted 170 instructional sessions and 230 one-on-one research consultations. The Center for Teaching and Learning conducted 151 *Teaching and Learning Hours,* with 677 participants.

Collectively, the programs located in the Gladhill Learning Commons have expanded access to digital resources, online tutoring support, and faculty professional development programs and services, while also streamlining administrative processes, resulting in more effective use of College resources. The efficacy of programming and design has led to the Gladhill Learning Commons being recognized for its innovation. Over the past two years, program leaders have presented at more than a dozen national and regional conferences on the Learning Commons model and have provided tours and information from delegations of national and international post-secondary higher education administrators, faculty, and political leaders. (MSP Access, Success, Innovation)

Student Support

The College Learning Support team has developed and implemented processes that provide student access to academic supports and financial resources that promote student success. It has reviewed and assessed student-centered initiatives in critical areas such as intake, retention, student engagement, financial literacy, career planning, and goal attainment in order to meet evolving student needs. The following initiatives fully support the goals and objectives of the Maryland State Plan:

- The intake process has been improved through a revision of the credit application for admission. The credit application for admission was reviewed by College staff, as well as several English Second Language (ESL) students. In doing so, the College improved wording and ways to gather needed information at point of entry were identified and implemented for the summer/fall 2016 applications.

- Increased financial awareness for students was made possible with a new Financial Aid Checklist that was developed within PeopleSoft. The Financial Aid Checklist is a real-time online communication means for students to see their financial aid status, with notations as to which documents are needed to complete their financial aid file.
- A significant innovation has been the development of the *First Year Experience* (FYE) for new students, which was expanded to consist of four distinct programs: *High School Nights, Required Orientation Advising Registration* (ROAR)*, New Student Convocation, and Success Week*. ROAR is a collaborative program developed and implemented through a joint effort involving multiple Learning Support team members including Counseling and Advising, Registration and Records, Admissions, and Multicultural Student Services.
(MSP Access, Success, Innovation)

The retention of credit students, as it relates to academic success, has been positively impacted by several initiatives. The Student Success Alert System is an early alert using email notices that students receive from their instructor when there is a concern about a student's performance in a class. Instructors send Success Alerts to students through their myFCC email when students have frequent absences, missed assignments or exams, or are handing in late work. Instructors list specific actions students should consider and provide information about a variety of support services to help them. Success Alerts are intended to be early warnings so students can take the steps needed to be successful in a course. All Learning Support departments support faculty who issue and students who receive Student Success Alerts. Financial Aid has also incorporated the use and review of Student Success Alerts into business procedures when attendance questions and issues related to the awarding of federal financial aid arise. (MSP Success, Innovation)

Another retention initiative coordinated through Learning Support is the identification of degree-seeking students who have not met their math and English requirements by the 24-Credit Benchmark. Students who have not completed their math and English are notified that this is required by the Maryland College and Career Readiness Act of 2013. Through this new initiative, approximately 70% of the students who were notified met with counselors to receive academic advising. (MSP Success)

Financial Literacy has increased through partnerships across campus. Finance and Financial Aid partnered to develop a *Financial Aid Awareness* sheet for students that communicates the 'rules that keep aid going.' Veterans and Adult Services collaborated with the United Way to develop on-campus financial literacy programs titled "*Budget Basics*" and "*Power over Debt*." Admissions and Financial Aid presented on the topic of financial awareness at community events. Athletics and Financial Aid partnered to educate the coaching staff regarding federal financial aid. Financial Aid and Adult Education partnered to identify which financial aid brochures would be of most benefit to have available in Spanish for students, and continue to provide these for offices throughout College. (MSP Access, Success)

The College has worked on improving support for students to graduate. New initiatives include:

- A process to identify students who will complete all degree requirements in a term and have not applied for graduation. This process includes tracking students in PeopleSoft, an email and phone contact with their schedule reminding students to apply for graduation,

and notification to program managers. This initiative is intended to reduce the number of students who fail to apply, which results in conferral in a later semester or no conferral, and earlier graduation approval. The first semester of implementation was spring 2016, a semester in which there was a 5.73% increase in the number of conferrals.

- A process has been developed utilizing PeopleSoft to identify changes in the graduation status of students already approved for graduation. This initiative allows intrusive measures for students whose status changes from complete to incomplete to ensure that students remain on-track.
- A process has been developed to identify students who had to move to future graduation semester to finish necessary coursework. When a student's status changes from complete to incomplete, Registration and Records emails the student and program manager to notify them of graduation status and facilitate academic planning.
- A "*Reverse Transfer*" website has been created outlining the benefits and steps of applying credits back to FCC to attain an associate degree. Future additions to this webpage include info about reverse transfer agreements (ex: University of Maryland University College--UMUC), and video/photos with student quotes about the benefits of reverse transfer. In addition to formal reverse transfer agreements, Registration and Records has developed an informal reverse transfer relationship with the University of Maryland Baltimore County (UMBC) Registration Office.
- A new application evaluation process has been developed to allow for more expedited degree posting, benefitting students who require transcripts and degree completion verification for transfer, employment, or professional licensure exams.

As indicated earlier in this report, the College is implementing strategies to design guided pathways for degrees, certificates, continuing education, and workforce development that maximize student access, student support, and affordability. As part of that initiative, the Learning Support team is addressing three specific outcomes which include developing a system to guide students from orientation through their first semester, monitoring the progress of their degree plan, and helping students complete their education goals. (MSP Access, Success, Innovation)

Career Services

In 2015, Career and Transfer Services merged with the Counseling and Advising Office. Counseling and Advising offers a comprehensive set of career service supports which include one-on-one career advising, workshops on resume writing and interviewing skills, and on-campus job recruitment. Additionally, the Counseling and Advising Office provides job postings through College Central Network (CCN), and career resources on the College website and located inside the Counseling and Advising Office. Career Services is supported by a Coordinator of Career Services and a Career Advisor. (MSP Success)

Veterans Services

FCC was named a 2018 Military Friendly School for the third straight year by Victory Media, which connects veterans to educational and job opportunities. The Military Friendly Schools designation is awarded to the top colleges, universities, and trade schools in the country that are doing the most to support military students and dedicate resources to ensure their success in the classroom and after graduation. This designation is reflective of the support and dedication the Veteran Services staff give to the veteran students attending FCC.

Veteran Services offers academic and support services for military veterans enrolling into classes at FCC. The office provides a "One-Stop-Shop" where veterans and their families can get all needed information and assistance in one place. Veteran Services currently serves on average 360 student veterans/dependents, active duty, National Guard, and Reservists each academic year.

Veteran Services provides the following support and services to student veterans:

- Assistance with navigating the admissions process including the application, regulations, deadlines, and required supporting documents
- Processing of veterans' educational benefits
- Assistance with interpretation of VA regulations to ensure compliance
- Academic advising and educational planning, including transfer planning
- Registration services
- Campus referrals
- Liaison/consultant to faculty and staff on veteran student concerns
- Assistance with interpretation of campus policies and procedures
- Personal counseling and referral to appropriate resources when appropriate
- Workshops, events, and activities that address issues that impact veterans

The Veterans Center on the main campus of FCC is a place where veterans, active duty military, reservists, and National Guard members can come together for fellowship, take a break from the day, study, meet with staff, and feel connected. The center provides a central location for veterans and dependents to meet with the Director of Veteran Services and the Veterans Academic Advisor, as well as other resource and service providers such as VA counselors, disability specialists, and tutors. Students also have access to computer stations and a lounge space within the center. Additionally, student veterans have an opportunity to meet with other veterans and participate in peer mentoring, which helps them to feel connected with the College community. (MSP Access, Success, Innovation)

Adult Services

The Office of Adult Services supports the transition for adults returning to school to earn a degree, acquire marketable skills, or train for a new career. The Office of Adult Services works to address individual needs specific to adults and offers solutions including financial assistance consideration, College and community referrals, academic advising, career counseling, study skills and time management workshops, and services for single parents and displaced homemakers. (Access, Success, Innovation)

Diversity Support

For the past 15 years, the College has increasingly expanded and created policy, programmatic, and curricular interventions to support the FCC foundational values of diversity, equity, and inclusion. This work is not new to the College, which was established in the immediate aftermath of the desegregation of Frederick County public schools. More recently, shifting demographics in Frederick County, the largest agricultural producing county in Maryland, has required that as a College, we are responsive to increasing immigrant populations and other expanding demographics including first generation students, African American students, veteran students, LGBTQIA students, students who are unhoused and/or food insecure, students with disabilities, and other underrepresented populations in higher education.

Our diversity, equity, and inclusion infrastructure and interventions are grounded in the latest and most innovative research on recruitment, retention, persistence, and success for all students. The College has a series of targeted offices, programs, and committees to strengthen diversity engagement inside and outside the classroom. The FCC diversity infrastructure includes programs, policies, and committees to infuse equity and inclusion throughout the College. We understand how essential professional development is for the faculty and staff and therefore, the College offers an extensive diversity and inclusion professional development series, as well as summer institutes and grants to strengthen faculty and staff capacity to respond effectively inside and outside the classroom.

The College established the Office of Multicultural Student Services (MSS) in 1998 to provide comprehensive support to address the specific needs of underrepresented students of color. MSS interventions consist of academic planning through curriculum pathways, counseling, mentoring, leadership development, and dynamic cross-cultural experiences to ensure the successful transition to college and completion of a college degree or certificate. Using an intrusive advising model and strategic partnerships with faculty, MSS offers additional assistance to students who may be experiencing academic challenges, having difficulty adjusting to the college environment, or just need a little extra support.

MSS oversees the *Partnership to Achieving Student Success* (PASS) program, which was created in 2011 through grant funding. Because of the program's successful impact, the College fully funded the program after the grant expired in 2015. PASS provides support for recent high school graduates who test into one or more developmental course(s) at FCC. In its sixth year (FY 2017), the program had 43 participants out of 331 students eligible to participate. Students who participated in PASS remained enrolled at FCC as either a full- or part-time student from fall 2016 to spring 2017 at a higher rate (86%) than their non-PASS peers (69%). A higher percentage of PASS students received Pell Grants (40%) as compared to their non-PASS peers (23%), and these PASS-Pell-receiving students were also retained at a higher rate (82%) than the comparison non-PASS Pell recipients (72%). At the end of fall 2016 term, a higher percentage of PASS students were in "Good Academic Standing" (67%) than their non-PASS peers who qualified for the program, but did not participate in PASS (64%). The number of students in Good Academic Standing dropped for both PASS participants and their non-PASS peers in spring 2017. The MSS leadership is assessing the program to better support student success. (MSP Access, Success, Innovation)

The Office of Institutional Advancement/FCC Foundation, Inc.

The Office of Institutional Advancement which includes the FCC Foundation, Inc. is a philanthropic network of advocates enriching the vitality and quality of life in our community by promoting access to higher education. In partnership with individuals, organizations, and businesses, the mission of the Frederick Community College Foundation is to remove barriers to a community college education and provide financial support so all students can succeed and positively contribute to our community.

Of special note are two Foundation scholarships created especially for Frederick County High School seniors. Ten of the scholarships are merit based, and awarded to Frederick County Public High School seniors selected by their principals based on a 3.6 cumulative GPA. These scholarships are valued at up to $8,800 for two years. An additional ten are merit based

scholarships awarded to one graduating senior from each Frederick County public high school who participated in the High School Based or Open Campus Dual Enrollment.

In FY 2018, the FCC Foundation awarded more than $820,000 in scholarships and program support at FCC. More than $480,000 was raised to support access to higher education at FCC. The Student Success Fund Program, which is supported by private donors and foundations, remains in place for students in danger of dropping out of classes due to a sudden emergency or financial crisis. Students may receive up to $1500 once a year to help with rent, utilities, or other financial stressors that would prevent them from staying in school to complete their degree or program. (MSP Access, Success, Innovation)

Community Education

FCC provides unique educational programming that extends beyond the classroom into the community. A prominent example is the successful and long-standing involvement with "*Frederick Reads*." Since 2006, FCC has partnered with Frederick County Public Libraries and other community partners to promote county-wide reading by featuring the work of a known author, and hosting that author at the College and the Weinberg Theater in the city of Frederick. Frederick Reads has reached thousands of Frederick and regional residents and FCC students, and featured authors such as Frank DeFord, Elizabeth Gilbert, Bill Bryson, Ann Patchett, and Rosanne Cash. Included in every Frederick Reads author engagement are sessions designated for students to directly interact with the author.

Another successful community program that FCC offers is called "*Moving Mountains,*" a free monthly speaker series for teens and young adults. Since 2015, the College has worked closely with Frederick County Public Schools and community nonprofits that serve youth to invite local professionals to share their life and professional experiences, successes, and challenges. Through their unique stories, speakers inspire students to set the bar high in all areas of their lives including career choices, life goals, relationships, finances, and more. Hundreds of teens from mostly middle school to college-age have heard inspiring talks from an array of speakers. (MSP Access)

Section 4: Institutional Objectives and Outcomes

As indicated in section one of this report, the strategic goals and objectives that were developed through a collaborative process in FY 2015 will continue to guide the College until the end of FY 2020. The President provides leadership and oversight of the College planning with support from the Senior Leadership Team. FCC 2020 serves as the long-range College strategic plan and is operationalized through the Annual Strategic Priorities (ASP), the seven team plans, the Academic Master Plan, the Facilities Master Plan, and the Technology Strategic Plan. The Facilities Master Plan and the Technology Strategic Plan articulate projected costs for budget development.

The College assesses the outcomes of planning goals and objectives using multiple formal processes. The Academic Affairs, Continuing Education, and Workforce Development team manages formal processes for course-level assessment and academic program review. The Institutional Effectiveness team manages a formal process for Non-Academic Program Review and produces numerous ad hoc assessment reports for departments across the College. In addition, the Institutional Effectiveness team annually assesses College planning and operations

through the Annual Institutional Effectiveness Report and the MHEC Performance Accountability Report. The College uses TK20, a comprehensive assessment, planning, reporting, and data management software to manage planning and assessment.

The College Strategic Plan, *FCC 2020*

The following are the current goals and objectives of *FCC 2020* "cross walked" with the new Middle States Standards and the 2017-2021 Maryland State Plan. These are the principle goals and objectives that will continue to guide the College for the next two years. These goals and objectives will be reviewed during the next College strategic planning process that will begin in FY 2020. Any changes or modifications to the goals and objectives will be submitted to the BOT for approval at the end of FY 2020 with the new College strategic plan that will begin in FY 2021:

- Enhance student persistence, success, and completion through collaborative support systems through the following objectives: (MSCHE Standard IV, MSP Access, Success, and Innovation.)
  1. Create a unified culture of persistence, success, and completion.
  2. Develop and implement comprehensive orientation and mentoring programs.
  3. Expand student access to and utilization of support services.
  4. Develop and implement pathways for credit and non-credit students to easily navigate transition points.
  5. Enhance communication strategies for students, faculty, and staff.

- Promote excellence in the design, delivery, and support of student learning (MSCHE Standard III, MSP Success and Innovation).
     Objectives
  1. Expand innovative instruction to increase student engagement and meet the demands of changing populations.
  2. Design and support professional development that enhances student learning.
  3. Develop and implement quality delivery standards and assessment protocols for each modality of instruction.
  4. Increase student engagement by promoting the importance of co-curricular and extra-curricular events.
  5. Expand systematic program review and assessment to all areas of College operations.
- Ensure fair and ethical standards in all policies, practices, and procedures throughout the College Community (MSCHE Standard II, MSP Success).
     Objectives
  1. Establish an ongoing systematic review of all internal and external policies, practices, and procedures.
  2. Implement a transparent communication plan for ensuring clarity of policies, practices, and procedures.
  3. Develop and ensure transparency in employment practices.
- Prepare for the future through effective planning, resource development, and continuous institutional improvement that is aligned with the College mission (MSCHE Standard VI, MSP Innovation).
     Objectives
  1. Establish priorities and identify current and anticipated resources.

2. Secure innovative and creative revenue sources through entrepreneurial efforts.
3. Design a systematic plan to align staffing needs with strategic priorities.

- Enhance access, support, and opportunities that meet the needs of the diverse and changing populations (MSCHE Standard II, MSP Access, Success, and Innovation).
  Objectives
  1. Improve student recruitment efforts and employment practices to build the diversity and inclusiveness of our College.
  2. Create targeted programs for emerging populations that address their specific needs and enhance student learning.
  3. Implement strategies to increase and engage diverse and emerging populations.
  4. Expand community outreach to secure resources for student support.
- Expand the leadership capacity of all employees through professional development to meet the challenges and opportunities for our College (MSCHE Standard VII).
  Objectives
  1. Develop a plan that ensures continuity of campus operation.
  2. Develop a systematic plan to provide opportunities for career growth.
  3. Create professional development opportunities that improve job skills, leadership capabilities, and employee productivity.
  4. Develop a sustainable program to mentor employees and acknowledge their contributions to the operation of the College.
- Clearly articulate a governance structure that is transparent and outlines roles, responsibilities, and accountability for decision making (MSCHE Standard VII).
  Objectives
  1. Ensure that all job descriptions are current and representative of employees' responsibilities.
  2. Maintain current organizational charts and make them accessible.
  3. Develop a component for new employee orientation to ensure they understand their roles and responsibilities in the governance structure.
- Articulate career pathways for continuing education and credit students which enhance their ability to secure employment (MSCHE Standard III, MSP Access, Success, and Innovation).
  Objectives
  1. Align programs with current and future jobs.
  2. Develop and implement a credit for prior learning structure which includes non-credit pathways.
- Increase access, affordability, and student goal completion (MSCHE Standard IV, MSP Access, Success, and Innovation).
  Objectives
  1. Enhance the college readiness of FCPS students by collaborating on early assessment, professional development, and the development of effective transition courses in Math and English.
  2. Enhance collaborative efforts between local high schools and FCC to develop early college access through dual enrollment initiatives.
  3. Improve the access, retention, and goal completion for adult learners.
  4. Implement strategies that reduce the time to goal completion and make FCC more affordable.

Each year, the College does an assessment of the efforts and outcomes that have been made in support of the College mission, goals, and objectives, and in support of the BOT Annual Strategic Priorities for that fiscal year. This is accomplished through the development of the Institutional Effectiveness Report, which presents measures and outcomes that are standard state and federal metrics of institutional effectiveness, as well as other outcomes the College has accomplished. This report is prepared by the Institutional Effectiveness team in collaboration with the President, Senior Leaders, and many other members of the College community.

The development of the report begins on June 30th, which marks the end of each fiscal year, and is submitted for information to the BOT at the November meeting. The report is then posted on the College public web page. The FY 2017 Institutional Effectiveness Report can be found by following this link: https://www.frederick.edu/about-fcc/downloads/opair/institutionaleffectivenessreport2017.aspx

The report highlights planning, budgeting, and assessment activities across the College that are formally measured, documented, and confirmed annually through several general processes: *Regional Accreditation, Federal and State Reporting, Academic Program Review, Course Level Assessment, Non-Academic Program Review, and an assessment of the Goals in the College 5-year strategic plan FCC 2020.* The report also includes a summary of any significant in-house assessment requests that were completed for the requisite fiscal year. The report serves as the annual assessment of the College Strategic Plan.

Annual Strategic Priorities

In order to keep the College focused on its mission, and effectively meet the goals and objectives set forth in *FCC 2020*, the BOT works together with the President to develop a set of Annual Strategic Priorities (ASP) for each fiscal year at its July retreat. The ASP are then distributed throughout the College community to support planning, budgeting, and decision making for the upcoming fiscal year. Following the July BOT retreat, the President presents the new ASP to the Senior Leadership Team (SLT). Each Senior Leader uses the ASP to develop their annual team plans in consultation with their direct supervisors All College employees then use the ASP and their respective team plans to develop their individual Employee Development Plan (EDP) goals for the upcoming fiscal year. All EDPs are then submitted to Human Resources by October 1, and the EDPs are subsequently used by the Employee Development Advisory Team (EDAT) to plan the College professional development activities for the year.

To operationalize the ASP, the President convenes the Strategic Advisory Team (SAT) in September of each year, which is generally comprised of more than 70 volunteers from the College teams. Workgroups are formed around each of the ASP to bring a College-wide perspective and engagement to the goals and objectives of each ASP. The SAT meets as a whole group with the President once each month throughout the year to report on their progress related to their ASP. The workgroups meet independently the remaining weeks of each month to do the work related to their ASP. The SAT workgroups present progress updates on the ASP to the BOT at its November meeting. In May of each fiscal year, SAT workgroups present summary reports of outcomes from each ASP. The summary reports inform planning for the next fiscal year.

The College budget development process begins in September for each fiscal year. All budget requests have to be clearly aligned with the BOT-established ASP and the goals and objectives

of *FCC 2020*. The President and SLT review and prioritize requests. Prioritized budget requests are presented to the BOT at its budget workshop in January and preliminary approval of the budget is given at the February BOT meeting. Throughout the budget development process, the President, Chief of Operations, and the Vice President for Finance work closely with County staff and the County Executive related to budget development. They also attend the public hearings to advocate for College funding. The budget is submitted to the County Executive for preliminary review in February and the budget then moves through the official approval process and is presented for final approval by the Frederick County Council in June.

ASP development and outcomes demonstrate the College commitment to Goal 4 of *FCC 2020*, to *"Prepare for the future through effective planning, resource development, and continuous institutional improvement that is aligned with the College mission."*

The FY 2019 Annual Strategic Priorities that were approved by the BOT at its July 28, 2018 meeting are:

> Maximize opportunities for student success by creating new pathways in academic, continuing education, and workforce development programs.

> Enhance access to student services through the implementation of a new enrollment services model in the reconfigured Jefferson Hall.

> Enhance best practices in communication and employee relations.

> Convene a College-wide Task Force that examines the process of decision-making at Frederick Community College and makes recommendations that lead to a governance process that is inclusive and participatory.

> Implementation of and employee training on PeopleSoft upgrades that provide new capabilities, achieve greater efficiencies, and enable the College to review and improve existing business workflows.

> Implementation of Operations team strategic objectives for renovation design, deferred maintenance, emergency preparedness, and collaboration.

These priorities have been presented to the College community and will guide the work of the College for FY 2019. The Senior Leaders will also align annual Team Plans with the ASP.

Team Planning

Each year after the July BOT retreat, the President gives the BOT-approved ASP to the seven senior leaders. By September 1, OPAIR provides the Senior Leaders with the final BOT summary reports of the SAT workgroups and the end of year reports of the team plans from the previous year to help inform the current year planning. OPAIR sets up a planning template for each team in TK20 that is framed around the ASP. The Senior Leaders work with their team members to develop their team plans for that fiscal year and enters their plans into TK20 in September. The Executive Director of Planning and Institutional Effectiveness supports the Senior Leaders as needed in developing the team plans, entering the plans into TK20, monitoring and updating plans, and in assessing the plans at the end of the fiscal year.

Employees use their team plans to develop their Employee Development Plans, which are submitted by their supervisor to HR by October 1.

Academic Master Plan

Academic Affairs, has recently completed a five-year Academic Master Plan to guide future academic initiatives. This plan was constructed to meet the goals of the Maryland State Plan. Consisting of four themes, each theme within the Academic Master Plan contains a primary goal and objectives directly aligned with the Access, Success, and Innovation goals of the MSP. The Provost/Vice President for Academic Affairs, Continuing Education, and Workforce Development provides leadership and oversight of the Academic Master Plan.

The theme of Educational Excellence promotes educational excellence, ensuring that students are developing the skills, awareness, and knowledge needed to attain their academic and/or career goals. It consists of three objectives:

1. Assess and strengthen existing general education competencies, including cultural, global, digital, and technological competencies.

2. Strengthen the College curricular capacity in the areas of global learning, cultural competence, and community integration.

3. Implement guided pathways to ensure students are making efficient progress towards appropriate academic goals.

The theme of Academic Support and Infrastructure has the goal of enhancing academic support services and infrastructure to effectively and efficiently meet students' learning needs. This will support the MSP goals of Access and Success by delivering face-to-face and virtual academic support services and resources that enhance the success, persistence, and completion of current and emerging student populations. It will do this by:

1. Providing instructional technologies and intentionally designed physical and virtual learning environments that support the teaching and learning needs of students and faculty; and

2. Optimizing Academic Affairs staffing structures, processes, and resources to efficiently support teaching and learning.

The theme of Academic Affairs Faculty and Staff Development and Leadership will ensure that faculty and staff professional development and training supports educational excellence, innovation, and teaching and learning leadership. This goal contains three objectives:

1. Strengthen the assessment skills, cultural and global competence, and technological competence of faculty and staff.

2. Foster the instructional innovation and OER development skills of faculty and staff.

3. Ensure the existence of comprehensive systems for recruiting, retaining, evaluating, and developing full-time and adjunct faculty.

Finally, the theme of Modernization and Impact will drive innovation through teaching and learning experiences that shape the critical needs for students and the regional workforce. This theme supports MSP goals of Access, Success, and Innovation. This will be accomplished by:

1. Expanding inventive learning modalities to improve student outcomes; (MSP Success, Innovation)

2. Collaborating with regional business and industry to develop and expand academic programs and structured work-based learning opportunities to address current and future workforce needs; (MSP Success, Innovation) and

3. Creating and implementing strategies to improve access and affordability. (MSP Access Innovation)

Facilities Master Plan

In January of 2017, the five-year update of the 2012-2022 FCC Facilities Master Plan was approved by the BOT and submitted it to MHEC. The plan was developed by the Operations team using a collaborative approach. It is a renovation/remodeling plan instead of a new construction plan. It reflects the facility needs of the College and supports critical replacement of aging infrastructure, provides for relocation and growth of programs, expands support services, and incrementally improves College facilities. The Chief of Operations provides leadership and oversight of the Facilities Master Plan. The plan can be found at this link: Facilities Master Plan

Deferred Maintenance Plan

The Operations team also developed and presented to the BOT a six-year (FY 2017 – FY 2022) $36M deferred maintenance plan. This plan addresses both current and backlogged needs (spread over a six-year period) and estimates the level of adequate funding to maintain the College assets and reduce deferred maintenance. Maintenance, capital renewal building alterations, and furniture, fixtures, and equipment (FFE) replacements are planned and scheduled based on industry life cycle expectancy. The plan is included in the Facilities Master Plan.

IT Strategic Plan FY 18-22

In FY 2017, an outside consultant provided an audit/assessment of IT operations. As a result the consultant's findings, an Annual Strategic Priority was developed by the BOT for FY 2018, which included a new IT Strategic Plan. This plan was developed with seven strategic directions, each with associated goals for fiscal years 2018-2022. The Technology Advisory Committee (TAC), a representative body from across the College, was established to provide oversight of the IT Strategic Plan. Subcommittees were formed within TAC for each of the seven strategic directions. Progress was reported twice in FY 2018 to the BOT, Senior Leadership Team, and TAC committee. The position Chief Information Officer, a direct report to the President who serves as a member of the Senior Leadership Team, was created to provide leadership and oversight of the IT Strategic Plan.

The plan enables the College to excel in a variety of ways: lifecycle management of academic and administrative technologies; lifecycle management of network infrastructure; policy and procedure review; IT development and training with an emphasis on information security; integration of elements from the College Academic Master Plan, and Facilities Master Plan; research, analysis, and support of the College software environments to ensure current and future best practices in instruction and administration; and disaster recovery planning.

Academic Program Review

The College assesses the effectiveness of its academic programs using a well-structured, five-year program review process. The process consists of an analysis of program mission, goals, and

objectives, an assessment of the program according to internal and external data, an assessment of the curriculum, an assessment of student learning outcomes, an assessment of program resources and viability, a summary of key findings and recommendations, a review by two external reviewers, and the submission of a formal action plan. The action plan then serves as the foundation for improvements made to the program over the next four years. Over the past year, the College completed seventeen total reviews of degrees, certificates, and letters of recognition in the arts and humanities areas, computer aided design, and construction management. One example of an effective program review can be seen in the College television production program. During the review, the television production program manager completed an in-depth analysis of the program. Two key initiatives identified by the program manager include exploring new avenues, such as grants, to help increase the budget for software, hardware, and equipment to stay current with the industry and considering a partnership with Continuing Education and Workforce Development to provide Adobe Premier Pro certification training and testing. In FY 2019, the College plans to complete the reviews of an additional 28 programs.

Course Level Assessment

In addition to program review, the College also assesses its general education competencies at the course-level. Over the past three years, academic departments designated a high-enrollment general education course or courses that required general education competencies to undergo a three-year cycle of assessment. These projects were identified during the first semester of the three-year cycle and faculty were required to select three of the general education competencies and one of the following competencies: critical thinking, quantitative/scientific reasoning, oral/written communication, and technological competence. These competencies are required to be assessed by MHEC and MSCHE. This year, the institution completed its fourth three-year cycle.

Moving forward, the institution has built the infrastructure to assess all 10 general education goals, including those required to be assessed by MHEC and MSCHE, using a five-year cycle. The new assessment process will allow for the expanded assessment of all general education courses for each competency as opposed to one identified high-enrollment course. This cycle will start with the assessment of oral/written communication and critical thinking during the fall 2018 and spring 2019 semesters.

Non-Academic Program Review

The new Middle States Accreditation Standards set the expectation that the College will systematically assess all the areas of its operations. The College has developed a framework and process for periodic, comprehensive review. The primary purpose of the periodic, comprehensive review is for each of the operational teams to self-reflect upon, evaluate, and improve the services provided by their area. The review process provides a framework within which to identify needed improvements, and also provides an opportunity for each area to showcase successes. The process requires a self-study, an external evaluation, and an action plan that will support each senior leader to facilitate planning and continuous improvement.

Over the next five years, non-curricular programs at Frederick Community College will be completing self-study program reviews. To balance available resources and workload for the 33 non-curricular programs and OPAIR, a program review cycle was created so that no more than eight program areas will be up for review during a single fiscal year. In year one of this cycle, FY 2018, four programs are scheduled to complete their program reviews.

FCC ENROLLMENT MANAGEMENT INDICATORS: FY 2019

In addition to monitoring goals and objectives of *FCC 2020*, the ASP, the Academic Master Plan, the Facilities Master Plan, the IT Strategic plan, and the indicators found in the MHEC Performance Accountability Report, the College Enrollment Management Indicators have been designed to support the FCC mission and the MSP by measuring outcomes related to access, affordability, persistence, student success, and completion. Nine indicators have been identified, and baseline data has been collected to identify trends for effective recruitment and retention of students. These indicators will serve as a dashboard and will be measured and updated each fiscal year. The data collected will inform decision making related to enrollment management.

1. *Increase recruitment of FCPS students attending FCC within three years of graduating from high school*: To measure this indicator, the number of all FCC "New Admits" who graduated from FCPS high schools within the past three years was calculated. Over a three-year period (2015-2017), an average of **79.4% of FCC new admits graduated from an FCPS high school** within three-years of their high school graduation date. *This student population has declined roughly 8 percent* over the past three years. (MSP Access)

2. *Increase the headcount of adult learners*: To measure this indicator, the percent of students over age 24 included in the unduplicated headcount for a given fiscal year was calculated. From FY 2015 to FY 2017, **over 37% (3,261 students) of the FCC student headcount were students over age 24**; however, *this student population declined 6.3 percent* between FY 2015 and FY 2017. (MSP Access)

3. *Increase the percent of full-time enrollment*: To measure this indicator, the percent of fall semester, full-time (taking 12 credits or more) credit students was calculated. Over the three-year period from fall 2015 to fall 2017*, **nearly 33% of credit students were enrolled full-time**. This *student population has declined 1.5 percent* between fall 2015 and fall 2017. (MSP Success)

4. *Decrease the number of withdrawals among credit-bearing students*: To measure this indicator, the percent of fall and spring semester classes resulting in a grade of "W" was calculated. Over the three-year period between 2015 and 2017, **under 8 percent of courses resulted in a grade of "W."** This *percentage has remained steady* from 2015 to 2017. (MSP Success)

5. *Increase the transition from non-credit to credit programs*: To measure this indicator, students enrolled in Adult Education, Allied Health, and Business CEWD courses in FY 2017, who then enrolled in a credit plan in fall 2017 or spring 2018 were tracked. **Of the 6,930 CEWD students in FY 2017, 355 (5.1%) subsequently enrolled in a credit plan in fall 2017 or spring 2018**. This is a new measure for which a historical trend has not been calculated. (MSP Access, Success, Innovation)

6. *Decrease the three-year time-to-degree rate*: To measure this indicator the average number of years required for FY 2017 graduates with no previous credit transferred to earn a Certificate or Associate degree was calculated. **On average, it took 2017 graduates 4.3 years to earn a Certificate and 4.6 years to earn an Associate degree.** (MSP Success, Innovation)

7. *Increase the number of certificates, letters of recognition, and industry credentials*: To measure this indicator, the number of awards from graduates in 2017 was calculated. **In 2017, graduates earned 265 certificates** (*a 45% increase* since 2015), **877 Associate degrees** (*a 2% decrease* since 2015), and **84 letters of recognition** (*a 62% decrease* since 2015). Also in

FY 2017, Perkins students earned **185 industry credentials** (*a 25% decline* since FY 2015). (MSP Success, Innovation)

8. *Develop guided pathways to facilitate goal completion*: To measure this indicator, the number of students enrolled in each pathway was calculated. As of the fall 2017 headcount, **139 students were enrolled in the Arts and Humanities pathway; 281 in Social Sciences; 28 in STEM AS; and 293 in STEM Tech**. (MSP Access, Success, Innovation)

9. *Facilitate student access to financial support*: To measure this indicator, the average percent of credit students receiving financial aid over the three-year period 2015-2017 was calculated. On average, **under 20% of credit students received a Pell Grant between 2015 and 2017** (this *figure has decreased 1.1%* since 2015) and **33.4% of credit students received loans, scholarships, or other need-based aid** over the same three-year time period (*a 1.8% decrease* since 2015). (MSP Access, Success, Innovation)

Conclusion

This report demonstrates the College support of the goals and objectives of the MSP and the commitment to making higher education more affordable for the students that attend FCC. The current College mission statement aligns with the MSP and the core values, goals and objectives of *FCC 2020* are focused on access, success, diversity, affordability, and innovation. The College will embark on a year-long strategic planning process in FY 2020, and during that process, the College will ensure the use of the MSP to guide the development of a new strategic plan that will be effective in FY 2021. Any changes to the mission statement that are made as a result of the planning process for the new strategic plan will be submitted to the BOT for approval and then to MHEC for review.