Frederick Community College

Institutional Effectiveness

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INSTITUTIONAL EFFECTIVENESS REPORT

2013-2014

Overview:

The Institutional Effectiveness (IE) report provides a status report based on the goals objectives in the Tactical Plans of key units of the College, tasks and activities around those goals and objectives, and how they connect to the College's Strategic Plan. The report supports reported activities with data and will be used as a resource for the Middle States Self Study. The College began its Self-Study process in November 2013.

The following units submitted their Tactical Plans for inclusion in this report:

1. Learning Tactical Plan
2. Learning Support Tactical Plan
3. Administration Tactical Plan
4. Diversity Tactical Plan
5. Foundation Tactical Plan

These Tactical Plans were designed based on determining Key Issues that were important to the units. The unit managers developed strategic goals and objectives related to the key issues and their link to the College Strategic Plan. The plans were then implemented by each unit. As the year progressed, unit managers were asked to indicate how the objectives in their Tactical Plans were going to be assessed, and asked for recommended additions or revisions to their objectives. Managers were also asked to identify the department(s) responsible for accomplishing the objectives.

Institutional Effectiveness (IE) at FCC is a planning and evaluation process intended to ensure that the College's performance matches its strategic goals and objectives in adhering to the College's mission, vision, and strategic plan and is used as a catalyst for facilitating positive change based on assessment initiatives in the Tactical Plans of different areas of the College.

**Vision:
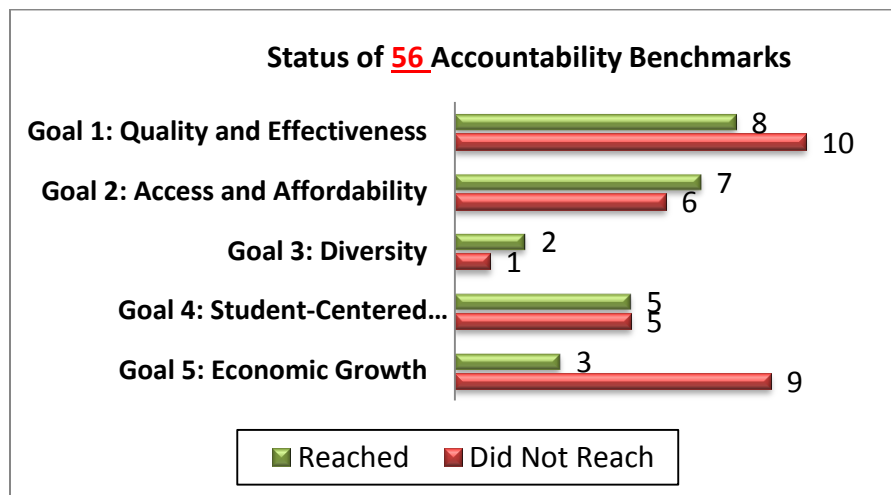We transform individuals and communities through learning**

In June 2014, all units completed an Update on Progress Report and submitted them to the Institutional Effectiveness Department (IED). IED reviewed the reports and included the updates that were strategic in nature in this report. Activities that were considered routine or operational were not included.

Budgeting

FCC's budget process is linked to the strategic plan. As part of the annual budget process, departments are asked to review the Strategic Plan objectives and their unit's tactical plan for strategic initiatives, or base budget increases to be funded in the upcoming budget cycle. All funding request submitted must identify the specific strategic goal/objective that the initiative would support. The requests are then prioritized and funded based on availability of funding for the year. The diagram of the process is reported in appendix 4.

Linking Accountability and Strategic Plan

The Maryland Higher Education Commission (MHEC) assesses the effectiveness of MD community colleges based on specific benchmarks as part of its annual Accountability Report. Many of the benchmarks are related to the Strategic Objectives of the FCC Strategic Plan. The benchmarks are included in appendix 1. The benchmarks were originally set in FY 2010 and are designed to be achieved by 2015, with an annual assessment of the progress to be reported to MHEC.

Status of 56 Accountability Benchmarks

Goal	Reached	Did Not Reach
Goal 1: Quality and Effectiveness	8	10
Goal 2: Access and Affordability	7	6
Goal 3: Diversity	2	1
Goal 4: Student-Centered...	5	5
Goal 5: Economic Growth	3	9

Organization of the Report

This report is organized by listing Strategic Goals followed by the associated Strategic Objectives of the College's Strategic Plan. These are then supported by relevant bulleted items from the Status Updates of Tactical Plans that were reported to the Institutional Effectiveness Department from each unit.

Next Step

Representatives from the IE office met with each PAS member and a discussion was held to review their current plans, review the current IE planning process, and to recommend additions or revisions to

objectives related to their unit. These recommendations will be used to develop their 2014-15 Tactical Plans.

Institutional Effectiveness Reporting Process and Timeline

	Process	Timeline
Institutional Effectiveness Report	▪ College units provide progress updates for each objective. ▪ IE department organizes the progress updates based on Strategic Goals and Objectives. ▪ Link the status reports to available data as a means of assessing the effectiveness of the objectives. ▪ Prepare and publish the final report.	7/15/2014 9/2/2014
Updating Tactical Plans	▪ IE Department updates Tactical Plans for each unit based on incomplete objectives and the Recommended Additions/Revisions to Objectives. ▪ The Tactical Plans contain the Strategic Objectives that are developed to be accomplished between 9/1/2014 and 6/30/2015 (FY15) for different units to move toward reaching all goals and objectives in the Strategic Plan.	9/19/2014
Assessment of Tactical Plans	▪ Each Unit prepares three Key Performance Indicators (KPI), with benchmarks, and submits them to IE Department. ▪ IE Department provides data on iDashboard for the KPI. ▪ The KPI will be assessed and reported in the 2015 Institutional Effectiveness Report.	9/30/2014 10/15/2015 8/30/2015
Closing the Assessment Loop	▪ Each unit prepares an Action Plan for the assessed KPIs. ▪ The Action Plans will be incorporated in the Institutional Effectiveness Report as a means of documentation for closing the assessment loop.	6/1/2015 8/30/2015

Limitations/Suggestions for Improvement

The present report was prepared with a few limitations that should be corrected for next year before beginning the new cycle of Strategic Planning process in 2015.

1. The objectives should be measurable.
2. The status report for strategic objectives should be linked to assessment and measure effectiveness.
3. Assessment data should be utilized in setting priorities, revisions to objectives, or recommended additions.
4. Unit managers should support their plans with relevant data.
5. The Institutional Effectiveness loop should be closed by IE Department assessing a key indicator for each Strategic Goal of the College Strategic plan.

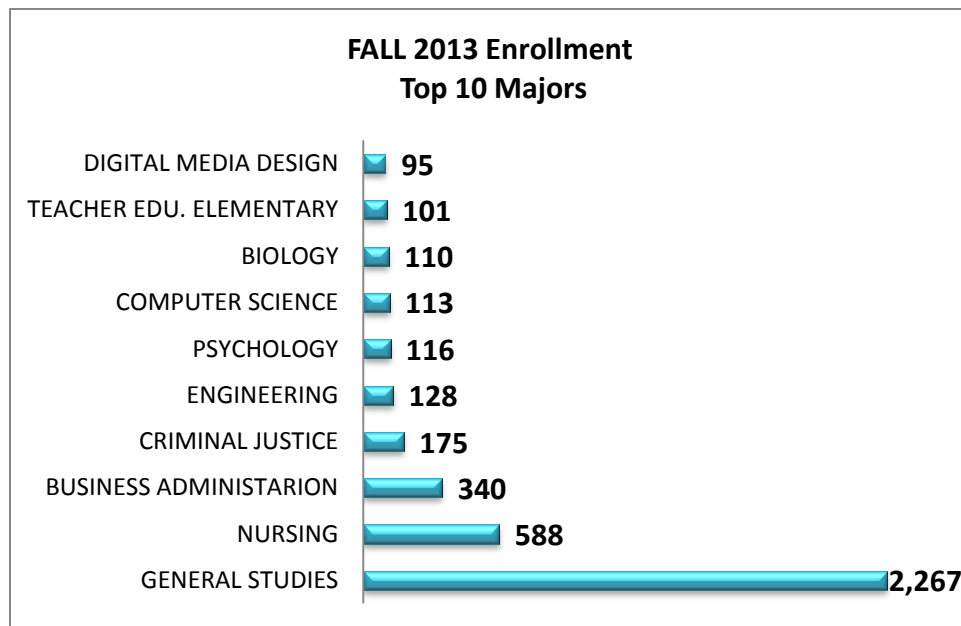# Promote academic excellence in teaching and learning

Strategic Objectives:

➡ Develop and implement standards for learning environments
➡ Develop a shared vision of a Learning College
➡ Identify and enhance policies or programs that support completion and goal attainment
➡ Enhance learning with a variety of student engagement opportunities
➡ Support innovative instruction

■ In spring 2014, FCC participated in a national survey called Community College Survey of Student Engagement (CCSSE). The results show the rating of FCC students in most items about their college experience are more positive than the students in public medium size and all other colleges nationally who participated in this survey. The table below shows two items. Ninety-six percent (96%) of FCC students compared to 94% of medium colleges and 93% of the national cohort would recommend their college (FCC) to a friend or family member. Also, 88% of FCC students compared to 85% of medium size colleges and 84% of the national evaluated their entire educational experience as "Good" or "Excellent."

2014 CCSSE Survey		FCC	Medium Colleges	2014 National Cohort
		Percent	Percent	Percent
26. Would you recommend this college to a friend or family member?	Yes	96.2	93.8	93.4
	No	3.8	6.2	6.6
	Total	100	100	100
27. How would you evaluate your entire educational experience at this college?	Poor	1.7	1.6	1.6
	Fair	10.3	13.4	14
	Good	53.6	53.6	53.4
	Excellent	34.3	31.5	30.9

■ In FY 14, the College completed a total of twenty-five program reviews to include, degrees, certificates, and letters of recognition. For the past three years, the College has reviewed a total of 75 programs which represents about 75% of all programs. Overall, the process has been a success and will afford students' academic programs that meet their needs and support a smooth transfer or career placement.

■ During 2013, the General Education Committee reviewed both the General Education curriculum and the General Studies degree program. The 55-page report included an action plan that is currently being implemented. Among these actions are revisions to the 10 general education goals, analysis of the currency of courses with general education designation, and a comprehensive review and revision of the General Studies degree requirements. Both the general education curriculum and the General Studies degree program are central to FCC's mission. Not only are degree-seeking students required to take a requisite number of general education courses

to fulfill their degree requirements, General Studies is the largest degree program at the College in terms of declared majors and graduates. In fall 2013, students were enrolled in 102 declared majors. The program with the highest enrollment was General Studies representing 37% of all students. Additionally, in FY 2014, 332 graduated with General Studies degrees which accounted for 39% of all Associate degree recipients (847).

FALL 2013 Enrollment
Top 10 Majors

Major	Enrollment
DIGITAL MEDIA DESIGN	95
TEACHER EDU. ELEMENTARY	101
BIOLOGY	110
COMPUTER SCIENCE	113
PSYCHOLOGY	116
ENGINEERING	128
CRIMINAL JUSTICE	175
BUSINESS ADMINISTARION	340
NURSING	588
GENERAL STUDIES	2,267

■ The College made enhancements to some courses as listed below:

<u>English Department</u>
- Revised EN101 and EN102 course requirements to ensure that 70% and 50% of the grade comes from student writing.
- Adjusted adjunct faculty's assignments to ensure that students are receiving a consistent learning experience and environment regardless of the section they were enrolled.
- Engaged in developmental writing norming sessions (pre-semester) and program-wide Final Portfolio evaluation process (cross-grading student writing at end of semester) in developmental writing courses to ensure consistency in evaluation methods.

<u>Social Sciences Department</u>
- Education and math faculty have partnered to pilot a joint research project for students enrolled in ED202: Educational Psychology and MA207: Statistics and Probability.
- The Education Program increased number of FCPS observation sites for education students to 43 schools.

<u>Computer, Business, and Technology Department</u>
- Streamlined the registration process for the Culinary program and the Medical Assisting program, and improved retention by enrolling students into afternoon and evening cohorts.
- Revised the Hospitality Supervision Certificate program to offer students broader learning options in Lodging, Catering, and Food & Beverage Management.

- Developed new syllabi for ACCT101 and 102 based on compliance with transfer schools. Increased written communication requirements and added XBRL reporting in the Applied Accounting course.

Math Department
- Prepared and updated standard syllabi for multi-sectioned classes.

- Course-level success rates (A,B,C,S) for online and hybrid courses have been tracked since 2004 by gender, age and ethnic background. Resulting trend data have been noted in annual reports and includes documentation that students over 22 are 10% more successful (as defined above) and females are 6.5% higher than males.
- January Term Analysis was completed by assessing the term's academic rigor and developed recommendations for improvement with the following:
  - Creating a maximum credit load for students.
  - Creating a maximum credit load or number of courses taught for faculty.
  - Documenting justifications for course offerings during the term.
  - Evaluating all courses offered during the January Term.
  - Develop professional development for faculty teaching short session courses.

- The Student Evaluation Task Force evaluated the student course evaluation process and the instrument and made a series of recommendations that were implemented, including:
  - Management and delivery of an electronic Course Evaluation process was moved to the Distance and Distributed Learning.
  - Content of the online instrument was revised and updated for use in spring 2014.

- As of fall 2013, all FCC courses are being evaluated each semester. The Center for Student Engagement (CST) coordinated with an interdisciplinary team of faculty, Learning and Learning Support staff to implement a comprehensive full year of co-curricular events and service learning to integrate classroom and learning outside the classroom. In fall and spring, 306 Social, cultural, and educational events were offered and 61 faculty integrated co-curricular day programs as part of learning experience for students. Additionally, eight faculty integrated service learning in to their curriculum which resulted in 332 students provided 5,448 hours in service to the Frederick community through curriculum infused service and 10 students participated on a week-long Alternative Spring Break Service Trip to Goldsboro, NC where they participated in a Habitat for Humanity build. Some of the curriculum specific service learning opportunities for students and events are listed below:

Communication, Humanities, and Arts (CHA) Department
- Developed service learning opportunities in collaboration with professional art events such as Artomatic wherein students and faculty exhibited their works at the community events.
- FCC students participated in the 72-Hour Frederick Film Festival and worked with professional filmmakers.
- Faculty collaborated with professional artists and organized visiting artist series within the ceramics/sculpture area (one per semester). Various guest artists presented and did hands-on projects with Creative Arts classes. National Players performed *Romeo and Juliet* and offered a master class workshop for drama students. Various guest artists performed with student Jazz Ensemble, Flute ensemble, String ensemble and Wind

Ensemble. A master class and workshop for music students with master piano teacher Robert Durso offered an extraordinary experience to FCC students.

English Department
- Linked Honors Speech and English Courses conducted oral histories with WWII Veterans as part of the Veteran's History Project.
- Faculty developed a community focused, service learning EN101-SD102 linked class to be offered in the fall of 2014.

Social Sciences Department
- Guest presenters in the area of social work and aging for HS103-Intro were invited to Social Work classes. Human Services Students participated in the Rally for Recovery. NAMI and Way Station staff and clients presented for students in PS206-Abnormal Psych.
- A group of FCC students traveled to and studied in Russia during the month of June.
- Sociology and Women's Studies students attended and participated in poster sessions at national conferences.

The Honors College
- Sponsored 21 student presentations at the Honors Forum, 10 at the state honors conference, and 2 at the regional honors conference. Two Honors College students earned leadership certificates and 9 other students served as student leaders. Twelve earned services certificates and the Honors Student Association service projects raised $300 for Hope Alive and $535 for the Warrior Canine Connection.

Math Department
- Offered math-focused events such as lectures, pi-day, and the Differential-Bee.
- Took STEM students to state competitions (PGCC), conferences (Towson), seminars (Towson, NIH), etc.
- Supported co-curricular day with incentives.

CBT Department
- Integrated guest speakers into their course curriculum and offered internships and externships within the community in Business, Accounting, and Medical Assisting Programs.
- Accounting students volunteered as tax preparers for the Volunteer Income Tax Assistance program offered through the Housing Authority of the City of Frederick (HAC). Additionally, FCC hosted a tax preparation site and provided 2 computers configured with TaxWise software provided by the HAC.

- Counseling and Advising offered email advising to all students with a turnaround time of 24-48 hours and has advising information available on the department website.
- Campus Incident reports were reviewed and found no trends.
- Established the baseline for number of students and employees signed up for alerts of students/employees in November 2013. As emergency management training is being held, employees are being encouraged to sign up. The percent increase will be measured in November 2014.
- The advanced Leadership Legacy program was created to meet the needs and requests of students who had completed the Leadership Legacy series. The mission of the program was to help student develop knowledge, competencies, values, and behaviors to act in an informed manner, and demonstrate empathy, engage in effective communication, and build community across social, cultural, political, environmental, economic, and geographic boundaries.

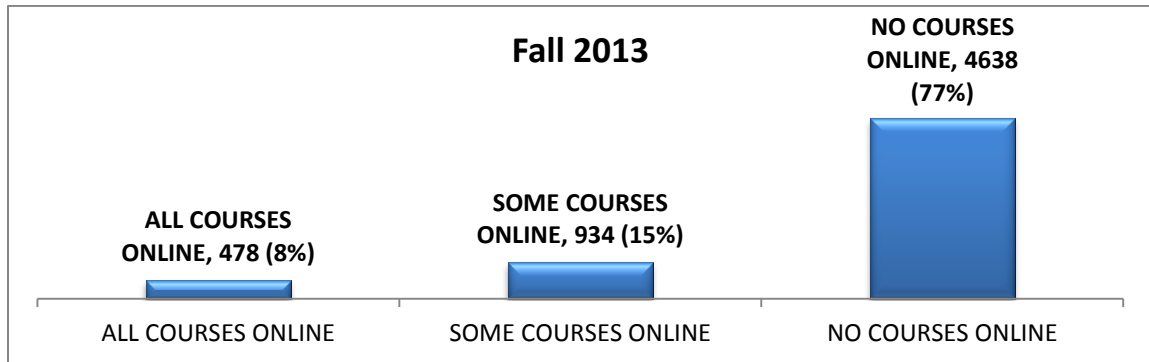| Program Level	Number Participated	Number Completed	% Completed
Leadership Legacy	52	31	60%
Advanced Leadership	16	13	81%

- The College increased information literacy instruction as part of supporting innovative instruction. Some of the examples were: Library staff developed 172 information literacy instructional sessions in FY13 (55% increase from FY12); initiated a two-part "Pop-in Librarian" instructional method; added 27 subject-based online Library Research Guides and completed deployment of course-specific content via Blackboard for English 101 and 102 and selected others. As part of the Dual Enrollment pilot study, Library staff completed Dual Enrollment course information literacy assessment of EN 101 final papers that resulted in faculty development and mentoring of teacher to increase information literacy of students.

- English Department incorporates information literacy unit in EN101 as a course requirement. Many sections taught by full-time faculty have begun using the Virtual Library Orientation (VLO).

- An adjunct faculty assessment process was developed and implemented in fall 2013. For the first time, adjunct faculty from six departments designed an assessment project for their classes to assess critical thinking. Each semester, all departments will invite one adjunct faculty to participate in this institutional assessment of student learning project. The chart below shows the percent of students who were evaluated in each competency area. The majority of students rated in the competent and accomplished areas for all competencies. Students struggled the most with analyzing information from various sources with 41% of students (N=37) scoring in the not evident and developing area. Students struggled the least (N=26, 29% scoring not evident and developing) with differentiating among facts, opinions, and inferences.

Percentage of Student Scores by Critical Thinking Competency (Spring 2014)
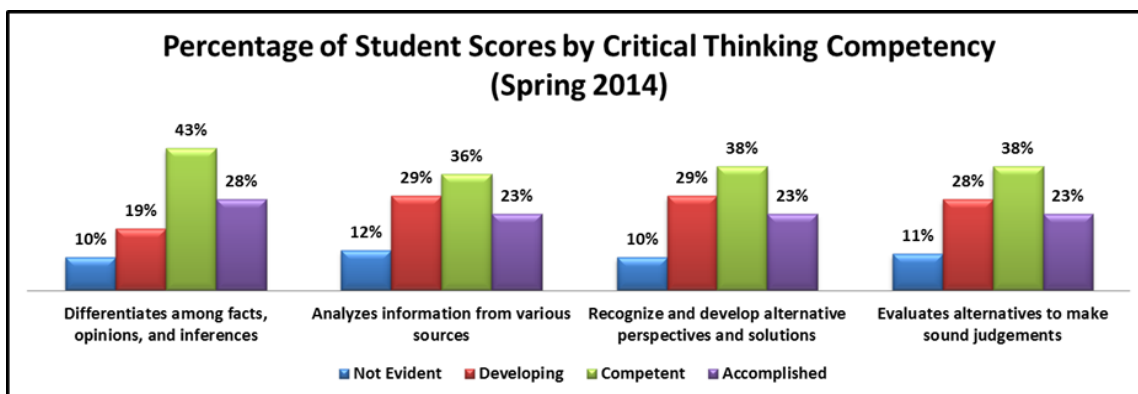
- Annually, FCC reports to MHEC and the Southern Regional Education Board (SREB) about the progress of electronically assisted instruction. In FY 2013, 312 online courses with 394 sections and 5,104 students took credit courses online. Also, 141 non-credit courses with 228 sections and 392 students took advantage of online offering at FCC. Annually, online and
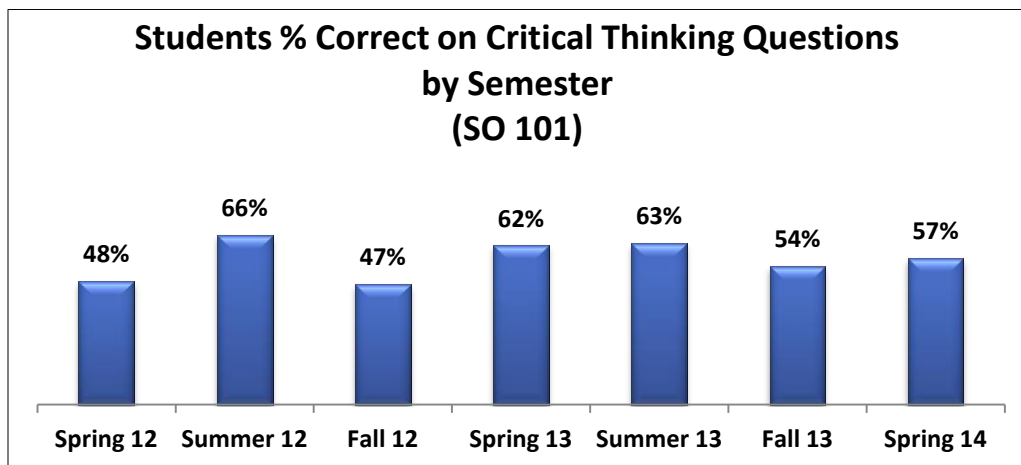
Blended Hybrid courses are 11% of total credit hours taught. In addition, FCC offers two credit programs, General Studies and Business Administration, entirely by distance education.

In fall 2013, 77% of students were enrolled in only face-to-face courses while 15% were enrolled in both online and face-to-face, and 8% in only online courses.

Fall 2013

NO COURSES ONLINE, 4638 (77%)

SOME COURSES ONLINE, 934 (15%)

ALL COURSES ONLINE, 478 (8%)

| ALL COURSES ONLINE | SOME COURSES ONLINE | NO COURSES ONLINE |

In spring 2014, the Institutional Effectiveness Department and the Center for Distributed Learning conducted a pilot course level assessment for SO 101 online courses and assessed students' critical thinking skills. A total of 165 students were assessed in 12 sections from spring 2012 to spring 2014. The result is presented below and shows that:

- Student scores differed by semester
- Students do better during the summer semesters
- More data should be collected to continue to determine trends

Students % Correct on Critical Thinking Questions by Semester (SO 101)

Spring 12	Summer 12	Fall 12	Spring 13	Summer 13	Fall 13	Spring 14
48%	66%	47%	62%	63%	54%	57%

The following are initiatives reported by different departments to support innovative instruction:

- CHA Department increased online offerings: AR104, AR105, AR100 and ASLS ready for spring 2014 implementation. Offered a Sound Design class for Film & Television and an Intro to Music Technology class. Will offer an Introduction to Recording Techniques class spring 2014. Music Fundamentals and Theory Skills fully integrated with the Music Technology lab; students use Garage Band, a music writing software, to write music.
- English Department installed Apple TVs in the 4 H-bldg labs to synchronize with iPads. Also, all FT English faculty with the ability to use this technology have been provided

with iPad Minis and training was provided by the Distributed Learning Department. Currently, all English courses have a blackboard companion site. Nursing Department has been using Simulation throughout the program –high and low fidelity, Electronic Medical Record (Docucare); PrepU – online adaptive testing; Student Response System (clickers); Black Board; iBooks.

- Math Department added MatLab to MA213; iPad activities in many classes; introduced on-line homework in several courses; used tablets in teaching; created IT/Math liaison position; added pod casts and on- line office hours to on-line courses as part of its innovations projects.
- CBT Department integrated Blackboard for communication, course review, and grading in all of its programs. The department offers weekday, weekend campus courses, hybrid, and online courses with Blackboard and computer integration. Also, they divided the Computer Repair and Networking classroom into two rooms, which allows for 15-week sections and provides a more professional work environment for students. Additionally, the new Networking/Security classroom has a dedicated Internet connection, which allows the security courses to conduct lessons not otherwise possible. The Department also ordered new tools and equipment for the networking and computer repair labs and re-imaged the computers in the computer repair lab with virtual machines, giving students access to a variety of operating systems. Moreover, they obtained working computers from the FCC IT department so students in networking and computer repair courses have functional machines on which to practice skills. Lastly, Medical Assisting Program keeps currently technology and equipment for training purposes, which is available during lab hours and scheduled hours for additional practice.
- CTL is now using iPads and apps for STEM final review sessions, and for career majors in the following courses MA 103, MA 206, CH 101, and BI 101. Also, they completed Pilot "Voice Thread" with 10 faculty members to improve instructor-student and student-student interaction in online and hybrid courses.

- The following projects were adopted to enhance learning environments:
  - Completion of F Bldg. Phase II - added general education classrooms (1,486 SF), art studios (2,322 SF), black box theater (2,701 SF), sound engineering lab, rehearsal hall (3,586 SF) and offices (731 SF) to create revenue-generating space, space for new program incubation, improve overall instructional space in-line with 21st century teaching/learning techniques and account for new employees.
  - Renovated and expanded the Pottery studio in F-120 and F-121 to accommodate for program growth.
  - Created two additional general education classrooms in F-112 and F-109.
  - Upgraded all furniture in the older sections of F Bldg. to create equity throughout the new/old phases.
  - Broke ground for the addition of a new science wing, which will give FCC approximately 21,496 SF of additional general education, lab and office space at a time when the science program has outgrown their allocated space with usage over 90%.
  - Finalized architectural design for the renovation of the B Bldg., which will begin 1/1/15. The renovated space will add additional general education classrooms, two interdisciplinary outdoor classrooms, an integrated math tutoring center and provide infrastructure to grow our Engineering program.
  - Systematically are upgrading all instructor PC workstations to provide easier access to accessories, electrical outlets and data for instructor use that is more in-line with ADA compliance (best practice).

- Adding Virtual Technology to all campus classrooms, which allows instructors to access software in all academic space rather than in a single designed room.
- Upgrading/replacing the space scheduling system, which will allow us to more efficiently schedule space based on capacity, occupancy and class-need.
- Renovated E-123, which converted a 12-person conference room into a 32 person classroom for Continuing Education.
- The Library and the Writing Center have undertaken a joint initiative to create a "Learning Commons," which will provide integrated academic support for information, writing, reading, and digital literacies. The Learning Commons will occupy repurposed space in the Library, and has a projected completion date of August 2015. This plan would involve relocating and collocating the tutoring services in upper H Bldg. (1,034 SF), the student IT help desk in upper H Bldg. (204 SF) and the Writing Center in lower L Bldg. (1,716 SF), with the intent of meeting the technical needs of FCC's students in a 21st century classroom as well as rethinking how our library is currently utilized.

- The following initiatives were adopted to improve communication skills for career program students
  - CTL secured a Perkins grant to fund Writing Center for Career Programs Liaison, promoted Writing Center at Monroe Center, assisted BLD 101 faculty in research & writing assignment design, and developed assignment templates/teaching resources for career courses.
  - English Department faculty collaborated with Workforce Development and Writing Center staff to improve support for writing for the career program students.
  - CECT integrated professional communication skills throughout each level of instruction in all career programs.
  - The college assesses students' oral and written communication at the course level. Two assessment projects during the third outcomes assessment cycle have assessed oral and written communication. Nursing designed a project to determine how well students are able to utilize the SBAR (situation, background, assessment, recommendation) tool to effectively communicate orally with doctors. The assessment was administered to students in NU 101, NU 210, NU 211, NU 212, NU 213, NU 214, NU 215, and NU 216. In fall 2013, students averaged between a 2 (Developing) and 3 (Proficient) on all areas of the SBAR assessment. In addition to this work, the English department has also assessed students written communication skills. The English department provided students in their EN 101 courses with an article that they read in class. They then asked them to respond to a prompt by writing a short essay. These essays were collected and scored using a rubric. In fall 2013, students also averaged between a 2 (Developing) and 3 (Proficient) on all areas of the rubric (content, organization, style/mechanics). Moreover, in spring 2014 more data was collected and the students showed improvement in all areas of the rubric. The assessment data collected in these high enrollment courses serves as evidence that students are developing a proficiency in effective communication at Frederick Community College.

- The Testing Center launched several new services and is now a full time PRAXIS, TEAS (nursing), TOEFL, and PEARSON-GED site. Effective for spring 2015 Nursing applicants will be required to complete the nationally recognized TEAS exam as part of their application process. Additionally, upon further evaluation the College has elected not to continue to pursue IQT testing certifications.

■ The Figure below displays the aggregated frequencies for the items on which the college performed most favorably relative to the 2014 Community College Survey of Student Engagement Survey (CCSSE) Cohort. For instance, 68.6% of Frederick Community College students, compared with 65.4% of other students in the cohort, responded often or very often on item 4a.

	4a Often or Very often	4b Often or Very often	4g Often or Very often	4k Often or Very often	5d Quite a bit or Very much
Frederick Community College	68.6%	41.9%	26.8%	69.9%	57.6%
2014 CCSSE Cohort	65.4%	32.4%	24.6%	64.3%	54.3%
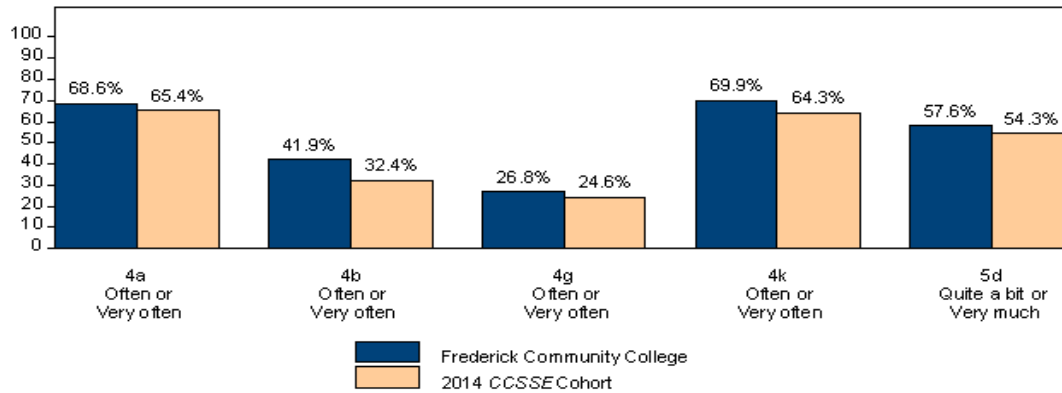
Benchmark	Item Number	Item
Active and Collaborative Learning	4a	Asked questions in class or contributed to class discussions
Active and Collaborative Learning	4b	Made a class presentation
Active and Collaborative Learning	4g	Worked with classmates outside of class to prepare class assignments
Student-Faculty Interaction	4k	Used email to communicate with an instructor
Academic Challenge	5d	Making judgments about the value or soundness of information, arguments, or methods

Increase student success and goal achievement

Strategic Objectives:
- ➡ Increase interdivisional collaboration and communication to support student success and/or goal achievement
- ➡ Improve and enhance data standards for available and future data
- ➡ Utilize data available to students and staff to increase student success
- ➡ Increase access to programs and services that support goal completion

- ▪ Not all students who attend FCC are prepared to take college level courses. Therefore, Developmental Education is an important program at the College. The latest data revealed that one in three new, degree/certificate seeking students completes at least one college level course two years after entry. The latest available data that is reported to MHEC as part of the grant they received from the Complete College America.
- ▪ The graph below reports that out of 1,428 new full and part-time degree and certificate seeking students, 56% of them enrolled in developmental courses the first two years after entry, of which, 75% of them completed the courses and 31% completed Math and English course requirements.

Status of Fall 2010 New Degree/Certificate Seeking Students Within the First Two Years

All Students	1428
56% Enrolled in Developmental Courses	798
75% Completed Developmental Courses	600
31% Completed College Level Math or English Courses	245
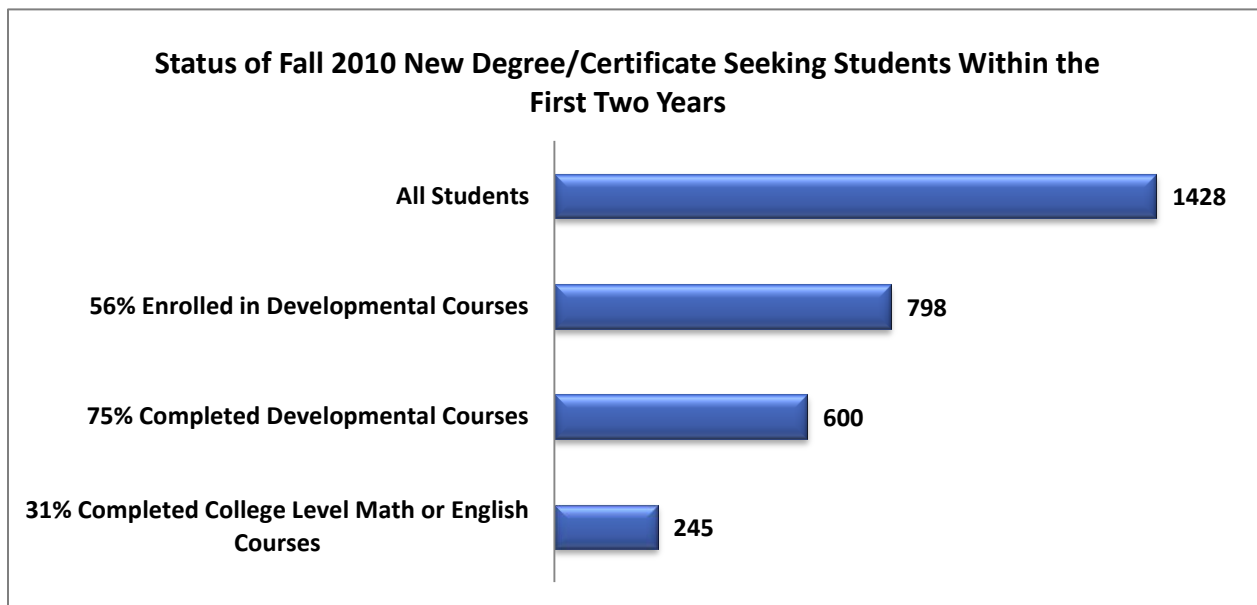
(First-time Degree/Certificate Seeking

Enrollment in Developmental Education During the First Year		
Fall 2010 Entry	1428	
Enrolled in Dev. Math	367	
Enrolled in Dev. English Only	147	56% Total Developmental
Enrolled in Both Dev. Math and English	284	
	798	

Success in Developmental Education Within Two Consecutive Academic Years		
Completed in Dev. Math	294	
Completed in Dev. English Only	119	75% Completed
Completed in Both Dev. Math and English	187	
	600	

Complete at least one entry College-Level Course within the first two Consecutive Academic Year		
Completed college level Math	142	
Completed College Level English	18	31% Enrolled in College Course
Completed College Level Math and English	85	
	245	

- The above table indicates that overall 56% of the students that needed developmental courses took them within the first two years after entry at FCC.
- The success rate of students who took their required developmental courses was 75% within the first two years after entry at FCC.
- 31% of the students who entered in fall 2010 as new degree/certificate seeking students were able to complete college level Math or English courses within the first two years after entering FCC.
- Developmental English classes began confirming placement during the first week in fall 2013. They identified several students who were excused from developmental requirements. Also, early-out options after week 8 for those who have shown the end-of-class skills by that time was implemented.

- MHEC is assessing the progression of students who were placed in Math developmental courses and by the end of two years completed college level math as part of statewide Performance

Based Funding initiative. Between 61% and 65% of students who were placed in Developmental Math successfully completed college level math two years after their entry to the College.

Entering First Time Fall Students:	Fall 06	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11
First-Time Total Entering Cohort	4614	4458	5012	5518	5579	5603
# Of Students in The Cohort Taking Developmental Math Education During First Year	2097	2302	2625	2906	2883	2865
# Completing All Developmental Math Requirements Within Two Years After Their Initial Semester Of Enrollment	1746	2004	2274	2571	2532	2513
# Completing And Earning Credit In A Credit-Bearing Math Course Within Two Years After Their Initial Semester Of Enrollment	1280	1458	1654	1851	1862	1848
Math Throughput Completion Percentage	61%	63%	63%	64%	65%	65%

In addition, MHEC requested similar progression rate for English. The table below shows that on average about 70% of the students who were placed in Developmental English completed a college level course within two years after their entry to the College.

Entering First time Fall students:	Fall 06	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11
First-Time Total Entering Cohort	4614	4458	5012	5518	5579	5603
# Of Students in The Cohort Taking Developmental English Education	1112	1241	1409	1562	1595	1635
# Completing All Developmental English Requirements Within Two Years After Their Initial Semester Of Enrollment	962	1093	1226	1338	1363	1418
# Completing And Earning Credit In A Credit-Bearing English Course Within Two Years After Their Initial Semester Of Enrollment	767	905	993	1044	1110	1148
English Throughput Completion Percentage	69%	73%	70%	67%	70%	70%

In 2012-13, there were 2,199 unduplicated early alerts of which resulted in 509 (23%) withdrawals, 866 (39%) F &U grades, and 719 (32.6) passing grades. In 2013-2014, there were 2,237 early alerts, of which resulted in 593 (26.5%) withdrawals, 918 (41%) F & U grades, and 685 (30.6%) passing grades. This translates into there being a 3.5% increase in withdrawals over last year.
- A committee is investigating the following:
- Is the FCC Early Alert system underutilized? If so, what are the reasons?
- What are the advantages of using the Early Alert system?

- When should withdraw or improvement should be made to make a difference?
- When recommending 'improvement', what additional resources/interventions would help to improve the rate of Academic Success?

- The College paid close attention to decrease the withdraw rate by exploring expansion options for all students to utilize a planning tool to map academic goal. All new degree seeking students who meet with an advisor prior to their first registration are shown their Degree Plans and how they are utilized to track their academic goals. Students can register through their Degree Plans in order to ensure that all of the classes they take fulfill a requirement. Moreover, a plan has been developed to implement mandatory advising for all new degree seeking students effective for the January/Spring 2015 registration cycle. This will ensure that all new students meet with an advisor to discuss their Degree Plan and learn how to utilize it towards their goal completion. A committee has been set up to discuss, assess, and make recommendations for modifications to the current Early Alert system.

- The following initiatives were completed in 2013 by different departments:
  - English Department identified critical thinking as an area of concern in course-level assessment project. They are confirming data in preparation for developing learning interventions to address this core learning outcome. In addition, 10-12 developmental reading courses per year are "Counselor Enhanced"—they embed FCC advisors in the class at critical points of the semester to address issues of time management, motivation, goal setting, persistence, and academic planning. Lastly, some developmental reading classes are linked with EN 101, HS 102, and other transfer-level courses.
  - Science Department Modified BI 55 curriculum using assessment data.
  - FCC Honors piloted a tracking system to determine who was in the program and if they were making progress toward completion. Honors College students set their completion goal through honors goals survey; The Honors Coordinator met with students and tracked progress every semester. The completion rate of 70% exceeds the national, state, and the FCC (all students) rates.
  - Math Department used Innovation Grant to bring advisors into MA82 to enroll students in first credit math class; in-class advising by instructors in MA82; created How to Get Help guide; created challenge exams for MA81, 82; expanded peer-tutoring in MLC and drop in tutoring; offer bridge workshops to bring students up to level of develop. Math; offer on line homework support in MA81, 82 classes in fall.

- Annually the College has to report to MHEC as part of the accountability report the licensure or certification exam pass rates for Registered Nursing (RN), Practical Nursing (PN), and Respiratory Care (RC).
  - First time pass rates for Registered Nursing (95%) and Practical Nursing (100%) licensure and certification exams are high and both reached benchmarks.
  - First time pass rate for Respiratory Care (75%) licensure and certification exam has increased three percentage points compared to last year and declined 16% compared to the 2009 year (92%) and is 17% lower than the benchmark set for this indicator. The decline is attributed to changes in the level of difficulty for Cardiopulmonary Resuscitation (CPR) questions. Periodically, the test questions are changed based on a survey sent to current Respiratory Care Practitioners. The slight increase in pass rate is due to making adjustments to CPR information and using newer versions of the practice test questions.

	FY 2009	FY 2010	FY 2011	FY 2012	Benchmark FY 2015
Licensure/certification examination pass rates					
a. Registered Nursing	98.6%	94.4%	94.9%	95%	**94%**
Number of Candidates	70	72	62	60	
b. Practical Nursing	100%	100%	100%	100%	**100%**
Number of Candidates	19	21	16	16	
c. Respiratory Care	91%	92%	72%	75%	**92%**
Number of Candidates	11	13	25	16	

1. In addition, other Allied Health and Wellness program maintained high levels of completion rates in different programs:
   - Surg Tech: 93% pass rate (14/15)
   - Nuc Med 100% (8/8)
   - Resp Care: There are 2 certifying exams:
     - CRT 94% (15/16)
     - RRT 75% (9/12)
   - Personal Training: Initial Pass Rate:100% (2/2)

- CTL completed iPad STEM final review sessions in spring 2013 for BI 101, CH 101, MA 103, and MA 206 using Perkins grant. Also, Testing Center has started multiple initiatives to link certification exam completion with academic program review.
- Honors and Math Department launched Honors Calculus initiative in 2012-2013. Many students have taken advantage of this opportunity. In spring 2014, two students completed Honors Calculus project and one presented at the state and one at the regional Honors conferences.
- Frederick Community College (FCC) and Frederick County Public School (FCPS) have a strong history of collaboration and our partnership has been strengthened by the success of the Oakdale On-Site Dual Enrollment Pilot Program. The program was developed to provide increased access to FCC courses for students in FCPS high schools, and in support of enhancing the students' senior year experience to better prepare them to be successful in their college and career opportunities after they graduate. The program kicked off at Oakdale High School in fall 2103. In the spring 2014, Tuscarora High School was added by offering EN 101. The table below reports the enrollment data for students who are concurrently enrolled at FCC and their high school in two categories: Open Campus (taking courses at FCC) and On-Site Dual Enrollment (taking courses at their respective high schools).

	2010	2011	2012	2013	2014	Percent Change 2013-14	Percent Change 2009-14
Total Headcount	6,100	6,108	6,016	5,839	5,624	-4%	-8%
Open Campus Students	346	355	307	304	300	-1%	-13%
Dual Enrollment				36	111	208%	N/A
Total High School Students	346	355	307	340	411	21%	19%
Percent of Total Headcount	6%	6%	5%	6%	7%	-	-
FTE – Just Dual Enrollment				3.6	16.6	361%	N/A

▪ In spring 2014, 10 sections were offered as part of Dual Enrollment in Oakdale (Eight sections) and Tuscarora (Two sections). These ten sections generated 16.6 FTEs.

Subject	Catalog#	Class Location	Class#	Class Description	Total Enrolled	Total Credits
EN	101	Oakdale	3106	English Composition	19	57
EN	102	Oakdale	4454	English Composition & Lit.	15	45
BI	101	Oakdale	4455	General Biology I	16	64
MA	130	Oakdale	4457	College Algebra	12	36
MA	207	Oakdale	4458	Elem Stat w/Probability	19	76
EN	101	Oakdale	3107	English Composition	20	60
BI	101	Oakdale	4456	General Biology I	14	56
EN	101	Oakdale	4461	English Composition	16	48
EN	101	Tuscarora	4464	English Composition	10	30
EN	101	Tuscarora	4468	English Composition	9	27
				Total	**150**	**499**
				FTE		**16.6**

Annually, FCC submits a report to MHEC indicating number of credit course credit hours and CECT FTE offered on campus and off-campus before and after five o'clock in addition to number of credit hours generated from distance learning. The table below is the most up-to-date data that was submitted. Seventy-five percent of on campus <u>credit</u> and 79% of <u>continuing education</u> courses are offered before 5:00 pm.

Fall 2013

	Main Campus		Off-Campus Site(s)		Distance Learning	Total
	Before 5:00 PM	5:00 PM or After	Before 5:00 PM	5:00 PM or After		
Credit Enrollment						
1. Credit Courses Credit Hours	28,633	9,357	2,478	817	5,490	46,775
	61%	20%	5%	2%	12%	100%
2. Developmental Credit Hours	5,764	1,563	0	68	0	7,395
	78%	21%	0%	1%	0%	100%
3. Total Credit Hours	34,397	10,920	2,478	885	5,490	54,170
	63%	20%	5%	2%	10%	100%
4. Weekly Student Contact Hours	34,598	10,938	0	0	5,487	54,388
	64%	20%	0%	0%	10%	100%
Non-Credit Enrollment						
5. Eligible, continuing education full-time day equivalent	22.1	17.5	34.3	36.7	2.5	113.0
	20%	15%	30%	32%	2%	100%
6. Weekly student contact hours generated by eligible continuing education courses	1,256	1,348	2,252	1,101	92	6,050
	21%	22%	37%	18%	2%	100%

- The following are tactical activities by different department to improve scheduling, ensure course availability in different time frames and formats to support student access and completion:
  - The English department has been canceling fewer classes and operating at 90% of capacity for sections offered.
  - The Science department prepared a schedule in maximizing access across different time frames, including full Friday/Saturday schedules and developed multiple schedules to assure maximum access if construction delays occur.
  - The CHA department added additional sections of Group Discussion both in J-term and regular semesters, added Group Discussion section at the most peak time, changed CMM254 and CMM261 from 6 p.m. to 1 p.m. to accommodate student schedules, re-scheduled MU101 section to daytime to maximize enrollment potential, lessoned the number of evening art courses due to a decline in enrollment for the 6 to 10 p.m. classes, moved some classes to early morning or mid-afternoon, and changed the 6 p.m-10- p.m. time to 5:30-9:30. These changes resulted in improvement in fall 2013 enrollment.
  - The Math department conducted section trend study over past 7 years and worked with facilities to optimize classroom use
  - The CBT department ensured course availability across day, evening, online and hybrid formats to support student access and completion and provided all formats and schedules semester in advance with a clear picture of availability for the semester ahead, focused on Blackboard companion, hybrid, and online course websites, education and learning requirements as well as learning environments, all Program Managers are requested to review programs and add courses that can be completed by day or evening students, course offering were reviewed in Business, CIS, and Medical Assisting, and is continuing with offering a variety of times and formats including Saturday classes, online and hybrid and 7 week fast track, CIS and Business offering more daytime courses so students can obtain a degree without having to enroll in evening classes only, programs are offering hybrid courses that meet every other week to give students more enrollment options, and increased the CIS/IT co-listed courses to encourage increased enrollment.
  - Initiated CE-CTL GED Pearson certification center project at Monroe Center.

- At the conclusion of the First Year Focus program (FYF) in 2013, the campus community provided various ideas on ways to improve the FYF. Although parents and students responded favorably to the FYF format, there was a consensus that students were waiting over a week to be advised during the month of August. The FYF group decided they recommended eliminating scheduled advising appointments and allowing students to be advised on a walk-in basis. Therefore, Counseling & Advising implemented the following changes:
  - New Student Orientation (NSO) expanded to include all new students (high school, dual enrollment, open campus; adult learner etc.) and their families, whereas FYF was offered to only recent high school graduates who had less than 20 academic credits.
  - A plan was developed to implement mandatory advising for all new students effective for the January/Spring 2015 registration cycle. This will ensure that all new students meet with an advisor to discuss their Degree Plan and learn how to utilize it towards their goal completion.

- Strategic Enrollment Development Committee (SEDC), a large cross-divisional collaboration completed several strategies such as initiation of Drop Zone, and Career Coach.
- The FCC Board of Trustees approved reduced tuition rate for Open Campus, including all public high-school students, home-schooled students, and private school.
- Use of Force and Weapons policies were developed and approved by the Board of Trustees that have clarified the role of security officers and has established the need for specific training for the security staff, coordinated with the Frederick Police Department on appropriate training for security officers and provided 16 customized training sessions on campus regarding emergency response protocol.
- Annually, about 2,000 students take English as a Second Language (ESOL) courses at FCC. Eighty four percent of the total ESOL courses are enrolled in the Adult Education program.

FY 2013 ESOL Enrollment	
Total Students in Credit Programs	328
Total Credit FTEs	45.27
Total ESOL Non-Credit Students	1,671
Total ESOL Non-Credit FTEs	197.47
Grand Total ESOL Students	1,999
Grand Total ESOL FTEs	242.74

- The success rate of ESOL students is measured by how many of them completed the course satisfactory. The table below shows that on average 88% of credit and 56% of non-credit students successfully completed their courses.

FY 2013 Success Rate of <u>Credit</u> ESOL Students

	Total Enrolled	Successful Completion	Completion Rate
Fall 2012	152	138	91%
Spring 2013	151	128	85%
Summer 2013	25	24	96%
Total	328	290	88%

FY 2013 Success Rate of <u>Non-Credit</u> ESOL Students

	Total Enrolled	Successful Completion	Completion Rate
FY2013	1,671	933	56%

- As part of the initiative in challenging learners from both existing and emerging population to succeed, English Department, ESL and Continuing Education ESL/ABE/GED Program

Managers collaborated on integration of credit and non-credit courses. As a result, Adult Education ESL classes were observed, reviewed current Adult ED ESL curriculum, shared syllabi and rubrics, reviewed and discussed current registration process for Academic Credit ESL program and Adult Ed ESL program, identified ESL97 as the most likely entry point for upper level Adult Ed students to the Academic Credit ESL program, created ESL pathways chart including Adult Ed ESL and Academic Credit ESL, and developed new course: ESL92: Oral Communication for ESL.

- FCC Foundation awarded $372,248 in scholarships to 814 students and implemented protocols for non-credit students scholarships and awarded first 7 scholarships totaling $11,503. 73% of fall scholarship applicants received scholarships; 80% of spring applicants received scholarships. The average scholarship was $517 per student.

Enhance access, support, and opportunities that meet the needs of diverse and changing populations

Strategic Objectives:
- ➡ Increase diversity of student and employee base
- ➡ Infuse global perspectives into programs and services
- ➡ Enhance an inclusive climate for students and employees
- ➡ Develop and implement policies and procedures that enable efficient access for all students

- The College recently submitted a required report to MHEC that detailed the progress on the goals and objectives of the College Diversity Strategic Plan. The report is attached in Appendix 2. The report highlighted our efforts to integrate the core values of the Diversity plan into the College Strategic Plan which noted the following:
  - The diversity of our students continues to progress. African American enrollment in spring 2014 was 13% with a growth of 1%, Latino enrollment was 9%, a growth of 45% since spring 2010. Asian student enrollment declined by 3% for the same period. Students of color now comprise 32% of FCC's student population with 18% growth for the past five years.
  - The employee demographics have improved from FY 2013 to FY 2014. In FY 2013 the Minority representation of FCC's budgeted positions was 11% for Administrators, 15% for Full-Time Faculty, and 19% for Support Staff. Our current demographics moving forward into the fall 2014 semester are 13% for Administrators, 18% for Full-time faculty, and 20% for Support Staff.
  - FCC continues its commitment to hiring a more diverse workforce. The College has broadened its outreach to various key constituents with a particular focus on members of historically underrepresented populations. The College has used targeted advertising to diverse populations to advance its goal of increasing the representation of historically underrepresented groups among College employees.
  - The College continues to use recruitment advertising partners that offer additional services which expand FCC job announcements into various diversity networks. For example, FCC maintains an annual subscription with HigherEdJobs.com whose Affirmative Action Emails are sent weekly to job seekers who have asked to receive job listings from employers actively recruiting candidates in accordance with affirmative action or diversity plans.
  - FCC's search process continues to follow a holistic approach in which applicants are evaluated based on critical dimensions that include capability, commitment, and chemistry. Search committee composition is approved by each Vice President and consists of at least one employee of color as further evidence to employees and applicants of the College's commitment to diversity and inclusion.
  - The College has partnered for five years with Howard University to support paid FCC pre-faculty internships for doctoral students participating in Howard's Preparing Future Faculty (PFF) program. Interns teach two three-credit courses per semester and are expected to participate in College activities by attending new faculty orientation and other professional development events, attending College committee meetings, holding office hours, and attending all departmental meetings. FCC's goal is to provide a genuinely positive teaching experience at the community college level to these doctoral students, many from traditionally under-represented groups, who will consider applying for future full-time faculty vacancies

at FCC when there are openings in their respective disciplines. Our intern this year taught BI 101- General Biology I, lecture and Lab; BI 120 - Microbiology for Allied Health, Lecture in the Fall 2013 term and in Spring she taught BI 101, lab; BI 120, Lecture and Lab. Outside of teaching, she participated in the Science Department's meetings, as well as broader College events.
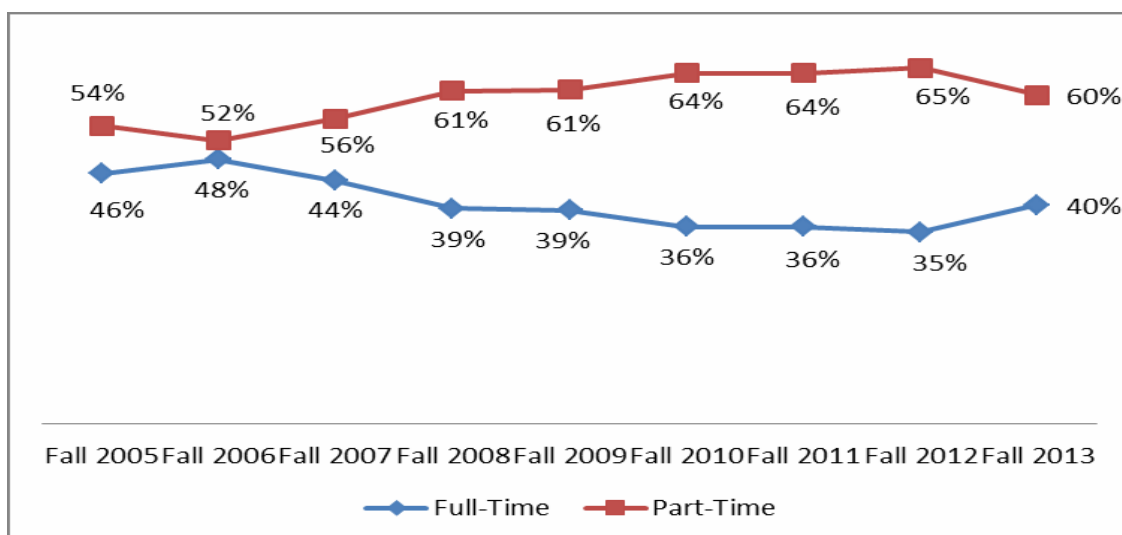
Expand opportunities for employee excellence and professional development

Strategic Objectives:
- ➡ Evaluate the current human resources policies and procedures
- ➡ Implement a formal plan for professional development
- ➡ Implement recognition and reward system for cross-divisional achievements
- ➡ Increase efficiency and effectiveness of the allocation of human resources (e.g. analysis of workload)
- ➡ Implement succession planning for the projected employment demands
- ➡ Implement a "Career Ladder" program to increase employee retention

- ■ The Human Resources Department developed and began implementation of a schedule for Personnel policy/procedure review.
- ■ Auxiliary Services completed a review of positions to determine where efficiency could be improved. It was determined that there was already minimal duplication of effort within the position descriptions.
- ■ Finance, Purchasing, and IT have established routine biweekly meetings to improve communication and collaboration and Finance has provided training on purchasing, A/P and budgeting to new hires and for any existing staff that have requested it.
- ■ There is variety of on-campus job training/professional development opportunities available to full- and part-time faculty. The number of unduplicated participants in on-campus and off-campus job training/professional development is available at CTL. Also, as a result of adjunct faculty participating in professional development, CTL moved up the scale for 17 adjuncts in spring and 20 in fall 2014.
- ■ Each August, for the past 2 years, the English Department has held week-long series of professional development opportunities that address students' comments on course evaluations. Developmental English faculty members attended pre- and mid-semester workshops on reading and writing-related topics and pedagogy. The workshops included learning technology, paperless classrooms, class flipping, and other topics suggested by faculty or requested by an adjunct.
- ■ CHA Department conducted two adjunct professional development opportunities for Communication Speech faculty, one on plagiarism and one on a resource site for Speech Fundamentals and two CHA faculty members earned Continuous Contract status and five adjunct faculty moved up on the adjunct pay scale. Also, a workshop was conducted for faculty on how to use integrative technologies when teach a speech course to deaf students.
- ■ Social Sciences leadership meets with all adjunct faculty members at the beginning of each semester and offers workshops for Pychology101.The Police Science Program Manager facilitated a professional development on Teaching and Learning.
- ■ Two AHW adjuncts moved up on the adjunct pay scale. One adjunct took advantage of money provided by professional development funds to attend a conference. All full-time faculty have had opportunities to attend conferences. All AHW full time faculty have done some kind of professional development as listed: Hosted Retention Seminar – Marian Jeffreys, eMar and Meditech training to full-time and adjunct faculty, Trained on Google Plus, Lippincott presentations: simulation, electronic documentation, Faculty to Waco, TX simulation training, FMH Symposium, MAADN.

- Math Department provided partial support for 9 faculty (7 presenters) to attend AMATYC 2012, the American Mathematics Association of Two-Year Colleges; support for faculty member to take MatLab class; adjunct workshops for MA81, 82, 103, 206, 207; technology workshops; and workshops for Math: Learning Center aides.
- CBT Department required adjunct faculty to maintain up-to-date credentials through CE courses and receive discipline specific training to stay up-to-date with the trends in their perspective fields. Additional support was offered for communication and computer skillsets. They were encouraged to participate in advising sessions and career organizations that provided additional resources within their field of training.
- Six CECT Program Managers have earned certification in their respective program areas.
- All new Testing Center staff received mandatory cross training to ensure maximum coverage.
- Tutor training was expanded to include academic coaching and conflict management to tutors on BB and in face-to-face training. Also, tutoring is embedded in the CECT programs and provided on an hourly basis.
- CTL expanded the mentoring program to include the Dual Enrollment adjunct population. Mentor training includes department chair liaison. Mentoring for first-time online instructors is a mandatory component of FCC's Online Teaching Certificate.
- All senior full-time faculty in the English Department were assigned specific adjuncts to observe throughout the semester.
- Adjunct mentors received a training manual during an orientation session; follow up occurred periodically throughout the semester, culminating with an end-of-semester meeting.
- AHW and Nursing actively participated in the adjunct mentoring program.
- Math Annual departmental adjunct workshops for MA81, 82, 103, 206, technology; have assigned course-contact faculty for each course to mentor adjuncts; participated in Adjunct Mentoring Program each semester.
- CTL provided CECT adjuncts access to all FCC adjunct professional development opportunities and Adult Education provided professional development for Adjuncts.
- Provided cross-training to all new Testing Center staff receives mandatory cross training to ensure maximum coverage, existing staff re-training is ongoing and will be completed by February 2014.
- English Department offered workshops on learning technology, paperless classrooms, class flipping.
- Science Department faculty was co-organizer for the College's Earth Day Celebration; In addition, each Department meeting has a professional development component and often is focused on innovative teaching ideas.
- Math Department offered an invited talk on Global Sustainability by an NCI Scientist and offered lunch-bunches on distributed learning tech, flipped classrooms, and pod casting for faculty.
- Writing Center promoted its services to developmental reading faculty/students, trained staff in critical reading strategies, and revised forms to track reading-related tutoring sessions.
- Department chairs have provided suggestions and changes to the faculty self-evaluation form and specifically addressed the issue of accountability.
- In fall 2013, 40% of the credit hours were taught by full-time faculty compared to 60% by adjunct faculty. The ratio for full time faculty increased by 5% due to hiring of two full-time faculty, the movement of one administrator to faculty rank, and seven adjunct faculty were given one year temporary full-time assignments. The total load for the temporary full-time faculty is 3% of total credit hours.

Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013

Full-Time: 46%, 48%, 44%, 39%, 39%, 36%, 36%, 35%, 40%
Part-Time: 54%, 52%, 56%, 61%, 61%, 64%, 64%, 65%, 60%

FULL/PART-TIME FACULTY RATIO BY DEPARTMENT				
	FALL 2013 CREDIT HOURS		FALL 13	FALL 12
DEPARTMENT	ADJUNCT	FULL TIME	TOTAL	FT RATIO	FT RATIO
AHW	2,042	2,455	4,497	55%	53%
CBT	3,343	2,866	6,209	46%	43%
CHA	5,067	2,843	7,910	36%	25%
ENGL	4,686	3,747	8,433	44%	35%
MATH	5,376	3,208	8,584	37%	37%
SCIENCE	4,218	2,211	6,429	34%	24%
SOCSCI	6,496	4,132	10,628	39%	35%

■ In spring 2014, 41% of the credit hours were taught by full-time faculty compared to 59% by adjunct faculty. The Full- to Part-time faculty ratio increased by one percent from fall 2013.

Total Credits by Instructor's Type Spring 2014				
Department	Full Time	Adjunct	Total	% Full Time
Allied Health	2,730	1,885	4,615	59%
Computer, Business, Technology	2,759	4,308	7,067	39%
Communication, Humanities, Arts	2,760	4,693	7,453	37%
English	2,937	2,480	5,417	54%
Math	2,995	4,339	7,334	41%
Science	2,125	5,123	7,248	29%
Social Science	3,481	5,682	9,163	38%
Grand Total	20,339	29,172	49,511	**41%**

Full Time Faculty Ratio BY Department		
Department	FALL 13	Spring 14
Allied Health	55%	59%
Computer, Business, Technology	46%	39%
Communication, Humanities, Arts	36%	37%
English	44%	54%
Math	37%	41%
Science	34%	29%
Social Science	39%	38%

■ In compliance with Middle States Commission of Higher Education (MSCHE) distance learning standards for hiring, evaluating and retaining qualified faculty, the English Department has begun observing on-line faculty. In addition, the Math department piloted peer observation of on line math classes and several faculty members have become *Quality Matters* certified. The CTL developed a Certificate for Teaching Online and a first semester mentoring program.

Identify and secure additional funding to meet the College's mission

Strategic Objectives:

➡ Engage in entrepreneurial resource development
➡ Increase strategic spending in order to leverage resources (e.g. human and financial)
➡ Invest in infrastructure to support the application process for grants and support after grants end

- The FY 2015 Budget was developed through a process that prioritized and funded strategic initiatives within available resources.
- Began working with Frederick County Emergency Management in April 2014 to kick-off effort to develop the Hazard Mitigation Plan as part of entrepreneurial resource development.
- The Finance Department developed an indirect cost rate proposal for submission to the Department of Education with the assistance of SB&Co, auditing firm.
- Entered into an agreement with Hanover Research to support the identification of grant opportunities and submission of proposals.
- Entered in to an agreement with Head Start to utilize vacant classroom in Carl & Norma Miller Children's Center which resulted in $750 monthly and $9,000 annual rent.
- Entered into an agreement with Frederick County Government and Frederick County Public Schools for block energy purchases.
- The Foundation Department engaged in the following in securing additional funding to support students:
  - FCC ranks 1st among its mid-size peers in assets under management.
  - Clutch the Future and the Annual Golf Tournament raised record amounts this year ($65,000 and $60,000 respectively).
  - Conducted fall Annual Giving Campaign; moderate success with16 gifts - $3,125 raised
  - Raised $137,425 (incl. pledge payments) from 124 business donors; this represents a decline of 8% in the number of donors and a decline of 21% in funds raised.
  - Raised $13,515 (incl. pledge payments) from 66 alumni donors; this represents a decline of 18% in the number of donors and A 49% decline in funds raised; there was not significant activity to boost alumni giving in FY14.
  - Raised $38,739 (incl. pledge payments) from 103 faculty; this represents a 5% increase in the number of donors and a 47% increase in funds raised compared with FY14.

Advance the College's commitment to and success in assessing its effectiveness in achieving its mission and goals

Strategic Objectives:

➡ Implement an improved Institutional Effectiveness Procedure
➡ Continue to use College resources effectively and efficiently
➡ Demonstrate a participatory culture of Strategic Planning and assessment
➡ Assess activities related to student access and completion
➡ Demonstrate implementation and decision-making as a result of the planning process

■ The Institutional Effectiveness Department reviewed and updated the Institutional Effectiveness process that is proscribed in Procedure Number 1.12. This was sent to PAS and the Cabinet for their review. The procedure is being evaluated for approval by the College Senate and will be sent to the Board of Trustees for approval in Fall of 2014. The revised Procedure 1.12 aligns the Institutional Effectiveness procedure with the MHEC Accountability Benchmark process. This year's 2013 Accountability Report to MHEC is attached as Appendix 1.

■ As indicated in the beginning of this report, the Office of Institutional Effectiveness is closing the loop on the FY 2013 tactical planning process by aligning the tactical plans of the College units. In the fall of 2014, the Department will roll out a new reporting process called iDashboard, which has been in development during the summer of 2014. iDashboard captures key indicators of institutional effectiveness and makes real-time data easily available to decision makers. The IE staff will develop a dashboard in the fall of 2014 that will serve to continually assess the College's Strategic Plan by identifying key metrics in each strategic objective.

■ The College recently submitted a report to MHEC called the Mission and Goals Report that demonstrates that the College's Mission, Objectives and Goals are aligned with the 2013-2017 Maryland State Plan for Higher Education, Maryland Ready. The report is attached as Appendix 2. The report provides data and outlines college initiatives that support its Strategic Plan, as well as how the College's plan supports Maryland Ready.

Utilize new and emerging technologies that improve learning and business operations

Strategic Objectives:

- Develop an organized and sustainable plan to manage technology
- Develop technological proficiencies campus wide
- Increase the effectiveness of existing technologies
- Optimize the automation of business processes

- The following strategies completed in response to the strategic objectives by IT department:
  - Implemented PeopleSoft financials budget approval workflow and academic works to PS interface.
  - Conducted director level user survey and analyzed results and concluded the following areas should be enhanced: internal process, training, overall communication, and creation of an Information Technology committee with college-wide representation.
  - Created an Innovative Technology Committee and upgraded classrooms to new digital technology.
  - Installed Meraki Mobile Device Management software on tablets and laptops to minimize security risks.
  - Implemented the PaperCut application to monitor printing for cost saving.
  - Developed dynamic and responsive web system utilizing advances in web technology so the web serves as a gateway to the College and its programs and services. New Frederick.edu website went live on April 21, 2014; including new navigation, design, and content management system (as well as, new web pages and content for CE & Workforce Development). In addition, Directors of departments were identified as approvers to content as it relates to the specific department.
  - Increased access and capacity of the wireless network to support growing mobile device density and piloted new Wireless Technology in the Library Building and revised the ISP contract to increase Internet bandwidth.
  - Completed integration of textbook to registration system was and students have the ability to view textbook needs at the point of registering for classes. This brings FCC into compliance with HEOA.
  - An electronic budget transfer process went live in October 2013 that has significantly improved the timeliness and efficiency of this previously manual, paper-based process.
  - Purchased a facilities booking software to improve efficiency and coordination of campus facilities.
- The following strategies completed in response utilizing technology to enhance student learning:
  - Several full-time faculty teaching EN101 implemented a flipped/blended model for EN101 for EN50A.

- CHA department added Hybrid classes to Speech Fundamentals and Career Communication courses. Also, a variety of student engagement opportunities outside the classroom such as on-site visits to assess exhibitions and performances and optimized open source content such as Communication classes using web-based articles in lieu of textbook. Additionally, writing assignments for online music general courses MU101 and MU108 are now web-based and derive from digital print, video and audio media, both current and archival. Students synthesize the print, video and audio materials, and respond according to the critical thinking components.
- Math Department utilized inclusion of tablets, flipped format, iPad instruction, pod casts, lessons from APPPS and internet; committee formed to study student needs for expanded on line and hybrid math offerings.
- CBT increased number of co-listed CIS/IT courses to increase program enrollment. Also, Culinary program created two new pilot baking courses: Cakes and Torts; and Tarts and Plated Desserts that will be co-listed with Continuing education.
- CTL completed Pilot "Voice thread" with 10 faculty testing to improve instructor-student and student-student interaction in online and hybrid courses and dedicated Lunch Bunches and workshops on technology resources for Best Practices.
- English Department in preparation for developing our own eBook (to be given to students at no cost), is piloting an open source text in limited sections.
- CTL Course/project-based analyzed of textbook alternative content sources; AR 104 (5.13); CMSP 103H (2.13); EN 231 (4.13)
- The Online Writing Center (OWC) pilot was completed and imbedded in 16 sections of EN classes of different formats: traditional, hybrid, online, weekend, and dual enrollment.

Increase programs and services that anticipate and respond to current and future workforce needs

Strategic Objectives:

- ➡ Provide effective programs and services in response to business and community needs
- ➡ Improve the College's capacity to offer credit and non-credit programs
- ➡ Develop a capacity for an institutional response to workforce needs
- ➡ Integrate the FCC strategic planning with the strategic planning at the national, state, county, and local levels

- ◼ Submitted Allied Health Building Facilities Master Plan to the State for funding in FY16.
- ◼ Created standard design criteria for new buildings and renovations that are currently being used by design team on Building B.
- ◼ The College operates an offsite education center that focuses on career and workforce training called the Monroe Center. The Center currently houses the Building and Trades, Culinary Arts and Continuing Education Allied Health programs. The new strategic focus for the Center is to develop training programs that lead to progressive, stackable credentials that allow students to move seamlessly between continuing education and credit programs throughout their career. The programs will be developed with a focus on adult learners entering or re-entering the workforce using innovative instructional design, combined with comprehensive support services such as prior learning assessment options, refresher courses and a comprehensive industry certification testing center.
- ◼ The College has partnered with Frederick County Workforce Services to support the planning and program development. In addition,
- ◼ All career programs continue to have active, industry connected advisory boards that are critical to our curricular and program development.
- ◼ The College is piloting a workforce development position in Continuing Education to establish external partnerships and offsite instructional opportunities.
- ◼ A new Associate Vice President/Dean for Professional Studies joined our staff in August, 2014. This position will manage and develop credit career programs and related industry partnerships.
- ◼ The College implemented Lumens software in support of our course offerings in Continuing Education and Workforce Development (CEWD). The software is a course management system that has enabled online registration for CEWD.

FREDERICK COMMUNITY COLLEGE
2013 ACCOUNTABILITY REPORT

Student Characteristics *(not Benchmarked)*

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

		Fall 2009	Fall 2010	Fall 2011	Fall 2012
A.	Percent of credit students enrolled part time	62.0%	62.9%	66.0%	64.6%
B.	Students with developmental education needs	60.0%	59.5%	56.0%	52.5%

		Spring 2006	Spring 2008	Spring 2010	Spring 2012
C.	Percent of credit students who are first-generation college students (neither parent attended college)	40.9%	39.2%	40.4%	33.6%

		FY 2009	FY 2010	FY 2011	FY 2012
D.	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	303	555	1,479	1,534

		FY 2009	FY 2010	FY 2012	FY 2012
E.	Financial aid recipients				
	a. Percent of credit students receiving Pell grants	10.7%	14.4%	18.1%	20%
	b. Percent of credit students receiving loans, scholarships and/or need-based financial aid	14.3%	19.5%	21.4%	19%

		Spring 2006	Spring 2008	Spring 2010	Spring 2012
F.	Credit students employed more than 20 hours per week	58.8%	57.0%	54.6%	65.4%

		Fall 2009	Fall 2010	Fall 2011	Fall 2012
G.	Student racial/ethnic distribution				
	a. Hispanic/Latino	5.0%	4.2%	5.8%	7.3%
	b. Black/African American only	9.5%	10.4%	12.7%	12.5%
	c. American Indian or Alaskan native only	0.6%	0.5%	0.4%	0.3%
	d. Native Hawaiian or other Pacific Islander only	N/A	0.2%	0.2%	0.1%
	e. Asian only	2.4%	3.2%	4.5%	4.5%
	f. White only	74.3%	73.6%	72.3%	70.7%
	g. Multiple races	N/A	1.3%	1.5%	2.6%
	h. Foreign/Non-resident alien	5.8%	4.8%	0.9%	0.8%
	i. Unknown/Unreported	2.6%	1.8%	1.8%	1.1%

		FY 2009	FY 2010	FY 2011	FY 2012
H.	Wage growth of occupational program graduates				
	a. Median income one year prior to graduation	$19,186	$22,078	$15,976	$25,987
	b. Median income three years after graduation	$44,890	$48,554	$41,240	$49,429

Goal 1: Quality and Effectiveness

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
1	Graduate satisfaction with educational goal achievement	95.0%	95.2%	97.0%	97%	**96%**

		Spring 2005 Cohort	Spring 2007 Cohort	Spring 2009 Cohort	Spring 2011 Cohort	Benchmark Spring 2015 Cohort
2	Non-returning student satisfaction with educational goal achievement	82.0%	82.0%	77.0%	73.0%	**78%**

		Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort	Benchmark Fall 2014 Cohort
3	Fall-to-fall retention					
	a. Developmental students	66.1%	61.8%	62.0%	61.5%	**64%**
	b. College-ready students	52.2%	50.8%	57.0%	55.8%	**51%**

		Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort	Fall 2008 Cohort	Benchmark Fall 2011 Cohort
4	Developmental completers after four years	56.0%	61.5%	65.2%	64.4%	**58%**

		Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort	Fall 2008 Cohort	Benchmark Fall 2011 Cohort
5	Successful-persister rate after four years					
	a. College-ready students	85.0%	83.3%	86.9%	79.6%	**85%**
	b. Developmental completers	89.0%	88.3%	81.5%	81.1%	**85%**
	c. Developmental non-completers	57.0%	51.1%	32.4%	60.2%	**Not Applicable**
	d. All students in cohort	83.0%	82.6%	78.0%	78.7%	**80.0%**

		Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort	Fall 2008 Cohort	Benchmark Fall 2011 Cohort
6	Graduation-transfer rate after four years					
	a. College-ready students	78.0%	75.7%	82.5%	78.1%	**77%**
	b. Developmental completers	62.0%	60.4%	63.8%	74.4%	**60%**
	c. Developmental non-completers	42.0%	36.4%	26.7%	55.9%	**Not Applicable**
	d. All students in cohort	64.0%	62.4%	65.4%	73.9%	**63%**

		FY 2009	FY 2010	FY 2011	FY 2012	Benchmark FY 2015
7	Licensure/certification examination pass rates					
	a. Registered Nursing	98.6%	94.4%	94.9%	95%	**94%**
	Number of Candidates	70	72	62	60	
	b. Practical Nursing	100.0%	100.0%	100.0%	100%	**100%**
	Number of Candidates	19	21	16	16	
	c. Respiratory Care	90.9%	92.3%	72.0%	75%	**92%**
	Number of Candidates	11	13	25	16	

		FY 2009	FY 2010	FY 2011	FY 2012	Benchmark FY 2015
8	Percent of expenditures					
	a. Instruction	47.2%	47.1%	47.9%	48.6%	**46%**
	b. Academic Support	5.9%	6.3%	4.9%	5.7%	**7%**
	c. Student Services	13.4%	13.6%	13.5%	13.3%	**13%**
	d. Other	33.4%	33.0%	33.8%	32.3%	**35%**

Goal 2: Access and Affordability

		FY 2009	FY 2010	FY 2011	FY 2012	Benchmark FY 2015
9	Annual unduplicated headcount					
	a. Total	18,258	18,323	18,177	16,677	**19,000**
	b. Credit students	8,580	9,087	9,012	8,553	**9,360**
	c. Continuing education students	10,450	9,937	9,823	8,639	**10,200**
		Fall 2009	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Benchmark Fall 2015**
10	Market share of first-time, full-time freshmen	56.1%	55.6%	55.4%	53.1%	**56%**
		Fall 2009	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Benchmark Fall 2015**
11	Market share of part-time undergraduates	77.1%	77.0%	75.8%	76.0%	**76%**
		AY 08-09	**AY 09-10**	**AY 10-11**	**AY 11-12**	**Benchmark AY 2014-15**
12	Market share of recent, college-bound high school graduates	60.0%	61.2%	60.0%	63.4%	**61%**
		FY 2009	**FY 2010**	**FY 2011**	**FY 2012**	**Benchmark FY 2015**
13	Annual enrollment in online courses					
	a. Credit	5,132	5,254	5,635	5,637	**5,300**
	b. Continuing Education	137	177	150	227	**200**
		Fall 2009	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Benchmark Fall 2015**
14	High school student enrollment	271	318	292	326	**274**
		FY 2010	**FY 2011**	**FY 2012**	**FY 2013**	**Benchmark FY 2016**
15	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	44.9%	48.1%	48.7%	48.7%	**48%**
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					
		FY 2009	**FY 2010**	**FY 2011**	**FY 2012**	**Benchmark FY 2015**
16	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	2,592	2,886	2,962	2,883	**3,000**
	b. Annual course enrollments	4,694	5,116	5,671	5,370	**5,200**
		FY 2009	**FY 2010**	**FY 2011**	**FY 2012**	**Benchmark FY 2015**
17	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	255	166	1,284	1,432	
	b. Annual course enrollments	319	196	1,766	2,458	**1,200**

Goal 3: Diversity

		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Benchmark Fall 2015
18	Minority student enrollment compared to service area population					
	a. Percent nonwhite enrollment	25.0%	25.3%	26.9%	28.2%	**25%**
	b. Percent nonwhite service area population, 18 or older	18.4%	19.6%	19.6%	20.0%	**Not Applicable**

		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Benchmark Fall 2015
19	Percent minorities of full-time faculty	11.6%	13.0%	12.0%	14.0%	**15%**

		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Benchmark Fall 2015
20	Percent minorities of full-time administrative and professional staff	19.0%	18.3%	19.3%	19.6%	**20.0%**

		Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort	Fall 2008 Cohort	Benchmark Fall 2009 Cohort
21	Successful-persister rate after four years					
	a. African American	-	-	74.5%	71.0%	**Not Applicable**
	b. Asian, Pacific Islander	-	-	-	-	**Not Applicable**
	c. Hispanic	-	-	86.0%	-	**Not Applicable**

Note: Not reported for groups with < 50 students in the cohort for analysis.

		Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort	Fall 2008 Cohort	Benchmark Fall 2009 Cohort
22	Graduation-transfer rate after four years					
	a. African American	-	-	56.9%	67.0%	**Not Applicable**
	b. Asian, Pacific Islander	-	-	-	-	**Not Applicable**
	c. Hispanic	-	-	66.7%	67.9%	**Not Applicable**

Note: Not reported for groups with < 50 students in the cohort for analysis.

Goal 4: Student-Centered Learning

		AY 08-09	AY 09-10	AY 10-11	AY 11-12	Benchmark AY 2014-15
23	Performance at transfer institutions					
	a. Percent with cumulative GPA after first year of 2.0 or above	85.0%	83.7%	82.6%	84.2%	**83%**
	b. Mean GPA after first year	2.83	2.78	2.76	2.82	**2.76**

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
24	Graduate satisfaction with preparation for transfer	94.0%	79.0%	79.0%	82%	**80%**
	Note: Response categories changed starting in 2008.					

		FY 2009	FY 2010	FY 2011	FY 2012	Benchmark FY 2015
25	Associate degrees and credit certificates awarded					
	a. Career degrees	226	237	276	322	**273**
	b. Transfer degrees	456	531	573	562	**611**
	c. Certificates	132	138	160	166	**159**

		Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort	Benchmark Fall 2014 Cohort
26	Fall-to-fall retention					
	a. Pell grant recipients	57.9%	57.4%	57.1%	58.2%	**62%**
	b. Non-recipients	60.9%	58.0%	58.4%	57.3%	**58%**

		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Benchmark Fall 2015
27	Education transfer programs	246	254	220	210	**296**
	a. Credit enrollment					

		FY 2009	FY 2010	FY 2011	FY 2012	Benchmark FY 2015
	b. Credit awards	19	23	23	21	**28**

Goal 5: Economic Growth and Vitality

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
28	Percent of full-time employed career program graduates working in a related field	83.0%	85.5%	96.0%	90%	**89%**

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
29	Graduate satisfaction with job preparation Note: Response categories changed starting in 2008.	100.0%	83.1%	89.0%	96%	**89%**

		FY 2009	FY 2010	FY 2011	FY 2012	Benchmark FY 2015
30	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	7,913	7,172	6,271	5,801	**7,853**
	b. Annual course enrollments	11,643	10,127	9,155	8,060	**11,464**

		FY 2009	FY 2010	FY 2011	FY 2012	Benchmark FY 2015
31	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	1,406	1,605	1,334	1,236	**1,649**
	b. Annual course enrollments	2,451	2,358	3,970	1,710	**2,824**

		FY 2009	FY 2010	FY 2011	FY 2012	Benchmark FY 2015
32	Number of business organizations provided training and services under contract	82	62	63	62	**78**

		FY 2009	FY 2010	FY 2011	FY 2012	Benchmark FY 2015
33	Enrollment in contract training courses					
	a. Unduplicated annual headcount	4,868	4,278	3,621	3,685	**4,500**
	b. Annual course enrollments	7,272	6,093	5,408	4,964	**7,028**

		FY 2009	FY 2010	FY 2011	FY 2012	Benchmark FY 2015
34	Employer satisfaction with contract training	98.0%	89.0%	100.0%	100.0%	**95%**

		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Benchmark Fall 2015
35	STEM programs					
	a. Credit enrollment	1,563	1,673	1,710	1,702	**1,800**

		FY 2009	FY 2010	FY 2011	FY 2012	Benchmark FY 2015
	b. Credit awards	197	251	222	232	**271**

FREDERICK COMMUNITY COLLEGE (FCC)

MISSION AND GOALS STATEMENT

2014

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.

INSTITUTIONAL IDENTITY

Frederick Community College's current strategic plan was approved by the Board of Trustees at the February 20, 2013 board meeting. The plan was developed using a formal and comprehensive process that involved broad stakeholder participation. This plan will serve us through FY 2015. The mission statement, coupled with its vision statement, "We transform individuals and communities through learning," supports our commitment to be a premier institution of higher education committed to advancing student success and goal completion through collaborative efforts among students, faculty, staff and community partnerships. The mission and vision, along with eight strategic goals and thirty five strategic objectives, provide direction to the College for assisting students to achieve their educational goals and advancing the quality of the institution. The College's current students reflect diverse educational and cultural backgrounds with a variety of reasons for attending FCC.

Frederick Community College's institutional identity embraces six core values:

Learning: Lifelong acquisition of knowledge and skills.

Innovation: Creative thinking and approaches that enhance learning and support continuous improvement.

Diversity: Visible and invisible human differences that affect the success of students, staff and members of the community.

Excellence: Upholding high academic standards by providing a quality educational environment.

Community: Encouraging the engagement of all internal and external stakeholders through communication and collaboration.

Integrity: Fair and ethical standards in all policies, procedures and practices.

The College offers both credit and non-credit programs and courses within the context of these values. The credit programs consist of Associate in Arts, Associate in Science, Associate in Applied Science and Associate of Arts in Teaching degrees, as well as Certificates and Letters of Recognition in assorted career programs.

The College's Continuing Education and Customized Training (CE/CT), offers credit and non-credit programs that consist of a wide assortment of courses and offerings that meet the challenging needs of Frederick County residents, businesses and industries. CE/CT educational priorities include: workforce development programs, personal enrichment and lifelong learning programs; customized and open enrollment training programs; brokering nationally recognized training programs and seminars; increasing the number of short-term certification and licensing programs; and complementing existing training programs of large area employers. CE/CT supports the instruction and support for our robust Adult Education Program, which includes Adult Basic Education (ABE), General Education Development (GED) Preparation, External Diploma and English as a Second Language (ESL).

INSTITUTIONAL CAPABILITIES

The primary emphasis of FCC is student learning and goal achievement. Through its credit and non-credit programs, along with rich academic and student support services, the College serves the diverse educational needs of the greater Frederick community while promoting student educational goal attainment and program completion. The College offers high-quality programs in most of the state-approved transfer curricula while actively engaging in articulation efforts with other Maryland institutions to ensure seamless transfer for all students.

As a premier provider of workforce development, the College supports the economic development of Frederick County and the surrounding region. Frederick Community College develops partnerships with various businesses and offers industry- specific training for area employees. In addition, the College's career degree and certificate programs provide residents with a full range of career opportunities and pathways, particularly in high- demand fields such as Allied Health, Nursing, Information Technology, Digital Media Design, Criminal Justice and Human Services.

The College is particularly attuned to its mission to support the technology goals of Frederick County by providing quality credit and non-credit programs that train high-tech workers at both entry level and advanced industry certifications. Through its participation in Maryland Online, FCC also expands access to educational experiences for time or place-bound citizens via credit and non-credit online offerings.

The College plays an important role in the development of a strong K-12 school system by offering Associate of Arts in Teaching Elementary, Associate of Arts in Teaching Spanish, Associate of Arts in Teaching Mathematics, Associate of Arts in Secondary Education, and Early Childhood Development degrees. It also provides a range of courses necessary for teacher certification. Through an exemplary partnership with Frederick County Public Schools, the College is also involved in numerous activities to enhance college readiness for high school students. In addition, it serves as the County provider for its Adult Basic Education instruction and supports students' transition to their next set of educational and career goals.

A singular characteristic of FCC continues to be its commitment to student achievement and goal completion. The College emphasizes comprehensive academic and student support services, creative partnerships, and leading-edge technology to support that commitment, and monitors its students' success through a comprehensive program review process and systematic learning outcomes assessments.

One of FCC's most significant partnerships is with Frederick County Public Schools (FCPS). This partnership was developed to support FCPS students' college readiness and to facilitate increased access to FCC courses. An additional role was recently added to implement and support the provisions of the Maryland Career and College Readiness Act of 2013. The partnership involves a high quality dual enrollment program that allows students to take FCC courses on our campus and in select high schools. The partnership also involves faculty and staff meetings related to counseling, advising, curriculum and instruction, as well as joint professional development. These efforts are supported by a steering committee composed of senior administrators from FCC and FCPS that meets regularly to enhance and expand our collaborations. Collectively, this partnership aligns very well with Maryland Ready: the 2013-2017 Maryland State Plan for Postsecondary Education and its emphasis to increase early college access to improve college completion and time-to-degree rates.

INSTITUTIONAL OBJECTIVES AND OUTCOMES

The 2014 Maryland State Plan for Higher Education focuses on several distinct areas: **Quality and Effectiveness; Access, Affordability and Completion; Diversity; Innovation; Economic Growth and Vitality**; and **Data Use and Distribution**. FCC's Mission, Vision, values and associated strategic goals and objectives support these areas of focus and the vision articulated throughout the plan.

FCC Strategic Goal 1, _Promote academic excellence in teaching and learning_. The first strategic objective of this goal is to ensure that our learning environments are appropriate for our programs. We have just completed the renovation of the building that houses our Music, Arts, and Humanities programs. In addition, we recently broke ground on our science building renovation, which will upgrade our current labs and add additional labs and learning areas in support of our growing STEM programs**.** This strategic goal also has a strategic objective that expresses our support for innovative instruction. We provide support through Innovation Grants, Summer Grants and professional development funds to support the development of our faculty and staff. An additional strategic objective of this goal is in support of completion and goal attainment. It asks that we identify and enhance policies or programs that support completion and goal attainment. To this end we have reviewed our advising and intake practices to ensure that students gets the appropriate placement and advising information to be successful when they begin taking courses with us. This goal also underscores the importance of providing student engagement opportunities that connect to student learning. We accomplish this by providing a robust schedule of co-curricular activities.

Maryland Ready Goals:
Quality and Effectiveness
Innovation
Access Affordability and Completion

FCC Strategic Goal 2, Increase student success and goal achievement. This goal charges us to work across all of our units in support of student success and goal completion. It stresses the importance of generating quality data, and the role that our data is used to make decisions at FCC. The goal emphasizes FCC's commitment to increasing access to our programs through careful analysis of enrollment and retention trends and to provide services that support students to achieve their educational goals. To this end the College has established the Strategic Enrollment Development Committee (SEDC), a standing college committee with cross functional representation to identify and remediate barriers to access and completion. In addition, the College has undertaken a comprehensive planning and design effort to develop a Learning Commons, which will create a "one-stop" for academic support that is integrated into our library facility.

Maryland Ready Goals:
Quality and Effectiveness
Innovation
Access Affordability and Completion
Data Use and Distribution

FCC Strategic Goal 3, Enhance access, support, and opportunities that meet the needs of diverse and changing populations. This goal underscores FCC's commitment to the value that diversity brings to the campus and community. Diversity at FCC is defined broadly by valuing the wide range of cultural, racial and ethnic backgrounds, human conditions and beliefs of our students, faculty, staff, and community. To this end, recently the College added "gender identity" as one of human condition to the Non-discrimination Policy. This enhances and supports the recruitment, development and retention of a diverse student body and faculty and staff in support of our mission. With this goal, the global perspectives have been infused into instruction, and offering support services in fostering an inclusive climate on campus. All our policies, procedures, and business practices are examined with the emphasis on the importance of ensuring that access and success for all students is the end goal. To this end, the Multicultural Student Services Office supports programs, including a summer bridge program called Partnership to Achieve Student Success (PASS) was established and received grant money for three consecutive years from MHEC. PASS is a cohort model designed to assist first-time degree-seeking students who are at-risk, first generation, Pell eligible, or from an underrepresented population to attain college success by increasing their persistence rate and good academic standing. This program has helped the College to reduce the achievement gaps among different racial/ethnic students.

Also, The Woman to Woman Mentoring (W2WM) Program is a partnership between FCC and the Woman to Woman Mentoring Program Advisory Board for the purpose of offering women the opportunity to be matched with a female mentor. This program is open to any woman between the ages of 18 and 35 who lives or works in Frederick County. The program offers free workshops, on various topics, such as networking and financial planning.

Maryland Ready Goals:
Quality and Effectiveness
Innovation
Access Affordability and Completion

Diversity

FCC Strategic Goal 4, *Expand opportunities for employee excellence and professional development*. This goal compels the College to assess how we support, develop, and reward its employees as critical stakeholders in the pursuit of our mission. The goal directs the College to examine its structure and the allocation of human resources to ensure that its positions and job descriptions are appropriately allocated to serve the mission. It also asks that the College develop a succession plan and a career ladder in support of projected employee demands and to increase employee retention.

Maryland Ready Goals:

Quality and Effectiveness
Innovation

FCC Strategic Goal five, *Identify and secure additional funding to meet the College's mission.* This goal moves the College toward ensuring its future viability and its continued ability to carry out its mission in the future. To achieve this goal the College is examining ways to develop additional revenue streams in support of what it receives from county and state allocations, and tuition and fees. By engaging in entrepreneurial resource development and investing in programs and partnerships that leverage our resources, the college could increase the revenue needed to support our budget without having to increase tuition. In addition, the plan indicates that the College invest in infrastructure to support the application process for grants. To this end we have retained the services of a grant facilitation group called Hanover Research, which is currently supporting the development of a grant to support the training needs to re-employ long term unemployed workers.

Maryland Ready Goals:
Quality and Effectiveness
Innovation
Economic Growth and Vitality

FCC Strategic Goal Six, *Advance the College's commitment to and success in assessing its effectiveness in achieving its mission and goals*. This goal demonstrates our commitment to integrating planning, budgeting and decision making by developing and implementing an improved and effective Institutional Effectiveness Process. To this end the College invested in a consultant to lead the college in the systematic development of our current Strategic Plan. This process began in 2011 and was completed with final Board approval in 2013. In conjunction with this process, the main units of the College have developed Tactical Plans around the Strategic Plan which will be assessed in the summer of 2014. Currently, a revised Institutional Effectiveness Procedure has been submitted through the governance process that is in support of this goal and will align institutional research, the college planning process and will inform budgeting. In addition, the College is developing a variety of data dashboards that measure key indicators of institutional effectiveness which will provide useful and easily accessible data for decision making at FCC.

Maryland Ready Goals:
Quality and Effectiveness

Innovation
Data Use and Distribution

FCC Strategic Goal Seven, *Utilize new and emerging technologies that improve learning and business operations.* FCC's IT leadership team has a goal in its tactical plan to leverage technology to enrich and transform the teaching and learning experience at the College. The College wants the students, faculty and staff to have the skill set needed to use technology effectively. FCC is committed to leveraging technology to support the education of a multigenerational student body through the use of multimodal methodologies and materials. Additionally, the College supports the use of technology to enhance the quality and delivery of student services and to promote student engagement in the college community. A second tactical goal directs the College to provide necessary measures to ensure application and network security, Personal Identity Information (PII), and disaster recovery plans and systems. We are committed to ensuring the ongoing functional viability of all College data network, telecommunications systems, and campus security networks, and the security and survivability of the College's technology infrastructure and digital information assets. The College is examining its acceptable Use of Information Technology Resources Policy and Procedures to ensure that they address current and emerging technology trends and practices. An additional outcome is that the College is leveraging enterprise content management software in support of the College's data management and records retention needs.

Quality and Effectiveness
Innovation
Data Use and Distribution

FCC Strategic Goal Eight, *Increase programs and services that anticipate and respond to current and future workforce needs.* The College operates an offsite education center that focuses on career and workforce training called the Monroe Center. The Center currently houses the Building and Trades, Culinary Arts and Continuing Education Allied Health programs. The new strategic focus for the Center is to develop training programs that lead to progressive, stackable credentials that allow students to move seamlessly between continuing education and credit programs throughout their career. The programs will be developed with a focus on adult learners entering or re-entering the workforce using innovative instructional design, combined with comprehensive support services such as prior learning assessment options, refresher courses and a comprehensive industry certification testing center. The College has partnered with Frederick County Workforce Services to support the planning and program development. In addition, all of the career programs have industry connected advisory boards that are critical to our curricular and program development. Also in support of this goal, the College is piloting a workforce development position in Continuing Education, and is concluding a search for a new Associate Vice President/Dean for Professional Studies. This position will manage and develop our credit career programs and related industry partnerships.

Quality and Effectiveness
Innovation
Data Use and Distribution

Economic Growth and Vitality

Frederick Community College, a Middle States accredited institution, continues to demonstrate strong performance on its State accountability indicators regarding access, retention, diversity, quality and effectiveness, economic growth and vitality, workforce development and community outreach.

Frederick Community College
2014 Progress Report on Cultural Diversity Plan
Submitted to MHEC
June 15, 2014

Section I: The Diversity Strategic Plan

The College's new 2013-2015 Strategic Plan became effective on July 1, 2013. The revised mission, values, goals and objectives underscore FCC's commitment to the value that supporting diversity brings to the institution. The College's mission states,

> 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.

One of FCC's six core values is: **"Diversity: Visible and invisible human differences that affect the success of students, staff, and members of the community."** To complement this, one of FCC's six strategic goals is to: "**Enhance access, support, and opportunities that meet the needs of diverse and changing populations."** In support of this strategic goal, four (4) strategic objectives reflect a decisive commitment to assuring that diversity remains central to our work throughout the College:

- Increase diversity of student and employee base.
- Infuse global perspectives into programs and services.
- Enhance an inclusive climate for students and employees.
- Develop and implement policies and procedures that enable efficient access for all students.

Informing the College's 2013-2015 Strategic Plan and its diversity-focused, strategic goal and objectives is the FCC Diversity Strategic Plan, a plan that has served as a foundation for guiding the College's implementation of diversity-specific policies, processes, and projects. Four ongoing goals that form the basis for the Diversity Strategic Plan include:

Goal 1.   The College will produce culturally competent students;

Goal 2.   Employees will be culturally competent;

Goal 3.   The diversity of College employees will mirror the representation of historically

   underrepresented students at FCC.

Goal 4.   Students will achieve equitable outcomes.

As reflected in the following sections, college-wide attention to specific programs, processes, and projects during this past year indicate that the College is actively engaged in producing culturally competent students and employees, engaged in recruitment and hiring practices that value diversity, and

focused on supporting programs that address achievement gaps. In the spirit of continuous improvement, FCC leadership, faculty, and staff recognize several areas in need of attention:

Goal One:

- Continue work on infusing multicultural and global perspectives in the curriculum.
- Continue and expand professional development for faculty in area of culturally responsive pedagogy.
- Continue refinement of outcomes assessment process for cultural competence.
- Continue to do regular assessments of students' perceptions of the campus climate.

Goal Two:

- As a part of the Middle States self-study process, determine college-wide vision for next iteration of cultural diversity/inclusion plan.
- Continue utilization of the Intercultural Development Inventory in the assessment of cultural competence of employees.

Goal Three:
- Continue to support the recruitment and search processes with FCC's diversity goals as a primary focus.
- Maintain partnership with the Preparing Future Faculty program of Howard University and explore relationship development with other Historically Black Colleges and Universities.
- Continue broadening outreach to diverse communities within Frederick County.

Goal Four:

- Continue emphasizing the use of data to measure student success.
- Continue to support the Partnership for Achieving Student Success, Summer Bridge Program.
- Continue to support the rollout of the Dual Enrollment Program to three more Frederick County Public high schools.

The College has begun preparing for its 10 year Middle States Accreditation Review that will culminate in a site visit in 2015. The chairs of the Self Study have organized the sub-committees around the eight strategic goals of the college. As indicated above, one of the eight goals has a specific focus on diversity; therefore, one of the committees will fully evaluate our diversity efforts, analyze their outcomes, and make planning recommendations for the future.

Section II: Efforts to increase numerical representation of traditionally underrepresented groups among employees and students.

The diversity of our students continues to progress. African American enrollment in spring 2014 was 13% with a growth of 1%, Latino enrollment was 9%, a growth of 45% since spring 2010. Asian student enrollment declined by 3% for the same period. Students of color now comprise 32% of FCC's student population with 18% growth for the past five years.

Our employee demographics have improved from FY 2013 to FY 2014. In FY 2013 the Minority representation of FCC's budgeted positions was 11% for Administrators, 15% for Full-Time Faculty, and 19% for Support Staff. Our current demographics moving forward into the Fall 2014 semester are 13% for Administrators, 18% for Full-time faculty, and 20% for Support Staff.

FCC continues its commitment to hiring a more diverse workforce. The College has broadened its outreach to various key constituents with a particular focus on members of historically underrepresented populations. The College has used targeted advertising to diverse populations to advance its goal of increasing the representation of historically underrepresented groups among College employees.

The College continues to use recruitment advertising partners that offer additional services which expand FCC job announcements into various diversity networks. For example, FCC maintains an annual subscription with HigherEdJobs.com whose Affirmative Action Emails are sent weekly to job seekers who have asked to receive job listings from employers actively recruiting candidates in accordance with affirmative action or diversity plans.

FCC's search process continues to follow a holistic approach in which applicants are evaluated based on critical dimensions that include capability, commitment, and chemistry. Search committee composition is approved by each Vice President and consists of at least one employee of color as further evidence to employees and applicants of the College's commitment to diversity and inclusion.

Another objective as part of goal three is to collaborate with historically black colleges and universities in an effort to recruit faculty of color. The college has partnered for five years with Howard University to support paid FCC pre-faculty internships for doctoral students participating in Howard's Preparing Future Faculty (PFF) program. Interns teach two three-credit courses per semester and are expected to participate in College activities by attending new faculty orientation and other professional development events, attending College committee meetings, holding office hours, and attending all departmental meetings. FCC's goal is to provide a genuinely positive teaching experience at the community college level to these doctoral students, many from traditionally under-represented groups, who will consider applying for future full-time faculty vacancies at FCC when there are openings in their respective disciplines. Our intern this year taught BI 101- General Biology I, lecture and Lab; BI 120 - Microbiology for Allied Health, Lecture in the Fall 2013 term and in Spring she taught BI 101, lab; BI 120, Lecture and Lab. Outside of teaching, she participated in the Science Department's meetings, as well as broader College events.

Section III - Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus. Faculty and staff cultural training, curricular initiatives that promote cultural diversity in the classroom, and in co-curricular programming.

Committed to expanding students' cultural awareness by requiring all degree-seeking students to complete a course designated as a cultural competence course, the College offers 31 courses with this designation. Each course has undergone a rigorous review to assure that each meets cultural competence curricular standards. To further diversify the curriculum, three faculty members are developing projects that infuse Asian perspectives into general education courses as part of their involvement in a 3-year NEH Bridging Cultures in Community Colleges grant that focuses on Asian traditions and culture. To encourage additional curriculum, FCC provided and/or supported faculty professional development focused on diversity and cultural awareness, including sessions on the Dream Act and its potential for ESL students, innovative best practices for engaging international students; writing across borders; and thinking through cultural diversity in Asia. Beyond the curriculum and classroom, FCC hosted a plethora of multicultural and global co-curricular activities ranging from scholarly speakers and student panels and to international films, performances, and community-based celebrations spanning Asian, Spanish, and Latino cultures, among others. Looking toward the future, the International Education Committee, comprised of faculty, Learning area staff, and a cross-section of staff from other areas of the College adopted the American Council on Education's internationalization terminology and principles.

This adoption is intended to serve as a foundation for evolving the College's internationalization of the curriculum as well as the College itself.

In terms of co-curricular activities that support diversity, the Center for Student Engagement provides opportunities for diversity training for FCC's student leaders. Diversity programs are offered at student government retreats, at state affinity group student leadership conferences, and at the annual professional association student leadership conference. In addition, students who sign up for the Leadership Legacy program, Advanced Leadership program and the Phi Theta Kappa Leadership Development courses also experience units on diversity and global and cultural competence.

The Center for Student Engagement also offers activities as part of its co-curricular events day. Keynote speakers who addressed diversity related themes and exposed students to different perspectives included:

- Jessica Minhas, recognized humanitarian and human rights activist. As a producer her work has taken her around the globe exploring issues of human trafficking, child labor, medical tourism, Middle Eastern conflict, inter-religious reconciliation, youth advocacy and more
- Kate Braestrup, chaplain to the Maine Warden Service, joining the wardens as they search the wild lands and fresh waters of Maine for those who have lost their way, and offering comfort to those who wait for the ones they love to be rescued, or for their bodies to be recovered
- Jesse J. Holland, nationally recognized journalist and media personality who has combined his work as a political reporter for The Associated Press, with a love of African American history and news. Holland has written hundreds of stories about African American politics, history and news for newspapers like The New York Times in New York City, N.Y., and The Associated Press in Washington, D.C., Columbia, S.C. and Albany, N.Y.
- Rosanne Cash, American singer-songwriter and author. She is the eldest daughter of country music icon Johnny Cash and his first wife, Vivian Liberto Cash Distin. Although Cash is often classified as a country artist, her music draws on many genres, including folk, pop, rock and blues.
- Latina Poet and spoken word artist, Mayda Del Valle, a native of the South Side of Chicago, began performing her own writing while in high school and relocated to New York City after graduating from Williams College with a B.A. in Art. Her works and performance share the life experiences of inner city, racism, and cultural isolation.

Film offerings included:

TED Talks Video: "*Chimamanda Adichie: The danger of a single story*." Our lives, our cultures, are composed of many overlapping stories. Novelist Chimamanda Adichie, in a TED Talks video, tells the story of how she found her authentic cultural voice -- and warns that if we hear only a single story about another person or country, we risk a critical misunderstanding. FCC Faculty and students followed up the video talk with a panel discussion, engaging students, faculty and staff in a conversation about the dangers of a single story in defining people, cultures, and ideas.

Feature Screening of *Girl Rising*, the groundbreaking feature film about the strength of the human spirit and the power of education to transform societies. The film presents the remarkable stories of nine girls

around the world, told by celebrated writers and voiced by renowned actors. We use powerful storytelling to deliver a simple, critical truth: Educate Girls and you will Change the World.

The Center for Student Engagement partnered with community organizations to expose students to a number of themes, including addiction, poverty, hunger, homelessness, mental illness, sexual assault and harassment, gender equality, literacy and cultural contributions by minority groups.

Some of the partnerships and programs included:

· The United Way Poverty Simulation
· State Conflict Resolution Initiative
· Frederick County Public Schools Peer Mentor Program
· Frederick County Literacy Council
· Anti-Bullying Initiative
· The Frederick Rescue Mission
· The ARC of Frederick County
· National Collegiate Alcohol and Drug Awareness Campaign
· Wellness Month Programming
· African American History Month
· Women's History Month
· The Annual "Alternative Prom" for our GLBTQ county students and allies

The State Diversity Plan notes the importance of closing the achievement gap among students and states, "the persistence of these educational achievement gaps imposes on the United States, the economic equivalent of a persistent national recession." FCC made a commitment to close the achievement gap between students of color and its students in general. Goal four of the FCC Diversity Plan emphasizes "reviewing data to develop strategies that allow all students to achieve equitable outcomes by providing access to programs and resources that significantly improve life opportunities, meeting MHEC benchmarks for success; and demonstrating high achievement." FCC strives to promote both accessibility and achievement of historically under-represented student and staff populations.

Using data from the most recent cohort (2009), the successful or persisting rate after four years is higher for Asian students (86.5%) than Hispanic students (72.8%), African American students (62.4%), and all students combined (77.5%).• Additionally, the graduation-transfer rate after four years was higher for Asian (56.8%) and Hispanic (55.6%) minorities than it was for African American Students (51.4%). Frederick Community College now enrolls proportionately more minority students (32%) than similar residents who live in Frederick County (25% based on United States Census data).

In terms of successful and persisting rates, the achievement gap has been bridged for Asian students and almost bridged for Hispanic students as reported in indicators 21 and 22 of the Accountability Report. Despite this fact, the achievement of all minority students should continue to be a focus of our institution.

The Office of Multicultural Student Services provides a comprehensive academic and social development support program that addresses the academic and career needs of diverse student populations. The program utilizes a holistic model of five key elements to develop successful

students: setting high academic standards, providing leadership training, participating in community outreach, exposing students to dynamic cross cultural experiences, and providing a culturally mediated academic support system.

Multicultural Student Services program for first year minority students who have been identified as at-risk with the creation of the Partnership to Achieving Student Success (PASS) program. The PASS program is a year-long comprehensive program that provides pro-active and intensive student support services to a cohort of students of color, low-income and academically at-risk students. The program meets two critical needs, improving the persistence rates and grade point averages of students in the cohort. The PASS program is designed to increase the recruitment, enrollment, graduation and transfer rates of students of color, low-income and academically at risk students. Components of the PASS program include a Summer Bridge Academy, peer mentoring, case management, and workshops.

The Summer Bridge Academy, coming into its third year, supports sixty one first-year students who test into two or more developmental classes. Selected participants participate in a two-week non-credit, intensive study skills and college readiness program in the subject areas of developmental reading, math and writing. Students attend classes Monday through Thursday from 8:30 am to 1:00 pm. The curriculum for the Summer Bridge Academy is designed and taught by the Multicultural Student Service Director, two Success Counselors, and three academic faculty members who teach in the areas of developmental education. Additionally, participants work with peer mentors, receive an introduction to college
resources, meet faculty and staff, participate in a service learning project, and participate in career exploration workshops. Data collected from this year's cohort shows that Summer Bridge students persist at a greater rate (87%) than students who are eligible but do not partake in the program (72%). Additionally, a larger percent of Summer Bridge students are in good academic standing and complete their developmental courses with a higher rate of success. These efforts are made possible by College Access Challenge Grant Program administered by the Maryland Higher Education Commission.

Section 4: Other Initiatives Central to the Diversity Plan

Diversity in the Nursing Program: As a result of FCC's program review process, Nursing was found to be one of FCC's most demographically diverse programs. Thirty-five percent of the students self-identified as non-white. The Spring 2014 cohort was comprised of one hundred and sixty-six females (87%) and twenty-four males (13%). The ethnicity breakdown for that semester was 64% White, 17% Black, 11% Asian, 7% Hispanic, and 1% American Indian. Based on this data, the Director of Nursing asked the Institutional Effectiveness Department to conduct a diversity workshop for the Nursing Department's faculty and staff members. The workshop delivered focused on cross cultural awareness and the instructional support needed to improve the academic success of diverse students. Based on post-workshop faculty and student feedback, Institutional Effectiveness collaborated with the Vice President of Learning and the Director of Nursing Education to create a nursing program climate survey. The survey, administered prior to end of the 2014 spring semester, was designed to gauge first and second year students' experiences with the program, its faculty and its staff. The survey had an excellent return rate and has provided the Nursing Department with useful student feedback for program improvement.

The Adult Learner: FCC's adult students bring many levels of diversity to the College. The Adult Education Program at FCC is housed in the Continuing Education and Workforce Development area and serves approximately 1700 students annually through Adult Basic Education, Pre-Diploma, GED Preparation and English as a Second Language Classes as well as the National External Diploma Program. Adult Education program provides instruction and support services to a diverse student body, including students from over 86 countries speaking 46 different languages. FCC's Adult Education students range in age and experience from 16 to 80+ and no formal education to advanced degrees in their native countries. In addition to supporting educational goals, the program also supports students' employment and post-secondary education goals as well.

In addition, FCC operates an offsite education center that focuses on career and workforce training called the Monroe Center. This center currently houses our Building and Trades, Culinary Arts, and Continuing Education Allied Health programs. The new strategic focus for the center is to develop training programs that lead to progressive, stackable credentials that allow students to move seamlessly between continuing education and credit programs throughout their career. The programs developed will focus on adult learners entering or re-entering the workforce using innovative instructional design, combined with comprehensive support services such as prior learning assessment options, refresher courses and a comprehensive industry certification testing center. We have partnered with Frederick County Workforce Services to support our planning and program development. In addition, all of our career programs have industry connected advisory boards that are critical to our curricular and program development. Also in support of this goal the college has piloted a workforce development position in Continuing Education, and is concluding a search for a new Associate Vice President/Dean for Professional Studies. This position will manage and develop our credit career programs and related industry partnerships.

Another campus based adult learner focused initiative is the Woman to Woman Mentoring Program. The Woman to Woman Mentoring Program is a unique opportunity for women who live, work, or go to school in Frederick County to work with a mentor to identify and work toward career, academic, and personal goals. Women ages 18-35 are eligible for the program which is 10 months long and is comprised of the one-on-one mentoring relationship as well as monthly workshops covering topics from working within your strengths to healthy relationships to financial literacy to networking. Mentors are community volunteers from a wide variety of career fields and backgrounds. W2WM is launching its 7th class for the Fall 2014 term.

Increased Access for High School Students: The College has moved out of the pilot stage for the Dual Enrollment Program. School Based Dual Enrollment creates opportunities for students who otherwise might not be able to access college courses and thus supports the college's plan for an increasingly diverse student body. Dual Enrollment has been fully implemented in two high schools. From the 2013-2014 school year to the 2014-2015 school year, one of the participating schools has experienced a 22% growth in dual student enrollment. In the second high school, they have seen an amazing 242% growth in dual student enrollment over the same period. During the 2014-2015 school year, three additional schools will be added to the program. With the on boarding of each school, the college becomes more

richly diverse. Each building has dually enrolled students who are part of the Federal Free and Reduced Meals program, have IEPs and 504 plans, as well as a strong percentage of minority students.

As demonstrated in this report, FCC continues to value and support its diversity initiatives. As the Fall 2014 semester begins, the College will start a new chapter with the full initiation of the Middle States Self Study, the hiring of a new Director of Diversity, and the installation of FCC's new President, Elizabeth Burmaster. The Self Study will help FCC to fully understand where we are now, and what we need to do to best prepare for the future. Our previous Director of Diversity served the College well and has retired. We are currently in a national search for a new Director. That position reports directly to the President and will guide the College's diversity planning and initiatives. President Burmaster will be welcomed on August 18, 2014 and all the FCC stakeholders look forward to working with her to move the institution forward.

FCC 2014-2015 Diversity Strategic Plan

Cultural Competence: The knowledge, skills and abilities necessary to interact effectively and appropriately with people who are different from you.

Goal 1: Produce Culturally Competent Students

1. **Objective 1: The Curriculum will promote cultural competence**
    - Change the General Education Goal 10 to read "students will demonstrate cultural competence"
    - Mandate all degree programs to include at least one three credit course that is internally certified to develop cultural competence. These courses may also meet other requirements such as general education or major requirements in career programs
    - Develop an Archive of Best Cultural Competence Practices in current credit and Continuing Education courses
    - Expand opportunities for student study abroad and international experiences through the MCCIEC (Maryland Community College International Education Consortium)
    - Develop a professional development program that will help faculty recognize, respect and use students' identities and backgrounds as meaningful sources for creating optimal learning environments and experiences
    - Create an opportunity to achieve a Cultural Competence Letter of Recognition and a CE program certificate by participating in a menu of activities and demonstrating learning
2. **Objective 2: Co-curricular and Continuing Education programs will promote cultural competence**
    - Incorporate diversity training as part of leadership development training for student organizations
    - Provide cultural competence development opportunities to students
    - Engage ESL and underrepresented student populations in co-curricular experiences in order to promote cultural competence of all students and enhance integration into overall student population
    - Expand service learning efforts and opportunities to bring student volunteers to the community – student mentors, health assistance
    - Develop instructional resource from FCC diverse student population
3. **Objective 3: Students will be assessed on their cultural competence**

- Develop a rubric for certifying cultural competence courses
- Conduct a course-related outcomes assessment for cultural competence

4. **Objective 4: The Campus Environment will reflect the cultural diversity of the College Community**
   - Create intercultural and cross-cultural spaces on campus
   - Conduct student satisfaction surveys bi-annually to measure student perceptions of campus environment

Goal 2: Employees will be culturally competent

1. **Objective 1: A campus understanding of diversity terminology such as cultural competence, culture of inclusion, inclusive excellence, etc. will be achieved**
   - Assess campus understanding of diversity terminology at the College
   - Create a professional development program based on assessment that addresses gaps in understanding
   - Continue "Diversity Dialogues" seminars on campus
2. **Objective 2: Cultural competence will become a necessary skill for all faculty and staff**
   - Insert cultural competence as necessary skill in all College job descriptions
   - Define and determine criteria and process for evaluation of cultural competence on performance appraisal
   - Create a comprehensive professional development program for diversity that promotes cultural competence

Goal 3: The diversity of College employees will mirror the representation of historically underrepresented students at FCC

1. **Objective 1: The proportion of full-time faculty, administrators and professional staff of color will mirror the underrepresented populations of Frederick County**
   - Create teaching internships/fellows program for under-represented graduate students
   - Increase recruiting outreach and partnership opportunities with HBCUs, Minority-Serving institutions
2. **Objective 2: Establish FCC as a leader in cultural diversity**
   - Create a diversity speaker's bureau for classroom use
   - Implement external diversity communication (PR) plan
   - Increase FCC outreach to diverse communities in Frederick
   - Increase the diversity membership of College boards and advisory committees
3. **Objective 3: Organizational policies, procedures and practices will promote inclusion**
   - Establish procurement practices that promote diverse representation
   - Facilitate diversity improvement by strategic use of assessment data
   - Create an internal diversity committee to monitor progress of diversity strategic plan, develop diversity programming, celebrations, professional development, and develop criteria for diversity awards for faculty and staff
   - Administrators and support staff will provide culturally competent services and supports to students and the public

Goal 4: Students will achieve equitable outcomes

1. **Objective 1: Students will have equitable access to programs and resources that significantly improve life opportunities**

- o Identify areas for review and accumulate data. Examples are:
  - Programs/Majors
  - Academic and socialization programs, internships
  - Financial support
- o Identify disparities between subpopulations
- o Develop, implement, and evaluate strategies to arrive at equity

2. **Objective 2: Students will meet MHEC benchmarks for success**
- o Identify areas of inequity in successful persister rates and 4 year graduation and transfer rates and accumulate data
- o Identify disparities between subpopulations
- o Develop, implement, and evaluate strategies to arrive at equity

3. **Objective 3: Students will demonstrate high achievement**
- o Identify and monitor indicators of excellence. Examples are:
  - GPA intervals
  - Dean's list
  - Honors course participation
- o Identify disparities between subpopulations
- o Develop, implement, and evaluate strategies to arrive at equity

Frederick Community College
Operating Budget Development Flowchart

Vice President for Administration	**AUGUST:** Budget instructions and forms sent to department managers.	**SEPTEMBER:** Develop revenue, baseline budget, and estimate amount available for new initiatives.	**NOVEMBER:** Consolidate all approved requests and prepare list.	**NOVEMBER:** PAS reviews and recommends initiatives for approval to the Board of Trustees based on available funding.
				DECEMBER: President's Cabinet reviews PAS recommendations and prioritizations.
				JANUARY: Board of Trustees reviews and approves the budget.
				FEBRUARY-JUNE: Board of County Commissioners reviews and approves the budget.

Area Vice President

OCTOBER: Compile, prioritize, and forward approved list and completed forms to Senior Accountant – V. Bernoi.

Vice Presidents/Senior Accountant – V. Bernoi work with Institutional Advancement office to explore alternative funding for non-approved initiatives.

Staff/Department Chairs/Associate Vice Presidents/ Vice Presidents

SEPTEMBER: College-wide review of strategic plan, Department budgets, and assessment of needs.

SEPTEMBER: Complete forms based on assessment.

SEPTEMBER: Forward to respective Vice President.

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